

No Child Left Behind Act of 2001
LOCAL EDUCATIONAL AGENCY PLAN

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

LEA Plan Information:

Name of Local Educational Agency (LEA): Manzanita Middle

County/District Code: 07-61796-6118368

Dates of Plan Duration (should be five-year plan): July 1, 2013 – June 30, 2018

Date of Local Governing Board Approval: 5/28/2013

District Superintendent: James Trombley

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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.

James Trombley 9/11/2013

Printed or typed name of Superintendent	Date	Signature of Superintendent
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Peter Holm 9/11/2013

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 LEA Plan

LEA 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 2013-2014.**
- 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 2005-2006, 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 (USDE). 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 ESEA accountability. This framework provides the basis for the state's improvement efforts, informing policy decisions by SBE, and implementation efforts by 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, **local educational agency plans**, professional development opportunities, and technical assistance all are moving toward a level of alignment and streamlining. The result of this consolidation will be to provide 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, and the 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 LEA's, 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 Consolidated Application 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 Consolidated Application 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 Consolidated Application 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 Single Plan for Student Achievement (School Plan)

State law requires that school-level plans for programs funded through the Consolidated Application be consolidated in a *Single Plan for Student Achievement* (Education Code

Section 64001), developed by schoolsite councils with the advice of any applicable school advisory committees. LEA's 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). LEA's 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.

The Local Educational Agency Plan (LEA Plan)

The approval of a Local Educational Agency Plan by the local school board and 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 services, services to homeless students, and others as required. In addition, LEA Plans summarize assessment data, school goals and activities from the *Single Plans for Student Achievement* developed by the LEA's schools.

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. Categorical Program Monitoring is conducted for each district once every four years 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 LEA 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.

In developing the Plan, the LEA 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 LEA 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 LEA is expected to gather and review its own information from these resources and use it to inform the planning process.**

The LEA 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. **Federal law requires that school site administrators, teachers and parents from the LEA (which includes direct-funded charter schools) must be consulted in the planning, development, and revision of the LEA Plan.**

The LEA Plan can be completed using the following recommended steps for plan development.

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>
- 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

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

These tools can be found 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

Seek the input of teachers, administrators, councils, committees, and community members (e.g., school site council; school health council; committees for Limited English Proficient, 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 **district-operated** programs, identify the participants, expected performance gains, and means of evaluating gains. Indicate specific improvements and practical monitoring of their implementation and effectiveness. For **school-operated programs**, summarize those same elements from approved *Single Plans for Student Achievement*.

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 Consolidated Application provides funding for **district-operated programs** (including reservations from Title I for various purposes, Title II, Title IV, and Tobacco-Use Prevention) as well as for **school-operated programs** (including Title I, Parts A and D, Title III, Title V, School Improvement, Economic Impact Aid, and 10th Grade Counseling).

Step Five: Local Governing Board Approval

The LEA Plan must be approved by the local governing board prior to submittal to CDE. Ensure that all required signatures are affixed. All subsequent amendments should be approved by the local governing board and kept on file with the original LEA 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 practice? 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 LEA PLAN DEVELOPMENT
(Optional)**

✓	LEA 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	
X	Title I, Part A		EIA – State Compensatory Education
	Title I, Part B, Even Start		EIA – Limited English Proficient
	Title I, Part C, Migrant Education		State Migrant Education
	Title I, Part D, Neglected/Delinquent		School Improvement
X	Title II, Part A, Subpart 2, Improving Teacher Quality		Child Development Programs
	Title II, Part D, Enhancing Education Through Technology		Educational Equity
	Title III, Limited English Proficient		Gifted and Talented Education
	Title III, Immigrants		Gifted and Talented Education
	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		Tenth Grade Counseling
	McKinney-Vento Homeless Education		Healthy Start
	IDEA, Special Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	21 st Century Community Learning Centers		Other (describe):
	Other (describe):		Other (describe):
	Other (describe):		Other (describe):

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	N/A	\$30,000	\$30,000	100%
Title I, Part B, Even Start				
Title I, Part C, Migrant Education				
Title I, Part D, Neglected/Delinquent				
Title II Part A, Subpart 2, Improving Teacher Quality	N/A	\$4,000	\$4,000	100%
Title II, Part D, Enhancing Education Through Technology				
Title III, Limited English Proficient				
Title III, Immigrants				
Title IV, Part A, Safe and Drug-free Schools and Communities				
Title V, Part A, Innovative Programs – Parental Choice				
Adult Education				
Career Technical Education				
McKinney-Vento Homeless Education				
IDEA, Special Education				
21 st Century Community Learning Centers				
Other (describe)				
TOTAL	N/A	\$34,000	\$34,000	100%

DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
EIA – State Compensatory Education				
EIA – Limited English Proficient				
State Migrant Education				
School and Library Improvement Block Grant				
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)				
Tenth Grade Counseling				
Healthy Start				
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				
Other (describe)				
TOTAL				

Part II

The Plan

Needs Assessments

Academic Achievement

Professional Development and Hiring

School Safety

Descriptions – District 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 Plan, the LEA should review its demographics, test results, and resources. The majority of such information is readily available on the LEA'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, 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 LEA is expected to gather and review its own information from these resources to determine strengths and needs and to shape the planning process.

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 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 – District 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 LEA will provide descriptions and information about how it plans to address the requirements of NCLB based upon results of the needs assessment.** Collectively, these descriptions, along with the Assurances in Part III of this document, comprise the LEA 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 LEA Plan.

Description

Manzanita Charter Middle School ("Manzanita") is an open enrollment public school that opened its doors in August 2000, operating in Contra Costa County. The students in the area that Manzanita serves attend schools that have been identified as low performing for five or more years. Many of the schools have not made significant strides toward the state goal of an 800 API score.

Manzanita is currently serving grades 6-8. Manzanita is providing an environment that expects strong academic growth for students as well as promoting the importance of good character and citizenship.

Population and Demographic Data

The School's location will allow it to serve students in Richmond who attend Program Improvement schools and who are struggling with reading, writing, and oral language skills. The school has approximately 80% of its student population classified as economically disadvantaged socioeconomic status and qualify for Free/Reduced Lunch with the majority of the students representing Hispanic and African-American ethnicities.

