

Application #	
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No Child Left Behind Act of 2001
SINGLE SCHOOL DISTRICT PLAN

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

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

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

SSD Plan Information:

Name of Local Educational Agency (LEA): Vista Real Public Charter

County/District Code: 56-10561

Dates of Plan Duration (should be five-year plan): July 1, 2012 – June 30, 2017

Date of Local Governing Board Approval: June 14, 2012

District Superintendent: Steve Gocke

Address: 42455 10th Street West, Suite #108

City: Lancaster

Zip code: 93534

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Fax:

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

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

Steve Gocke

Printed or typed name of Superintendent

Date

Signature of Superintendent

Printed or typed name of Board President

Date

Signature of Board President

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Part I

Background and Overview

Background

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

Development Process for the Single School District Plan

Single School District Plan Planning Checklist

Federal and State Programs Checklist

District Budget for Federal and State Programs

Background

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The Consolidated Application (ConApp)

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

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

The Local Educational Agency Plan (LEA) Plan

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

The Single Plan for Student Achievement (SPSA)

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

Role of School Site Council

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

Composition of School Site Council

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

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

¹ *EC* Section 64001(a), (d)

² *EC* Section 41507

³ *EC* Section 41572

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

Categorical Program Monitoring (CPM)

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

Development Process for the Single School District (SSD) Plan

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

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

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

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

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

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

Step One: Measure the Effectiveness of Current Improvement Strategies

Analyze Student Performance

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

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

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

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

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

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

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

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

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

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

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

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

Step Three: Develop or Revise Performance Goals

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

Step Four: Revise Improvement Strategies and Expenditures

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

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

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

Step Five: Local Governing Board Approval

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

Step Six: Monitor Implementation

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

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

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

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

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

FEDERAL AND STATE PROGRAMS CHECKLIST

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

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

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A				
Title I, Part B, Even Start				
Title I, Part C, Migrant Education				
Title I, Part D, Neglected/Delinquent				
Title II Part A, Subpart 2, Improving Teacher Quality		4,891		
Title II, Part D, Enhancing Education Through Technology				
Title III, Limited English Proficient		15,399		
Title III, Immigrants				
Title IV, Part A, Safe and Drug-free Schools and Communities				
Title V, Part A, Innovative Programs – Parental Choice				
Adult Education				
Career Technical Education				
McKinney-Vento Homeless Education				
IDEA, Special Education		403,726		
21 st Century Community Learning Centers				
Other (describe) Education Jobs and Medicaid Fund		2,310		

TOTAL		22,600		
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DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

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

Other (describe)				
CAHSEE		5,025		
Supplemental counseling		28,069		
TOTAL		436,820		

Part II The Plan

Needs Assessments

Academic Achievement

Professional Development and Hiring

School Safety

Descriptions – Program Planning

District Profile

Local Measures of Student Performance

Performance Goal 1

Performance Goal 2

Performance Goal 3

Performance Goal 4

Performance Goal 5

Additional Mandatory Title I Descriptions

Needs Assessment

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

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

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

Academic Performance

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

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

Teacher Quality

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

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

School Safety and Prevention

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

Descriptions – Program Planning

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

District Profile

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

Mission and Vision

The mission of Vista Real Public Charter (VRPC) is to engage students who are no longer a part of the instructional plan offered by the traditional high school. Vista Real Public Charter equips students ages 14-22, with two kinds of literacy necessary in the 21st century – the ability to read, write, speak, and calculate with clarity and precision, and the ability to participate passionately and responsibly in the life of the community. VRPC will enable students to become literate, self-motivated, lifelong learners by providing a multi-cultural, student-centered environment, in which all students will be held to high academic and behavioral standards, will work in collaborative relationships, both within and outside VRPC and will perform service to the greater community. VRPC is committed to providing a safe, pleasant, and disciplined environment that is conducive to learning. Through *Personalized Learning*, students in grades 9-12 will acquire the knowledge and skills necessary to become competent learners and responsible citizens in the 21st century.

Additionally, the mission of VRPC is to prepare students to become active participants in a world of cultural diversity and rapid technological change. This mission is a challenge that has been taken by an aggressive administration that is currently engaged in an ambitious program of “authentic, standards-based reform” that “holds high expectations and provides high levels of support for all students, teachers, and educational leaders.” Through Personalized Learning, students are held to the highest academic standards, and given the nurturing required to reach those standards. Partnership among students, parents, and educators is the foundation of our program. All educators are encouraged to use innovative teaching methods. Our high expectations and individualized choices encourage students to become actively engaged, passionate learners. Graduates are prepared to successfully compete in the workforce, to attend colleges of their choice, communicate across gender, race, and socioeconomic complexities, and value service to others in society.

School Profile

Vista Real Public Charter is a public charter organization that offers a personalized educational program for those students who need an independent study approach in meeting academic needs. Typical students are those who have stopped going to their comprehensive high school, have not graduated, have adult responsibilities, need to make up classes in order to attain grade-level status, or have unique scheduling needs that complicate the completion of their compensatory educational requirement. Many students merely work more effectively in an independent study environment. Regardless of the reason, VRPC offers a uniquely structured academic program, rigorously guided by the California Subject Area Content Standards, that provides a challenging yet highly individualized education for students.

The student demographics are as follows: 75% Hispanic, 1% African-American, 22% White; Native American, Asian and Filipinos make up the other 2%.

VRPC began with a grant of petition to the Ventura County Board of Education (VCOE) on May 25, 2005, established to serve students within Ventura County and beyond. Educational services are provided for students between grades 9 - 12 and those with special needs as designated by an IEP or Section 504. The school's co-founders were Dante Simi and Jeff Brown. As of May 25, 2005, the Charter School has operated as a non-profit entity; by-laws and full organizational structure were established on that date. The school maintains two locations to serve the needs of the region, one location in Oxnard and the other in Santa Paula.

Plan for Student Success in a Standards-based System

VRPC improvement plan is based on the following set of guiding principles:

- High standards are maintained; expectations for student performance increase over time.
- Massive investment is made in professional development delivered on the job.
- Early and continuing support is provided to students and is substantially increased to enable them to meet state content standards.
- Additional intervention is required for students who do not meet state content standards.
- Powerful instructional programs are implemented in reading and mathematics.
- Timely parent notification and enhanced parent education and involvement are provided, especially for parents of at-risk students.
- Monitoring and accountability for policy implementation and student progress is in place.

These guiding principles provide an objective, supportive learning system that addresses the State content standards and provides consistency and improved learning opportunities in which both students and adults can experience a high level of success. It is within this reform infrastructure that VRPC plans that the No Child Left Behind Act will unfold.

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

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

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

- a) determine the success of students in meeting the State student academic achievement standards and provide information to teachers, parents, and students on the progress being made toward meeting student academic achievement standards;

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

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

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

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

Baseline student performance data from the spring 2011 CST in English Language Arts revealed that roughly 36% of CBEDS students in grades 9-11 achieved the “proficient” level or above.

VRPC provides a research-based, comprehensive approach to literacy instruction. Through the use of shared “Best Teaching Practices” the school provides a consistent set of pedagogical approaches across courses and instructional contexts. These literacy approaches offer varying and strategic levels of instructional support that promote student independence with increasingly difficult reading and writing experiences. Each teacher is expected to use “Best Teaching Practices” to support student learning using appropriate, curricular materials that address state content standards.

Students with learning disabilities have access to core curriculum in English Language Arts, Mathematics, Social Sciences, and Science, with appropriate modifications and accommodations. Supplemental instruction strategies and curriculum are used as appropriate.

The school Principal and County Office of Education provide ongoing professional development. They identify needs of teachers and plan and deliver support strategies. Teachers learn to create and manage challenging lessons, assess student reading and writing behaviors, plan instructional time based on assessed needs of students, and assess ongoing learning.

Tutoring sessions are offered daily in CAHSEE Prep, CST, Power Reading, and mastery of core curriculum.

