

(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): New Horizons Charter Academy

County/District Code: 19-64733-0128371

Dates of Plan Duration (should be five-year plan): July 1, 2019 to June 30, 2024

Date of Local Governing Board Approval: June 20, 2019

District Superintendent: Richard Thomas

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City: Los Angeles Zip code: 91601

Phone: 818-655-9602 Fax:

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.

Richard Thomas

Printed or typed name of Superintendent Date Signature of Superintendent

Stuart Cano

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

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Part I

Background and Overview

Background

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

Development Process for the Single School District Plan

Single School District Plan Planning Checklist

Federal and State Programs Checklist

District Budget for Federal and State Programs

Background

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The Consolidated Application (ConApp)

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

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

The Local Educational Agency Plan (LEA) Plan

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

The Single Plan for Student Achievement (SPSA)

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

Role of School Site Council

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

Composition of School Site Council

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

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

¹ *EC* Section 64001(a), (d)

² *EC* Section 41507

³ *EC* Section 41572

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

Categorical Program Monitoring (CPM)

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

Development Process for the Single School District (SSD) Plan

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

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

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

The SSD Plan can serve as a summary of all existing state and federal programs and establish a focus for raising the academic performance of all student groups to achieve state academic standards. In the context of this Plan, improvements in instruction,

professional development, course offerings, and counseling and prevention programs are means of achieving specific academic and support services goals for all groups of students, including identified under-performing student groups. **State and federal laws require that school site administrators, teachers, and parents from the SSD (which includes direct-funded charter schools) must be consulted in the planning, development, and revision of the SSD Plan.**

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

Step One: Measure the Effectiveness of Current Improvement Strategies

Analyze Student Performance

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

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

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

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

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

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

- The Academic Program Survey (APS) – school-level survey of status of implementation of the nine essential program components (not required for single school districts)
- District Assistance Survey (DAS) – district-level survey of status of implementation of nine essential program components
- Least Restrictive Environment Assessment – examines educational practices for students with disabilities
- English Learner Subgroup Self Assessment (ELSSA) – designed to improve outcomes for English learners

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

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

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

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

Step Three: Develop or Revise Performance Goals

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

Step Four: Revise Improvement Strategies and Expenditures

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

Identify available resources. Aside from fiscal resources available through federal and state funding, programmatic resources are available on the CDE Web site at

<http://www.cde.ca.gov>. The ConApp provides funding for the following programs: Title I, Parts A and D; Title II, Part A; Title III, Part A; Title IV, Part A; Title V, Part A; Title VI, subpart 2 (Rural Low-Income); School Safety and Violence Prevention; Cal-SAFE; Peer Assistance Review; Tobacco-Use Prevention; Economic Impact Aid; and Middle and High School Supplemental Counseling Program.

Step Five: Local Governing Board Approval

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

Step Six: Monitor Implementation

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

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

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

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

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

FEDERAL AND STATE PROGRAMS CHECKLIST

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

Federal Programs		State Programs	
✓	Title I, Part A		Economic Impact Aid (EIA) – State Compensatory Education
	Title I, Part B, Even Start		EIA – Limited English Proficient
	Title I, Part C, Migrant Education		After-School Education and Safety Programs
	Title I, Part D, Neglected/Delinquent		School and Library Improvement Block Grant
✓	Title II, Part A, Subpart 2, Improving Teacher Quality		Child Development Programs
✓	Title II, Part D, Enhancing Education Through Technology		Educational Equity
	Title III, Limited English Proficient		Gifted and Talented Education
	Title III, Immigrants		High Priority Schools Grant Program
	Title IV, Part A, Safe and Drug-Free Schools and Communities		Tobacco Use Prevention Education (Prop 99)
	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
	Adult Education		School Safety and Violence Prevention Act (AB1113, AB 658)
	Career Technical Education		Healthy Start
	McKinney-Vento Homeless Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	<i>Individuals with Disabilities Education Act (IDEA), Special Education</i>		English Language Acquisition Program
	21 st Century Community Learning Centers		Community Based English Tutoring
	Other (describe):		Art/Music Block Grant
	Other (describe):		School Gardens
	Other (describe):		Other (describe): Categorical Block Grant
	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	N/A	\$24,000	100%	\$20,400
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	N/A	\$2,000	100%	\$2,000
Title II, Part D, Enhancing Education Through Technology	N/A	\$500	100%	\$500
Title III, Limited English Proficient				
Title III, Immigrants				
Title IV, Part A, Safe and Drug-free Schools and Communities				
Title V, Part A, Innovative Programs – Parental Choice				
Adult Education				
Career Technical Education				
McKinney-Vento Homeless Education				
IDEA, Special Education				
21 st Century Community Learning Centers				
Other (describe)				
TOTAL				

DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

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

Part II The Plan

Needs Assessments

Academic Achievement

Professional Development and Hiring

School Safety

Descriptions – Program Planning

District Profile

Local Measures of Student Performance

Performance Goal 1

Performance Goal 2

Performance Goal 3

Performance Goal 4

Performance Goal 5

Additional Mandatory Title I Descriptions

Needs Assessments

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

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

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

Academic Performance

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

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

Teacher Quality

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

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

School Safety and Prevention

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

Descriptions – Program Planning

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

District Profile

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

Description

Our Mission: New Horizons Charter Academy (NHCA) is a K-8th grade public charter school providing an exceptional education to a diverse student body. Through a standards-based constructivist curriculum in a supportive and dynamic learning environment, students become creative and critical thinkers who ask questions, debate, and express ideas fearlessly and respectfully. With a focus on civic responsibility, public speaking, and the written word, NHCA students are prepared for a lifetime of meaningful work and ongoing service to causes greater than themselves. New Horizons Charter Academy is committed to providing our students with a comprehensive education that will utilize state of the art technology to support K-8 academic instruction that will nurture and prepare students so they develop 21st century skills from the onset. NHCA is highly committed to providing our students with a wide range of the educational strategies, programs, and tools that will motivate, meaningfully engage, systematically support, and continuously challenge them as individuals to develop critical thinking, collaborative, creative, mathematical, technology, and social skills so they become college-prepared and career ready.

Our Vision: At New Horizons Charter Academy we believe every student is gifted, and we will provide all of our students with a rigorous and comprehensive, multi-disciplinary standards-based instructional program in all content areas; we value each one of our school community members and we will build on the cultural and linguistic backgrounds each individual brings with him/her. NHCA's educational focus will be to provide all of our students with academic equity and solid foundations in science education, technology, and oral and written academic English skills so they become college prepared and career ready.

We endeavor to achieve our vision to increase students' academic achievement by implementing research-based, standards-based instruction with an embedded technological support component throughout the curriculum, and developing NHCA as a community-centered school where we value partnering with our students' families and/or legal guardians, community members, and LAUSD personnel; our partnership with California State University Los Angeles' staff will provide systematic professional collaboration to support and strengthen our staff's professional skills that will help make a difference and improve the quality of the education and services we will provide our students. Our collaboration will enable us to nurture the educational, social, and emotional needs of our student community.

We seek to establish an inclusive, diverse community that will become a model of education reform, teacher innovation, and collaboration. We intend to graduate individuals who effectively

meet academic challenges, thoughtfully interact with others, and positively contribute to the diverse local and global community in which we all live. We will strive to develop and communicate best practices, and mentor others as we have been mentored. We strive to create a community founded on three pillars: Educational Excellence, Diversity, and Community.

To achieve our mission to educate our students to be 21st century global learners, NHCA aims to incorporate the following key elements to ensure their academic success:

1. Offer a multidisciplinary academic instructional program using state-of-the-art technology in every classroom which will implement the California State Standards; the Common Core State Standards were fully implemented 2014-15 school year to guide our instruction to prepare students to develop 21st century global skills; Our commitment is supported by the research of Nicole Pinkard, founder of Digital Youth Network, who asserts that “A nice side effect is that these skills are now helping some students get into highly competitive selective enrollment schools. Their media portfolios are their calling cards,”
<http://spotlight.macfound.org/blog/entry/wbez-profiles-pinkard/>.
2. Provide students with a multi-disciplinary curriculum which will address individual students’ needs by incorporating the following sound academic practices:
 - a. multiple intelligences as contemplated in *Intelligence Reframed: Multiple Intelligences for the 21st Century*, Gardner (1999), *Backward Planning instructional approaches in Understanding by Design*, 2nd Ed., Wiggins & McTighe (2005);
 - b. applying effective strategies (i.e., providing students with prompt and immediate academic feedback) recommended in *Classroom Instruction that Works*, Marzano, Pickering & Pollock (2001);
 - c. implementing Zwiers & Crawford’s (2011) five skills that focus and deepen academic conversations since “...these are the skills that empower students to communicate well...in whole class discussions, small groups, workplace meetings, social gatherings, and family interactions,” as developed and articulated in *Academic Conversations: Classroom Talk That Fosters Critical Thinking and Content Understandings*,(p. 2);
 - d. also, to increase critical thinking skills and English oral participation in core subjects utilizing questioning strategies for inferential and elaborative probing to promote comprehension as articulated in *The Art and Science of Teaching*, Marzano (2007);
 - e. assisting struggling students with innovative strategies from *Teaching the Brain to Read: Strategies for Improving Fluency, Vocabulary, and Comprehension* Willis (2008); and
 - f. another helpful resource we will tap into is Marzano Research Laboratory (online) to avail ourselves of additional formative tools such as Proficiency Scales to monitor students’ language arts progress (<http://marzanoresearch.com>).
- Embed technology into our daily interdisciplinary instructional program to differentiate, complement, and enrich our academic instructional support to all our students. By

showing the lesson on the computer using Microsoft Powerpoint or a web browser, the teacher can bring in supplemental research and material to embellish the lesson. The teacher may use an educational video to emphasize points and deepen the learning experience for the students.