Total enrollment in the first year, 2000-01 school year, was approximately 50 students in grades sixth through eighth grade. The school continued to grow and currently has a population of 150 students with a maximum of no more than 160 students.

Unique Qualities of the School

Manzanita fosters an environment of respect, caring and a commitment to academic and creative excellence. We create a secure environment for our students, based upon self-esteem, self-respect and upon concern and respect for others. Students freely learn when encouraged to explore and take risks and are involved in creative and critical thinking processes. At a time when many children are coping with feelings of being different or left out, we actively work as a community on personal, interpersonal, and social problems and situations.

Adolescence presents a critical time of academic growth and transition that forms the basis for a successful high school and post-secondary experience. We seek to provide our students with critical thinking skills as well as an in-depth knowledge of a meaningful core academic curriculum that meets or exceeds the state outcome guidelines for the sixth, seventh and eighth

grades. We also seek to provide our students with the personal and social skills necessary for cooperative work, and the social commitment and responsibility required in becoming contributing members of a diverse and democratic society. Finally, we provide each student with an emotional and psychologically secure environment that fosters his or her curiosity and enthusiasm for learning.

We recognize that students learn in different ways and that an effective academic program must recognize and respond to these differences. Therefore, we use curriculum that:

- *Is results-oriented.* What students learn is what matters most, and it is the foremost responsibility of the school to assist every student to achieve academically.
- *Its' standards are high.* We believe in the potential of every student and have high expectations for the achievement of all.
- *Teaches to all students.* In all of our classes, teachers design and differentiate lessons for students at all levels of proficiency. Teachers also make use of Specially Designed Academic Instruction in English (SDAIE) to ensure that all students have access to the school's challenging curriculum.
- *Produces self-reliant learners.* Our goal is to graduate students who are well rounded, inquisitive, thoughtful, concerned for others, devoted to and knowledgeable about democratic principles, and intellectually autonomous. We graduate students who are articulate, ethical, healthy, and prepared for further learning.

Mission Statement

Through active family involvement in self-governed public education, Manzanita Charter Middle School (a cooperative charter), seeks to create a safe, nurturing, and diverse educational community for our children. Our vision is to prepare students academically and socially to be well-rounded individuals who contribute positively to themselves, their families, the community, and our world.

Vision Statement

The vision for Manzanita is for students to flourish in an environment that promotes academic excellence and teaches personal and civic responsibility through personal character development.

Summary

Manzanita provides an all-encompassing approach to student education and development. Each part of the school's common core standards based curriculum and its research based outcome approach to assessment provides students with an innovative and unique experience that will give them success not only in the classroom but also throughout their life.

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 LEA 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.

Student progress toward stated outcomes is assessed via the following:

Methods to Assess Student Progress Towards Outcomes	
OUTCOME Proficiency in:	ASSESSMENT
English/Language Arts	<ul style="list-style-type: none"> ▪ California Standards Test (CST); California English Language Development Test (CELDT) ▪ Use of both benchmark assessments at beginning of school year and ongoing assessments through the year ▪ Projects and Reports (visual and written) ▪ Classroom based tests, quizzes, and homework assignments, assessment measures, portfolios ▪ Imbedded assessments contained within common core standards based curriculum
Mathematics	<ul style="list-style-type: none"> ▪ California Standards Test (CST) ▪ Use of both benchmark assessments at beginning of school year and ongoing

	assessments through the year <ul style="list-style-type: none"> ▪ Imbedded assessments contained within standards based curriculum ▪ Classroom based tests, quizzes, and homework assignments
History-Social Science	<ul style="list-style-type: none"> ▪ California Standards Test (CST) ▪ Imbedded assessments contained within common core standards based curriculum ▪ Classroom based tests, quizzes, and homework assignments, assessment measures, portfolios ▪ Projects and Reports (visual and written)
Science	<ul style="list-style-type: none"> ▪ California Standards Test (CST) ▪ Imbedded assessments contained within common core standards based curriculum ▪ Classroom based tests, quizzes, and homework assignments, assessment measures, portfolios ▪ Projects and Reports (visual and written)
Visual Arts	<ul style="list-style-type: none"> ▪ Imbedded assessments contained within common core standards based curriculum ▪ Classroom based tests, quizzes, and homework assignments, assessment measures, portfolios ▪ Projects and Reports (visual and written)
Lifelong	<ul style="list-style-type: none"> ▪ Teacher observations and narratives ▪ Student self-evaluations
Character Skills	<ul style="list-style-type: none"> ▪ Teacher observations and narratives ▪ Student self-evaluations

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

Planned Improvement in Student Performance in Reading

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

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <p>The following actions will ensure that reading and language arts instruction are fully aligned with content standards:</p> <p>A. Every relevant teacher has created a specific plan that addresses the state standards in reading, and gives time frames for the progress and accomplishment of each standard.</p> <p>B. Teachers receive training on implementation of standards based curriculum prior to the beginning of the school year and ongoing throughout the year to identify where changes and improvements need to be made.</p> <p>C. A curriculum consultant will support reading and language arts planning, instruction, and data collection support.</p> <p>D. Ongoing assessment of teachers to ensure common core content standards are being addressed will be done by the Executive Director or designed.</p>	<p>Executive Director, Teachers, Curriculum Consultant, Reading Specialists</p> <p>Ongoing</p>	<p>A. No Extra Costs</p> <p>B. Teacher salaries</p> <p>C. Cost of Consultant</p> <p>D. No Extra Costs</p> <p>E. No Extra Costs</p> <p>F. No Extra Costs</p> <p>G. Curriculum Consultant, Reading Specialists</p> <p>H. No Extra Costs</p>	<p>A. N/A</p> <p>B. \$1,200</p> <p>C. \$1,500</p> <p>D. N/A</p> <p>E. N/A</p> <p>F. N/A</p> <p>G. \$2,000</p> <p>H. N/A</p>	<p>A. N/A</p> <p>B. General Fund and Title II</p> <p>C. General Fund and Title I</p> <p>D. N/A</p> <p>E. N/A</p> <p>F. N/A</p> <p>G. General Fund and Title I</p> <p>H. N/A</p>

