

Application #	
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**No Child Left Behind Act of 2001
September 30, 2005
LOCAL EDUCATION AGENCY PLAN**

**Mail original and
two copies to:**

**California Department of Education
Specialized Programs Division
1430 N Street, Suite 4309
Sacramento, California 95814-5901**

LEA Plan Information:

Name of Local Education Agency (LEA): Aspire South Stockton Academy

County/District Code: 39-6867-0108647

Dates of Plan Duration: **September 1, 2005 to August 31, 2010 (to be updated annually)**

Date of local governing board approval:

District Superintendent: Mary Welch

Address: 426 17th Street, Suite 200

City: Stockton

Zip code: 94612

Phone: 510-251-1660

Fax: 510-251-1670

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

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

Printed or typed name of Superintendent

Date

Signature of Superintendent

Printed or typed name of Board President

Date

Signature of Board President

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 in order to provide background and a rationale for the descriptions included in the LEA Plan.

Aspire South Stockton Academy (SOUTH STOCKTON ACADEMY) is a new direct-funded charter school in Stockton. It is chartered through the Stockton Unified School District.

It currently serves 176 students in grade K-5. The school population is currently .5% Asian, 53% African American, 0% Filipino, 0% Native American, 36% Hispanic and .5% White, 10% indicated bi-racial.. 90% of the students are eligible for free and reduced lunch.. The school plans to expand to 350 students in the next two years when its permanent facility is completed.

The school's mission is: to provide personalized learning experiences for Aspire South Stockton Academy students, to develop outstanding educators; to catalyze change in our classrooms and in surrounding communities and to share our successful practices with other forward-thinking educators in local school districts.

SOUTH STOCKTON ACADEMY has strong goals for academic progress. Within four years, SOUTH STOCKTON ACADEMY plans to be an 8 in similar schools. API targets will be set each year based on their baseline data from the 2005-2006 school year.

SOUTH STOCKTON ACADEMY is part of the non-profit Aspire Public Schools (APS). Aspire serves SOUTH STOCKTON ACADEMY through business services, professional development and other operational support.

Local Measures of Student Performance

(other than State-level assessments)

SOUTH STOCKTON ACADEMY uses many in-house assessments which inform daily instruction. Three Aspire assessments provide the best benchmarks of a student's progress towards reaching the state standards.

Developmental Reading Assessment (DRA)

This reading assessment is used at all grade levels (K-5). It not only allows a teacher to listen for decoding, fluency and strategies, it also allows a teacher to measure comprehension. The DRA levels span from 0 to 40 to show incremental reading growth. Aspire has set benchmarks for every grade level. Teachers turn in the scores three times a year. Each teacher has similar weekly assessments that she/he uses in the classroom for instruction.

Aspire Writing Assessment

Three times a year every student in the school takes a writing assessment. The prompts change and are aligned with the genres specific to the grade level standards. The papers are scored with other Aspire staff, including teachers and instructional coaches to insure validity of scores. The rubric for scoring is aligned with the writing rubric used by the state. Benchmarks are set for every grade level. These scores are analyzed two times a year.

Aspire Math Assessment

Every student (K-5) takes an Aspire math assessment based on the specific grade level standards. The papers include both computation and a problem solving section. The computation is scored by the classroom teacher. The problem solving is solved with Aspire teachers and instructional coaches. A task analysis is done of every paper, so that teachers can identify standards that need to be retaught.

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

Planned Improvement in Student Performance in Reading

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

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <p>Teachers currently identify the standards being addressed in their daily lesson plans. These standards are broken down into daily learning objectives. The principal looks for evidence of this instruction through weekly classroom observations and drop-ins.</p> <p>The literacy instructional coaches focus all one-on-one and small group lessons on the standards.</p> <p>All assessments, materials and professional development is focused on the state standards.</p> <p>All new teachers receive 3 days of reading instruction during the summer, as well as four follow up days of training.</p>	<ul style="list-style-type: none"> • Lead teachers • Teachers • Principal • Instructional coach • APS Assessment Analyst • Director of Assesment & Evaluation 	<p>LA Instructional Coach Salary</p>	<p>\$7,000</p>	<p>General revenue</p>

<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>2005-2006: As a new school, SOUTH STOCKTON ACADEMY has purchased sufficient Houghton Mifflin reading materials.</p> <p>2006-2007: Supplemental classroom books purchased for increased differentiated instruction.</p> <p>2007-2008 Supplemental classroom books purchased</p> <p>2008-2009 Review of Houghton Mifflin and other standards-based materials for adoption.</p> <p>2009-2010 New materials purchased</p>	<ul style="list-style-type: none"> • Lead teachers • Teachers • Principal • Instructional coach 	<p>Materials purchased</p> <p>Materials purchased</p> <p>Materials purchased</p> <p>Materials purchased</p>	<p>\$15,000</p> <p>\$5,000</p> <p>\$2,000</p> <p>\$15,000</p>	<p>Charter Block Grant</p> <p>Charter Block Grant</p> <p>Charter Block Grant</p> <p>Charter Block Grant</p>
<p>3. Extended learning time:</p> <p>In the first year, SOUTH STOCKTON ACADEMY students will attend school 5 additional days over the required 175 for charter schools. In future years, students will attend 10-15 additional days.</p> <p>Every day is also longer than the required minutes. Reading instruction takes up most of this additional time as at least two hours of reading instruction happens every day.</p>	<ul style="list-style-type: none"> • Lead teachers • Teachers • Principal 	<p>No additional expenditures are necessary</p>		