- Expand learning opportunities for students and parents through after-school learning activities which will vary from utilizing technology (for example, in the form of SMART Boards, flat screen computers and iPads) for a variety of projects which will include research, develop power-point presentations, content-specific activities such as practicing Language Arts or math skills; provide English Language support for students as well as for parents; offer homework support, sports practice; our staff will foster and support establishing stimulating opportunities to participate in a chess, oral debate, math, science, or creative writing after-school club.
- Partner with faculty from the Charter College of Education at California State University, Los Angeles; partner with members from the North Hollywood Arts District (NOHO), Burbank, and Banking community members in North Hollywood to benefit our students from the resources our partners will bring to NHCA.
- Embrace our students' parents, family, and legal guardians to be integral members of our school where they can participate as their time permits to share their talents, culture, language, and expertise with our student body. Interested parents will have on-going opportunities to become involved in our school, and our staff will nurture their involvement by supporting and collaborating with them to plan presentations after school or to present during school hours to compliment particular lessons or units of study; we aim to increase parental involvement and familial pride in our parents' lives so that they know they are valued members of our school community. Our school's approach to increasing parental involvement is supported by extensive academic research: Banks, and McGee Banks (2012) relate successful strategies that have been used to increase parental participation, especially for parents and families of Culturally and Linguistically Diverse (CLD) students; specifically, they refer to attracting parental participation in schools that follow a community centered approach in which the school is the center of all activities, and a full service model where the school is the place where parents and families find a wide range of services and support for the varied needs of their households and children. When families were integrated and welcomed into the school culture, their participation increased dramatically as evidenced by parental representation in school councils and learning activities.

Teachers will collaborate to articulate and develop school-wide theme projects or units in which there is connecting of core subjects to the study of a relevant subject that facilitates the integration of more than one core content area. Teachers do not need to implement blue-print models of the same unit, but know that they can connect with what other classes and grades are investigating. Teachers at the charter school may discuss and collaborate on having time to celebrate their findings/ projects/learning. A museum-style set up in the auditorium could be another way for students to display their academic work to celebrate learning and invite the school community to visit and view their projects...and after school event may work very well

because of many working parents. There is ample academic research that supports this multidisciplinary approach because the human mind learns best when presented with opportunities to learn using more than one intelligence and using rich materials.

Our Educational Philosophy: At the foundation of our educational philosophy is a belief that learning should be an active experience that involves a community of educators, students and families. We believe that effective schools create a culture of caring and respect that supports all members in achieving their potential academically, socially, emotionally, artistically, and physically. To enable all to work together toward these ends, we believe in explicitly expressing our learning goals -- derived from academic standards and school-defined behavioral and attitudinal objectives. New Horizons Charter Academy expects all involved with the school to support these convictions and to endorse a constructivist learning environment that nurtures, challenges, and values every member of the community. NHCA also adheres to the belief that students should be given opportunities to direct their own learning. NHCA students will be asked to apply dual language skills to explore their interests through the process of choosing specific projects and formulating essential questions that drive their learning experiences.

NHCA's educational program has been influenced, among other theorists and educational research, by the educational/theoretical foundations of Vygotsky's Zone of Proximal Development (1978), Freire's Critical Pedagogy (1962), Piaget's Cognitive Theory of Child Development (1970), Gardner's Multiple Intelligences Theory which helps to identify the specific talents children exhibit (1999), Goleman's Emotional Intelligences (1995), , Wiggins & McTighe's Understanding by Design (Backwards Instructional Planning) (2005), Marzano's questioning that promotes comprehension in the Art and Science of Teaching (2007), to provide pedagogical support to offer our students a sound, effective, and differentiated approach to addressing their academic, linguistic, intellectual, cultural, social and emotional needs.

Our instructional design to support, monitor, and differentiate the academic, social, and linguistic needs of our ELs integrates research-based approaches recommended by the California Department of Education (2010): Improving education for English Learners, and will follow the English Learners Master Plan and teaching modules to guide, instruct, and monitor our ELs' academic progress. We will be guided by Dweck's research on promoting long term success by providing students with meaningful work so that "...teachers praise the learning process rather than students' ability, convey the joy of tackling challenging learning tasks, and highlight progress and effort" Educational Leadership/September

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2010, p. 20. The research by Ehri, Dreyer, Flugman & Gross (2007) offered instructional understanding about three effective approaches to support struggling ELs and other students experiencing learning difficulties: 1) most successful readers improve from reading at 98% or higher accuracy(correct words read by high readers who make about 2% of reading errors and correctly read a passage with 98% success rate), 2) struggling students who received small group reading support from the teacher, rather than a paraprofessional, accelerated their reading abilities, and 3) "Self-selected reading activity seems to be about twice as powerful at generating reading development as teacher-selected reading," Allington, p. 43 in Educational

Leadership/March 2011. www.lausd.net/gate, *The Thinker*, and www.cde.ca.gov/sp/gt/gt/ will provide support and guidance to address the identification and instructional needs of our Gifted and Talented Education population. Hyerle's (2004) school-based research on using Thinking Maps as effective visual tools to make instruction comprehensible are integrated in the instruction of all content areas at NHCA. Nicole Pinkard, John Seely Brown, and Hall Davidson's research and expertise will serve to enlighten our staff's effective integration of digital technology in daily academic instruction.

Specifically, at New Horizons Charter Academy all members of our community are responsible for the school-wide implementation of our mission, vision, and goals, as follows:

3. The New Horizons Charter Academy community and partners will maintain the highest level of integrity in fiscal management while seeking all available resources and using them effectively to support the instructional program.
4. The New Horizons Charter Academy community will work cooperatively and collaboratively to create a child-centered environment that is safe, free of violence, drugs and harassment, in which all partners are empowered by their own sense of ownership and responsibility to the charter school.
5. The students, parents and employees of New Horizons Charter Academy will collaboratively establish and model the highest standards for student achievement, positive self-esteem, pro- social values, and respect for cultural diversity.
6. The employees of New Horizons Charter Academy will demonstrate their belief in the value of lifelong learning and model the appropriate and desired behaviors and attitudes expected of students.
7. The staff will motivate students of New Horizons Charter Academy to actively seek learning opportunities by working cooperatively, thinking critically, and striving to master rigorous academic standards attainable through self-monitoring individual academic goals.

School Population and Demographics

New Horizons Charter Academy opened in August 2013 with 136 students in grades TK-6, and will grow over the next 5 years until reaching full enrollment of 300 students, TK-8.

Year	# Students	Grades Served
2013-14	136	TK-6
2014-15	195	TK-7
2015-16	252	TK-8
2016-17	300	TK-8
2017-18	300	TK-8
2018-19	300*	TK-8

*Full enrollment

In 2018-2019 ethnicity, FRPL, and English language (EL) status were as follows:

Ethnicity	Number	% of pop	#EL	%EL	#FRPL	%FRPL
ALL	195	100	82	33	135	81
American Indian	1	<1%	1	100	1	100
Armenian	45	30%	20	50	0	0
Korean	2	1.5%	1	100	0	0
Japanese	1	<1%	0	0	1	100
Filipino	2	1.5%	1	100	0	0
Hispanic	135	65%	37	40	46	88
African American	5	2%	3	1	28	60
White	5	2%	2	1	5	17

New Horizons Charter Academy School Goals

Our goal is to promote learning, discovery and personal growth among all members of the school community - students, teachers, administration and parents – to achieve English Proficiency for all students by 5th grade, and to maintain high academic standards while addressing a wide range of learning abilities and needs.

We maintain that learning and growth are fostered by removing fear from the school environment and by empowering all members of the learning community to take responsibility for and accept the consequences of their own actions. All our educational policies and procedures are informed by this value of individual responsibility.

New Horizons Charter Academy places equal emphasis on character development and academic achievement, seeking to instill respect and compassion in all learners. We recognize that the implicit messages contained in the school environment are as powerful a part of the curriculum as the explicit course of study. We believe that in education, process is as important as measurable results.

We seek interdisciplinary approaches whenever possible and incorporate technology and inquiry into all academic areas. We have a commitment to supporting reading, literacy, and critical thinking in every part of the curriculum.

Finally, we seek to inspire students who are self-reliant, creative, curious, respectful and responsible; and we hope to instill a love of learning that will stay with our students all their lives.

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

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

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

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

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

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

Baseline assessment is obtained using data from both internal and external/school-wide assessments. At the beginning of the year, all students take diagnostics assessments. Students' initial performance on these assessments will be used as a baseline against which we can compare year-end results, and through which we can measure longitudinal academic growth from year to year. In this way, the school will accurately interpret the results of these tests and the effectiveness of instruction during the year. These comparative results, in addition to data from internal assessments, will be used to improve instruction for the following school year.

Given our commitment to data-driven instruction, and the recent suspension of the CDE CAASPP testing program, NHCA has adopted a robust portfolio of student diagnostic tests that give us instructionally useful data throughout the year. Specifically, we are currently implementing the following assessments:

- [Scholastic CORE Phonics Survey](#) (English/Spanish)
- Reading Results phonological awareness (English/Spanish)
- [Words Their Way](#) Spelling Inventory (English/Spanish)
- [Teacher College Reading and Writing Project](#) - Assessments (English)
- [Pearson EDL2 Reading fluency and comprehension \(Spanish\)](#)
- Math [CGI Assessments \(English\)](#)
- Stanford [FLOSEM](#) Second Language Oral Proficiency Assessments
- Pearson Math enVision and Digits Topic and Chapter Assessments
- Wonders ELA – Reading, Grammar, Writing and Language Arts
- FOSS Science Chapter Assessments
- Pearson Social Science unit and chapter assessments
- ST Math Online Progress Assessments
- RAZ-Kids – Reading Comprehension and Running Record Assessments
- Illuminate SBAC Quarterly ELA and Math Benchmarks

We currently input, analyze, and report on data from these assessments manually, using Excel and our Illuminate Data and Assessment System. With our implementation of the Illuminate data management and reporting system in 2018-2019, we anticipate being able to input student performance data from all of these sources, and easily generating detailed reports of individual student performance and grade-level, classroom, and subgroup trends.