<p>E. Executive Director will develop a coherent and differentiated based professional development plan.</p> <p>F. Teachers use ongoing assessments imbedded in the standards based curriculum to ensure each student is progressing at grade level.</p> <p>G. Ongoing in-services with teachers provided by a Curriculum Consultant and Reading Specialists will ensure that teachers are meeting common core standards.</p> <p>H. Teachers will prepare lesson plans and have them reviewed to ensure that all instruction maintains common core content standards.</p>				
<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>A. State adopted texts used in all grade levels for reading.</p> <p>B. Teacher lesson plans make explicit reference to standards that are being taught and these lesson plans are reviewed by the school's administration on an ongoing basis.</p> <p>C. There is an emphasis on character development. The teachers incorporate the emphasized values. The message is integrated in lesson plans as well as work done at home.</p> <p>D. A curriculum consultant will be used to provide</p>	<p>Teachers, Substitutes, Curriculum Consultant, Reading Specialist</p> <p>Ongoing</p>	<p>A. Reading instructional materials</p> <p>B. No Extra Costs</p> <p>C. No Extra Costs</p> <p>D. Curriculum Consultant, Specialists</p>	<p>A. \$5,000</p> <p>B. N/A</p> <p>C. N/A</p> <p>D. \$4,000</p>	<p>A. General Fund and Title I</p> <p>B. N/A</p> <p>C. N/A</p> <p>D. General Fund and Title I</p>

professional development for teachers to ensure that all teachers are adhering to common core standards-aligned materials and strategies.				
<p>3. Extended learning time:</p> <p>A. Daily and weekly assessments are imbedded in the state standards curriculum. Those students identified as needing additional help will have additional time after school with a teacher using intervention materials.</p> <p>B. Identified students needing additional help will also have 20-30 minutes of additional time during the class day.</p> <p>C. The staff promotes communication among teachers and students through daily assignments and availability after school. Parents are contacted in a timely manner regarding academic progress through parent/teacher conferences, phone calls, and meetings as needed.</p>	<p>Administrators, Teachers, Tutors</p> <p>Ongoing</p>	<p>A. Teachers Salaries, Tutors</p> <p>B. No Extra Costs</p> <p>C. No Extra Costs</p>	<p>A. \$7,500</p> <p>B. N/A</p> <p>C. N/A</p>	<p>A. General Fund and Title I</p> <p>B. N/A</p> <p>C. N/A</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <p>A. Technology is incorporated into the use of state-adopted textbooks and common core standards-aligned and supplementary materials.</p> <p>B. Internet will be used to locate and access information for instruction and student research.</p> <p>C. Students will have access to computers on campus and Manzanita will be purchasing iPads for student use.</p> <p>D. Staff development opportunities will be provided in technology for the administration and teachers. Training will also be provided to parents during Parents' night.</p> <p>F. Consumables and manipulatives will be used in supporting common core curriculum.</p>	<p>Administration, Teachers</p> <p>Ongoing</p>	<p>A. No Extra Costs</p> <p>B. No Extra Costs</p> <p>C. iPads and computers</p> <p>D. Training Costs</p> <p>E. Cost of Items</p>	<p>A. N/A</p> <p>B. N/A</p> <p>C. \$8,000</p> <p>D. \$1,000</p> <p>E. \$1,000</p>	<p>A. N/A</p> <p>B. N/A</p> <p>C. General Fund and Title I</p> <p>D. General Fund and Title I</p> <p>E. General Fund and Title I</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>A. Teachers receive curriculum instruction prior to the use of any new curriculum or material. This takes place both prior to the school year and throughout the school year to ensure proper development of the standards based curriculum.</p>	<p>Administrators, Teachers, Consultants</p> <p>Ongoing</p>	<p>A. Teacher Stipends</p> <p>B. Professional Development Budget</p>	<p>A. \$1,500</p> <p>B. \$1,500</p>	<p>A. General Fund and Title I and Title II</p> <p>B. General Fund and Title I and Title II</p>

B. Staff development opportunities will be provided throughout the school year revolving around reading and language arts. The school will ensure that the character values will be built into and around the classroom's curriculum.				
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>A. As a Family Cooperative, parents and the community are required to play an active role in the development of the school and must commit to at least 10 hours of participation per month, including field trip driving and administrative work.</p> <p>B. Mazanita holds 10 monthly membership meetings per year in which families and school staff discuss all matters related to the school and families are required to attend.</p> <p>C. Manzanita has prepared a Student/Family Handbook that requires the family to be an active participant in the ongoing operations of the school.</p> <p>D. Manzanita uses ZOOM! Data Source to collect, analyze, and generate reports on individual students and deliver information to the parents.</p>	<p>Administrators, Teachers, Consultants, Families</p> <p>Ongoing</p>	<p>A. No Extra Costs</p> <p>B. No Extra Costs</p> <p>C. No Extra Costs</p> <p>D. Cost of Student Information System</p>	<p>A. N/A</p> <p>B. N/A</p> <p>C. N/A</p> <p>D. \$10,000</p>	<p>A. N/A</p> <p>B. N/A</p> <p>C. N/A</p> <p>D. General Fund and Title I</p>

<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>A. Students are monitored through the use of both formative and summative assessments to identify where there is a need for additional services.</p> <p>B. Differentiated instruction will be used to foster successful learning by adapting instruction to meet students' needs. Differentiated instruction means teaching to accommodate students' needs and performance. Implementing data-informed whole group and small group instruction. Using leveled reading materials to provide successful reading experiences.</p> <p>C. Small group instruction will be used to provide targeted skills instruction. The lessons are structured so that children respond frequently, allowing teachers to monitor responses and modify instruction as needed.</p>	<p>Administrators, Teachers</p> <p>Ongoing</p>	<p>A. No Extra Costs</p> <p>B. No Extra Costs</p> <p>C. No Extra Costs</p>	<p>A. N/A</p> <p>B. N/A</p> <p>C. N/A</p>	<p>A. N/A</p> <p>B. N/A</p> <p>C. N/A</p>
<p>8. Monitoring program effectiveness:</p> <p>A. Teachers & staff discuss student updates at weekly staff meetings to stay on top of potential student challenges (academic and social). Parents and teachers hold Student Success Team (SST) meetings regularly to discuss options for helping individual students. Additionally, parents advocate for their individual students as needed and we incorporate as many of the requests as possible.</p> <p>B. Teachers will use data from assessments to design</p>	<p>Administrators, Teachers</p> <p>Ongoing</p>	<p>A. No Extra Costs</p> <p>B. No Extra Costs</p> <p>C. No Extra Costs</p> <p>D. Diagnostic tools</p> <p>E. No Extra Costs</p>	<p>A. N/A</p> <p>B. N/A</p> <p>C. N/A</p> <p>D. TBD</p> <p>E. N/A</p>	<p>A. N/A</p> <p>B. N/A</p> <p>C. N/A</p> <p>D. General Fund and Title I</p> <p>E. N/A</p>