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Increased access to technology:</p> <p>2005-2006 The school will open with laptops for every teacher and 2-3 classroom computers. Teachers will be trained in the use of Edusoft, a standards-based website for assessing reading.</p> <p>2006-2007 The school will purchase READ 180, or reading intervention software.</p> <p>2007-2008 One laptop cart will be purchased to further the use of READ 180.</p> <p>2008-2009 The school will identify appropriate additional reading software.</p> <p>2009-2010 Additional reading software will be purchased</p>	<ul style="list-style-type: none"> • Technology specialist • Teachers • Lead Teachers • Principal 	<p>Edusoft fee</p> <p>Computers</p> <p>READ 180</p> <p>Laptop</p>	<p>\$25,000 per year</p> <p>\$30,000</p> <p>\$30,000</p> <p>\$5,000</p> <p>\$5,000</p>	<p>Charter Block Grant</p> <p>Private grant funds</p> <p>Title II, Part D (75%)</p> <p>Private grant funds or general revenue</p> <p>General revenue</p>

<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>Every teacher is currently receiving professional development in small group instruction of reading. This training is provided in their classrooms by the lead teachers. Lead teachers also observe reading lessons in every classroom. These are followed by write-ups and conversations.</p> <p>Every teacher has the assistance of an Aspire literacy coach for professional development. This coach provides resources, model lessons, facilitates meetings and provideds one-on-one feedback.</p> <p>Students are released early every Wednesday in order to provide this collaboration time and professional development.</p>	<ul style="list-style-type: none"> • Lead teachers • Teachers • Principal • Instructional coach 	<p>LA Instructional Coach Salary</p> <p>Lead Teacher stipends</p> <p>Professional Books</p>	<p>\$7,000</p> <p>\$7,500</p> <p>\$500</p>	<p>General revenue</p> <p>Title 1</p> <p>Title V</p>
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>Parents, teachers and students create a Personalized Learning Plan for every student in one of two conferences. Goals are set based on the individual student.</p> <p>Report cards clearly show a student’s progress on the Aspire in-house reading and writing assessments. Teachers go over the report cards with parents at the first parent information night. Other parent meetings will feature reading as a focus.</p> <p>SOUTH STOCKTON ACADEMY will be using a standards-based report card which will also assist parents in knowing their student’s mastery of the standards.</p>	<ul style="list-style-type: none"> • Lead teachers • Teachers • Principal • Instructional coach • APS Assessment Analyst 	<p>No additional expenditures for this goal.</p>		

<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school).</p>	<ul style="list-style-type: none"> • Principal 	<p>No additional expenditures for this goal.</p>		
<p>8. Monitoring program effectiveness: Program effectiveness is monitored through student results through the in-house Aspire assessments and the STAR tests. Parent satisfaction is monitored through an annual survey, our wait list, and our reenrollment rate of families. Teacher satisfaction is measured through an annual survey.</p>	<ul style="list-style-type: none"> • APS Director of Assessment & Evaluation • APS Chief Operating Officer • Principal 	<p>APS Director of Assessment and Evaluation</p>	<p>\$3,000</p>	<p>General revenue</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>SOUTH STOCKTON ACADEMY will have a tutoring program for the lowest performing students. Teacher recommendations allow students one-on-one tutoring two days a week. SOUTH STOCKTON ACADEMY also, has a reading intervention teacher who will work with the lowest performing students.</p> <p>Every month grade level teams go over students who are not meeting the benchmarks. They discuss strategies they have tried, what has worked and next steps. During this time other safety nets, such as the reading specialist, Student Study Teams, tutoring, etc... are discussed and planned.</p>	<ul style="list-style-type: none"> • Teachers • Lead Teacher • Principal • Reading Specialist • Literacy Instructional Coach 	<p>Reading intervention teachers</p>	<p>\$20,000</p>	<p>Private grant funds & Title 1</p>

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

Planned Improvement in Student Performance in Mathematics
 (Summarize information from district-operated programs and approved school-level plans)

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <p>Teachers currently identify the standards being addressed in their daily lesson plans, as well as learning objectives. The principal looks for evidence of this instruction through weekly classroom observations and drop-ins. All one-on-one coaching is focused on teaching the state standards.</p> <p>All assessments, materials and professional development opportunities are based on the state standards. Edusoft software is used to create standards-based assessments.</p>	<ul style="list-style-type: none"> • Lead teachers • Teachers • Principal • Instructional coach • Director of Assesment & Evaluation • Consultant 	<p>APS Math Instructional Coach</p> <p>Lead Teacher stipends</p>	<p>\$7,000</p> <p>\$7,500</p>	<p>General revenue</p> <p>Title 1</p>

<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>2005-2006: Harcourt-Brace Math materials purchased</p> <p>2006-2007: Supplemental classroom books purchased as needed.</p> <p>2007-2008 Supplemental classroom books purchased as needed.</p> <p>2008-2009 Review of Harcourt-Brace and other standards-based materials</p> <p>2009-2010 New materials purchased</p>	<ul style="list-style-type: none"> • Lead teachers • Teachers • Principal • Instructional coach • Director of Assesment & Evaluation 	<p>Materials purchased</p> <p>Materials purchased</p> <p>Materials purchased</p> <p>Materials purchased</p>	<p>\$15,000</p> <p>\$5,000</p> <p>\$2,000</p> <p>\$15,000</p>	<p>Private grant funds</p> <p>Charter block grant</p> <p>Charter block grant</p> <p>Charter block grant</p>
<p>3. Extended learning time:</p> <p>SOUTH STOCKTON ACADEMY students attend school for 8 additional days over the required 175 for charter schools in 2005-2006. Every year following, SOUTH STOCKTON ACADEMY students will attend school 15 additional days over the required number.</p> <p>Every day is also longer than the required minutes. Math instruction takes up some of this additional time as at least an hour and a half of math instruction happens every day.</p>	<ul style="list-style-type: none"> • Lead teachers • Teachers • Principal 	<p>No additional expenditures for this goal.</p>		