We also recently adopted the NWEA Early Grades Assessment, which is an adaptive online, common core standards-aligned assessment. This assessment will be administered three times a year, beginning in Spring 2015. NWEA has its own automatically generated reports that show us student proficiency against a national norm, as well as instructionally useful nationally normed “RIT” score and lexile level data. After multiple administrations, we will also be able to see student growth over time relative to a growth target that is set based on a national norm of similarly performing students. We anticipate that this assessment, combined with those listed above, will provide us with a robust achievement profile for all of our students, while also preparing our staff, students, and families for the new CCSS-aligned state assessments and online testing and reporting system.

Performance Goal 1A: All students will reach high standards, at a minimum, attaining proficiency or better in reading by 2014-15.

<p>SCHOOL GOAL # <u>1</u> (Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages) All students, including all subgroups will advance toward proficiency each year on the appropriate summative test. New Horizons Charter Academy scores will show a 10% increase in student proficiency each year.</p>	
<p>Student groups and grade levels to participate in this goal:</p> <ul style="list-style-type: none"> Students in grade TK-8, including all subgroups 	<p>Anticipated annual performance growth for each group:</p> <ul style="list-style-type: none"> All students will advance one CAASPP performance level upward toward proficient, or beyond, or if already advanced, will maintain performance.
<p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"> SBAC in English/Language Arts (grades 3-8) NWEA Early Grades Assessment (grades TK-3) 	<p>Data to be collected to measure academic gains:</p> <ul style="list-style-type: none"> Annual SBAC assessments as directed by CDE Tri-annual NWEA Early Grades Assessment proficiency and growth scores Diagnostic portfolio of assessments: <ul style="list-style-type: none"> Scholastic CORE Phonics Survey (English/Spanish) Reading Results phonological awareness (English/Spanish) Words Their Way Spelling Inventory (English/Spanish) Teacher College Reading and Writing Project - Assessments (English) Pearson EDL2 Reading fluency and comprehension (Spanish) Stanford FLOSEM Second Language Oral Proficiency Assessments <p>Additional formal assessments will take the form of traditional tests, timed essays, multi-step projects, portfolios, close of unit assessments, and grade level and subject specific rubrics.</p>

Planned Improvement in Student Performance in Reading

Description of specific actions to improve student achievement in Reading and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <ul style="list-style-type: none"> a) Staff will receive on-going training in the design of common core aligned instructional units. Wonders Common Core English Language Arts Curriculum used for improving ELA achievement. b) New staff will receive training and mentoring support in teaching to the standards through the BTSA program. c) Ongoing observation of teachers to ensure common core content standards are being addressed is completed by the administration team. d) Teachers use ongoing assessments imbedded in the standards based curriculum to ensure each student is progressing at grade level. 	<p>Executive Administrator, Principal, and teachers</p> <p>Summer PD in August 2015, followed by quarterly PD days, supported by weekly faculty meetings.</p>	<p>PD on Common Core State Standards and dual language literacy development strategies</p>	<p>Consultants: \$5000</p> <p>Teacher Stipends/BTSA Support \$12,000</p>	<p>Implementation Grant and General Fund</p> <p>Title II A fund</p>
<p>2. Use of standards-aligned instructional materials and strategies:</p> <ul style="list-style-type: none"> a) Provide standards based material to support skill instruction in grades TK-8, including testing material. Wonders Common Core ELA, enVision Common Core Math, FOSS Science Next Generation Science Standards, Pearson California Social Science b) Use of diagnostic and benchmark assessments on a quarterly basis. c) Monthly grade level collaboration to analyze benchmark data and plan instruction. d) Year-long unit guides which map out reading standards and topics for the year. e) Teacher lesson plans explicitly reference standards 	<p>Executive Administrator, Principal, and teachers</p> <p>Ongoing</p>	<p>Professional Development for teachers, classroom observation training for principal</p> <p>Purchase of standards-aligned instructional and assessment materials in Spanish and English</p>	<p>Staff and Administrator salaries</p> <p>Instructional Materials: \$30,000</p>	<p>Implementation Grant and General Fund</p>

Description of specific actions to improve student achievement in Reading and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>that are being taught and the lessons plans are reviewed on an ongoing basis.</p> <p>f) Use of a curriculum consultant and/or reading specialist.</p>				
<p>3. Extended learning time:</p> <p>a) Provide remedial instruction through the after school program and teaching assistants as needed.</p> <p>b) Students are assessed on an ongoing basis through assessments imbedded in the school's curriculum and students identified as low-performing receive pull out services to receive additional support.</p> <p>c) Student intervention programs are a part of the school's ongoing curriculum. Extra support for students is provided throughout the school day with additional help provided during after school hours.</p>	<p>Principal, teachers and paraprofessionals</p> <p>Ongoing</p>	<p>Paraprofessional Salaries and training</p> <p>After school program costs</p>	<p>\$56,840</p>	<p>General Fund & Title I Fund & ASES grant and 21st Century Learning Center Grant (pending approval)</p>
<p>4. Increased access to technology:</p> <p>a) All students have access to computers and tablets with online reading instruction and intervention programs.</p> <p>b) Computer/Internet access is available in all classrooms</p> <p>c) Installation of interactive SMARTBoards.</p>	<p>Executive Administrator, Principal, and teachers</p> <p>Ongoing once purchased in 2014-15</p>	<p>Computers and tablet purchase, set-up</p> <p>Software</p> <p>Internet and computer maintenance</p> <p>Network and computer maintenance</p>	<p>\$45,000</p>	<p>Implementation and other grants, General Fund Title II D</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>a) Staff collaborate at weekly staff meetings. All teachers provide feedback regarding the reading/language arts needs and progress of individual students.</p> <p>b) All teachers across the curriculum expect the same minimum standards of written work.</p> <p>c) Teachers discuss books, ideas, curriculum and expectations on a regular basis.</p> <p>d) Teachers actively work to encourage, support, and promote Sustained Silent Reading as a teaching tool in our school.</p> <p>e) Staff are encouraged to participate in professional</p>	<p>Executive Administrator, Principal, and teachers</p> <p>On-going</p>	<p>Staff time</p> <p>Conference fees</p>	<p>\$10,000</p>	<p>Implementation and other grants, General Fund</p> <p>Title I fund</p> <p>Title II A</p>

Description of specific actions to improve student achievement in Reading and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
conferences. f) New teacher participation in Beginning Teacher Support Assessment. g) NHCA schedules five full Professional Growth Days per school year.				
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): a) Maintain an active Parent Council with staff and parent community representatives b) Mail home student state test results generated from Illuminate Student Information System and Illuminate Data Assessment System. c) Provide parents with quarterly progress reports & grades as well as monthly newsletters. d) School Accountability Report Card and other data are posted on the school website as is information about our Language Arts Program. e) Student-led conferences f) Parent teacher conferences are scheduled as needed. g) Students falling behind in English are able to attend after school study hall or meet with the resource teacher as necessary. h) Monthly principal chats i) Back to School Night j) Bi-Monthly Parent In Action Committee Meetings k) Monthly Parent Meetings l) Parents are required to volunteer for 30 hours each school year.	Executive Administrator, Principal, and teachers On-going	Staff time Mailings Database maintenance	N/A	N/A
7. Auxiliary services for students and parents (including transition from preschool): a) All new, incoming students are given a diagnostic test in language arts. b) New students and families attend an orientation meeting at the beginning of the year, focused on the	Executive Administrator, Principal, and teachers Ongoing	Instructional Aids	N/A	N/A

Description of specific actions to improve student achievement in Reading and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>curriculum scope and sequence, and standards to be mastered by students.</p> <p>c) Special education support providers are available to support students struggling with reading and writing skills.</p> <p>d) Small group instruction will be used to provide targeted skills instruction. The lessons are structured so that students respond frequently, allowing teachers to monitor responses and modify instruction as needed.</p> <p>e) Formal and informal early-intervention strategies will assist low-performing students, so NHCA students will perform at or above common core standards.</p> <p>f) NHCA students transition out of the NHCA preschool program so that they are prepared for it's rigorous academic standards, which in turn prepares students to transition out of NHCA into any high school model.</p>		Reference Guide review & maintenance		
<p>8. Monitoring program effectiveness:</p> <p>a) NHCA administers all mandated components of the state's standards-based assessment system.</p> <p>b) The entire staff reviews individual and subgroup data.</p> <p>c) Data-driven instruction provides teachers with continuous information in regard to student progress.</p> <p>d) Administrators, teachers, and parents will review the LEA plan once a year. The plan will be updated based on feedback and analysis of student performance on state and local assessments.</p>	<p>Board of Directors, Executive Administrator, Principal, teachers</p> <p>On-going</p>	Staff time	N/A	N/A

Description of specific actions to improve student achievement in Reading and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. Targeting services and programs to lowest-performing student groups:</p> <ul style="list-style-type: none"> a) Differentiated instruction will be utilized, and formative assessments will guide this instruction b) One-on-one reading with low performing readers c) Access to resource aid d) Smaller class sizes help ensure that each student will receive individual attention and encourages active communication between parent and teacher, so early notification is possible if a student is struggling. Weekly collaboration at staff meetings e) Online skills practice and intervention f) SST teams are used to assist students. 	<p>Principal, Special Education providers</p> <p>All Staff</p> <p>On-going</p>	<p>Staff time</p>	<p>N/A</p>	<p>N/A</p>
<p>10. Any additional services tied to student academic needs:</p> <ul style="list-style-type: none"> a) Offering art, music, yoga and dance b) A structured psychomotor program following physical education standards 	<p>All staff</p> <p>On-going</p>	<p>Staff time</p>	<p>N/A</p>	<p>N/A</p>

Performance Goal 1B: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics by 2014-2015.