SCHOOL GOAL # _1: An increase of 5% of students in grades 9-11 will score at or above the proficient level on the English Language Arts portion of the annual CST test. SCHOOL GOAL # _2: An increase of 5% of students in grades 10-12 will pass the English Language Arts portion of the CAHSEE.	
Student groups and grade levels to participate in this goal: All students grade 9-12	Anticipated annual performance growth for each group: Growth of 5% in test scores and performance levels

Means of evaluating progress toward this goal: CAHSEE and CST analysis	Data to be collected to measure academic gains: Passage rate and test scores for all standardized tests
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Planned Improvement in Student Performance in Reading -

Description of specific actions to improve student achievement in Reading and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards:				
A. Read 180 program – help improve literacy for low performing students	Principal, Read 180 Instructor <i>Ongoing</i>	Salary	\$35,000	General Fund
B. All teachers are providing additional reading instruction to help all students to become proficient or above on CST and CAHSEE.	Teachers <i>Ongoing</i>	Salary	\$50,000	General Funds
C. Special Education Resource Teachers provide special education services and ensure access to the general education curriculum in English Language Arts and the use of supplemental materials for Special Education students.	Special Ed Director RSP <i>Ongoing</i>	Salary Special Education Director, RSP Teachers	\$90,000	Special Ed
D. Teacher hiring, and evaluation will focus on standards.	Principal, Asst. Principal <i>Ongoing</i>	Salary	\$12,000	General Fund
E. VRPC will develop strategies to identify and address English Learners’ challenges so that they can successfully meet state standards in English	Administration, Teachers <i>Ongoing</i>	Training, salary	\$875	General Fund

<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>A. VRPC uses state recommended textbooks and other documents to guide instruction, curriculum, and assessments, and to ensure that students meet state content standards.</p> <p>B. VRPC uses board adopted standards-aligned Language Arts materials</p> <p>C. VRPC maps instruction to achieve Essential Standards and match with ELA curriculum</p> <p>D. Teachers will use strategies that work: one-to-one instruction; modeling and guided practice; use of Bloom’s Taxonomy; analyzing perspectives; graphic organizers; projects; artistic expression</p> <p>E. Teachers will use course level/standards aligned “genre specific” writing prompts</p>	<p>Principal <i>Ongoing</i></p> <p>Vice President of Education Board of Directors <i>Ongoing</i></p> <p>Administrators, Teachers <i>Ongoing</i></p> <p>Teachers <i>Ongoing</i></p> <p>Teachers <i>Ongoing</i></p>	<p>Instructional Materials</p> <p>Instructional materials, Supplemental</p> <p>Salary</p> <p>Salary, supplemental materials</p> <p>Salary</p>	<p>\$201,530</p> <p>\$45,000</p> <p>\$15,000</p> <p>\$12,000</p> <p>\$5,000</p>	<p>Textbook Allocations General Fund</p> <p>General Fund</p> <p>General Fund</p> <p>General Fund</p> <p>General Fund</p>
<p>3. Extended learning time:</p> <p>A. Students reading below grade level will receive tutoring from teachers and tutors.</p> <p>B. Students reading below grade level will be enrolled in the Read 180 tutorial program</p> <p>C. Students reading below grade level will receive Exploring Literature Reading course</p> <p>D. Students who have not passed the ELA CAHSEE receive additional tutoring hours for the exam and specialized review sessions.</p> <p>E. VRPC will provide more focused instruction and/or increase student/teacher instructional contact.</p>	<p>Teachers/Tutors <i>Ongoing</i></p> <p>Read 180 Instructor <i>Ongoing</i></p> <p>Teachers <i>Ongoing</i></p> <p>Teachers/Tutors <i>Ongoing</i></p> <p>Teachers <i>Ongoing</i></p>	<p>Tutor’s wages</p> <p>Salary, Program License</p> <p>Salary, Curriculum</p> <p>Hourly wages</p> <p>Salary</p>	<p>\$25,000</p> <p>\$80,000</p> <p>\$30,000</p> <p>\$28,000</p> <p>\$8,000</p>	<p>General Fund</p> <p>General Fund</p> <p>General Fund</p> <p>General Fund</p> <p>General Fund</p>

Description of specific actions to Improve Student Achievement in Reading and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <p>A. VRPC will provide extensive staff development for integrating literacy technology into the curriculum.</p> <p>B. VRPC will provide computer access and desktop publishing to students designed to support the literacy process for students.</p> <p>C. VRPC will provide information literacy strategies to locate and evaluate online information.</p> <p>D. VRPC will continue to provide the Read 180 program which utilizes daily computer use.</p>	<p>Administration, teachers <i>Ongoing</i></p> <p>IT Department <i>Ongoing</i></p> <p>Teachers <i>Ongoing</i></p> <p>Read 180 Instructor <i>Ongoing</i></p>	<p>Salary</p> <p>Software, computers</p> <p>Salary</p> <p>Salary and licenses</p>	<p>\$5,000</p> <p>\$7,200</p> <p>\$3,000</p> <p>\$120,000</p>	<p>General Fund</p> <p>General Fund</p> <p>General Fund</p> <p>General Fund</p>
<p>5. Staff development and professional collaboration</p> <p>A. Department chairs in each subject area will “peer-coach” their colleagues in standards-based instruction.</p> <p>B. Selected teachers will attend workshops/conferences; return and conduct staff development for their peers</p> <p>C. Teachers will have access to education publications in the various subject areas</p> <p>D. Teachers will receive training on technology curriculum integration focused on reading and literacy</p> <p>E. VRPC will provide time for teachers to work collaboratively to examine student work and determine what strategies to use to assure mastery of state standards including reading and literacy and the materials needed to achieve goals</p> <p>F. VRPC regularly articulates/collaborates with Ventura County Office of Ed.</p>	<p>Principal Teachers <i>Ongoing</i></p> <p>Principal Teachers</p> <p>Principal <i>Ongoing</i></p> <p>Administration, teachers <i>Ongoing</i></p> <p>Administration, teachers <i>Ongoing</i></p> <p>Administration <i>Ongoing</i></p>	<p>Salary</p> <p>Substitute wage, workshop fees</p> <p>Publications</p> <p>Salary</p> <p>Salary</p> <p>Meeting attendance</p>	<p>\$3,000</p> <p>\$5000</p> <p>\$600</p> <p>\$4,000</p> <p>\$2,000</p> <p>\$300</p>	<p>General Fund</p> <p>General Fund</p> <p>General Fund</p> <p>General Funds</p> <p>General Fund</p> <p>General Fund</p>

<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>A. Parents attend orientation with their child/children in order to complete the enrollment process; given information on school's policies and procedures; receive student/parent handbook; teachers contact parents and explain students' grades/scores.</p> <p>B. VRPC informs the community through the School Accountability Report Card which contains student assessment data</p> <p>C. Staff, parents, and community are informed of improvement in English Language Arts through newsletters, brochures, and Web</p> <p>D. Parents receive a copy of CST and CAHSEE results each time their child/children take the tests.</p> <p>E. All correspondence sent home to parents are in English/Spanish.</p> <p>F. Parents/guardians have the opportunity to be active participants on the Parent Advisory Committee.</p> <p>G. Parents/guardians receive mandatory phone calls monthly on student's performance</p>	<p>Compliance Technicians Teachers <i>Ongoing</i></p> <p>Principal <i>Annually</i></p> <p>Administration & Teachers <i>Quarterly</i></p> <p>Administration, Staff</p> <p>Administration, Staff</p> <p>Education Dept <i>Quarterly</i></p> <p>Teachers/ <i>Ongoing</i></p>	<p>Wages, Publishing Web Posting</p> <p>Salary</p> <p>Postage, publishing</p> <p>Postage</p> <p>Salary for translation</p> <p>Publishing, refreshments</p> <p>Salary</p>	<p>\$10,000</p> <p>\$750</p> <p>\$1,000</p> <p>\$1,000</p> <p>\$1,000</p> <p>\$550</p> <p>\$12,000</p>	<p>General Fund</p> <p>General Fund</p> <p>General Fund</p> <p>General Fund</p> <p>General Fund</p> <p>General Fund</p> <p>General Fund</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, or middle school):</p> <p>A. College and Career planning center staffed by teachers during prep time is available to all students</p> <p>B. The EAP program streamlines transition from high school to Cal State/UC/JC campuses</p> <p>C. Special education teachers consult with core teachers on transition of students.</p>	<p>Teachers <i>Ongoing</i></p> <p>Testing Coordinator <i>Ongoing</i></p> <p>Education <i>Ongoing</i></p>	<p>Salary, publishing</p> <p>Salary</p> <p>Salary</p>	<p>\$2,000</p> <p>\$5,000</p> <p>\$17,000</p>	<p>General Fund</p> <p>General Fund</p> <p>General Fund</p>