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <p>2005-2006 The school will open with laptops for every teacher and 2-3 classroom computers. Teachers will be trained every year in the use of Edusoft, a standards-based website for assessing mathematics</p> <p>2006-2007 The school will purchase Destination Mathematics, or mathematics intervention software.</p> <p>2007-2008 One laptop cart will be purchased to further the use of Destination Mathematics.</p> <p>2008-2009 The school will identify appropriate additional mathematics software.</p> <p>2009-2010 Additional mathematics software will be purchased</p>	<ul style="list-style-type: none"> • Technology specialist • Teachers • Lead Teachers • Principal 	<p>Edusoft fee</p> <p>Computers</p> <p>Destination Math</p> <p>Laptop</p> <p>\$5,000</p>	<p>\$1,6000 per year</p> <p>\$15,0000</p> <p>\$5,000</p> <p>\$12,000</p>	<p>Charter Block Grant</p> <p>Private grant funds</p> <p>Title 1</p> <p>Private grant funds or general revenue</p> <p>General revenue</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>Teachers receive one-on-one coaching from the Aspire mathematics coach and the school consultant. These sessions are based on the needs of the teachers as identified by the teacher, the principal and the student data.</p> <p>Staff development is also provided by lead teachers and principals for the instruction of specific math concepts. Teachers can request a demonstration lessons by someone at their grade level.</p>	<ul style="list-style-type: none"> • Lead teachers • Teachers • Principal • Instructional coach 	<p>APS Math Instructional Coach</p> <p>Consultant</p> <p>Substitutes</p> <p>Lead Teacher stipends</p>	<p>\$7,000</p> <p>\$7,500</p>	<p>General revenue</p> <p>Title 1</p>

<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>Parents, teachers and students create a Personalized Learning Plan for every student in one of two conferences. Goals are set based on the individual student.</p> <p>Report cards clearly show a student’s progress on the Aspire math assessments. Teachers go over the report cards with parents at the first Parent Information Night.</p>	<ul style="list-style-type: none"> • Lead teachers • Teachers • Principal • Instructional coach • Director of Assessment & Evaluation 	<p>No additional expenditures are required for this goal.</p>		
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p>		<p>No additional expenditures are required for this goal.</p>		
<p>8. Monitoring program effectiveness:</p> <p>Program effectiveness is monitored through student results through the in-house Aspire assessments and the STAR tests. Parent satisfaction is monitored through an annual survey, our wait list, and our reenrollment rate of families. Teacher satisfaction is measured through an annual survey</p>	<ul style="list-style-type: none"> • Director of Assessment & Evaluation • APS Chief Operating Officer • Principal 	<p>No additional expenditures are required for this goal.</p>		
<p>Description of Specific Actions to Improve Education Practice in Mathematics</p>	<p>Persons Involved/ Timeline</p>	<p>Related Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>

<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>Every month grade level teams go over students who are not meeting the benchmarks. They discuss strategies they have tried, what has worked and next steps. During this time other safety nets -- Student Study Teams, tutoring, etc... are discussed and planned.</p>	<ul style="list-style-type: none"> • Lead Teachers • Teachers • Principal 	<p>Personnel for implementing tutoring</p>	<p>\$5,000</p>	<p>General fund</p>
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Performance Goal 2: *All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.*

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

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

	Description of how the LEA is meeting or plans to meet this requirement.
<p style="text-align: center; writing-mode: vertical-rl; transform: rotate(180deg);">Required Activities</p> <ol style="list-style-type: none"> 1. (Per Sec. 3116(b) of NCLB, this Plan must include the following: <ol style="list-style-type: none"> a. Describe the programs and activities to be developed, implemented, and administered under the subgrant; b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122; c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for: <ul style="list-style-type: none"> ▪ meeting the annual measurable achievement objectives described in Section 3122; ▪ Making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)); ▪ annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1)); d. Describe how the LEA will promote parental and community participation in LEP programs. 	<p>Aspire South Stockton Academy continuously strives to meet the needs of its limited English proficient students. As new school just beginning its first year, the needs have not been clearly defined. In order to create a plan, the following activities will take place:</p> <p>2005-2006</p> <p>Whole community needs assessment. Parents will be asked what assistance they require to support their students. Teachers will be asked about necessary training and materials. Student achievement data will be disaggregated by English proficiency. The California English Language Development Test will provide the data about language proficiency.</p> <p>Teacher leaders will begin to explore successful LEP programs. Based on this data an initial plan will be created. Parts of the plan which can be immediately implemented will be.</p> <p>Summer programs, if part of the plan, will begin during the summer of 2006.</p> <p>Funds from the grant will allow consultants or part-time employees to gather the information, coordinate the plan, purchase resources and begin implementation.</p> <p>2006-2007</p> <p>MMA will begin full implementation of the plan. Resources from the grant will be used for direct instruction and support of students and parents. Teachers will continue to disaggregate data by language proficiency through the Cycle of Inquiry. The plan will be modified at the end of the year to respond to student growth, teacher and parent need.</p>