<p>SCHOOL GOAL # 2 (Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages) All students, including all subgroups will advance toward proficiency each year on the appropriate summative test. New Horizons Charter Academy scores will show a 10% increase in student proficiency each year.</p>	
<p>Student groups and grade levels to participate in this goal:</p> <ul style="list-style-type: none"> Students in grade TK-8, including all subgroups 	<p>Anticipated annual performance growth for each group:</p> <ul style="list-style-type: none"> All students will advance one CAASPP performance level upward toward proficient, or beyond, or if already advanced, will maintain performance.
<p>Means of evaluating progress toward this goal:</p> <ul style="list-style-type: none"> SBAC in Math (grades 3-8) NWEA Early Grades Math Assessment (grades TK-3) 	<p>Data to be collected to measure academic gains:</p> <ul style="list-style-type: none"> Annual SBAC assessments as directed by CDE Tri-annual NWEA Early Grades Assessment proficiency and growth scores Diagnostic CGI Math Assessment <p>Additional formal assessments will take the form of traditional tests, multi-step projects, portfolio, and close of unit assessments</p>

Planned Improvement in Student Performance in Mathematics

Description of specific actions to Improve Student Achievement in Mathematics and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <ul style="list-style-type: none"> a) Staff will receive on-going training in the design of common core aligned instructional units. b) New staff will receive training and mentoring support in teaching to the standards through the BTSA program. c) Ongoing observation of teachers to ensure common core content standards are being addressed is completed by the administrative team. d) Teachers use ongoing assessments imbedded in the standards based curriculum to ensure each student is progressing at grade level. 	<p>Executive Administrator, Principal, and teachers</p> <p>Summer PD in August 2014, followed by quarterly PD days, supported by weekly faculty meetings.</p>	<p>PD on Math Common Core State Standards and dual language literacy development strategies</p>	<p>Consultants: \$5000</p> <p>Teacher Stipends/BTSA Support \$12,000</p>	<p>Implementation Grant and General Fund</p>
<p>2. Use of standards-aligned instructional materials and strategies:</p> <ul style="list-style-type: none"> a) Provide standards based material to support skill instruction in grades TK-8, including testing material. b) Use of diagnostic and benchmark assessments on a regular basis. c) Monthly grade level collaboration to analyze benchmark data and plan instruction. d) Year-long unit guides which map out reading standards and topics for the year. e) Teacher lesson plans explicitly reference standards that are being taught and the lesson plans are reviewed on an ongoing basis. f) Use of a curriculum consultant and/or math 	<p>Executive Administrator, Principal, and teachers</p> <p>Ongoing</p>	<p>Professional Development for teachers, classroom observation training for principal</p> <p>Purchase of standards-aligned instructional and assessment materials</p>	<p>Staff and Administrator salaries</p> <p>Instructional Materials: \$20,000</p>	<p>Implementation Grant and General Fund</p>

Description of specific actions to Improve Student Achievement in Mathematics and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
specialist.				
<p>3. Extended learning time:</p> <ul style="list-style-type: none"> a) Provide remedial instruction through the after school program and teaching assistants as needed. b) Students are assessed on an ongoing basis through assessments imbedded in the school's curriculum and students identified as low-performing receive pull out services to receive additional support. c) Student intervention programs are a part of the school's ongoing curriculum. Extra support for students is provided throughout the school day with additional help provided during after school hours. 	<p>Principal, teachers and paraprofessionals</p> <p>Ongoing</p>	<p>Paraprofessional Salaries and training</p> <p>After school program costs</p>	<p>\$56,840</p>	<p>General Fund & Title I Fund & (pending approval) ASES grant and 21st Century Learning Center Grant</p>
<p>4. Increased access to technology:</p> <ul style="list-style-type: none"> d) All students have access to computers and tablets with online math instruction and intervention programs e) Computer/Internet access is available in all classrooms f) Installation of interactive SMARTBoards 	<p>Executive Administrator, Principal, and teachers</p> <p>Ongoing once purchased in 2014-15</p>	<p>Computers and tablet purchase, set-up Software Internet and computer maintenance Network and computer maintenance</p>	<p>\$45,000</p>	<p>Implementation and other grants, General Fund</p> <p>Title II D fund</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <ul style="list-style-type: none"> a) Staff collaborate at weekly staff meetings. All teachers provide feedback regarding the math needs and progress of individual students. b) All teachers across the curriculum expect the same minimum standards of mathematical reasoning and communication. 	<p>Executive Administrator, Principal, and teachers</p> <p>On-going</p>	<p>Staff time Conference fees</p>	<p>\$10,000</p>	<p>Implementation and other grants, General Fund</p> <p>Title I fund Title II A fund</p>

Description of specific actions to Improve Student Achievement in Mathematics and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> c) Teachers discuss and plan curriculum and expectations on a regular basis. d) Staff are encouraged to participate in professional conferences. e) New teacher participation in Beginning Teacher Support Assessment. f) NHCA schedules five full Professional Growth Days per school year. 				
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <ul style="list-style-type: none"> a) Maintain an active Parent Council with staff and parent community representatives b) Mail home student state test results c) Provide parents with quarterly progress reports & grades as well as monthly newsletters. d) School Accountability Report Card and other data are posted on the school website as is information about our Math Program. e) Student-led conferences f) Parent teacher conferences are scheduled as needed. g) Students falling behind in Math are able to attend after school study hall or meet with the resource teacher as necessary. h) Monthly principal chats i) Back to School Night j) Bi-Monthly Parent In Action Committee Meetings k) Monthly Parent Meetings l) Parents are required to volunteer for 30 hours each school year. 	<p>Executive Administrator, Principal, and teachers</p> <p>On-going</p>	<p>Staff time Mailings Database maintenance</p>	<p>N/A</p>	<p>N/A</p>
<p>7. Auxiliary services for students and parents (including transition from preschool):</p> <ul style="list-style-type: none"> a) All new, incoming students are given a diagnostic test in Math. 	<p>Executive Administrator, Principal, and teachers</p>		<p>N/A</p>	<p>N/A</p>

Description of specific actions to Improve Student Achievement in Mathematics and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> b) New students and families attend an orientation meeting at the beginning of the year, focused on the curriculum scope and sequence, and standards to be mastered by students. c) Special education support providers are available to support students struggling with math skills. d) Small group instruction will be used to provide targeted skills instruction. The lessons are structured so that students respond frequently, allowing teachers to monitor responses and modify instruction as needed. e) Formal and informal early-intervention strategies will assist low-performing students, so NHCA students will perform at or above common core standards. f) NHCA students transition out of the NHCA preschool program so that they are prepared for it's rigorous academic standards, which in turn prepares students to transition out of NHCA into any high school model. 	Ongoing	Staff time Reference Guide review & maintenance		
9. Monitoring program effectiveness: <ul style="list-style-type: none"> a) NHCA administers all mandated components of the state's standards-based assessment system. b) The entire staff reviews individual and subgroup data based on Illuminate Data and Assessment System and other relevant data (e.g. CELDT, STAR, Quarterly Benchmarks) c) Data-driven instruction provides teachers with continuous information in regard to student progress. d) Administrators, teachers, and parents will review the LEA plan once a year. The plan will be updated based on feedback and analysis of student performance on state and local 	Board of Directors, Executive Administrator, Principal, teachers On-going	Staff time	N/A	N/A

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
assessments.				
11. Targeting services and programs to lowest-performing student groups: <ul style="list-style-type: none"> a) Differentiated Instruction will be utilized, and formative assessments will guide this instruction. b) One-on-one tutoring with low performing students c) Access to resource aid d) Smaller class sizes help insure that each student will receive individual attention and encourages active communication between parent and teacher, so early notification is possible if a student is struggling e) Weekly collaboration at staff meetings f) Online skills practice and intervention 	Principal, Special Education providers All Staff On-going	Staff time	N/A	N/A
12. Any additional services tied to student academic needs: <ul style="list-style-type: none"> a) Offering art, music, yoga and dance b) A structured psychomotor program following physical education standards 	All staff On-going	Staff time	N/A	N/A

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

SCHOOL GOAL # 3

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

All Limited-English-Proficient students will advance toward proficiency in English each year. Limited-English-Proficient students will advance in reading Language Arts and math as indicated in Performance Goal #1.	
Student groups and grade levels to participate in this goal: English Language Learners Year 1 (K-6), Year 2 (K-7), Year 3 (K-8), Year 4+ (K-8)	Student groups and grade levels to participate in this goal: English Language Learners Year 1 (K-6), Year 2 (K-7), Year 3 (K-8), Year 4+ (K-8)
Means of evaluating progress toward this goal: ELD: progress on ELD standards mastery, as measured by CELDT and ELD Standards Assessment Portfolio (measured each trimester). ELA: progress in academic vocabulary development and reading comprehension, as measured by Developmental Reading Assessment (DRA), reading inventories, and reading fluencies (measured three times a year). ELA: progress in writing, based on grade level writing application standards, as measured by written assessments scored by school-wide teacher-created rubrics (measured three times a year). Math: progress in computation and concept attainment, as measured by end of unit tests, and standards based assessments.	Means of evaluating progress toward this goal: ELD: progress on ELD standards mastery, as measured by CELDT and ELD Standards Assessment Portfolio (measured each trimester). ELA: progress in academic vocabulary development and reading comprehension, as measured by Developmental Reading Assessment (DRA), reading inventories, and reading fluencies (measured three times a year). ELA: progress in writing, based on grade level writing application standards, as measured by written assessments scored by school-wide teacher-created rubrics (measured three times a year). Math: progress in computation and concept attainment, as measured by end of unit tests, and standards based assessments.