<p>8. Monitoring program effectiveness:</p> <p>A. Administration will review and analyze data of all assessments</p> <p>B. administration will monitor and assist with effective teaching strategies</p> <p>C. Administration will organize and provide appropriate interventions and supports for students and teachers who are not performing at established school/State level</p> <p>D. Administration will report on standards attainment; progress. Administration will monitor this through walkthroughs, evaluations, observations and conference reports</p> <p>E. Data on student achievement will be used by VRPC as disaggregated by ethnicity, gender, etc. to identify areas of instructional weaknesses/skills deficits.</p>	<p>Instructional Leaders</p> <p>Admin & Teachers</p> <p>Administration <i>Ongoing</i></p> <p>Administration/ <i>Ongoing</i></p> <p>Administration, Teachers <i>Ongoing</i></p>	<p>Salary</p> <p>Salary</p> <p>Salary Staff Development</p> <p>Salary</p> <p>n/a</p>	<p>\$4,000</p> <p>\$5,000</p> <p>\$6,000</p> <p>\$5,000</p> <p>n/a</p>	<p>General Funds</p> <p>General Funds</p> <p>General Funds</p> <p>General Funds</p> <p>n/a</p>
<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>A. Lower performing students and students who are struggling receive extra support for reading from VRPC (one-on-one and in small group).</p> <p>B. Teachers receive professional development and coaching – using research-based strategies for the neediest students</p> <p>C. Students in 10-12 grades, who have not passed the CAHSEE must participate in the CAHSEE prep courses</p>	<p>Teachers/Tutors <i>Ongoing</i></p> <p>Administration</p> <p>Admin & teachers</p>	<p>Wages, Salary</p> <p>Staff Development</p> <p>Salary, Materials</p>	<p>\$25,000</p> <p>\$5,000</p> <p>\$6,000</p>	<p>General Fund</p> <p>General Fund</p> <p>General Fund</p>
<p>10. Any additional services tied to student academic needs:</p> <p>A. Students receive and have access to Internet and computer resources and guidance on how to use computer resources</p>	<p>Teachers/Tutors <i>Ongoing</i></p>	<p>Computers, software</p>	<p>\$15,000</p>	<p>General Fund</p>

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

<p>SCHOOL GOAL # _3: An increase of 5% of students in grades 9-11 will score at or above the proficient level on the Mathematics portion of the annual CST test.</p> <p>SCHOOL GOAL # _4: An increase of 5% of students in grades 10-12 will pass the Mathematics portion of the CAHSEE.</p>	
<p>Student groups and grade levels to participate in this goal: All students grade 9-12</p>	<p>Anticipated annual performance growth for each group: Growth of 5% in test scores and performance levels</p>
<p>Means of evaluating progress toward this goal: CAHSEE and CST analysis</p>	<p>Data to be collected to measure academic gains: Passage rate and test scores</p>

Planned Improvement in Student Performance in Mathematics

Description of specific actions to Improve Student Achievement in Mathematics and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards: VRPC has established a support structure to ensure that the 9-12 mathematics instruction is aligned with state content standards.</p> <p>A. Success Now math program – help improve literacy for low performing students</p>	<p>Principal, Success Now Instructor <i>Ongoing</i></p>	<p>Salary, wages, program license, computers</p>	<p>\$35,000</p>	<p>General Fund</p>
<p>B. All teachers are providing additional mathematics instruction to help all students to become proficient or above on CST and CAHSEE.</p>	<p>Teachers <i>Ongoing</i></p>	<p>Salary</p>	<p>\$20,000</p>	<p>General Funds</p>
<p>C. Special Education Resource Teachers provide special education services and ensure access to the general education curriculum in Mathematics and the use of supplemental materials for Special Education students.</p>	<p>Special Ed Director RSP <i>Ongoing</i></p>	<p>Salary Special Education Director, RSP Teachers</p>	<p>\$90,000</p>	<p>Special Ed</p>
<p>D. Teacher hiring, and evaluation will focus on standards.</p>	<p>Principal, Asst. Principal</p>	<p>Salary</p>	<p>\$12,000</p>	<p>General Fund</p>

<p>E. VRPC will develop strategies to identify and address English Learners' challenges in mathematics so that they can successfully meet state standards in English</p>	<p><i>Ongoing</i> Administration, Teachers <i>Ongoing</i></p>	<p>Training</p>	<p>\$875</p>	<p>General Fund</p>
<p>2. Use of standards-aligned instructional materials and strategies: A. VRPC uses state recommended textbooks and other documents to guide instruction, curriculum, and assessments, and to ensure that students meet state content standards. B. VRPC uses board adopted standards-Mathematics materials C. VRPC maps instruction to achieve Essential Standards and match with Mathematics curriculum D. Teachers will use strategies that work: one-to-one instruction; modeling and guided practice; use of Bloom's Taxonomy; analyzing perspectives; graphic organizers; projects; artistic expression E. Teachers will use course level/standards aligned mathematics support</p>	<p>Principal <i>Ongoing</i> Vice President of Education Board of Directors <i>Ongoing</i> Administrators, Teachers <i>Ongoing</i> Teachers <i>Ongoing</i> Teachers <i>Ongoing</i></p>	<p>Instructional Materials Instructional materials, Supplemental Hourly wages supplemental materials Instructional materials Curriculum</p>	<p>\$201,530 \$45,000 \$15,000 \$12,000 \$5,000</p>	<p>Textbook Allocations General Fund General Fund General Fund General Fund General Fund</p>
<p>3. Extended learning time: A. Students performing below grade level will receive tutoring from teachers and tutors. B. Students performing below grade level will be enrolled in the Success Now tutorial program C. Students below grade level will receive remedial mathematics course D. Students who have not passed the Mathematics CAHSEE receive additional tutoring hours for the exam and specialized review sessions. E. VRPC will provide more focused instruction and/or</p>	<p>Teachers/Tutors <i>Ongoing</i> Success Now Instructor <i>Ongoing</i> Teachers <i>Ongoing</i> Teachers/Tutors <i>Ongoing</i> Teachers</p>	<p>Hourly wages Hourly wages Salary, Curriculum Hourly Wages Salary</p>	<p>\$25,000 \$20,000 \$20,000 \$8,000 \$7,000</p>	<p>General Fund General Fund General Fund General Fund General Fund</p>

increase student/teacher instructional contact.	<i>Ongoing</i>			
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Description of specific actions to Improve Student Achievement in Mathematics and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology: Technology tools and applications will be used in mathematics classes to:</p> <p>A. VRPC will provide extensive staff development for integrating technology into the curriculum.</p> <p>B. VRPC will provide computer access and desktop publishing to students designed to support students.</p> <p>C. VRPC will provide strategies to locate and evaluate online information.</p> <p>D. VRPC will continue to provide the Success Now program which utilizes technology daily.</p>	<p>Administration, teachers <i>Ongoing</i></p> <p>IT Department <i>Ongoing</i></p> <p>Teachers <i>Ongoing</i></p> <p>Success Now Instructor <i>Ongoing</i></p>	<p>Salary</p> <p>Software, computers</p> <p>Salary</p> <p>Hourly Wages</p>	<p>\$5,000</p> <p>\$7,200</p> <p>\$3,000</p> <p>\$20,000</p>	<p>General Fund</p> <p>General Fund</p> <p>General Fund</p> <p>General Fund</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>A. Department chairs area will “peer-coach” their colleagues in standards-based instruction.</p> <p>B. Selected teachers will attend workshops/conferences; return and conduct staff development for their peers</p> <p>C. Teachers will have access to education publications in the various subject areas</p> <p>D. Teachers will receive training on technology curriculum integration.</p> <p>E. VRPC will provide time for teachers to work collaboratively to examine student work and determine what strategies to use to assure mastery of state standards including mathematics and the materials needed to achieve goals</p> <p>F. VRPC regularly articulates/collaborates with Ventura County Office of Ed.</p>	<p>Principal Teachers <i>Ongoing</i></p> <p>Principal Teachers</p> <p>Principal <i>Ongoing</i></p> <p>Administration, teachers <i>Ongoing</i></p> <p>Administration, teachers <i>Ongoing</i></p> <p>Administration <i>Ongoing</i></p>	<p>Salary</p> <p>Substitute wage, workshop fees</p> <p>Publications</p> <p>Training</p> <p>Substitute days</p> <p>Attendance to meetings trainings</p>	<p>\$3,000</p> <p>\$5500</p> <p>\$600</p> <p>\$1,000</p> <p>\$2,000</p> <p>\$500</p>	<p>General Fund</p> <p>General Fund</p> <p>General Fund</p> <p>General Funds</p> <p>General Fund</p> <p>General Fund</p>