	<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c)</p> <p>The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> • English proficiency; and • Academic achievement in the core academic subjects 	<p>2007-2010</p> <p>Every year the plan will be revised and implemented based on the student data, parent response and teaching staff. The data from the STAR, Aspire in-house assessments, CELDT and parent and teacher surveys will allow us to measure progress and evaluate programs.</p>
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		Description of how the LEA is meeting or plans to meet this requirement.	
Required Activities	<p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p> <ul 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; c. Long term effect will result in positive and lasting impact on teacher performance in the classroom. 	<p>Professional development will be a key aspect of the action plan. During the first year, the teachers will explore the On Our Way curriculum and the Guided Language and Acquisition Design. Based on the teacher input and student results, one of these programs may be chosen. If neither of these works, new materials will be explored.</p> <p>As part of the professional development plan, teachers are receiving extensive coaching in differentiating instruction. Part of this training will focus on meeting the needs of English language learners.</p>	
Allowable Activities	4. Upgrade program objectives and effective instruction strategies.	Yes or No	If yes, describe:

		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.	Yes or No	If yes, describe:
	6. Develop and implement programs that are coordinated with other relevant programs and services.	Yes or No	If yes, describe:
	7. Improve the English proficiency and academic achievement of LEP children.	Yes or No	If yes, describe:

		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families – <ul style="list-style-type: none"> ○ To improve English language skills of LEP children; and ○ To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. 	Yes or No	If yes, describe:
	9. Improve the instruction of LEP children by providing for – <ul style="list-style-type: none"> ○ The acquisition or development of educational technology or instructional Mathematics ○ Access to, and participation in, electronic networks for Mathematics, training, and communication; and ○ Incorporation of the above resources into curricula and programs. 	Yes or No	If yes, describe:
	10. Other activities consistent with Title III.	Yes or No	If yes, describe:

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

<p>Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Required Activity</p> <ol style="list-style-type: none"> 1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB): <ol style="list-style-type: none"> a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; b. the child’s level of English proficiency, how such level was assessed, and the status of the student’s academic achievement; c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; 	<p>At the beginning of the school year, every parent will receive a cover letter about the CELDT, the school wide plan for addressing the needs of English language learners, parent’s rights and any information about special programs the school may have. Special letters will also go out to parents of any students who did not make adequate yearly progress.</p> <p>During a fall Advisory School Council, the principal will report to the community about the growth of the students both aggregated and disaggregated.</p> <p>The second reporting period at Berkley Academy will generally occur in March. At this time every parent will get the following specific information about his/her student: the CELDT proficiency classification, the student’s current reading level, writing level and Mathematics level and the target for the learner.</p> <p>During the annual IEP, the IEP team will discuss any special needs a student with English as a second language may have. Appropriate accommodations will be made for the student.</p>

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activity	<ul style="list-style-type: none"> h. information pertaining to parental rights that includes written guidance detailing – <ul style="list-style-type: none"> i. the right that parents have to have their child immediately removed from such program upon their request; and ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA. 	
<p>Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>		
<p>LEA Parent Notification Failure to make Progress If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>		

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

Summary of Needs and Strengths for Professional Development

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

STRENGTHS	NEEDS
<p>SOUTH STOCKTON ACADEMY has expertise in literacy and math instruction through it lead teachers and principal. The lead teacher and principal also receive specialized training. A reading specialist will also be employed to add additional expertise.</p> <p>The school spends every Wednesday afternoon engaged in professional development. The early dismissal of students allow teachers time to receive training, examine student data, work with coaches ad create action plans for improvement.</p> <p>Every summer the whole staff goes on a two – three day retreat to examine student data, create action plans, receive training, and plan instruction around the standards.</p> <p>Teachers participate in whole staff discussions about professional readings every month. Every new teacher receives 3 weeks of training before school begins.</p>	<p>SOUTH STOCKTON needs to receive additional training in differentiating instruction for students.</p> <p>Some individual teachers need additional training in effective small group literacy and math instruction as well as classroom management.</p> <p>Technology needs to be integrated into the core curriculum.</p> <p>SOUTH STOCKTON ACADEMY staff needs additional training in meeting the needs of special ed students in the regular classroom.</p>

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

Planned Improvements for Professional Development (Title II)

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

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State’s challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <p>2005-2006 The professional development is driven by a Cycle of Inquiry. The Cycle of Inquiry begins with an examination of the student achievement of the Aspire and state assessments. These assessments are based on the state standards. The student needs drive the professional development so teachers can meet the needs of the students. For example, if the Aspire writing data indicated that the writing scores were not at a high enough level, the staff would create a plan for more effective writing instruction. Aspire would make sure their writing assessment to matched the state’s prompt and the rubric.</p> <p>There are monthly grade level meetings to examine the students’ mastery of the standards and make plans for improvement. The instructional materials are purchased to support the instruction in the classroom. They are all state standard aligned and therefore aligned with the professional development.</p> <p>2006 – 2007 Cycles of Inquiry will continue with a specific standard assessed every two weeks. These standards based</p>	<ul style="list-style-type: none"> • Principal • Lead teachers • Teachers • APS Instructional Coaches • Director of Assesment & Evaluation 	<p>APS Instructional Coaches</p> <p>Personalized or outside consultants for professional development</p> <p>Lead Teacher Stipends</p>	<p>\$14,000</p> <p>\$5,000</p> <p>\$7,500</p>	<p>General revenue</p> <p>Title 1</p> <p>Title 1</p>