<p>learning plans for students, to inform instruction, to monitor student and program progress and to drive ongoing program improvements. Throughout the year, staff will discuss assessment data in regular staff meetings.</p> <p>C. Administrators and teachers will regularly analyze assessment data to inform instructional strategies. This will be accomplished as part of scheduled staff meetings.</p> <p>D. Diagnostic tools with technology will be used to analyze how each student is progressing.</p> <p>E. Administrators, teachers, parents will review the LEA plan once a year. The plan will be updated based on feedback and analysis of student performance on state and local assessments.</p>				
Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source

<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>A. Smaller class sizes help ensure that each student will receive individual attention and encourages active communication between parent and teacher, so early notification is possible if a student is struggling. Citizenship growth and special needs are also monitored.</p> <p>B. Teachers will conduct assessments embedded in the curriculum and will assess on an ongoing basis. Students scoring Below Basic or Far Below Basic in reading will receive extra help from teachers and tutors both after school and during pull out.</p> <p>C. Analysis of reading scores will be completed before the beginning of each new school year and a targeted action plan will be developed to address gaps in reading skills.</p> <p>D. Differentiated instruction will be utilized, and formative assessments will guide this instruction.</p>	<p>Administrators, Teachers, Tutors</p> <p>Ongoing</p>	<p>A. No Extra Costs</p> <p>B. No Extra Costs</p> <p>C. No Extra Costs</p> <p>D. No Extra Costs</p>	<p>A. N/A</p> <p>B. N/A</p> <p>C. N/A</p> <p>D. N/A</p>	<p>A. N/A</p> <p>B. N/A</p> <p>C. N/A</p> <p>D. N/A</p>
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<p>10. Any additional services tied to student academic needs:</p> <p>Manzanita is working to allocate resources to increase academic achievement through improved record-keeping and analysis based on longitudinal student enrollment, academic, and demographic data. Manzanita currently uses computerized services and applications to record and assess student progress on a regular basis including both state and school academic standards.</p>	<p>Administrators, Teachers</p> <p>Ongoing</p>	<p>A. TBD</p>	<p>A. TBD</p>	<p>A. General Fund and Title I</p>
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Performance Goal 1: *All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014.*

Planned Improvement in Student Performance in Mathematics

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

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <p>The following actions will ensure that math instruction are fully aligned with content standards:</p> <p>A. Every relevant teacher has created a grade level specific plan that addresses the state standards in math, and gives time frames for the progress and accomplishment of each standard.</p> <p>B. Teachers receive training on implementation of standards based curriculum prior to the beginning of the school year and ongoing throughout the year to identify where changes and improvements need to be made.</p> <p>C. A curriculum consultant will support reading and language arts planning, instruction, data collection support.</p> <p>D. Ongoing assessment of teachers to ensure common core content standards are being addressed will be done by the Executive Director or designed.</p>	<p>Executive Director, Teachers, Curriculum Consultant, Math Specialists</p> <p>Ongoing</p>	<p>A. No Extra Costs</p> <p>B. Teacher salaries</p> <p>C. Cost of Consultant</p> <p>D. No Extra Costs</p> <p>E. No Extra Costs</p> <p>F. No Extra Costs</p> <p>G. Curriculum Consultant, Math Specialists</p> <p>H. No Extra Costs</p>	<p>A. N/A</p> <p>B. \$1,200</p> <p>C. \$1,500</p> <p>D. N/A</p> <p>E. N/A</p> <p>F. N/A</p> <p>G. \$2,000</p> <p>H. N/A</p>	<p>A. N/A</p> <p>B. General Fund and Title II</p> <p>C. General Fund and Title I</p> <p>D. N/A</p> <p>E. N/A</p> <p>F. N/A</p> <p>G. General Fund and Title I</p> <p>H. N/A</p>

<p>E. Executive Director will develop a coherent and differentiated based professional development plan.</p> <p>F. Teachers use ongoing assessments imbedded in the standards based curriculum to ensure each student is progressing at grade level.</p> <p>G. Ongoing in-services with teachers provided by a Curriculum Consultant and Math Specialists will ensure that teachers are meeting common core standards.</p> <p>H. Teachers will prepare lesson plans and have them reviewed to ensure that all instruction maintains common core content standards.</p>				
<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>A. State adopted texts used in all grade levels for reading.</p> <p>B. Teacher lesson plans make explicit reference to standards that are being taught and these lesson plans are reviewed by the school's administration on an ongoing basis.</p> <p>C. There is an emphasis on character development. The teachers incorporate the emphasized values. The message is integrated in lesson plans as well as work done at home.</p> <p>D. A curriculum consultant will be used to provide staff</p>	<p>Teachers, Substitutes, Curriculum Consultant, Math Specialist</p> <p>Ongoing</p>	<p>A. Math instructional materials</p> <p>B. No Extra Costs</p> <p>C. No Extra Costs</p> <p>D. Curriculum Consultant, Specialists</p>	<p>A. \$5,000</p> <p>B. N/A</p> <p>C. N/A</p> <p>D. \$4,000</p>	<p>A. General Fund and Title I</p> <p>B. N/A</p> <p>C. N/A</p> <p>D. General Fund and Title I</p>