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
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Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed):	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
<p style="text-align: center; writing-mode: vertical-rl; transform: rotate(180deg);">Required Activities</p> <p>1. The programs and activities to be developed, implemented, and administered and how the SSD will use the these funds to meet all annual measurable achievement objectives described in Section 3122</p> <ul style="list-style-type: none"> c) NHCA is a full-inclusion model charter school that addresses language proficiency in English with a large number of students who first language is Spanish or Armenian, NHCA is expects through extensive ELL literacy support, all ELL students will be proficient in English by 5th grade. d) <u>Structured English Immersion (SEI)</u>: During the English language portion of the day, K-8 EL students 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 instruction. Core content instruction 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. e) <u>English Language Mainstream (ELM)</u>: During the English language portion of the day, K-8 students who have been assessed on the CELDT and have found to be at “reasonable levels of fluency in English” (CELDT levels 4-5) receive daily instruction in ELD targeted to their language proficiency 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. 	<p>Executive Administrator, Principal, teachers</p>	<p>Supplemental materials, professional development</p>	<p>Materials: \$12,000</p> <p>Professional Development: \$5,000</p>	<p>General fund, grants, Title II</p>

Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed):	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>2. How the SSD will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <ul style="list-style-type: none"> ▪ meeting the annual measurable achievement objectives described in Section 3122 ▪ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)) ▪ annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1)) <p>New Horizons Charter Academy is committed to monitoring the academic achievement of its EL students in the subject areas of ELD, ELA, and math. To ensure that EL students are making satisfactory progress towards the interim and annual goals stated earlier, NHCA employs the following monitoring process:</p> <ul style="list-style-type: none"> • All students, including all EL students, will participate in the statewide assessment program including the SBAC in reading and math to measure students' progress towards proficiency. • Statewide targets in reading and math will be applied to significant subgroups of EL students to determine whether EL students have made adequate yearly progress. Results will be reported to the Board, to parents and the community through accountability report cards. • The CELDT test will be used for initial assessment and administered annually to measure EL students' progress towards English proficiency. • All EL student records (testing, copies of letters to parents, grades, etc.) are kept in a language development folder. This folder is updated yearly, and accompanies the student as he/she changes schools. • Site administrator gathers and monitors EL student records, coordinates EL testing, advises teachers about EL student placement and groupings, monitors EL student progress. 	<p>Executive Administrator, Principal, teachers</p> <p style="text-align: center;">42</p>	<p>Teacher stipends, professional development</p>	<p>Stipends: \$6,000</p> <p>Professional Development: \$5,000</p>	<p>General fund, grants, Title II</p>

Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed):	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. How the SSD will promote parental and community participation in LEP programs</p> <p>NHCA will use funds to encourage and promote broad involvement of the parents of EL students and the community. NHCA currently has written parent involvement policies and EL parents are involved in developing site plans.</p> <p>Designated funds will:</p> <ul style="list-style-type: none"> • Build capacity for strong parent involvement through technical assistance which will be made available for planning effective parent involvement and coordinating other programs. • Provide both written and oral translation for parents who receive individual student assessment results and program descriptions. • Enable a training program for administrators and teachers on how to ensure that all communications are sent home will be translated into the major languages represented at the sites. • Provide oral translation for every advisory meeting and parent conference. • Hire staff to make phone calls to parents and offer child care. • New Horizons Charter Academy will provide translations of all significant school to home communication • The school will provide SBAC Test results to all parents of English-Limited-Proficient students. 	<p>Executive Administrator, Principal, teachers, Office Manager, parents</p>	<p>Translation services, parent trainings</p>	<p>Translation: \$4,000</p> <p>Trainings: \$1,000</p>	<p>General fund, grants, Title II</p>

Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed):	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. How the SSD will provide high quality language instruction based on scientifically based research (per Sec. 3115(c). The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> • English proficiency • Academic achievement in the core academic subjects <p>New Horizons Charter Academy offers daily ELD and SDAIE instruction during the English language portion of the day. Program goals promote high expectations for student success while developing a positive self-concept in students. Standards-aligned content curricula and instruction are implemented within the core academic subjects. Ongoing monitoring of student progress takes place 3 times a year, with close attention paid to the achievement of goals.</p> <p>ELD: Each EL student, upon assessment for language proficiency level, receives daily, targeted instruction in ELD appropriate to his/her level of fluency in English within the content subjects. Teachers in grades K-5 teach ELD lessons integrated in the core curriculum. ELD is taught by a qualified teacher. Both programs facilitate high quality language instruction based on scientifically based research and aligned with student academic content standards.</p> <p>Core Curriculum: Each EL student currently receives access to core content through specially designed academic instruction in English (SDAIE). Teachers in core content areas have been trained to use SDAIE strategies to support EL students' academic achievement.</p> <p>Assessment and Evaluation: Local formative assessments and the annual CELDT are used to measure the increase in students' English proficiency and academic achievement. New Horizons Charter Academy will develop benchmarks for expected student performance on CELDT over time as a result of these programs. Group data is analyzed and compared to benchmarks to evaluate program growth of EL students.</p>	<p>Executive Administrator, Principal, teachers</p> <p style="text-align: center;">44</p>	<p>Supplemental materials, professional development</p>	<p>Materials: \$12,000</p> <p>Professional Development: \$5,000</p>	<p>General fund, grants, Title II</p>

Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed):	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
<p data-bbox="170 594 205 862" style="writing-mode: vertical-rl; transform: rotate(180deg);">Required Activities</p> <p data-bbox="226 326 936 873"> 5. High quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel: <ol style="list-style-type: none"> a. designed to improve the instruction and assessment of LEP children b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children’s English proficiency or substantially increasing the teachers’ subject matter knowledge, teaching knowledge, and teaching skills d. long term effect will result in positive and lasting impact on teacher performance in the classroom </p> <p data-bbox="226 922 936 1133"> Funds will be used to provide instructional materials for English Language Development and materials designed to help ELs access the core curriculum. Funds will also be used to provide training for teachers in research-based strategies to accelerate the achievement of English learners so they can become proficient in English and meet the state standards in reading and math. </p>	<p data-bbox="968 321 1194 407">Executive Administrator, Principal, teachers</p>	<p data-bbox="1224 321 1430 407">GLAD Training, Thinking Maps, SDAIE strategies</p>	<p data-bbox="1482 321 1650 407">Professional Development: \$5,000</p>	<p data-bbox="1738 321 1902 375">General fund, grants, Title II</p>

	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
Allowable Activities	<p>1. Upgrade to program objectives and effective instructional strategies, if applicable</p> <p>Grade level teams will:</p> <ul style="list-style-type: none"> • Evaluate academic course content • Adopt supplementary materials • Review intervention programs • Develop intervention curricula • Develop local standards-based assessments • Review disaggregated data • Evaluate student progress • Determine the efficacy of programs for EL students <p>These meetings will provide an opportunity for grade level articulation and ensure consistency and coordination. The training for principals and teachers is designed to provide all teachers with effective instruction strategies in ELD and SDAIE.</p>	Executive Administrator, Principal, teachers	Release time for grade level planning	Release time: \$3,000	General fund, grants

Allow	Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed):	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
	<p>2. Any: B - Pull out and push in programs are used to support classroom instruction</p> <p>NHCA will provide an intensive intervention curriculum that will focus on the specific needs of identified EL students in order to assist them in developing English language proficiency, high levels of academic proficiency, and in meeting reclassification criteria. Specific areas of focus include improvement in reading fluency, reading comprehension, word analysis and vocabulary development. The intervention program will be designed to support and complement the student's regular Language Arts/ELD and core content instructional program.</p> <p>In addressing the needs of the identified students, the intervention program will use consistent, systematic instruction to:</p> <ul style="list-style-type: none"> • Provide targeted reading skills intervention including decoding, reading, fluency, reading comprehension, word analysis and vocabulary development. • Enjoy reading and access numerous and varied literature at appropriate student reading levels. • Read and comprehend leveled fiction and non-fiction materials. • Engage in expository, narrative, response to literature, and persuasive writing (based upon grade level ELA standards and grade-span ELD standards). 	Resource Specialist	Cost of Resource Specialist	\$49,000	General funds

Allow	Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed):	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
	<p>3. How programs for English Learners are coordinated with other relevant programs and services</p> <p>Title III funds will be used to develop a variety of programs to extend the regular instructional program and focus on the needs of EL students. The following collaborative programs will be coordinated to meet each student's identified needs:</p> <ul style="list-style-type: none"> • Current, existing intervention programs • Family Committees • After School Program • Online Reading Programs (RAZ-Kids, Headsprout, I-LIT) 	Executive Administrator, Principal, teachers, paraprofessionals	n/a	n/a	n/a
	<p>4. Any other activities designed to improve the English proficiency and academic achievement of LEP children</p> <p>a. Vocabulary emphasis in all classrooms utilizing Saddlier-Oxford Vocabulary Program</p>	Principal Teaching Staff	Cost of Saddlier-Oxford	\$1,300	General funds
	<p>5. Community participation programs, family literacy services, and parent outreach and training activities provided to LEP children and their families –</p> <p>a. Host family nights for LEP families to promote family literacy. At family nights, parents will be given information on the standards, strategies and electronic/technological resources to assist parents to support their students in mastering the standards</p> <p>b. "Home to School Connection" communication flyer on parent involvement</p> <p>c. Parent and Student Portal access to Student Information System and Student Assessment System through Illuminate</p>	Principal, School Site Council	Cost of flyer	\$300 per year	General Funds

Allow	Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed):	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
	<p>6. Efforts to improve the instruction of LEP children by providing for –</p> <ul style="list-style-type: none"> a. The acquisition or development of educational technology or instructional materials b. Funds will be used to provide supplemental instructional materials for the classroom that will help EL students access the core curriculum and will provide professional development opportunities for staff and the ELD teachers. 	Principal	Supplemental classroom materials		SB1829 supplemental funding
	<p>7. Other activities consistent with Title III or EIA/LEP funds</p> <ul style="list-style-type: none"> a. Funding will also be used to provide translation/interpreter for parent teacher conferences and for school to home communication. 	Principal	Interpreter translator	\$500	General funds

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

Parents of Limited-English-Proficient students must be notified: outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents. Describe how you will meet these requirements:		Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
Required Activities	1. SSD informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB): <ol style="list-style-type: none"> a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools 	Principal, ELD teachers - within 10 days of the first day of school Principal, EL teachers - within 20 days of receipt of scores Principal, EL teachers - within 30 days of the first day of school or within 10 days of enrollment of non-returning students	Printing/postage Postage Embedded in the cost of "a" above	\$100 \$100	General Funds

Parents of Limited-English-Proficient students must be notified: outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents. Describe how you will meet these requirements		Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
Required Activities	<ul style="list-style-type: none"> g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child h. information pertaining to parental rights that includes written guidance detailing – <ul style="list-style-type: none"> i. the right that parents have to have their child immediately removed from such program upon their request ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available iii. the SSD assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the SSD 				
Note: Notifications must be provided to parents of students enrolled since the previous school year, not later than 30 days after the beginning of the school year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.					
SSD Parent Notification Failure to Make Progress If the SSD fails to make progress on the annual measurable achievement objectives, it will inform parents of a child identified for participation in such program, or participating in such program, of such failure not later than 30 days after such failure occurs.		Executive Administrator, Principal	n/a	n/a	n/a

Plans to Provide Services for Immigrants

IF the SSD is receiving or planning to receive Title III Immigrant supplemental funding, complete this table (per Sec. 3115(e)). Please describe:		Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
Allowable Activities	1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children.	N/A			
	2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth.	N/A			
	3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth.	N/A			
	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds.	N/A			
	5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services.	N/A			
	6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education.	N/A			
	7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services.	N/A			

Performance Goal 3: By 2015-2016, all students will be taught by highly qualified teachers.