<p>assessments will be aligned with written learning objectives. Additionally, teachers will receive school-wide, grade level and individual coaching on any new instructional programs from the Aspire instructional coach and lead teachers.</p> <p>2007-2008 The Cycles of Inquiry will continue. Personalized training will continue as teachers become more refined in using the program. Coaches and lead teachers will support teachers in any new materials or instructional strategies.</p> <p>2008-2009 The Cycles of Inquiry will continue. Personalized training will continue as teachers become more refined in using the program. Coaches and lead teachers will support teachers in any new materials or instructional strategies.</p> <p>2009-2010 The Cycles of Inquiry will continue. Personalized training will continue as teachers become more refined in using the program. Coaches and lead teachers will support teachers in any new materials or instructional strategies.</p>				
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<p>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</p> <p>Aspire has instructional guidelines which outline the type of instruction, the frequency and the research behind it. All of our instruction is based on scientific research. Additionally, all of our instructional materials are standards-aligned and also based on research success.</p> <p>The professional development activities are based on the students' increased achievement. If students are not improving, teachers receive professional development. If achievement does not occur after professional development, the principal, lead teacher, and teacher will identify the next steps around development, a corrective review process or specialized services for the student.</p> <p>Additionally, Aspire examines the data from all of the Aspire schools. If student progress is not made in any area at more than two schools, The Director of Evaluation and Assessment and the whole education team will examine the data and create an action plan to address this problem.</p>	<ul style="list-style-type: none"> • Principal • Lead teachers • Teachers • APS Instructional Coaches • APS Academic Officer • Director of Evaluation and Assessment 	<p>APS Instructional Coaches</p> <p>Personalized or outside consultants for professional development</p> <p>Lead Teacher Stipends</p>	<p>\$14,000</p> <p>\$5,000</p> <p>\$7,500</p>	<p>General revenue</p> <p>Title 1</p> <p>Title 1</p>
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Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <p>As part of the Cycle of Inquiry, the student achievement data of both Aspire and STAR data is broken down by gender, ethnicity, Free and Reduced Lunch eligibility and English Language Learner. Any discrepancies between achievement or lack of growth become part of the professional development plan. If the achievement does not improve substantially for any subgroup, the professional development is changed. Only professional development that results in measurable student achievement will continue.</p>	<ul style="list-style-type: none"> • Principal • Lead teachers • Teachers • APS Instructional Coaches • APS Academic Officer • Director of Assessment and Evaluation 	<p>APS Director of Assessment and Evaluation</p>	<p>\$3,000</p>	<p>General revenue</p>
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <p>The Cycle of Inquiry allows for a professional development plan targeted to the most needed subject areas, practices and grade levels. All of the resources provided by Aspire, Federal programs, State programs and sponsoring-district programs are considered when this plan is created.</p>	<ul style="list-style-type: none"> • Principal 	<p>No additional expenditures will be needed for this goal.</p>		

<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <p>SOUTH STOCKTON ACADEMY provides the following professional development activities:</p> <ul style="list-style-type: none"> • Lead teacher coaching • Weekly Wednesday collaboration and professional development • Two-three day retreats for staff development • Outside conferences as appropriate within the Cycle of Inquiry • Principal coaching <p>These are available and required by every staff member.</p> <p>As an Aspire school, these activities are also provided:</p> <ul style="list-style-type: none"> • Lead teacher professional development through meetings and an Aspire-wide retreat • Principal professional development through monthly meetings, an assigned coach for every principal and a principals' retreat. • Instructional coaches for literacy and numeracy. • Facilitation of a New Teacher Support Group • Financial and coaching support for application to become National Board Certified 	<ul style="list-style-type: none"> • Principal • Lead teachers • Teachers • APS Instructional Coaches • APS Academic Officer 	<p>Staff retreat</p> <p>Summer Training stipends</p>	<p>\$5,000</p> <p>\$11,000</p>	<p>TitleV</p> <p>Title 1</p>
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Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <p>2005-2006 At least one Wednesday a month will be devoted to the use of Edusoft software. The teachers can also request specific workshops which a member of the APS Technology Team or a colleague can provide to the whole group, a grade level or one-on-one.</p> <p>2006-2007 Professional development will only focus on reading instruction with technology. The focus will be enhancing technology use in literacy centers.</p> <p>2007-2008 Professional development will continue to focus on effective use of technology in small group literacy instruction.</p> <p>2008-2009 Professional development will focus on the integration of technology into mathematics centers. Software from the new mathematics textbook will be utilized.</p> <p>2009-2010 Professional development will continue to focus on the integration of technology into mathematics centers.</p>	<ul style="list-style-type: none"> • Technology specialist • Principal • Lead teachers • Teachers • APS Instructional Coaches 	<p>Technology consultants</p> <p>Teacher stipends</p>	<p>\$2,000</p> <p>\$1,000</p>	<p>Title II – Part D</p> <p>Title II – Part D</p>