<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>A. Parents attend orientation with their child/children in order to complete the enrollment process; given information on school's policies and procedures; receive student/parent handbook;</p> <p>B. VRPC informs the community through the School Accountability Report Card which contains student assessment data</p> <p>C. Staff, parents, and community are informed of improvement in Mathematics through newsletters, brochures, and Web</p> <p>D. Parents receive a copy of CST and CAHSEE results each time their child/children take the tests.</p> <p>All correspondence sent home to parents are in English/Spanish.</p> <p>E. Parents/guardians have the opportunity to be active participants on the Parent Advisory Committee.</p> <p>F. Parents/guardians receive mandatory phone calls monthly on student's performance</p>	<p>Compliance Technicians Teachers <i>Ongoing</i></p> <p>Principal <i>Annually</i></p> <p>Administration & Teachers <i>Quarterly</i></p> <p>Administration, Staff</p> <p>Administration, Staff</p> <p>Education Dept</p> <p>Teachers/ <i>Ongoing</i></p>	<p>Wages, Publishing Web Posting</p> <p>Consultant</p> <p>Printing Postage</p> <p>Postage</p> <p>Salary for translation</p> <p>Printing, refreshments</p> <p>Salary</p>	<p>\$10,000</p> <p>\$750</p> <p>\$1,000</p> <p>\$1,000</p> <p>\$3,000</p> <p>\$750</p> <p>\$12,000</p>	<p>General Fund</p> <p>General Fund</p> <p>General Fund</p> <p>General Fund</p> <p>General Fund</p> <p>General Fund</p> <p>General Fund</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, or middle school):</p> <p>A. College and Career planning center staffed by teachers during prep time is available to all students</p> <p>B. The EAP program streamlines transition from high school to Cal State/UC/JC campuses</p> <p>C. Special education teachers consult with core teachers on transition of students.</p>	<p>Teachers <i>Ongoing</i></p> <p>Testing Coordinator <i>Ongoing</i></p> <p>Education <i>Ongoing</i></p>	<p>Printing Salary</p> <p>Salary</p> <p>Salary</p>	<p>\$2,000</p> <p>\$5,000</p> <p>\$17,000</p>	<p>General Fund</p> <p>General Fund</p> <p>General Fund, Special Ed</p>

<p>8. Monitoring program effectiveness:</p> <p>A. Administration will review and analyze data of all assessments</p> <p>B. administration will monitor and assist with effective teaching strategies</p> <p>C. Administration will organize and provide appropriate interventions and supports for students and teachers who are not performing at established school/State level</p> <p>D. Administration will report on standards attainment; progress. Administration will monitor this through walkthroughs, evaluations, observations and conference reports</p> <p>E. Data on student achievement will be used by VRPC as disaggregated by ethnicity, gender, etc. to identify areas of instructional weaknesses/skills deficits.</p>	<p>Instructional Leaders</p> <p>Admin & Teachers</p> <p>Administration <i>Ongoing</i></p> <p>Administration/ <i>Ongoing</i></p> <p>Administration, Teachers <i>Ongoing</i></p>	<p>Salary</p> <p>Salary</p> <p>Salary</p> <p>Salary</p> <p>Salary</p>	<p>\$1,000</p> <p>\$2,000</p> <p>\$2,000</p> <p>\$2,000</p> <p>\$3,000</p>	<p>General Funds</p> <p>General Funds</p> <p>General Funds</p> <p>General Funds</p> <p>General Funds</p>
<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>A. a. Lower performing students and students who are struggling receive extra support from VRPC (one-on-one and in small group).</p> <p>B. Teachers receive professional development and coaching – using research-based strategies for the neediest students</p> <p>C. Students in 10-12 grades, who have not passed the CAHSEE must participate in the CAHSEE prep courses</p>	<p>Teachers/Tutors <i>Ongoing</i></p> <p>Administration</p> <p>Admin & teachers</p>	<p>Wages, Salary</p> <p>Staff Development</p> <p>Salary, Materials</p>	<p>\$25,000</p> <p>\$5,000</p> <p>\$6,000</p>	<p>General Fund</p> <p>General Fund</p> <p>General Fund</p>
<p>10. Any additional services tied to student academic needs:</p> <p>a) Students receive and have access to Internet and computer resources and guidance on how to use computer resources</p>	<p>Teachers/Tutors <i>Ongoing</i></p>	<p>Computers Hourly wages</p>	<p>\$15,000</p>	<p>General Fund</p>

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

<p>SCHOOL GOAL # _5_ (Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages) EL students will increase their ELA and Mathematics proficiency by at least one performance level for students who have been enrolled for 12 months in Vista Real.</p> <p>SCHOOL GOAL # _6_ EL students will increase their English language proficiency by at least one performance level for students who have been enrolled for 12 months in Vista Real.</p>	
<p>Grade levels to participate in this goal: 9-12</p>	<p>Anticipated annual performance growth: Minimum of one performance level on CST and CELDT tests.</p>
<p>Means of evaluating progress toward this goal: CST and CELDT scores Number of students reclassified and maintain this level</p>	<p>Data to be collected to measure academic gains: CELDT scores, CAHSEE results, CST scores, Unit tests</p>

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

Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed):		Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
Required Activities	1. The programs and activities to be developed, implemented, and administered and how the SSD will use these funds to meet all annual measurable achievement objectives described in Section 3122				
	VRPC will provide further training of all teachers and tutors in SDAIE strategies.	Teachers, Tutors, Administrators. <i>Ongoing</i>	Consultant fees training	\$2,000	Title III, General Funds
	VRPC will acquire a new ELD program to support EL students. Training will be provided to facilitate implementation.	Administration, EL Department	Salary, curriculum	\$22,000	Title III, General Funds

	<p>2. How the SSD will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <ul style="list-style-type: none"> ▪ meeting the annual measurable achievement objectives described in Section 3122 <p>Test scores (CELDT, CAHSE, CST) of all ELD students will be analyzed upon enrollment and again when test scores are released.</p> <ul style="list-style-type: none"> ▪ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)) <p>If the target of increasing at least one performance level after receiving 12 months of instruction is not met an analysis of the circumstances will be conducted and further course of action will be determined</p> <ul style="list-style-type: none"> ▪ annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1)) <p>The findings will be reported to the school and the community in the form of progress reports, transcripts, SARC Report and at parent meetings such as ELAC and the Parent Advisory Committee</p>	<p>Administrators, testing coordinators, EL Dept, Teachers. <i>Ongoing</i></p> <p>Administrators, Teachers, EL Dept. <i>Ongoing</i></p> <p>Administrators, Registrar</p>	<p>Salary</p> <p>Analysis</p> <p>Printing and postage costs</p>	<p>\$19,000</p> <p>n/a</p> <p>\$750</p>	<p>General Funds, Title III</p> <p>n/a</p> <p>General Funds, Title III</p>
	<p>3. How the SSD will promote parental and community participation in LEP programs</p> <p>VRPC will foster a continuation and further promotion of parent participation in the Parent Advisory Committee/ ELAC. The ELAC will meet 6-9 times annually.</p> <p>VRPC will mail home all state test scores including CST, CELDT and CAHSEE.</p>	<p>Administration and ELAC committee members.</p> <p>Testing coordinator, Support staff, <i>Ongoing</i></p>	<p>General supplies for meetings</p> <p>Printing Postage</p>	<p>\$150</p> <p>\$1200</p>	<p>General Funds</p> <p>General Funds</p>

	<p>4. How the SSD will provide high quality language instruction based on scientifically based research (per Sec. 3115(c). The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> English proficiency <p>VRPC will ensure that all teachers are CLAD certified and that their goal is to move LEP students to RFEP</p> <p>LEP students will have the support of a specialized EL curriculum in addition to core curriculum</p> <ul style="list-style-type: none"> Academic achievement in the core academic subjects <p>All teachers are trained in SDAIE strategies</p> <p>Read 180 program for additional support in a small group setting.</p>	<p>Administration, <i>Ongoing</i></p> <p>Administration, EL Department <i>Ongoing</i></p> <p>Teachers, Administration, <i>Ongoing</i></p> <p>Read 180 teacher, EL Dept</p>	<p>Monitoring</p> <p>Salary</p> <p>Retraining as needed</p> <p>Program license Hourly wages</p>	<p>n/a</p> <p>\$60,000</p> <p>\$1,000</p> <p>\$80,000</p>	<p>n/a</p> <p>General Funds, Title III</p> <p>General Funds</p> <p>General Funds</p>
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Required Activities	<p>5. High quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel:</p> <p>a. designed to improve the instruction and assessment of LEP children</p> <p>Teachers will receive professional development in how to analyze all state test scores for their students</p>	Administrators, teachers. <i>Ongoing</i>	Salary	\$2,000	General Funds
	<p>b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students</p> <p>Teachers will receive annual data training as well as professional development in research based ELD strategies</p>	Administrators, Teachers. <i>Annually</i>	Training, consultant fees	\$14,000	General Funds
	<p>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</p> <p>Staff development will take place on the implementation of the new EL program</p>	Administrators, EL Dept.	Training	\$800	General Funds, Title III
	<p>d. long term effect will result in positive and lasting impact on teacher performance in the classroom</p> <p>Teachers will be observed and evaluated by administration looking for a lasting and positive impact on their teaching performance</p>	Administration	Monitoring, evaluating	n/a	n/a