development for teachers to ensure that all teachers are adhering to common core standards-aligned materials and strategies.				
<p>3. Extended learning time:</p> <p>A. Daily and weekly assessments are imbedded in the state standards curriculum. Those students identified as needing additional help will have additional time after school with a teacher using intervention materials.</p> <p>B. Identified students needing additional help will also have 20-30 minutes of additional time during the class day.</p> <p>C. The staff promotes communication among teachers and students through daily assignments and availability after school. Parents are contacted in a timely manner regarding academic progress through parent/teacher conferences, phone calls, and meetings as needed.</p> <p>D. 7th and 8th grade students have an independent math period to address skills gaps and provide homework support.</p>	<p>Administrators, Teachers, Tutors</p> <p>Ongoing</p>	<p>A. Teachers Salaries, Tutors</p> <p>B. No Extra Costs</p> <p>C. No Extra Costs</p> <p>D. No Extra Costs</p>	<p>A. \$7,500</p> <p>B. N/A</p> <p>C. N/A</p> <p>D. N/A</p>	<p>A. General Fund and Title I</p> <p>B. N/A</p> <p>C. N/A</p> <p>D. N/A</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <p>A. Technology is incorporated into the use of state-adopted textbooks and common core standards-aligned and supplementary materials.</p> <p>B. Internet will be used to locate and access information for instruction and student research.</p> <p>C. Students will have access to computers on campus and Manzanita will be purchasing iPads for student use.</p> <p>D. Staff development opportunities will be provided in technology for the administration and teachers. Training will also be provided to parents during Parents' night.</p> <p>F. Consumables and manipulatives will be used in supporting common core curriculum.</p>	<p>Administration, Teachers</p> <p>Ongoing</p>	<p>A. No Extra Costs</p> <p>B. No Extra Costs</p> <p>C. iPads and computers</p> <p>D. Training Costs</p> <p>E. Cost of Items</p>	<p>A. N/A</p> <p>B. N/A</p> <p>C. \$8,000</p> <p>D. \$1,000</p> <p>E. \$1,000</p>	<p>A. N/A</p> <p>B. N/A</p> <p>C. General Fund and Title I</p> <p>D. General Fund and Title I</p> <p>E. General Fund and Title I</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>A. Teachers receive curriculum instruction prior to the use of any new curriculum or material. This takes place both prior to the school year and throughout the school year to ensure proper development of the standards based curriculum.</p>	<p>Administrators, Teachers, Consultants</p> <p>Ongoing</p>	<p>A. Teacher Stipends</p> <p>B. Professional Development Budget</p>	<p>A. \$1,500</p> <p>B. \$1,500</p>	<p>A. General Fund and Title I and Title II</p> <p>B. General Fund and Title I and Title II</p>

B. Staff development opportunities will be provided throughout the school year revolving around reading and language arts. The school will ensure that the character values will be built into and around the classroom's curriculum.				
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>A. As a Family Cooperative, parents and the community are required to play an active role in the development of the school and must commit to at least 10 hours of participation per month, including field trip driving and administrative work.</p> <p>B. Mazanita holds 10 monthly membership meetings per year in which families and school staff discuss all matters related to the school and families are required to attend.</p> <p>C. Manzanita has prepared a Student/Family Handbook that requires the family to be an active participant in the ongoing operations of the school.</p> <p>D. Manzanita uses ZOOM! Data Source to collect, analyze, and generate reports on individual students and deliver information to the parents.</p>	<p>Administrators, Teachers, Consultants, Families</p> <p>Ongoing</p>	<p>A. No Extra Costs</p> <p>B. No Extra Costs</p> <p>C. No Extra Costs</p> <p>D. Cost of Student Information System</p>	<p>A. N/A</p> <p>B. N/A</p> <p>C. N/A</p> <p>D. \$10,000</p>	<p>A. N/A</p> <p>B. N/A</p> <p>C. N/A</p> <p>D. General Fund and Title I</p>

<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>A. Students are monitored through the use of both formative and summative assessments to identify where there is a need for additional services.</p> <p>B. Differentiated instruction will be used to foster successful learning by adapting instruction to meet students' needs. Differentiated instruction means teaching to accommodate students' needs and performance. Implementing data-informed whole group and small group instruction. Using leveled reading materials to provide successful reading experiences.</p> <p>C. Small group instruction will be used to provide targeted skills instruction. The lessons are structured so that children respond frequently, allowing teachers to monitor responses and modify instruction as needed.</p>	<p>Administrators, Teachers</p> <p>Ongoing</p>	<p>A. No Extra Costs</p> <p>B. No Extra Costs</p> <p>C. No Extra Costs</p>	<p>A. N/A</p> <p>B. N/A</p> <p>C. N/A</p>	<p>A. N/A</p> <p>B. N/A</p> <p>C. N/A</p>
<p>8. Monitoring program effectiveness:</p> <p>A. Teachers & staff discuss student updates at weekly staff meetings to stay on top of potential student challenges (academic and social). Parents and teachers hold Student Success Team (SST) meetings regularly to discuss options for helping individual students. Additionally, parents advocate for their individual students as needed and we incorporate as many of the requests as possible.</p> <p>B. Teachers will use data from assessments to design</p>	<p>Administrators, Teachers</p> <p>Ongoing</p>	<p>A. No Extra Costs</p> <p>B. No Extra Costs</p> <p>C. No Extra Costs</p> <p>D. Diagnostic tools</p> <p>E. No Extra Costs</p>	<p>A. N/A</p> <p>B. N/A</p> <p>C. N/A</p> <p>D. TBD</p> <p>E. N/A</p>	<p>A. N/A</p> <p>B. N/A</p> <p>C. N/A</p> <p>D. General Fund and Title I</p> <p>E. N/A</p>

<p>learning plans for students, to inform instruction, to monitor student and program progress and to drive ongoing program improvements. Throughout the year, staff will discuss assessment data in regular staff meetings.</p> <p>C. Administrators and teachers will regularly analyze assessment data to inform instructional strategies. This will be accomplished as part of scheduled staff meetings.</p> <p>D. Diagnostic tools with technology will be used to analyze how each student is progressing.</p> <p>E. Administrators, teachers, parents will review the LEA plan once a year. The plan will be updated based on feedback and analysis of student performance on state and local assessments.</p>				
Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source