<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <p>SOUTH STOCKTON ACADEMY will receive approximately \$3,000 from Title II, Part D. 75% of that will be used to purchase staff requested technology – i.e. digital cameras, laptops, printers, etc... 25% of the funds and additional monies from the general fund will pay for a technology consultant or teacher stipends who will provide ongoing professional development.</p>	<ul style="list-style-type: none"> • Principal • Technology specialist 	<p>Technology consultants</p> <p>Teacher stipends</p> <p>Software/hardware</p>	<p>\$2,000</p> <p>\$1,000</p> <p>\$2,250</p>	<p>Title II – Part D General revenue</p> <p>Title II – Part D General revenue</p> <p>Title II – Part D</p>
<p>8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</p> <p>Professional development is primarily based on student achievement data. Teachers, the principal, paraprofessionals and Aspire education staff participate in planning development through the discussion of the data and the action plan around achievement.</p> <p>The Advisory School Council, a board of parents, staff members, community and the principal. Give input into the plan for the school, respond to the draft and approve it.</p>	<ul style="list-style-type: none"> • Principal • Lead teachers • Teachers • APS Instructional Coaches • Director of Assessment and Evaluation • APS Chief Academic Officer • Advisory School Council 	<p>No additional expenditures will be expended.</p>		

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> □ Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; □ Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; □ Involve parents in their child’s education; and □ Understand and use data and assessments to improve classroom practice and student learning. <p>All of the professional development is focused on student data. Every two weeks when the grade level teachers examine the data and look for areas of improvement, they make changes in their classroom. The Cycle of Inquiry is a large part of our school culture.</p> <p>A large part of our literacy and math instructional guidelines focus on personalization of instruction. As teachers receive summer training, Wednesday training, lead teacher training and one-on-one coaching, students with any special needs are discussed. Classroom management, strategies for differentiated instruction and interventions are included in every training.</p> <p>SOUTH STOCKTON ACADEMY has instructional guidelines for parent engagement. Each teacher is responsible for a set number of newsletters, parent phone calls, student-led conferences, report cards and Saturday Schools. As these events are planned by SOUTH STOCKTON ACADEMY, teachers learn about how to effectively coach parents to support learning at home. Wednesday collaboration time is a key part of this staff development.</p>	<ul style="list-style-type: none"> • Principal • Lead teachers • Teachers • APS Instructional Coaches • APS Chief Academic Officer • Advisory School Council 	<p>APS Instructional Coaches</p> <p>Personalized or outside consultants for professional development</p> <p>Lead Teacher Stipends</p>	<p>\$14,000</p> <p>\$5,000</p> <p>\$7,500</p>	<p>General revenue</p> <p>Title 1</p> <p>Title 1</p>

<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <p>All of the professional development in the school is designed around to make teachers more highly qualified. Currently, all the teachers at SOUTH STOCKTON ACADEMY meet the criteria.</p>				
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Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Environments Conducive to Learning (Strengths and Needs):

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

STRENGTHS	NEEDS
<p>Attendance is consistently over 90%.</p> <p>Student mobility is below 1%.</p> <p>The principal and teachers have a high level of expectations for student behavior.</p> <p>Parents understand and support the high level of safety.</p> <p>A school counselor assists the school in social-emotional needs.</p>	<p>Refining student support network to better serve students with special needs.</p>

Environments Conducive to Learning (Activities):

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

ACTIVITIES
<p>SOUTH STOCKTON ACADEMY uses PowerSchool as a student information system. This program allows immediate data about tardies and attendance. Ongoing problems in either area are handled by the classroom teacher and principal through phone calls and meetings.</p> <p>The behavior expectations are clearly communicated to all families. Teachers consistently reinforce and enforce these rules.</p> <p>A counselor is available to all students and families.</p>

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

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

STRENGTHS	NEEDS
<p>Students receive instruction about a healthy lifestyle, including the effects of drug, alcohol or tobacco use.</p> <p>The teachers and administrators spend a significant amount of time explaining the high expectations required of all students, including risk behaviors.</p>	<p>SOUTH STOCKTON ACADEMY needs more detailed and specific data about the student needs. As a new school, this students and their histories are not well known.</p>

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

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

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

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

The school will participate in the Healthy Kids Surveys next year along with the rest of the Aspire schools. Once the data is collected it will be reviewed and appropriate plans made based on the students' needs.

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.

<p style="text-align: center;">LEA Specified Performance Measures</p> <p style="text-align: center;">PowerSchool Analysis</p> <hr style="width: 50%; margin: auto;"/> <p style="text-align: center;">(Process to Collect Data)</p>	<p style="text-align: center;">Performance Indicator Goal</p>	<p style="text-align: center;">Baseline Data (of other Aspire Stockton schools)</p>
<p>Daily attendance</p> <p># of annual suspensions</p> <p># of annual expulsions</p>	<p style="text-align: center;">95%</p> <p style="text-align: center;">10</p> <p style="text-align: center;">0</p>	<p style="text-align: center;">(03-04)</p> <p style="text-align: center;">96%</p> <p style="text-align: center;">30</p> <p style="text-align: center;">0</p>

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
Too Good for Drugs	Prevention	K-8	200	2005-2006	December 2005	January 2005

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
X	After School Programs	Healthy lifestyle	K-5
	Conflict Mediation/Resolution		
X	Early Intervention and Counseling	Youth support	K-5
	Environmental Strategies		
X	Family and Community Collaboration	Family support	K-5
	Media Literacy and Advocacy		
	Mentoring		
	Peer-Helping and Peer Leaders		
	Positive Alternatives		
	School Policies		
X	Service-Learning/Community Service	Community connections	K-5
	Student Assistance Programs		
	Tobacco-Use Cessation		

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
No additional programs will be adopted.						