Allowable Activities	Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed):	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
	1. Upgrade to program objectives and effective instructional strategies, if applicable VRPC will implement a new EL program	Administration, EL Department <i>Summer 2013</i>	Salary, curriculum	\$38,000	Title III, General Funds
	2. Any: a. tutorials and academic or vocational education for LEP students and/or LEP students are enrolled in the Read 180 program and Success Now Math tutoring program.	Administrators, teachers, tutoring staff. <i>Ongoing</i>	Read 180 licensing fee, salary/wages of staff	\$20,000	General Funds
	b. intensified instruction LEP students who are targeted as needing additional help will have mandatory one-on-one tutoring sessions to support their educational and language acquisition success.	Administrators, teachers, tutoring staff. <i>Ongoing</i>	Salary/wages	\$30,000	General Funds
	3. How programs for English Learners are coordinated with other relevant programs and services English learners receive the core curriculum and support services as needed	Education Staff. <i>Ongoing</i>	Salary	\$20,000	General Funds
4. Any other activities designed to improve the English proficiency and academic achievement of LEP children CAHSEE Intervention Prep course delivers instruction in both English and Spanish.	Administrators, teachers. <i>Ongoing</i>	CAHSEE Intervention Licenses	\$3,000	General Funds	

	<p>5. Community participation programs, family literacy services, and parent outreach and training activities provided to LEP children and their families –</p> <p>a. To improve English language skills of LEP children</p> <p>All newsletters, information mailers, surveys, etc. are translated into Spanish to keep LEP parents informed and also to give them a voice.</p> <p>Vista Real has established relationships with many organizations such as Café On A, Cal Safe, 211, Interface, The Boys and Girls Club, etc. that provide many layers of bilingual support to our students and parents</p> <p>b. To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children</p> <p>All Student Advisory Committee and Parent Advisory Committee meetings have the option of a Spanish translation or to be conducted entirely in Spanish if there is a need.</p> <p>ELAC provides an arena for LEP parents to be involved and also to be informed.</p>	<p>Administration Staff</p> <p>Education Staff</p> <p>PAC and SAC coordinators. <i>Quarterly</i></p> <p>ELAC coordinator.</p>	<p>Salary</p> <p>Salary</p> <p>Postage and translation fees</p> <p>Meeting costs Refreshments</p>	<p>\$1500</p> <p>\$150</p> <p>\$1800</p> <p>\$1000</p>	<p>General Funds</p> <p>General Funds</p> <p>General Funds</p> <p>General Funds, Title III</p>
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	<p>6. Efforts to improve the instruction of LEP children by providing for –</p> <p>a. The acquisition or development of educational technology or instructional materials LEP students use the CAHSEE Intervention online prep software which is designed to help students achieve Proficiency in reading and math. The program instructs students in both English and Spanish.</p>	<p>Administration, CAHSEE Intervention teacher. <i>Ongoing</i></p>	<p>CAHSEE Intervention licenses</p>	<p>\$3,000</p>	<p>General Funds</p>
	<p>b. Access to, and participation in, electronic networks for materials, training, and communication LEP students have the opportunity to participate in READ 180, a blended online reading improvement program.</p>	<p>Administration, READ 180 teacher. <i>Ongoing</i></p>	<p>READ 180 licenses salary</p>	<p>\$30,000</p>	<p>General Funds</p>
	<p>c. Incorporation of the above resources into curricula and programs LEP students take courses in our general core curriculum which is constantly being revamped to add more technology</p>	<p>Teachers</p>	<p>n/a</p>	<p>n/a</p>	<p>n/a</p>
	<p>7. Other activities consistent with Title III or EIA/LEP funds</p>				

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

<p>Parents of Limited-English-Proficient students must be notified: outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents. Describe how you will meet these requirements</p>	<p>Persons Involved and Timeline</p>	<p>Related Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
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Required Activities	1. SSD informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):				
	a. A form letter will be sent to parents explaining the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program	EL Department, within 10 days of enrollment or within 30 days of receipt of scores	Salary, processing and postage fees	\$1000	General Funds, Title III
	b. A form letter will be sent to parents with the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement	EL Department, within 10 days of enrollment or within 30 days of receipt of scores	Salary, processing and postage fees	\$1000	General Funds, Title III
	c. A form letter will be sent to parents with 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	EL Department, within 10 days of enrollment or within 30 days of receipt of scores	Salary, processing and postage fees	\$1,000	General Funds, Title III
	d. A form letter will be sent to parents explaining how the program in which their child is, or will be participating will meet the educational strengths and needs of the child	EL Department, within 10 days of enrollment or within 30 days of receipt of scores	Salary, processing and postage fees	\$1000	General Funds, Title III
	e. A form letter will be sent to parents explaining how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation	EL Department, within 10 days of enrollment or within 30 days of receipt of scores	Salary, processing and postage fees	\$1000	General Funds, Title III
	f. A form letter will be sent to parents explaining 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	EL Department, within 10 days of enrollment or within 30 days of receipt of scores	Salary, processing and postage fees	\$1000	General Funds, Title III
	g. A form letter will be sent to parents explaining, in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child	EL Department, within 10 days of enrollment or within 30 days of receipt of scores	Salary, processing and postage fees	\$1000	General Funds, Title III

		Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
Required Activities	<ul style="list-style-type: none"> h. A form letter will be sent to parents explaining information pertaining to parental rights that includes written guidance detailing – <ul style="list-style-type: none"> i. The right that parents have to have their child immediately removed from such program upon their request ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available iii. the SSD assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the SSD 	EL Department, within 10 days of enrollment or within 30 days of receipt of scores	Salary, processing and postage fees	\$1,000	General Funds, Title III
<p>Note: Notifications must be provided to parents of students enrolled since the previous school year, not later than 30 days after the beginning of the school year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>					
<p>SSD Parent Notification Failure to Make Progress If the SSD fails to make progress on the annual measurable achievement objectives, it will inform parents of a child identified for participation in such program, or participating in such program, of such failure not later than 30 days after such failure occurs.</p>					

Plans to Provide Services for Immigrants

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

Performance Goal 3: *By 2005-06, all students will be taught by highly qualified teachers.*

Summary of Needs and Strengths for Professional Development

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

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

STRENGTHS	NEEDS
<ul style="list-style-type: none"> • All teachers at Vista Real are “Highly Qualified” in their subject area. • Vista Real participates in the BTSA program that is partnered through VCOE to provide support to new teachers. • Teacher observations are constantly occurring and ongoing. • Weekly staff meetings are held to ensure that all staff are fully informed and updated. • Free flowing communication by means of telephone and email exists between and within all sites. • Staff in-service days are held annually in the summer months and at other times as determined by need. 	<ul style="list-style-type: none"> • Specific attention needs to be paid to the meaningful use of data collected • Assessment of our current state testing student support systems will result in a more vibrant program. • Additional training in our EL support programs

Performance Goal 3: *By 2005-06, all students will be taught by highly qualified teachers.*

SCHOOL GOAL # 7

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

All students will be taught by “highly qualified” teachers.

Student groups and grade levels to participate in this goal:

All students grades 9-12

Anticipated annual performance growth for each group:

All teachers will meet state requirements to keep their credentials updated

Means of evaluating progress toward this goal:

Internal review of credentials

Data to be collected to measure academic gains:

Teaching credentials

Planned Improvements for Professional Development (Title II)

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State’s challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <p>Teacher learning of content knowledge and instructional strategies supports curriculum materials tied to state content standards. Professional development is aligned to State standards and is planned to provide clear expectations for student outcomes to teachers, Principal, staff developer, and ensures articulation of concepts within grades.</p> <ul style="list-style-type: none"> Teachers meet monthly to discuss programs and activities that help students meet the standards Planned activities focus on differentiation for the higher order thinking 	<p>Principal, Teachers <i>Monthly</i></p> <p>Principal, Teachers <i>Ongoing</i></p>	<p>Hourly Wages</p> <p>Hourly wages</p>	<p>\$2,500</p> <p>\$1,500</p>	<p>General Funds</p> <p>General Funds</p>