<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>A. Smaller class sizes help ensure that each student will receive individual attention and encourages active communication between parent and teacher, so early notification is possible if a student is struggling. Citizenship growth and special needs are also monitored.</p> <p>B. Teachers will conduct assessments embedded in the curriculum and will assess on an ongoing basis. Students scoring Below Basic or Far Below Basic in reading will receive extra help from teachers and tutors both after school and during pull out.</p> <p>C. Analysis of math scores will be completed before the beginning of each new school year and a targeted action plan will be developed to address gaps in math skills.</p> <p>D. Differentiated instruction will be utilized, and formative assessments will guide this instruction.</p>	<p>Administrators, Teachers, Tutors</p> <p>Ongoing</p>	<p>A. No Extra Costs</p> <p>B. No Extra Costs</p> <p>C. No Extra Costs</p> <p>D. No Extra Costs</p>	<p>A. N/A</p> <p>B. N/A</p> <p>C. N/A</p> <p>D. N/A</p>	<p>A. N/A</p> <p>B. N/A</p> <p>C. N/A</p> <p>D. N/A</p>
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<p>10. Any additional services tied to student academic needs:</p> <p>Manzanita is working to allocate resources to increase academic achievement through improved record-keeping and analysis based on longitudinal student enrollment, academic, and demographic data. Manzanita currently uses computerized services and applications to record and assess student progress on a regular basis including both state and school academic standards.</p>	<p>Administrators, Teachers, Music Specialist</p> <p>Ongoing</p>	A. Music Specialist	A. TBD	A. General Fund and Title I
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<p>Performance Goal 2: <i>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.</i></p>
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Planned Improvement in Programs for LEP Students and Immigrants (Title III)
(Summarize information from district-operated programs and approved school-level plans)

N/A

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 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 LEA]

STRENGTHS	NEEDS
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<ul style="list-style-type: none"> • Manzanita teachers are qualified to teach their assigned responsibilities based on their educational experience. • Teachers receive training in both Math and Reading curriculum development prior to the beginning of the school year. • Teachers receive ongoing staff development in both reading and math as part of the in-service program. • Staff participates in 3 professional growth days during the school year. • Administrators and staff will be attending a three-day California Charter Schools Association conference. 	<ul style="list-style-type: none"> • Follow up training to increase teacher support and professional development in the attainment of academic standards. • Release time for teachers to see best practices at other schools and how to effectively use differentiating instruction for intervention. • Additional training for transitioning to the high school environment. • Need additional instruction in the areas of the use of supplemental materials and manipulatives in math, reading, and writing. • Professional development in the use of technology in the classroom, specifically, the applications most effective on the iPad. • Time and resources to analyze student assessment results. • Training in the area skills that compliment the common core content standards in math and reading curriculum. • Use of a curriculum consultant for
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	<p>ongoing teacher development.</p> <ul style="list-style-type: none">• Support in continual development of raising the bar for student instruction and expectations.
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Performance Goal 3: *By 2005-06, all students will be taught by highly qualified teachers.*

Planned Improvements for Professional Development (Title II)

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

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <p>A. The Executive Director and his staff will conduct a yearly professional development needs assessment of teachers in relation to data analysis.</p> <p>B. The Executive Director and his staff will research trends in data on formative and summative assessments of student progress in relation to common core academic achievement standards.</p> <p>C. Professional development goals will be created to assist staff to move toward proficiency in standards for all students.</p> <p>D. Professional development activities will be designed and selected based on staff strengths and needs in relation to student achievement results. Input from teachers will be critical throughout this process.</p>	<p>Exec. Director, teachers</p> <p>Annual Process</p>	<p>A. No Extra Costs</p> <p>B. No Extra Costs</p> <p>C. No Extra Costs</p> <p>D. No Extra Costs</p>	<p>A.N/A</p> <p>B. N/A</p> <p>C. N/A</p> <p>D. N/A</p>	<p>A.N/A</p> <p>B. N/A</p> <p>C. N/A</p> <p>D. N/A</p>
<p>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student</p>	<p>Executive Director, teachers, families</p>	<p>No Additional Costs</p>	<p>N/A</p>	<p>N/A</p>

<p>academic achievement:</p> <p>The professional development plan at Manzanita is based on outcome based research. Specifically, Manzanita's strategy is based on research that demonstrates students hold important information about what they know and don't know. Where families are directly involved on a daily basis and students prepare a portfolio of work, they can demonstrate, and the families are aware of, learning and growth. This offers the perfect vehicle for discussing progress with the student. The leadership team will therefore design a system that is coherent and differentiated based on the effectiveness of the teacher to track the student's progress with the involvement and input of the student's family.</p>	Annual Process			
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Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <p>As Manzanita has approximately 80% of its students qualify for free and reduced lunch, our high percentage does not create a gap.</p> <p>However, the described activities will result in effective implementation of an assessment based, data driven curriculum that is aligned to the common core standards. In addition, the response to the resulting data will yield an ongoing practice of individual tutoring, after school activities, and adjustment and modifications to classroom instruction, as determined by the assessment results and examination and analysis of student work data.</p>	<p>Executive Director and teachers</p> <p>Annual Process</p>	No Additional Costs	N/A	N/A
<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>Manzanita's leadership team will ensure that professional development activities are coordinated to address staff needs in assisting students to meet or exceed state academic standards. Activities will be designed to help teachers integrate common core standards based curriculum, instructional practices, assessment and understanding of the strengths and needs of the student populations in their classes. Classroom management, intervention, and working with students' families, and other topics required by funding sources will be addressed within the</p>	<p>Executive Director and teachers</p> <p>Annual Process</p>	No Additional Costs	N/A	N/A