Summary of Needs and Strengths for Professional Development

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

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

STRENGTHS	NEEDS
<ul style="list-style-type: none"> • Teachers are observed regularly by the Principal to ensure that their lessons are aligned with their daily objectives. • Teachers submit weekly lesson plans aligned to instructional pacing guides and common core state standards • All teachers participate in a 2 week long summer professional development. • All teachers participate in weekly afternoon professional developments and five (5) full day PD's • Critical Friends Protocol. This protocol will assist teachers with specific student issues (i.e. students with special needs). It also provides a forum in which teacher gain feedback on specific lessons and/or units from their peers. • Formal and in-formal teacher evaluations by Principal and Executive Administrator • NHCA has clearly written policies in its employee handbook, and all procedures are communicated frequently at teacher in-services. 	<ul style="list-style-type: none"> • Transition to the Common Core State Standards • Engaging our students/continuing work to make our lessons both standards based and culturally relevant • Implementing the inquiry approach with consistency • Using our data to drive our instruction on a regular basis • Differentiating our instruction for different learning modalities and learning needs (i.e. students with IEPs, GATE, etc.) • Enhancing our students analytical writing skills • Developing our students as independent critical thinkers. • Developing our students in the skills of academic discourse and collaborative learning

Performance Goal 3: *By 2015-2016, all students will be taught by highly qualified teachers.*

<p>SCHOOL GOAL # 4 (Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages)</p> <p>Students will continue to make progress toward proficiency in Language Arts, Math, Science, and Social Studies as a result of instruction by NCLB highly qualified teachers. All New Horizons Charter Academy teachers have achieved NCLB highly qualified status.</p>	
<p>Student groups and grade levels to participate in this goal: All students (including all grade levels, ELL's, Title 1, Special Needs)</p>	<p>Anticipated annual performance growth for each group: All students will continue to advance toward, at, or above proficiency in Language Arts, math, science and social studies at 10% per year.</p>
<p>Means of evaluating progress toward this goal: CAASPP scores and NWEA benchmark assessments</p>	<p>Data to be collected to measure academic gains: ELA and math benchmark assessments, district writing assessments, STAR scores in areas of Language Arts, Math, Science, and Social Studies</p>

Planned Improvements for Professional Development (Title II)

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <ul style="list-style-type: none"> • Regular peer observation and support will improve teacher practice through peer mentoring • Collaboration at staff meetings and in-service days address standards-based, written, taught, and assessed curriculum. • Staff will conduct annual needs assessments of our professional growth and development • New Horizons Charter Academy will development an annual year-long, school-wide professional development plan that reflects the criteria for highly qualified teachers based on staff strengths and needs in relation to student achievement results. 	<p>All staff On-going All Staff</p>	<p>Staff time</p>	<p>Staff salaries and benefits</p>	<p>Implementation Grant and General Fund</p>
<p>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</p> <ul style="list-style-type: none"> • New Horizons Charter Academy will create a professional development plan that is coherent and focused on topics and workshops that have the greatest positive impact on a teacher's ability to accelerate the learning of students in the lowest performing groups. • School site administrators and lead teachers will review research on professional development activities that assist teachers and administrators to ensure all students meet or exceed standards. • The team will design a system of professional development that is differentiated based on teacher effectiveness and assignment. • Successful teachers and site administrators will serve as demonstrators and coaches for those who are less successful. • Cycle of peer observation and support will improve teacher practice through peer mentoring. 	<p>All staff On-going</p>	<p>Staff time Journal subscriptions</p>	<p>Staff salaries and benefits \$300</p>	<p>Implementation Grant and General Fund</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <p>As NHCA has approximately 80% of its students qualify for free and reduced lunch, its high percentage does not create a gap.</p> <p>New Horizons Charter Academy will provide professional growth activities that are linked to the California Professional Standards for Educational Leaders and address the specific learning needs of under-performing students. By selecting professional growth options that are linked to these standards, we are assured that the reduction of the achievement gap will be an integral part of such learning. When designing and assessing the impact of the professional development system, the Administrative Team will concentrate on the degree to which the training or systems does the following:</p> <ul style="list-style-type: none"> • How well does it focus on students meeting/exceeding the content standards? • To what degree is the system built on the strengths and needs of the staff? • To what degree is the system built on the strengths and needs of the students in the teacher's classrooms? • How well do selected professional development resources apply to particular under-performing student populations? • How well integrated are the classroom materials, intervention approaches, and family and community relations with the professional development system? 	Executive Administrator, Principal, Teachers	n/a	n/a	General Budget
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <p>All activities support staff-defined priorities for all funding sources including improving knowledge of academic subjects, instructional strategies and state standards, improving knowledge of instructional practices that involve collaboration, special needs students, student</p>	Executive Administrator, Principal, Teachers	n/a	n/a	General Budget

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
behavior interventions, parent involvement, and improvement of classroom practice and student learning.				
<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <ul style="list-style-type: none"> • Access to workshops, conferences, and other professional growth activities • Weekly collaboration at staff meetings • Reimbursement for CSET fees 	Executive Administrator, Principal, Teachers	Reimbursement costs, conference and workshop fees	\$12,000	General Budget
<p>6. How the SSD will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <p>NHCA will develop a technology plan. Based on this plan it will acquire the hardware and software to ensure that all students and teachers have access to technology to facilitate learning. In addition, teachers must receive staff development training to facilitate the effective use of technology.</p>	Executive Administrator, Principal, Teachers	N/A	N/A	N/A
<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <ul style="list-style-type: none"> • All students have use of several computers in each classroom • Blended Learning provides ongoing technology use for students and teachers • Data-driven instruction provides ongoing technology use for students and teachers 	All Staff Ongoing	Technology Consultants, computers and tablets	\$12,000	General Fund Implementation Grant

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>8. How the SSD, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the SSD Plan:</p> <ul style="list-style-type: none"> • The Executive Administrator, teachers, paraprofessionals and principal met several times to determine planning. • Parent meetings were held on numerous occasions to discuss/inform parents of professional development plan. • The Board of Directors, consisting of parents and non-parents, meets regularly. The principal reports to the Board about school development. All meetings are open to the public. • The SSD Plan is approved by the board of Directors. 	<p>Executive Administrator, Principal, All staff</p> <p>The Site Board meets monthly</p> <p>Staff meetings occur for several days at the beginning and end of the school year as well as weekly.</p>	<p>Staff time</p>	<p>N/A</p>	<p>N/A</p>
<p>9. How the SSD will provide training to enable teachers to:</p> <ul style="list-style-type: none"> • Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency • Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn • Involve parents in their child's education and • Understand and use data and assessments to improve classroom practice and student learning • New teachers must complete two years of professional development (BTSA training) to earn their clear credential. • Staff collaboration lead to the development of our academic and behavior policies and procedures. • Student study team meetings involving parents, teachers, administration, and students strengthens the academic support for struggling students. • Upon release of SBAC test scores, reports will be distributed and discussed at weekly staff meeting. 	<p>Executive Administrator, Principal, All staff</p> <p>On-going</p>	<p>Staff time, BTSA training costs,</p>	<p>\$10,000</p>	<p>General Fund Title II A fund</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>10. How the SSD will use funds under this subpart to meet the requirements of Section 1119:</p> <p>The LEA encourages staff to complete any necessary supplementary authorizations to their credential.</p>	<p>Any staff member needing supplementary authorization</p> <p>Principal</p> <p>On-going</p>	<p>CSET expenses</p> <p>Staff time</p>	<p>N/A</p>	<p>N/A</p>

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

Environments Conducive to Learning (Strengths and Needs):

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

STRENGTHS	NEEDS
<p>Inherent in our school's philosophy is the commitment to creating a physically, emotionally, and socially safe educational environment for our students. We utilize weekly all-school meetings, and peer mentoring to build community. Our community agreements form the basis of our school culture.</p> <p>There is a clear set of emergency procedures and regular opportunities for practice drills.</p> <p>A comprehensive safety plan has been adopted and is periodically reviewed by the school site council, staff and School Board.</p> <p>Administrators and staff support the view that emotional, psychological and social needs of students are intrinsically related to academic achievement and promote this approach.</p> <p>Parents are provided with regular Information through online bulletins, a Charter School newsletter and survey reports.</p> <p>There are many opportunities for parents to participate, and are in fact asked to volunteer 30 hours each year, and attend school functions such as the weekly assemblies, bi-monthly Parent In Action Meetings and Monthly Parent Meetings.</p> <p>The school has a consistent, progressive discipline policy. The school is implementing the Positive Behavior Intensive Support System (PBIS). The code of conduct is well-publicized and each family receives a copy at time of enrollment.</p>	<p>Continuous professional development in classroom management.</p> <p>Continued focus on building a culture of team and family.</p> <p>Development of a peer mediation and conflict resolution program.</p> <p>Continued early identification of academic and behavioral deficiencies with students and continued development of the Student Study Team process.</p> <p>Continued support of student attendance goals</p>

Environments Conducive to Learning (Activities):

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

ACTIVITIES
<ul style="list-style-type: none"> • Small class sizes where applicable • Conflict resolution skills • Clear and consistent discipline policies • Staff integrate activities that promote social responsibility in the classroom, school, and larger community. • Opportunities for parent workshops will be provided regularly to support students academically, emotionally, and socially. • Students will engage in a daily physical fitness program that incorporates development of motor skills, healthy lifestyles, good nutritional choices, and exposure to a variety of physical activities. • Establishment of a collaborative leadership culture where all stakeholders, including staff, parents, students, and the community have a voice in and share responsibility in the decision making process for New Horizons Charter Academy.