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

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

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

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

These programs were based on the needs of our other Stockton Aspire schools. All of these schools have an attendance rate over 95%. Suspensions have declined each month a school is open. The CHKS from all of the Aspire schools will be available in October. This will give us additional data to analyze after the results are received.

Based on this promising data from other similar schools, the school felt that a more proactive program, such as the Too Good For Drugs program would be more appropriate. It provides specific information, rather than pinpointing a behavior or problem to be changed in the school. After the CHKS data is reviewed, this may become more targeted.

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

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

SOUTH STOCKTON ACADEMY will do an annual review of student data, including behavior and safety statistics. Once the CHKS is administered, the data will be incorporated. At the annual retreat, the staff will examine the data for strengths and weaknesses with the programs. Initially, the staff will survey the implementation of the program to see if it is being implemented correctly. If the program is correctly being taught, but not producing results, the staff will identify supplemental programs or replacing the program.

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

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

The CHKS baseline results will be available in December of 2006. This will be disseminated through the school newsletter, the Advisory School Council and the community bulletin board.

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

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

Aspire South Stockton Academy has a part-time counselor to help students with emotional needs. These students are self-identified, teacher recommended or requested by the parent. We believe this process, along with an analysis of the CHKS and suspension data, will identify the students with the greatest needs

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.

As one school, the programs are not difficult to coordinate. All of the activities are based on student data and needs. This allows all of the programs to align as they focus on specific problems.

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.

Parents are involved through the Advisory School Council. This Council has several committees which address the needs of the parents and community in partnership with the staff. Parents also attend Saturday School to learn about the school and its program. Based on our experience in other Aspire schools, we believe over 90% of the parents will attend parent-teacher-student conferences each year.

Information, including SDFSC information, is disseminated through a monthly school newsletters, parent meetings, and a community bulletin board at the school. The school principal meets with individual parents on a regular basis as needed.

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.

As a K-5 school, we anticipate no incidents of pregnant minors or parents. With our current prevention programs, we do not anticipate any, but will address the need if necessary. Our first resource to address this need will be Stockton Unified School District.

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
The funds are not sufficient for any FTE.	0

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.

Please describe the poverty criteria that will be used to select school attendance areas under Section 1113.

SOUTH STOCKTON ACADEMY will use the number of children eligible for free and reduced priced lunches under the Richard B. Russell National School Lunch Act as our criteria for poverty.

Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115 will identify the eligible children most in need of services under this part.

Children will be identified by the achievement data of students. Those students scoring below proficient on the California Standards Test and below the grade level benchmarks of the Aspire in-house assessments will be identified as eligible.

Additional Mandatory Title I Description

(continued)

Please provide a general description of the nature of the programs to be conducted by the LEA's schools under Sections 1114 and 1115 and, where 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.

SOUTH STOCKTON ACADEMY will be serving the targeted students by providing highly qualified teachers through professional development. The training will be provided primarily by lead teachers with outside support, if necessary. . Additionally, some students will receive specialized instruction through the reading specialist or counseling.

Please describe the actions the LEA will take to assist in its low-achieving schools identified under Section 1116 as in need of improvement.

As a direct funded charter school, all of the activities listed above will take place at the school whether identified in need of improvement or not.

Additional Mandatory Title I Descriptions

(continued)

Please describe the actions the LEA will take to implement public school choice and Supplemental Services, consistent with the requirements of Section 1116.

As a direct funded charter school, SOUTH STOCKTON ACADEMY is a school of choice. If students would like to choose a different school, they can go to their local school district for a new placement.

Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA-level staff in accordance with sections 1118 and 1119.

The programs under Title 1 primarily focus on professional development. These funds have to be combined with Title II funds to create a comprehensive program. They are essentially one program.

The specialized reading teacher will partake in all of the professional development to combine a seamless web of intervention.

Additional Mandatory Title I Descriptions

(continued)

Coordination of Educational Services

In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as:

Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.

As one school, the programs will automatically be coordinated.

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

Appendix F: NCLB Legislation, Sections 1111 through 1120

ASSURANCES

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

GENERAL ASSURANCES

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.
3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non-profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.
4. The LEA will adopt and use proper methods of administering each such program, including - (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
5. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.
6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.
7. The LEA will - (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.
8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.
9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.
- 9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.

10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the LEA receives more than \$500,000 in Title I funds, it will allow 1% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.
13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to schoolwide programs.
15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.
18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001*.
21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.
22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency

and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.

24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).
26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001*.
28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).
30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

TITLE I, PART D - SUBPART 2

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

disabilities taking into consideration the unique needs of such children and youth.

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

TITLE II, PART A

34. The LEA, hereby, assures that:

- The LEA will target funds to schools within the jurisdiction of the local educational agency that:
 - (A) have the lowest proportion of highly qualified teachers;
 - (B) have the largest average class size; or
 - (C) are identified for school improvement under section 1116(b).
- The LEA will comply with section 9501 (regarding participation by private school children and teachers).
- The LEA has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.
- The LEA will assure compliance with the requirements of professional development as defined in section 9101 (34).

TITLE II, PART D

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

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

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

TITLE III

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

TITLE IV, PART A

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

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

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

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

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

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

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

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

- will be used to make decisions about appropriate changes in programs for the subsequent year;

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

New LEAP Assurances

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

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

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

Other

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

SIGNATURE PAGE

Print Name of Superintendent

Signature of Superintendent

Date

APPENDIX A

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

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

California's NCLB Performance Goals and Performance Indicators

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

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

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

- 2.1. **Performance indicator:** The percentage of limited-English-proficient Students, determined by cohort, who have attained English proficiency by the end of the school year.
- 2.2 **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.
- 2.3 **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.