context of ensuring that all students meet or exceed state content and achievement standards.				
<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <p>A. Teachers will attend trainings in both Math and Reading both prior to and throughout the school year, which focus on standards-based materials for mathematics as well as reading and language arts. This will provide teachers with intensive training to ensure that standards are understood and supported.</p> <p>B. Provide in-service opportunities throughout the school year to ensure that teachers' instructional strategies reflect an understanding of content standards.</p> <p>C. Teachers will utilize coaching made available by both Reading and Math Specialists and Curriculum Consultants to ensure that all standards will be met.</p> <p>D. Teachers will learn how to maximize their collaboration time, including using professional development days to analyze student data and work together to create appropriate ongoing standards based plans for each student.</p> <p>E. Some teacher collaboration time will be dedicated to selecting benchmark assessments for key standards, joint review of student work on those assignments, and planning for revising/reviewing/next steps.</p>	Executive Director, Teachers, Specialists	<p>A. Teacher Stipends</p> <p>B. No Extra Costs</p> <p>C. Cost of Consultants</p> <p>D. No Extra Costs</p> <p>E. No Extra Costs</p> <p>F. CCSA conference</p>	<p>A. \$1,500</p> <p>B. N/A</p> <p>C. \$3,000</p> <p>D. N/A</p> <p>E. N/A</p> <p>F \$3,000</p>	<p>A. General Fund, Title II</p> <p>B. N/A</p> <p>C. General Fund, Title I</p> <p>D. N/A</p> <p>E. N/A</p> <p>F. General Fund and Title II</p>

F. Administrator and Board Members will attend a three-day CCSA conference.				
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Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <p>Manzanita will develop a technology plan. Based on this plan it will acquire the hardware and software to ensure that all students and teachers have access to technology to facilitate learning. In addition, teachers must receive staff development training to facilitate the effective use of technology.</p>	<p>Executive Director, teachers, consultants</p> <p>Annual Process</p>	No Extra Costs	N/A	N/A
<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <p>Manzanita has purchased and is implementing the use of a variety of technology, including iPads and computers. It is the intent of Manzanita to continue to purchase technology items that will ensure its goal of access to technology for all students in the classroom. Teachers will receive ongoing training on all</p>	<p>Executive Director, teachers, consultants</p> <p>Annual Process</p>	Training	TBD	General Fund, Title I and II

new technology as part of in-services and Summer training.				
<p>8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</p> <p>The leadership team is continuously consulting with teachers and parents. Furthermore, parents participate in ongoing discussions with the school's administration and teachers. The school expects that teachers, parents, and school administrators will be involved in monitoring the plan and updating it annually.</p>	<p>Executive Director, Teachers</p> <p>Annual Process</p>	No Extra Costs	N/A	N/A
Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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; <input type="checkbox"/> Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; <input type="checkbox"/> Involve parents in their child's education; and <input type="checkbox"/> Understand and use data and assessments to improve classroom practice and student learning. <p>A. Teachers will attend trainings in both Math and Reading, which focus on common core standards based materials for mathematics as well as reading and language arts. This will provide teachers with intensive training to ensure that standards are understood and supported.</p> <p>B. Provide in-service opportunities throughout the school year to ensure that teachers' instructional strategies reflect an understanding of common core standards.</p>	<p>Executive Director, teachers, consultants, specialists</p>	<p>A. Teacher stipends for training</p> <p>B. No Extra Costs</p> <p>C. Cost of Consultants and Specialists</p> <p>D. No Extra Costs</p> <p>E. No Extra Costs</p> <p>F. CCSA conference</p>	<p>A. \$1,500</p> <p>B. N/A</p> <p>C. \$3,000</p> <p>D. N/A</p> <p>E. N/A</p> <p>F \$3,000</p>	<p>A. General Fund, Title II</p> <p>B. N/A</p> <p>C. General Fund, Title I</p> <p>D. N/A</p> <p>E. N/A</p> <p>F. General Fund and Title II</p>

<p>C. Teachers will utilize coaching made available by a curriculum consultants and specialists to ensure that all standards will be met.</p> <p>D. Teachers will learn how to maximize their collaboration time, including meeting weekly through staff meetings to analyze student data and work together to create appropriate ongoing common core standards based plans for student.</p> <p>E. Some teacher collaboration time will be dedicated to selecting benchmark assessments for key standards, joint review of student work on those assignments, and planning for revising/reviewing/next steps.</p> <p>F. Administration will attend a three-day CCSA conference.</p>				
<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <p>Seeking collaboration with Institutions of Higher Education, including the University of California Berkeley, to provide coursework locally for multiple subject credentials in Language Arts and Mathematics, and CLAD certification.</p>	Administrators	MOUs of local offerings of courses, reduction of fees for teachers	TBD	TBD

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

N/A

Performance Goal 5: <i>All students will graduate from high school.</i>
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Planned Improvements: High School Graduation Rates, Dropouts, and AP

This section of the plan is intended to reflect the LEA'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 LEA's efforts to ensure that all students have equal access to advanced placement (AP) opportunities.

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

Additional Mandatory Title I Descriptions

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

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

Additional Mandatory Title I Descriptions (continued)

Please provide a general description of the nature of the programs to be conducted by the LEA's schools under Sections 1114, "Schoolwide Programs," and/or Section 1115, "Targeted Assistance Schools." Direct-funded charters and single school districts, if conducting a schoolwide program authorized under Section 1114, may attach a copy of the Schoolwide Plan or Single Plan for Student Achievement in lieu of this description. All ten of the required components must be addressed. (For more information on Schoolwide, please go to <http://www.cde.ca.gov/sp/sw/rt/>; for Targeted Assistance go to <http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp>).

	Description of how the LEA is meeting or plans to meet this requirement:
<p>For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:</p> <ul style="list-style-type: none"> • A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards. • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Proven strategies that address the needs of historically underserved students, low achieving students, and those at risk of not meeting state standards. • Instruction by highly qualified teachers and strategies to attract and keep such teachers. • High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff. • Strategies to increase parental involvement. • Assistance to preschool children in transitioning from early childhood programs to elementary school programs. 	<p>It is expected that Manzanita will qualify to become a School Wide Title I Program. The school will comply with the CDE's process to School Wide Title I Designation.</p> <p>Title I Funds will be used to supplement the regular core academic program in order to ensure that all students achieve a high level of academic proficiency. The services provided will be provided for the benefit of all Manzanita students.</p> <p>Services provided include, but are not limited to:</p> <ul style="list-style-type: none"> • Extended learning time after school and during pull out • Smaller class size and small group work • Parent involvement and education • Learning environment • Curriculum Consultants • Common Core Standards-based literacy/mathematics curriculum. • Academic Intervention Programs • Research of best practices (scientifically-based practices) • Analyze data, create measurable objectives for continuous and substantial progress of low-performing students. • Monitoring and ongoing assessment of progress