skills contained in state grade level standards incorporating integrated approaches into instructional delivery				
<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>The administration meets regularly to review student assessment results, align teacher needs, and identify research-based strategies and curriculum</p> <p>Instructional strategies are utilized that have been shown through research to be effective with all students as well as low-performing students, and in particular, students who are English Learners.</p> <p>The results of the research-based strategies are evident in that VRPC students are achieving gains as per SCANTRON (testing every six months).</p> <p>Research-based curricula will be implemented, and teachers will acquire research-based strategies as they learn to use the new curricula and school-provided support materials.</p> <p>Curricula is being supported by the comprehensive integration of technology and supported by state content standards.</p>	<p>Administration <i>Ongoing</i></p> <p>Administration, Teachers <i>Ongoing</i></p> <p>Teachers <i>Ongoing</i></p> <p>Administration, Teachers, Consultants <i>Ongoing</i></p> <p>Administration</p>	<p>n/a</p> <p>Training</p> <p>Scantron contract</p> <p>Curriculum</p> <p>Technology costs</p>	<p>n/a</p> <p>\$5,000</p> <p>\$7,450</p> <p>\$132,000</p> <p>\$16,000</p>	<p>n/a</p> <p>General Funds</p> <p>General Funds</p> <p>General Funds</p> <p>General Funds</p> <p>General Funds</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <p>Training gives teachers the knowledge and skills to provide project-based learning to meet standards. A key component of all training is differentiation for students struggling to meet standards. The training helps teachers focus on assuring that all students have access to academic success.</p> <p>All activities have demonstrated substantial, measurable, and positive impact on student academic achievement. In-services helps teachers understand how to better teach students with a diversity of academic backgrounds.</p>	<p>Administration, Staff <i>Ongoing</i></p>	<p>Training fees, Substitute wages</p>	<p>\$8,000</p>	<p>General Funds</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>A. Administrators, Principal, and staff will meet regularly to discuss the needs of the students.</p> <p>B. VRPC will review the specifications for all; compare and contrast activities; direct the resources to activities that will improve teacher expertise and student achievement</p> <p>C. Special Education teachers provide additional supports and strategies to help Special Education students be successful with core curriculum.</p> <p>D. VRPC will consider the evaluation findings of staff development</p>	<p>Administrators, Teachers <i>Ongoing</i></p> <p>Administrators, Teachers <i>Ongoing</i></p> <p>Administrators, SPED Teachers <i>Ongoing</i></p> <p>Administrators <i>Ongoing</i></p>	<p>Hourly wages</p> <p>Hourly wages, training, materials</p> <p>Salary, materials</p> <p>n/a</p>	<p>\$2,000</p> <p>\$7,000</p> <p>\$14,800</p> <p>n/a</p>	<p>General Funds</p> <p>General Funds Title II</p> <p>General Funds</p> <p>n/a</p>

<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <ul style="list-style-type: none"> • Principal will use student assessments and walk-through observations to identify teacher needs. Staff development will be based on identified needs... • New teachers will participate in professional development specifically to meet their needs regarding the use of new curriculum and instructional strategies. • Teachers will receive training and assistance with inquiry-based instruction. • Science teacher (s) will participate in regional/national seminars and conferences to ensure that they stay current with research-based instructional strategies and curriculum content. • Encourage teachers to attend university classes 	<p>Administration <i>Ongoing</i></p> <p>Administration, new teachers <i>Ongoing</i></p> <p>Administration, Teachers <i>Ongoing</i></p> <p>Science Teachers</p> <p>Administration, Teachers <i>Ongoing</i></p>	<p>n/a</p> <p>Salary, training</p> <p>Training</p> <p>Program costs</p> <p>Tuition</p>	<p>n/a</p> <p>\$7,000</p> <p>\$1500</p> <p>\$4,000</p> <p>Varied</p>	<p>n/a</p> <p>General Fund</p> <p>General Fund Title II</p> <p>General Fund</p> <p>Teacher expense</p>
<p>6. How the SSD will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <ul style="list-style-type: none"> • VRPC will phase in the integration of technology into all professional development. The focus of all technology staff development is to ensure integration into the curriculum and to help students meet standards. • Teachers will be assisted in increasing their personal technology proficiencies as listed in National Educational Technology Standards for Teachers (NETS-T) and California Technology Assistance project (CTAP). 	<p>Administration Technology Leader Teachers <i>Ongoing</i></p> <p>Administration Technology Leader Teachers <i>Ongoing</i></p>	<p>Salary</p> <p>Training</p>	<p>\$3,800</p> <p>\$1,500</p>	<p>General Funds Title II</p> <p>General Funds</p>
<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers,</p>				

<p>administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <ul style="list-style-type: none"> Teachers will participate in ongoing professional development in technology. Increase students' access to Internet and computer electives Students will be introduced to activities that will increase computer literacy including Internet browsers and search engines, word processors, grammar and word coach software, graphic organizers, presentation applications, and a project-based lesson methodology that involves conducting Internet research and producing a document or presentation. 	<p>Administration Technology Leader Teachers <i>Ongoing</i></p> <p>Administration Technology Leader Teachers <i>Ongoing</i></p> <p>Administration Technology Leader Teachers <i>Ongoing</i></p>	<p>Salary, training</p> <p>Program Fees</p> <p>Computers Software Costs Hourly wages</p>	<p>\$4,000</p> <p>\$800</p> <p>\$4,500</p>	<p>Title II General Funds</p> <p>General Funds</p> <p>General Funds</p>
<p>8. How the SSD, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the SSD Plan:</p> <p>Administrators, lead teachers, tutors, and classified staff were invited to participate in the advisory committee for the SSD. Input was received from all participants.</p> <p>Parent and student participation at Parent Advisory Committee (PAC) meetings, Student Advisory Committee (SAC) meetings and ELAC meetings.</p> <p>Parent/student surveys.</p>	<p>Administration & staff <i>Bimonthly</i></p> <p>Administration/ <i>6 times per year</i></p> <p>Administration/ <i>Annually</i></p>	<p>n/a</p> <p>PAC Invites/Flyers/ postage</p> <p>Parent/ Student Survey Materials</p>	<p>n/a</p> <p>\$500</p> <p>\$500</p>	<p>n/a</p> <p>General Funds</p> <p>General Funds</p>
<p>Please provide a description of:</p>	<p>Persons Involved/ Timeline</p>	<p>Related Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>

<p>9. How the SSD will provide training to enable teachers to:</p> <p>a. Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency</p> <p>Vista Real will provide training in the Response to Intervention model, SDAIE strategies, differentiated instruction etc. and will provide training in strategies to best assure learning for students with various learning styles and needs.</p> <p>b. Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn</p> <p>Student behavior is rarely a problem due to our Personalized Learning, one-on-one approach. Classroom management issues are minimal and easily corrected inherently in our program.</p> <p>c. Involve parents in their child's education and</p> <p>Teachers will be available by email or telephone and can readily set a meeting with a parent if requested. Newsletters, announcements about upcoming events and test scores, transcripts and progress reports are regularly sent home. Many important communications are also delivered through an automated "one call" system</p> <p>d. Understand and use data and assessments to improve classroom practice and student learning</p> <p>VRPC will provide yearly training in and analysis of STAR scores, CELDT scores and the development of grade level goals. Follow ups to these include training on how to use this interpreted data to improve learning.</p>	<p>Administration <i>Annually</i></p> <p>Administration, Student Study Team <i>As needed</i></p> <p>Administration & Teachers <i>Ongoing</i></p> <p>Administration & Teachers <i>Annually</i></p>	<p>Professional Development</p> <p>Salary</p> <p>Postage, One Call system</p> <p>Salary</p>	<p>\$3,500</p> <p>\$500</p> <p>\$2,300</p> <p>\$5,000</p>	<p>General Funds, Title III</p> <p>General Funds</p> <p>General Funds</p> <p>General Funds</p>
<p>10. How the SSD will use funds under this subpart to meet the requirements of Section 1119:</p> <p>All teachers and paraprofessionals participate in in-service and staff development training</p> <p>Professional development addresses the implementation of new instructional materials and state content standards and is designed to provide knowledge and skills so that teachers are highly qualified and successful.</p>	<p>All staff <i>Ongoing</i></p> <p>Administration/ <i>Ongoing</i></p>	<p>Salary</p> <p>Salary</p>	<p>\$2,800</p> <p>\$7,200</p>	<p>General Funds</p> <p>General Funds</p>

Teachers will access BTSA through the Ventura County Office of Education	Administration & Teachers <i>Ongoing</i>	BTSA and Teacher Support through the County Office	\$4,000	General Fund BTSA Program
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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 SSD’s strengths and needs regarding how students are supported physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning, along with the SSD’s strengths and needs regarding student barriers to learning (e.g., attendance, mobility, and behavior).