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

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

STRENGTHS	NEEDS
<ul style="list-style-type: none"> • Experienced, committed administrative staff • Experienced, committed certificated staff • Experienced, committed classified staff • Experienced, committed paraprofessionals • Small school communities • Secured parameters at school • Existing procedures, policies, and enforcement • Good cooperation with local law enforcement • Professional Development programs to support certificated staff 	<ul style="list-style-type: none"> • Additional community and agency resources to assist with students and families • Additional training for staff to improve education, intervention, and enforcement activities • Additional Time for collaboration and planning • School nurse • School counselor

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

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

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

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

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

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

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: _/_/____ Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by:	5 th — % 7 th — % 9 th — % 11 th — %	5 th — % 7 th — % 9 th — % 11 th — %
The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by:	5 th — % 7 th — % 9 th — % 11 th — %	5 th — % 7 th — % 9 th — % 11 th — %
The percentage of students that report high levels of school connectedness at their school will increase biennially by:	5 th — % 7 th — % 9 th — % 11 th — %	5 th — % 7 th — % 9 th — % 11 th — %

Other Performance Measures

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

LEA Specified Performance Measures _____ (Process to Collect Data)	Performance Indicator Goal	Baseline Data
N/A		

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

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

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

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

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

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

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

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

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

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

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

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

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

New Horizons Charter Academy will not be participating in TUPE.

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

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

New Horizons Charter Academy will not be participating in TUPE.

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

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

New Horizons Charter Academy will not be participating in TUPE/SDFSC.

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

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

New Horizons Charter Academy will not be participating in TUPE/SDFSC.

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

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

New Horizons Charter Academy will not be participating in TUPE/SDFSC.

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

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

New Horizons Charter Academy will not be participating in TUPE/SDFSC.

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

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

New Horizons Charter Academy will not be participating in TUPE.

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

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

Position/Title	Full time equivalent
N/A	N/A

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

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

This section of the plan is intended to reflect the SSD’s efforts to reduce the percentage of students dropping out of school, and therefore, increase the percentage of students who graduate from high school. Also include a description below of the SSD’s efforts to ensure that all students have equal access to advanced placement (AP) opportunities.

This page does not apply to districts with no secondary students.

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

Additional Mandatory Title I Descriptions

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

Describe the measure of poverty that will be used to determine which schools are eligible for Title I funding in accordance with Section 1113, "Eligible School Attendance Areas."	
	Description of how the LEA is meeting or plans to meet this requirement:
Identify one of the following options as the low-income measure to identify schools eligible for Title I funding: <ul style="list-style-type: none"> • Number of children in families receiving assistance under the CalWorks program; • Number of children eligible for Free/Reduced Price Lunch programs; • Number of children ages 5-17 in poverty counted by the most recent census data; • Number of children eligible to receive medical assistance under the Medicaid program; • Or a composite of the above. 	Number of children eligible for Free/Reduced Price Lunch in the school attendance area in which NHCA enrolls students, namely the North Hollywood and greater Los Angeles area.
Describe how the low-income measure described above is used to rank and select schools to receive Title I funds <ul style="list-style-type: none"> • All schools with a 75% or above poverty level are funded • All other schools are funded by poverty ranking district wide or by grade span. 	It is expected that NHCA will qualify as a School Wide Title I Program. (See Below)

Additional Mandatory Title I Descriptions

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

<p>Please provide a general description of the nature of the programs to be conducted by the SSD under Sections 1114, "Schoolwide Programs," and/or Section 1115, "Targeted Assistance Schools." All ten of the required components must be addressed. (For more information on Schoolwide, please go to http://www.cde.ca.gov/sp/sw/rt/; for Targeted Assistance go to http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp).</p>	
	<p>Description of how the SSD is meeting or plans to meet this requirement:</p>
<p>For schoolwide programs (SWP), describe how the SSD will bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:</p> <ul style="list-style-type: none"> • A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards. • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards. • Instruction by highly qualified teachers and strategies to attract and keep such teachers. • High quality and ongoing professional development for 	<p>It is expected that NHCA will qualify to become a School Wide Title I Program. The school will comply with the CDE's process to School Wide Title I Designation.</p> <p>Title I funds will be used to supplement the regular core academic program in order to ensure that all students achieve a high level of academic proficiency. These services are provided for all students. Supplemental support to the core academic program will take the form of:</p> <ul style="list-style-type: none"> • 100% of teachers are highly qualified. • Annual review of student mastery of standards and teacher implementation of a standards-aligned curriculum. • Free before and after school programs for all students, including academic support and enrichment • Special grouping and/or tutoring to assist low-performing students. • Student progress monitoring and intervention: CAASPP

	Description of how the SSD is meeting or plans to meet this requirement:
<p>teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff.</p> <ul style="list-style-type: none"> • Strategies to increase parental involvement. • Assistance to preschool children in transitioning from early childhood programs to elementary school programs. • Timely and effective additional assistance to students who experience difficulty mastering state standards. 	<p>test scores, teacher judgment, benchmark and other formative assessments (CORE Phonics, FLOSEM, CGI Math, and DRL), classroom grades and communication with parents. The needs of students who are performing below proficient on these assessments will be determined in an SST process, and an intervention plan will be devised for all students at risk of failure.</p> <ul style="list-style-type: none"> • Use of technology and adaptive learning software to provide additional support and acceleration to students based on their performance. • Analyze data, create measurable objective for continuous and substantial progress of each group of low-performing students and create an action plan to address these issues. • Specialized staff development to ensure the depth and breadth of the state core academic standards are part of the written, taught and tested curriculum. • Mentoring and coaching of the classroom teacher to ensure that the curriculum is differentiated and at the correct level of difficulty for students at risk of failing or failing to meet the state core academic standards. • Increased learning time including increased time on task, increased educational opportunity, maintaining and supporting a 95% attendance rate. • Parent outreach and education through a schoolwide Parent Council and ELAC. • Research best practices (comprehensive reform models and other scientifically-based practices) and provide information, staff development, coaching and mentoring of teachers and principals. • As mandated by the McKinney-Vento Homeless

	Description of how the SSD is meeting or plans to meet this requirement:
	Education Act, students who are homeless are provided equal access to all educational services. Transportation is provided to homeless students as needed. The Superintendent serves as the district liaison to the County Homeless and Human Services Consortium.
For targeted assistance programs (TAS), describe how the SSD will identify participating students most at risk of failing to meet state standards and help those students to meet the State’s challenging academic standards. The description should include activities such as: <ul style="list-style-type: none"> • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Strategies that minimize removing children from the regular classroom during regular school hours for instruction. • Instruction by highly qualified teachers. • Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement. 	n/a

Additional Mandatory Title I Descriptions

(continued)

Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115, “Targeted Assistance Schools,” will identify the eligible children most in need of

services under this part. **Please note that multiple, educationally related criteria must be used to identify students eligible for services.** Where applicable, provide a description of appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.

	Description of how the SSD is meeting or plans to meet this requirement:
<p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</p> <ul style="list-style-type: none"> • Identify children who are failing or most at risk of failing to meet the state academic content standards. • Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. <p>Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds.</p>	n/a
<p>The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.</p>	n/a
<p>The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.</p>	n/a

Additional Mandatory Title I Descriptions
(continued)

Please describe the actions the SSD will take to obtain assistance if identified under Section 1116, “Academic Assessment and Local Educational Agency and School Improvement,” as in need of improvement. Note that the federal

guidance indicates that in the case of direct-funded charter schools, the charter authorizer should play a role in providing this assistance.

	Description of how the SSD is meeting or plans to meet this requirement:
<p>If the SSD is a PI school(s), describe technical assistance activities the SSD will obtain, such as the following:</p> <ul style="list-style-type: none">• Assistance in developing, revising, and implementing the school plan.• Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas.• Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI.• Assistance in analyzing and revising the school budget so the school's resources are used effectively.	NHCA is not currently in Program Improvement. However, if the school is identified PI, it will develop a comprehensive program improvement plan that is aligned to the descriptors contained in this Plan.