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

- 3.1 **Performance indicator:** The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high-poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).

- 3.2 **Performance indicator:** The percentage of teachers receiving high-quality professional development. (See definition of "professional development" in section 9101(34).)
- 3.3 **Performance indicator:** The percentage of paraprofessionals (excluding those with sole duties as translators and parent involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).)

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

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

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

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

APPENDIX B

Links to Data Web sites

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

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

APPENDIX C

Science-Based Programs

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

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

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

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

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

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

School-Based Programs

Intended program outcomes and target grade levels. See research for proven effectiveness							
Name	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Across Ages	4 to 8	x	x	x		x	C,
All Stars™	6 to 8	x	x	x			A, C, D, E
ATLAS (Athletes Training and Learning to Avoid Steroids)	9 to 12	x		x			A, B, C, D,
Border Binge Drinking Reduction Program	K to 12	x			x		C,
Child Development Project/Caring School Community	K to 6	x		x	x	x	A, B, C, D, E
Cognitive Behavioral Therapy for Child Sexual Abuse	Families				x		C
Cognitive Behavioral Therapy for Child Traumatic Stress	Families				x		C

Coping Power	5 to 8			x	x		C
DARE To Be You	Pre-K	x		x	x	x	A, C,
Early Risers Skills for Success	K to 6				x		C,
East Texas Experiential Learning Center	7	x	x	x	x	x	C
Friendly PEERSuasion	6 to 8	x					C
Good Behavior Game	1 to 6				x		B, C
High/Scope Perry Preschool Project	Pre-K				x	x	B, C, E
I Can Problem Solve	Pre-K				x		A, B, D
Incredible Years	K to 3				x	x	B, C,
Keep A Clear Mind	4 to 6	x	x				A, C,
Leadership and Resiliency	9 to 12					x	C,
Botvin's LifeSkills™ Training	6 to 8	x	x	x	x		A, B, C, D, E
Lions-Quest Skills for Adolescence	6 to 8					x	D, C, E
Minnesota Smoking Prevention Program	6 to 10		x				A, D, E
Olweus Bullying Prevention	K to 8				x		B, C, E
Positive Action	K to 12	x	x	x	x	x	C, D,
Project ACHIEVE	Pre-K to 8				x	x	A, C, E
Project ALERT	6 to 8	x	x	x			A, C, D, E
Project Northland	6 to 8	x		x			A, B, C, D, E
Project PATHE	9 to 12					x	B, E
Project SUCCESS	9 to 12	x	x	x			C,
Project Toward No Drug Abuse (TND)	9 to 12	x	x	x	x		C,
Project Toward No Tobacco Use (TNT)	5 to 8		x				A, C, D, E
Promoting Alternative Thinking Strategies (PATHS)	K to 6				x		A, B, C, D,
Protecting You/Protecting Me	K to 5	x					C,
Quantum Opportunities	9 to 12					x	B, E
Reconnecting Youth	9 to 12	x		x	x	x	A, C, E
Responding in Peaceful and Positive Ways	6 to 12			x	x		C, D, E
Rural Educational Achievement Project	4				x		C
School Violence Prevention Demonstration Program	5 to 8				x		C
Second Step	Pre-K to 8				x		A, C, D,
Skills, Opportunities, and Recognition (SOAR): Seattle Social Development Project:	K to 6	x			x	x	B, C, D, E

SMART Leaders	9 to 12			x			C
Social Competence Promotion Program for Young Adolescents (SCPP-YA)	5 to 7			x			C
Start Taking Alcohol Risks Seriously (STARS) for Families	6 to 8	x					C,
Students Managing Anger and Resolution Together (SMART) Team	6 to 9					x	C, D,
Too Good for Drugs	K to 12	x	x	x		x	C
Community and Family-based Programs							
	Intended program outcomes and target setting. See research for proven effectiveness						
Name	Target Population	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Big Brothers Big Sisters	Community					x	B, E
Brief Strategic Family Therapy	Families			x			B, C,
CASASTART	Community			x	x		B, C, D,
Communities Mobilizing for Change	Community	x					C
Creating Lasting Family Connections	Families (6 to 12)	x		x		x	A, C, D,
Families And Schools Together (FAST)	Families				x		C,
Family Development Research Project	Families				x		C
Family Effectiveness Training	Families				x		C,
Family Matters	Families	x	x				C
FAN (Family Advocacy Network) Club	Families			x		x	C
Functional Family Therapy	Families	x		x	x		B, E
Home-Based Behavioral Systems Family Therapy	Families				x		C
Houston Parent-Child Development Program	Parents					x	C
Multisystemic Therapy	Parents			x	x		B, C, E
Nurse-Family Partnership	Parents		x				B, C,
Parenting Wisely	Parents				x		C,
Preparing for the Drug Free Years	Parents (4 to 7)	x		x		x	A, B, C, D,
Project Star (Students Taught Awareness and Resistance): Midwestern Prevention Project	Community	x	x	x			B, D, C, E
Schools and Families Educating Children (SAFE Children)	Families					x	C
Stopping Teenage Addiction to Tobacco	Community		x				C
Strengthening Families Program	Families (4 to 6)	x		x	x	x	A, C, D,

APPENDIX D

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

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

Research-based Activities	
Activities	Research Summaries Supporting Each Activity:
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

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.

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

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)

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

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

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
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