STRENGTHS	NEEDS
<p>1) The school’s strategic plan for a positive school learning environment is based on resiliency factors and is aligned with effective approaches that create a positive environment.</p> <p>a. Health courses are mandatory for all students.</p> <p>b. VRPC has a strongly enforced and well-publicized progressive discipline policy.</p> <p>c. There is a clear set of emergency procedures and opportunities for practice drills.</p> <p>d. There is a designated and trained Threat Assessment Team in place to deal with any possible on-campus threats.</p> <p>e. Child abuse detecting and reporting training for all staff members.</p> <p>f. Administrators and staff support the view that emotional, psychological, and social needs of students are intrinsically related to academic achievement and promote this approach.</p> <p>g. Parents receive regular school mailings.</p> <p>h. A system is in place to identify truancy.</p> <p>i. Environment is conducive to learning: clean, well-maintained physical environment; with professional and helpful staff.</p> <p>j. VRPC has networked with local support agencies to provide services to students and families.</p> <p>There is a designated Community Resource Representative who attends meetings and provides access for students and their families.</p>	<p>1) The services of a counselor are needed.</p> <p>2) The services of a part-time nurse are needed.</p> <p>3) VRPC will provide structures and approaches that are needed to involve more parents in school activities.</p> <p>4) VRPC will provide opportunities that are necessary school-wide for students to be able to participate in the decision-making process and to have a voice in school climate issues.</p> <p>5) A drug intervention program is needed.</p> <p>6) Professional development is needed to inform staff about available resources for drug and alcohol abusers.</p> <p>7) Extended school activities that appeal to high-risk students are needed.</p>

Environments Conducive to Learning (Activities):

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

ACTIVITIES

1. Sensitivity to socioeconomic, ethnic, cultural, racial, linguistic, and developmental diversity is evident
2. Clean, well-lighted and up-to-date facilities in good repair, capable of accommodating technology
3. One-on-one interaction in our personalized learning environment allows each teacher to act as a counselor for their students.
4. Very effective code of conduct for parents, students, teachers, and administrators
5. Staff development addresses topics of school climate, and resiliency principles (caring, high expectations, and meaningful participation) for staff, parents, and members of the community
6. The school's Health curriculum has been revised and further developed with on-going monitoring and evaluation for effectiveness
7. Staff will receive ongoing training in the appropriate use and implementation of positive behavioral interventions according to IDEA.

School Policy and Procedures:

All students and parents are provided with a Parent/Student Guidebook which details the expectations and discipline policy upon enrollment. Student expected behavior is guided by California Education Code 48900.

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

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

STRENGTHS	NEEDS
<ul style="list-style-type: none">• Clearly defined discipline policy regarding violence, harassment, and alcohol, tobacco and drug possession and use.• Vista Real partners with several local agencies (Interface, Boys & Girls Club, 211, homeless advocates, etc) to deal with preventing “risk behaviors”.• Teachers receive annual gang awareness training through local law enforcement.• Vista Real’s open classroom physical environment results in almost no classroom management issues.	<ul style="list-style-type: none">• Continued training in drug and alcohol awareness for staff is needed.• Parent education courses are needed to help them stay informed about unhealthy or risky behaviors and resources• A review of the School Safety Plan is needed

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

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

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

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

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

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

The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by:	5 th — % 7 th — % 9 th — % 11 th — %	5 th — % 7 th — % 9 th — % 11 th — %
The percentage of students that report high levels of school connectedness at their school will increase biennially by:	5 th — % 7 th — % 9 th — % 11 th — %	5 th — % 7 th — % 9 th — % 11 th — %

Other Performance Measures

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

LEA Specified Performance Measures <hr/> (Process to Collect Data)	Performance Indicator Goal	Baseline Data

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

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

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

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

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

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

Check	Activities	Program ATODV Focus	Target Grade Levels
	Youth Development Caring Schools Caring Classrooms		
	Other Activities		

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

Position/Title	Full time equivalent

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

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

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

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

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
<p>5.1 (High School Graduates)</p>	<p>All students receive a personalized Academic Plan which allows them to track their progress towards graduation and view their expected graduation date. This plan is updated on a monthly basis.</p> <p>Teachers counsel their students to ensure they are working towards graduating from Vista Real or transferring back to a traditional school for graduation.</p> <p>CAHSEE intervention and preparation programs are in place.</p> <p>Students participate in a career exploration course that prepares them for postsecondary education.</p>	<p>All Students</p>	<p>Ongoing, All staff</p>	<p>Graduation rate, Number of graduates, Academic Plan, CAHSEE scores</p>	<p>General Fund</p>

	<p>Names of graduates are posted in our school to encourage other students to achieve their goal.</p>				
<p>5.2 (Dropouts)</p>	<p>VRPC accepts students who are credit deficient and assist them in working towards graduation.</p> <p>Students at Vista Real are engaged in a Personalized Learning approach so they can get the education and support that they need.</p> <p>Students have unlimited access to free support from trained tutors</p> <p>Career Technical Education courses and our Academic Exploration course help students centralize their goal and think about success after high school.</p> <p>Students are encouraged and assisted in meeting the requirements for re-entry into their</p>	<p>All Students</p>	<p>Ongoing, all staff</p>	<p>Graduation rate, retention,</p>	<p>General Fund</p>

	traditional school.				
5.3 (Advanced Placement)	<p>VRPC allows students to have access to concurrent enrollment in college courses.</p> <p>VRPC provides courses that are A-G approved.</p> <p>VRPC does not offer AP courses</p>	All Students	Teachers, administrators . Ongoing	Continued enrollment in college courses	None

Additional Mandatory Title I Descriptions

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

<p>Please provide a general description of the nature of the programs to be conducted by the SSD under Sections 1114, "Schoolwide Programs," and/or Section 1115, "Targeted Assistance Schools." All ten of the required components must be addressed. (For more information on Schoolwide, please go to http://www.cde.ca.gov/sp/sw/rt/; for Targeted Assistance go to http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp).</p>	
	Description of how the SSD is meeting or plans to meet this requirement:
For schoolwide programs (SWP), describe how the SSD will bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:	

Additional Mandatory Title I Descriptions

(continued)

Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115, "Targeted Assistance Schools," will identify the eligible children most in need of services under this part. **Please note that multiple, educationally related criteria must be used to identify students eligible for services.** Where applicable, provide a description of appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.

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

Additional Mandatory Title I Descriptions

(continued)

<p>Please describe the actions the SSD will take to obtain assistance if identified under Section 1116, “Academic Assessment and Local Educational Agency and School Improvement,” as in need of improvement. Note that the federal guidance indicates that in the case of direct-funded charter schools, the charter authorizer should play a role in providing this assistance.</p>	
	<p>Description of how the SSD is meeting or plans to meet this requirement:</p>
<p>If the SSD is a PI school(s), describe technical assistance activities the SSD will obtain, such as the following:</p> <ul style="list-style-type: none"> • Assistance in developing, revising, and implementing the school plan. • Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas. • Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI. • Assistance in analyzing and revising the school budget so the school’s resources are used effectively. 	

Additional Mandatory Title I Descriptions

(continued)

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

Additional Mandatory Title I Descriptions

(continued)

<p>Please describe the strategy the SSD will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents in accordance with Section 1118, "Parental Involvement," and Section 1119, "Qualifications for Teachers and Paraprofessionals."</p>	
	<p>Description of how the SSD is meeting or plans to meet this requirement:</p>
<p>Describe the SSD's strategies for coordinating resources and efforts to retain, recruit and increase the number of highly qualified teachers, principals, and other staff.</p>	
<p>Describe the SSD's strategies for coordinating resources and efforts to prepare parents to be involved in the school and in their children's education.</p>	

Additional Mandatory Title I Descriptions

(continued)

<i>Coordination of Educational Services</i>	
<p>In the space below, please describe how the LEA will coordinate and integrate educational services to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.</p>	
	<p>Description of how the SSD is meeting or plans to meet this requirement:</p>
<p>Describe how the SSD will coordinate and integrate educational services to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:</p> <ol style="list-style-type: none"> a. Even Start b. Head Start c. Reading First d. Early Reading First e. Other preschool programs f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities. <p>Compare to programs listed on Page 11 of the SSD Plan to determine if all active programs have been addressed.</p>	

Part III

Assurances and Attachments

Assurances

Signature Page

Appendix

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

Appendix B: Links to Data Web sites

Appendix C: Science-Based Programs

Appendix D: Research-based Activities

Appendix E: Promising or Favorable Programs

ASSURANCES

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

GENERAL ASSURANCES

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

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

TITLE I, PART A

The SSD, hereby, assures that it will:

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

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

TITLE I, PART D – SUBPART 2

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

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

TITLE II, PART A

34. The SSD, hereby, assures that:

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

TITLE II, PART D

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

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

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

TITLE III

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

TITLE IV, PART A

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

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

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

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

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

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

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

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

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

New LEAP Assurances

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

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

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

Other

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

Steve Gocke

Print Name of Superintendent

Signature of Superintendent

Date

School Advisory Committee Recommendations and Assurances

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

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

___ School Advisory Committee for State Compensatory Education Programs

___ English Learner Advisory Committee

___ Community Advisory Committee for Special Education Programs

___ Gifted and Talented Education Program Advisory Committee

___ Other (**list**)

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

Attested:

Corrine Manley __Jonathan Oates__
Typed name of school principal

Signature of school principal Date

___Jaime Rooney_____
Typed name of AC chairperson

Signature of AC chairperson Date

APPENDIX A

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

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

California's NCLB Performance Goals and Performance Indicators

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

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

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

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

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

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

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

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

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

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

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

APPENDIX B

Links to Data Web sites

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

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

APPENDIX C

Science-Based Programs

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

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

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

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

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

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

School-Based Programs

Intended program outcomes and target grade levels. See research for proven effectiveness						
Name	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev. Website
Across Ages	4 to 8	x	x	x		x C,
All Stars™	6 to 8	x	x	x		A, C, D, E
ATLAS (Athletes Training and Learning to Avoid Steroids)	9 to 12	x		x		A, B, C, D,
Border Binge Drinking Reduction Program	K to 12	x			x	C,
Child Development Project/Caring School Community	K to 6	x		x	x	x A, B, C, D, E
Cognitive Behavioral Therapy for Child Sexual Abuse	Families				x	C
Cognitive Behavioral Therapy for Child Traumatic Stress	Families				x	C
Coping Power	5 to 8			x	x	C
DARE To Be You	Pre-K	x		x	x	x A, C,
Early Risers Skills for Success	K to 6				x	C,
East Texas Experiential Learning Center	7	x	x	x	x	x C
Friendly PEERsuasion	6 to 8	x				C
Good Behavior Game	1 to 6				x	B, C
High/Scope Perry Preschool Project	Pre-K				x	x B, C, E
I Can Problem Solve	Pre-K				x	A, B, D
Incredible Years	K to 3				x	x B, C,
Keep A Clear Mind	4 to 6	x	x			A, C,
Leadership and Resiliency	9 to 12					x C,
Botvin's LifeSkills™ Training	6 to 8	x	x	x	x	A, B, C, D, E
Lions-Quest Skills for Adolescence	6 to 8					x D, C, E
Minnesota Smoking Prevention Program	6 to 10		x			A, D, E

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

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

APPENDIX D

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

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

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

APPENDIX E

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

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

APPENDIX F

Appendix F: Sample School and Student Performance Data Forms

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

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

Table 1.1: Academic Performance by Ethnicity- ELA

API PROFICIENCY LEVEL		ACADEMIC PERFORMANCE INDEX (API) DATA BY STUDENT GROUP														
		All Students			White			African-American			Hispanic			Asian		
		2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Number (#) and Percent (%) At or Above Proficient	#	159	187	158	54	41	43				87	122	105			
	%	26%	28%	25%	36%	33%	37%				21%	25%	22%			
Number and Percent At or Below Basic	#	444	481	463	95	84	73				326	365	373			
	%	74%	72%	75%	64%	67%	63%				79%	75%	88%			

Conclusions indicated by the data:

1. Vista Real's numbers for African American and Asian students are statistically insignificant.
2. There has been little change in performance levels over the past 3 years.
3. A more standardized method of intervention is needed.

Table 1.2: Academic Performance by Ethnicity- Mathematics

API PROFICIENCY LEVEL		ACADEMIC PERFORMANCE INDEX (API) DATA BY STUDENT GROUP														
		All Students			White			African-American			Hispanic			Asian		
		2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Number (#) and Percent (%) At or Above Proficient	#	42	58	42	11	16	17				384	33	28			
	%	7%	9%	7%	8%	12%	16%				6%	7%	6%			
Number and Percent At or	#	551	591	557	134	116	91				24	438	437			

Below Basic	%	93%	91%	93%	92%	88%	84%				94%	93%	94%			
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Conclusions indicated by the data:

1. Vista Real's numbers for African American and Asian students are statistically insignificant.
2. There has been little change in performance levels over the past 3 years.
3. A more standardized method of intervention is needed.

Table 2.1: Academic Performance by Grade Level- ELA

API PROFICIENCY LEVEL		ACADEMIC PERFORMANCE INDEX (API) DATA BY GRADE FOR ALL STUDENTS									
		Grade: __9__			Grade: __10__			Grade: __11__			
		2009	2010	2011	2009	2010	2011	2009	2010	2011	
Number (#) and Percent (%) At or Above Proficient	#	85	106	80	52	55	48	22	25	30	
	%	27%	30%	30%	27%	27%	21%	22%	22%	24%	
Number and Percent At Basic	#	116	124	101	90	69	110	32	40	47	
	%	37%	35%	38%	47%	34%	48%	32%	35%	37%	
Number and Percent Below Basic	#	81	78	56	27	46	53	30	34	22	
	%	26%	22%	21%	14%	23%	23%	30%	30%	17%	
Number and Percent Far Below Basic	#	31	46	32	25	24	18	17	14	28	
	%	10%	13%	12%	13%	12%	8%	17%	12%	22%	
TOTAL NUMBER AND PERCENT		#	313	355	267	193	202	229	101	113	127

	%	100%	100%	100%	100%	100%	100%	100%	100%	100%
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Conclusions indicated by the data:

1. Based on past scores, a massive shift in testing interventions occurred in 2012. Evaluate the interventions that were put in place this year based on how they affect the 2012 API levels.

2. More strategic intervention is needed with the basic students to bring them up into the “at or above proficient” level.

3. Changes in grade level indication have caused the number of students tested to fluctuate greatly in the past three years.

Table 2.2: Academic Performance by Grade Level- Mathematics

API PROFICIENCY LEVEL		ACADEMIC PERFORMANCE INDEX (API) DATA BY GRADE FOR ALL STUDENTS								
		Grade: __9__			Grade: __10__			Grade: __11__		
		2009	2010	2011	2009	2010	2011	2009	2010	2011
Number (#) and Percent (%) At or Above Proficient	#	12	17	8	15	23	20	10	10	8
	%	4%	5%	3%	8%	12%	9%	10%	9%	7%
Number and Percent At Basic	#	46	38	39	45	37	49	31	30	22
	%	15%	11%	15%	24%	19%	22%	31%	28%	19%
Number and Percent Below Basic	#	136	177	144	82	101	102	41	47	57
	%	44%	51%	55%	44%	52%	46%	41%	44%	49%
Number and Percent Far Below Basic	#	17	111	71	43	31	51	18	20	29
	%	38%	32%	27%	23%	16%	23%	18%	19%	25%

TOTAL NUMBER AND PERCENT	#	308	348	262	187	194	221	99	107	116
	%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Conclusions indicated by the data:

1. Success Now Math enrollment is being carefully monitored to ensure students not performing at the required grade level are getting additional support.

2. Math scores need to be addressed in detail as they are a weak area.

3. Vista Real will implement some of our new CAHSEE interventions into the arena of math to improve scores.

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

AYP PROFICIENCY LEVEL (CBEDS students)	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP														
	All Students			White			Hispanic			English Learners			Socioecon Disadv		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	91%	95%	90%												
Number At or Above Proficient	23	21	19	5	6	6	17	13	13	*	5	4	13	14	12
Percent At or Above Proficient	51%	32%	36%	36%	46%	43%	53%	27%	33%	*	28%	14%	50%	28%	37%
AYP Target	44.5	55.6	66.7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Met AYP Criteria	Yes	No	No	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Conclusions indicated by the data:

1. 2009 was a banner year for CBEDS testing in ELA.

2. In ELA, Vista Real has been emphasizing the move from the lower performance areas to the mid performance areas possibly at the expense of the upper performance areas.

3. An increased emphasis of support for our upper level students is needed.

Table 4: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL (CBEDS students)	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP														
	All Students			White			Hispanic			English Learners			Socioecon Disadv		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
Participation Rate	92%	91%	88%												
Number At or Above Proficient	23	20	12	8	5	4	15	19	8	*	5	4	16	14	8
Percent At or Above Proficient	51%	31%	20%	62%	36%	31%	50 %	29%	18%	*	31%	33%	61%	30%	20%
AYP Target	43.5	54.8	66.1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Met AYP Criteria	Yes	No	No	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Conclusions indicated by the data:

1. Even though our API scores have seen a steady increase with a bubble in 2009, our CBEDS numbers of Proficient and Advanced have declined.
2. In Mathematics, Vista Real has been emphasizing the move from the lower performance areas to the mid performance areas possibly at the expense of the upper performance areas.
3. An increased emphasis of support for our upper level students is needed.

Table 5: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results											
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested	
	#	%	#	%	#	%	#	%	#	%	#	
K												
1												
2												
3												
4												
5												
6												
7												
8												
9	1	20	2	40	1	20	1	20	0	0		5
10	0	0	5	50	5	50	0	0	0	0		10
11	3	21	7	50	4	29	0	0	0	0		14
12	0	0	9	50	9	50	0	0	0	0		18
Total	4		23		19		1		0			47

Conclusions indicated by the data:

1. The majority of Vista Real’s EL population is in the Intermediate to Early Advanced
2. VRPC should be able to move its higher level EL population into RFEP
3. VRPC has the majority of its EL students in the 12th grade which puts a heavier emphasis on ensuring that they are college/career ready.