<ul style="list-style-type: none"> • Timely and effective additional assistance to students who experience difficulty mastering state standards. 	
<p>For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State’s challenging academic standards. The description should include activities such as:</p> <ul style="list-style-type: none"> • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Strategies that minimize removing children from the regular classroom during regular school hours for instruction. • Instruction by highly qualified teachers. • Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement. 	N/A

Additional Mandatory Title I Descriptions

(continued)

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

	Description of how the LEA is meeting or plans to meet this requirement:
Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should: <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. Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds. 	N/A
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.	N/A
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.	N/A

Additional Mandatory Title I Descriptions

(continued)

Please describe the actions the LEA will take to assist in its low-achieving schools identified under Section 1116, “Academic Assessment and Local Educational Agency and School Improvement,” as in need of improvement.

	Description of how the LEA is meeting or plans to meet this requirement:
<p>If the LEA has a PI school(s), describe technical assistance activities the LEA will provide to help the PI school, 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.	<p>Manzanita is not currently in Program Improvement. However, if the school is ever identified PI, it will develop a comprehensive program improvement plan that is aligned to the descriptors contained in this Plan.</p>

Additional Mandatory Title I Descriptions

(continued)

Please describe the actions the LEA 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 LEA 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.	If Manzanita ever becomes a PI school, it will develop an MOU with its sponsoring authority to implement public school choice and supplemental services.
Describe how the LEA 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)

Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA-level staff in accordance with Section 1118, “Parental Involvement,” and Section 1119, “Qualifications for Teachers and Paraprofessionals.”	
	Description of how the LEA is meeting or plans to meet this requirement:
Describe the LEA’s strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.	<p>All current teachers meet NCLB Highly Qualified criteria. Teacher qualifications, as mandated by the NCLB, will be tracked and monitored.</p> <p>Based on identification of needs in credentialing, experience, practice and leadership of teachers, paraprofessionals, and/or principals, Title I and Title II funds will be used to provide professional development that is data-driven and results-based.</p> <p>However, Manzanita continues to strive to better its educational program and therefore will conduct a structured professional development program for all staff that will allow it to maintain the highest standards of educational excellence. The professional development program includes, but is not limited to:</p> <ul style="list-style-type: none"> • Math and literacy curriculum training from a curriculum consultant • Leadership training and mentoring • Differentiated Instruction • Using assessments to drive instruction • Continued development and use of formative and summative assessments
Describe the LEA’s strategies for coordinating resources and efforts to	The family-school connection is intentionally developed through a

prepare parents to be involved in the schools and in their children's education.	wide array of family activities, including: <ul style="list-style-type: none"> • As a co-op, parents work a minimum of 10 hours per month at the school. • Parent/teacher conferences • Home Visitations • Parent Nights • Family homework assignments
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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 at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.</p>	
	Description of how the LEA is meeting or plans to meet this requirement:
<p>Describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:</p> <ol style="list-style-type: none"> Even Start Head Start Reading First Early Reading First Other preschool programs 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 LEA Plan to determine if all active programs have been addressed.</p>	<p>The school will continually assess teacher and administrator needs.</p> <p>Manzanita's educational approach is an integrative approach. Both literacy and math specialists will be used for all students. The specialists, along with ongoing assessment tools, will both identify students and assist students with the greatest needs; including identifying students with special needs and ELL students specifically, as well as other students that need additional support, including homeless, immigrant and migratory students. Manzanita's after school program will assist all students who need additional support and it's pull out program will work with any student that is identified as low performing.</p> <p>Based on identification of needs in credentialing, experience, practice and leadership of teachers, paraprofessionals, and/or principals, Title I and Title II funds will be used to provide professional development that is data-driven and results-based.</p>

	As stated in detail above, a professional development plan is in place and will continue to be developed to ensure the highest quality educational results.
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Part III

Assurances and Attachments

Assurances

Signature Page

Appendix

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

Appendix B: Links to Data Web sites

Appendix C: Science-Based Programs

Appendix D: Research-based Activities

Appendix E: Promising or Favorable Programs

ASSURANCES

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

GENERAL ASSURANCES

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

- 9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.
10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The LEA, hereby, assures that it will:

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

22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).
26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001*.
28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).
30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

TITLE I, PART D – SUBPART 2

31. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.

32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.
33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A

34. The LEA, hereby, assures that:

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

TITLE II, PART D

35. The LEA has an updated, local, long-range, strategic, educational technology plan in place that includes the following:
 - Strategies for using technology to improve academic achievement and teacher effectiveness.
 - Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
 - Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
 - Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
 - Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.

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

TITLE III

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

TITLE IV, PART A

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

- Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.
- A crisis management plan for responding to violent or traumatic incidents on school grounds.
- A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
 - 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 LEA assures that it has, in effect, a written policy providing for the suspension from school for a period of not less than one year of any student who is determined to have brought a firearm to school or who possesses a firearm at school and the referral of a student who has brought a weapon or firearm to the criminal or juvenile justice system. Such a policy may allow the Superintendent to modify such suspension requirement for a student on a case-by-case basis.

TITLE V, PART A

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

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

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

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

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

- will be submitted to the SEA at the time and in the manner requested by the SEA.

New LEAP Assurances

56. Uniform Management Information and Reporting System: the LEA assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in the format prescribed by CDE. That information will include:
- (i) truancy rates;
 - (ii) the frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;
 - (iii) the types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and
 - (iv) the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107-110)
57. Unsafe School Choice Policy: the LEA assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. The LEA will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of schools that have been designated “persistently dangerous” in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107-110.)

Other

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

SIGNATURE PAGE

Print Name of Superintendent

Signature of Superintendent

Date

APPENDIX A

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

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

California's NCLB Performance Goals and Performance Indicators

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

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

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

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

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

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

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

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

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

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

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

APPENDIX B

Links to Data Web sites

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

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

APPENDIX C

Science-Based Programs

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

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

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

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

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

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

School-Based Programs

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

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

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

APPENDIX D

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

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

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

APPENDIX E

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