Additional Mandatory Title I Descriptions

(continued)

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

Additional Mandatory Title I Descriptions

(continued)

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

	Description of how the SSD is meeting or plans to meet this requirement:
Describe the SSD's strategies for coordinating resources and efforts to retain, recruit and increase the number of highly qualified teachers, principals, and other staff.	<p>All current teachers meet NCLB Highly Qualified criteria. Teacher qualifications, as mandated by the NCLB, will be tracked and monitored.</p> <p>One of the purposes for establishing a charter school is to allow teachers to become more involved in the governance and instructional program of the school. New Horizons Charter Academy recognizes the importance of teacher input in matters that directly involve student achievement. To this end, the school's governance structure is set up to be inclusive of the teacher's voice. Teachers will elect two representatives to serve on the School Site Board. The elected teachers will represent the voice of the teaching staff and will act as a liaison between the teachers and the Site Board and vice versa. Teachers will meet on a weekly basis to collaboratively design standards-based curriculum and instruction, and analyze student work. Teachers will work in teams to deepen their knowledge of curriculum content and strengthen instruction. All teachers will attend a mandatory 8 days of professional development during the summer and also at least 4 days during the regular school year. Teachers will meet with the Principal on a regular basis to:</p> <ul style="list-style-type: none"> • Share teacher concerns • Communicate teacher requests • Articulate program progress and effectiveness • Assess overall student progress, achievement and needs • Discuss concerns regarding individual student progress and needs

	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.	<p>The administrators and the Board of Directors will, at all times, honor and respect the teacher voice and welcome teacher input. Teachers will support and advise one another in the spirit of collegiality, on an ongoing basis.</p> <p>Each year, all staff including the site principal, teachers and classified staff will be surveyed to ensure that staff development is meeting needs. In addition, academic achievement data will be analyzed to ensure that staff development is based on student needs. The principal and the Executive Administrator will continue to survey the needs of all staff to determine the efficacy of the staff development offerings. Focused, research-based professional development will take place which will include:</p> <ul style="list-style-type: none"> • Literacy training • Coaching and mentoring • Differentiated instruction • Program monitoring and evaluation • Development of formative and summative assessments • Using assessment to drive instruction
Describe the SSD's strategies for coordinating resources and efforts to prepare parents to be involved in the school and in their children's education.	<p>New Horizons Charter Academy believes that parent involvement translates into increased student achievement. The philosophy of the school is to encourage, honor and respect parent voice. Parent involvement and the inclusion of the parent voice will be ensured in the following manner:</p> <p>Parents will be encouraged to serve on the School Site Board. Parents will be consulted and advised regarding the school's educational programs and student progress through meetings and newsletters on an ongoing basis. A school web site will facilitate the dissemination of information on areas of specific interest to parents.</p> <p>Parents shall be informed regarding progress of students through student led and parent/teacher student</p>

	Description of how the SSD is meeting or plans to meet this requirement:
Describe the SSD's strategies for coordinating resources and efforts to prepare parents to be involved in the school and in their children's education.	<p>conferences, progress reports, graded report cards, evaluations on portfolio projects and ad hoc meetings and access to Focus. Teachers and administrators will have access to electronic mail to facilitate communication with parents who have e-mail accounts.</p> <p>Parents will be encouraged to provide service to the school in areas that will enhance the educational development of their children. Service opportunities will include but not be limited to assistance in classrooms, supervision, communications facilitation, extra- curricular activities, clerical support, and supervision of student field trips. Service selections will be based on the strengths and preferences of parents and on student and school needs. Parents will determine the type of work they will contribute to the educational development of the children based on their own particular interests, strengths and free time. Details of the type and times of service will be requested during parent/staff conferences held prior to the onset of each school year.</p> <p>The school will provide parent workshops and education classes at times that are conducive and suitable for both stay home and working parents. Workshops may include the following:</p> <ul style="list-style-type: none"> • Monitoring Your Child's Use of the Internet • Helping Your Child with Homework • Planning Educational Family Outings • Accessing Parent and Student Portal within Illuminate Student Information System • Accessing various digital content to ensure student monitoring of academic progress <p>The content of these workshops will be designed to assist parents in the educational development of their children. We believe that if given the proper tools, parents will become equal partners with the school in the education of their children. We also believe that these workshops will help parents feel connected to each other and the school community.</p> <p>The Staff and school site administrator will maintain open lines of communication at all times with all parents. Parents will meet with staff and administrators for conferences at regular intervals throughout the year. Parents will be advised that the administrators and teaching staff will be available for additional conferences as needed.</p>

Additional Mandatory Title I Descriptions

(continued)

<i>Coordination of Educational Services</i>	
<p>In the space below, please describe how the LEA will coordinate and integrate educational services to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.</p>	
	<p>Description of how the SSD is meeting or plans to meet this requirement:</p>
<p>Describe how the SSD will coordinate and integrate educational services to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:</p> <ol style="list-style-type: none"> a. Even Start b. Head Start c. Reading First d. Early Reading First e. Other preschool programs f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities. <p>Compare to programs listed on Page 11 of the SSD Plan to determine if all active programs have been addressed.</p>	<p>The school will continually assess teacher and administrator needs.</p> <p>NHCA's educational approach is an integrative approach. Consultants will be used in Literacy, Math, Technology and other integrated areas. The consultants, along with ongoing assessment tools, will both identify students and assist students with the greatest needs; including identifying students with special needs and ELL students specifically, as well as other students that need additional support, including homeless, immigrant and migratory students. NHCA will assist all students who need additional support both after school and in it's pull out program will work with any student that is identified as low performing.</p> <p>Based on identification of needs in credentialing, experience, practice and leadership of teachers, paraprofessionals, and/or principals, Title I and Title II funds</p>

	<p>will be used to provide professional development that is data-driven and results-based.</p> <p>As stated in detail above, a professional development plan is in place and will continue to be developed to ensure the highest quality educational results.</p>
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Part III

Assurances and Attachments

Assurances

Signature Page

Appendix

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

Appendix B: Links to Data Web sites

Appendix C: Science-Based Programs

Appendix D: Research-based Activities

Appendix E: Promising or Favorable Programs

ASSURANCES

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

GENERAL ASSURANCES

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

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

TITLE I, PART A

The SSD, hereby, assures that it will:

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

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

TITLE I, PART D – SUBPART 2

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

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

TITLE II, PART A

34. The SSD, hereby, assures that:

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

TITLE II, PART D

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

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

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

TITLE III

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

TITLE IV, PART A

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

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

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

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

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

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

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

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

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

New LEAP Assurances

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

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

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

Other

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

Attested:

Richard Thomas
Print Name of Superintendent

Signature of Superintendent

Date

School Site Council Recommendations and Assurances

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

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

___ School Advisory Committee for State Compensatory Education Programs

___ English Learner Advisory Committee

___ Community Advisory Committee for Special Education Programs

___ Gifted and Talented Education Program Advisory Committee

___ Other (**list**)

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

Attested:

Typed name of school principal

Signature of school principal

Date

Typed name of SSC chairperson

Signature of SSC chairperson

Date

APPENDIX A

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

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

California's NCLB Performance Goals and Performance Indicators

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

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

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

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

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

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

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

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

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

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

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

APPENDIX B

Links to Data Web Sites

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

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

APPENDIX C

Science-Based Programs

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

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

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

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

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

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

School-Based Programs

Intended program outcomes and target grade levels. See research for proven effectiveness

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

Minnesota Smoking Prevention Program	6 to 10		x				A, D, E
Olweus Bullying Prevention	K to 8				x		B, C, E
Positive Action	K to 12	x	x	x	x	x	C, D,
Project ACHIEVE	Pre-K to 8				x	x	A, C, E
Project ALERT	6 to 8	x	x	x			A, C, D, E
Project Northland	6 to 8	x		x			A, B, C, D, E
Project PATHE	9 to 12					x	B, E
Project SUCCESS	9 to 12	x	x	x			C,
Project Toward No Drug Abuse (TND)	9 to 12	x	x	x	x		C,
Project Toward No Tobacco Use (TNT)	5 to 8		x				A, C, D, E
Promoting Alternative Thinking Strategies (PATHS)	K to 6				x		A, B, C, D,
Protecting You/Protecting Me	K to 5	x					C,
Quantum Opportunities	9 to 12					x	B, E
Reconnecting Youth	9 to 12	x		x	x	x	A, C, E
Responding in Peaceful and Positive Ways	6 to 12			x	x		C, D, E
Rural Educational Achievement Project	4				x		C
School Violence Prevention Demonstration Program	5 to 8				x		C
Second Step	Pre-K to 8				x		A, C, D,
Skills, Opportunities, and Recognition (SOAR): Seattle Social Development Project:	K to 6	x			x	x	B, C, D, E
SMART Leaders	9 to 12			x			C
Social Competence Promotion Program for Young Adolescents (SCPP-YA)	5 to 7			x			C
Start Taking Alcohol Risks Seriously (STARS) for Families	6 to 8	x					C,
Students Managing Anger and Resolution Together (SMART) Team	6 to 9				x		C, D,
Too Good for Drugs	K to 12	x	x	x	x		C
Community and Family-based Programs							
Intended program outcomes and target setting. See research for proven effectiveness							
Name	Target Population	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Big Brothers Big Sisters	Community					x	B, E
Brief Strategic Family Therapy	Families			x			B, C,
CASASTART	Community			x	x		B, C, D,
Communities Mobilizing for Change	Community	x					C
Creating Lasting Family Connections	Families (6 to 12)	x		x		x	A, C, D,
Families And Schools Together (FAST)	Families				x		C,
Family Development Research Project	Families				x		C
Family Effectiveness Training	Families				x		C,
Family Matters	Families	x	x				C
FAN (Family Advocacy Network) Club	Families			x		x	C
Functional Family Therapy	Families	x		x	x		B, E
Home-Based Behavioral Systems Family Therapy	Families				x		C
Houston Parent-Child Development Program	Parents					x	C

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

APPENDIX D

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

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

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

APPENDIX E

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

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

APPENDIX F

Appendix F: Sample School and Student Performance Data Forms

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

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

Table 1: Academic Performance by Ethnicity

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

Conclusions indicated by the data:

- 1.
- 2.
- 3.

Table 2: Academic Performance by Grade Level

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

Conclusions indicated by the data:

- 1.
- 2.
- 3.

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

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

Conclusions indicated by the data:

- 1.
- 2.
- 3.

Table 4: Mathematics Adequate Yearly Progress (AYP)

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

Conclusions indicated by the data:

- 1.
- 2.
- 3.

Table 5: California English Language Development (CELDT) Data

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

Conclusions indicated by the data:

- 1.
- 2.
- 3.

Table 6: Multi-Purpose Form

Academic, Demographic, Grade Span, or Program Area:

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

Conclusions indicated by the data:

- 1.
- 2.
- 3.