

(CDE use only)
Application #

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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) Alta Vista Charter School

County/District Code: 56-10561-0109900

Dates of Plan Duration: July 1, 2011-June 30, 2012

Date of Local Governing Board Approval:

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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.

Gloria Mercado Fortine

Printed or typed name of Superintendent

Date

Signature of Superintendent

Skip Hansen

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

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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, and 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 underperforming 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	
	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
X	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				
Title I, Part B, Even Start				
Title I, Part C, Migrant Education				
Title I, Part D, Neglected/Delinquent				
Title II Part A, Subpart 2, Improving Teacher Quality	\$0	\$4,074	\$3,872	95%
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	\$0	\$69,193	\$65,761	95%
21 st Century Community Learning Centers				
Other (describe)				
TOTAL	\$0	\$73,718	\$70,062	95%

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
- direct 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.

Mission and Vision

The mission of Alta Vista Charter School (AVCS) is to engage students who are no longer a part of the instructional plan offered by the traditional high school. Alta Vista Charter School equips students ages 5-22, with two kinds of literacy necessary in the 21st century – the ability to read, write, speak, and calculate with clarity and precision, and the ability to participate passionately and responsibly in the life of the community. AVCS will enable students to become literate, self-motivated, lifelong learners by providing a multi-cultural, student-centered environment, in which all students will be held to high academic and behavioral standards, will work in collaborative relationships, both within and outside AVCS and will perform service to the greater community. AVCS is committed to providing a safe, pleasant, and disciplined environment that is conducive to learning. Through *Personalized Learning*, students in grades K-12 will acquire the knowledge and skills necessary to become competent learners and responsible citizens in the 21st century.

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

School Profile

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

The student demographics are as follows: 51.8% Hispanic, 14.1% African-American, 30.4% White; Native American, Asian and Filipinos make up the other 4.7%.

AVCS began with a grant of petition to the Adelanto School District on September 1, 2009 established to serve students within San Bernardino County and beyond. Educational services are provided for students between grades K - 12 and those with special needs as designated by an IEP or Section 504. The school's co-founders were Dante Simi and Jeff Brown. As of September 1, 2009, the Charter School has operated as a non-profit entity; by-laws and full organizational structure were established on that date.

Plan for Student Success in a Standards-based System

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

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

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

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

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

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

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

If the 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.

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

AVCS conducts assessments to evaluate individual student progress and places students in appropriate support programs. Results are aggregated to evaluate the impact of key reform strategies on teacher effectiveness and student performance. SCANTRON assessments are well aligned with state content standards, curriculum frameworks, and implemented instruction. Performance assessments measure student ability to apply what has been learned to solving problems.

Literacy

SCANTRON assessment is administered to all students within the first three weeks of enrollment, upon completion of an English or Language Arts course and/or every six months thereafter. The assessment is given individually to guide course instruction and identify student's ability in Reading and Language Arts. Students reading below the sixth grade level are assigned to our Success Now! tutoring program, Read 180 and additional tutoring.

Success Now! is small group instruction determined by individual student needs. Students earn elective credits while at the same time building reading skills through a concentrated standards based reading program. Students are continually assessed utilizing SCANTRON to determine grade level improvement. Once students are functioning at grade level in reading, they are no longer required to attend the class.

Read 180 is an elective class designed to improve student's reading level, speed, and comprehension. Based on SCANTRON results, student can be assigned to one of three levels. This program is for students who are functioning below the sixth grade.

CAHSEE Preparation Course is a priority for students who will be taking the high school exit exam. This course is supported by ELA and math study guides and teacher generated practice tests and is aligned with the State content standards in reading, writing, and comprehension.

Mathematics

The SCANTRON assessment in Math is administered to all students within the first three weeks of enrollment and upon completion of a math course and/or every six months thereafter. The assessment is given individually to guide course instruction and identify student's ability in Math. Students who score below grade level are assigned to a CST tutorial prep program.

Success Now! Math tutorial addresses State content standards and assess key number and operations concepts and basic problem-solving skills for students in grades K-11. While it focuses on the basic skills that students are missing, it also prepares them for the CST.

End-of-Course Exams

AVCS will be developing criterion-referenced, end-of-course exams that will be administered to students who are in the second semester of selected subjects in school. During the 2009-2010 school year, end-of-course exams will be administered in Algebra, Language Arts, Social Studies, and Science. The exams serve the following functions:

- Establish the effectiveness of the curriculum in each subject and drive student instruction.
- Ensure that course content area is focused on the state content standards in each subject area.
- Establish a common level of expected performance at AVCS and provide a culminating experience for students.
- Inform grading to make the evaluation of student performance more consistent among teachers and across sites.
- Allow AVCS to identify students who need additional support to be able to meet graduation requirements.

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)

Baseline student performance data from the summer 2008 CST in English Language Arts, in sister/network schools, revealed that roughly 23.9% of students in grades 9-11 achieved the “proficient” level or above.

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

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

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

Upon opening, the school and staff at Alta Vista received a new curriculum, textbooks, and professional development based on HOLT English Language Arts Series for grades 9-12, which align instruction with state content standards.

Tutoring sessions are offered daily in CAHSEE Prep, CST, Read 180, and mastery of core curriculum.

English Language Arts Student Outcome Measure: California Standards Test: An increasing percentage of students in grades 9-11 will score at or above the proficient level on the English Language Arts portion of the annual test so that AVCS will meet or exceed the state Adequate Yearly Progress objectives under No Child Left Behind.

English Language Arts Student Outcome Measure: California High School Exit Exam: An increasing percentage of students in grades 10-12 will pass the English Language Arts portion of the CAHSEE.

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>AVCS is in the process of creating a literacy department that will establish an infrastructure with literacy staff developers/ administrator - to work with teachers to ensure that instruction is aligned with state content standards.</p> <p>a. Principal/Vice Principals will receive training on standards and how to coach, supervise, and evaluate teachers according to their ability to teach the standards (AB430).</p> <p>b. Literacy administrator – help improve instruction for low performing students</p> <p>c. Reading Teachers – All teachers are providing additional reading instruction to help all students to become proficient or above on CST and CAHSEE.</p> <p>d. Special Education Resource Teachers supplement special education services and ensure access to the general education curriculum in English Language Arts and the use of supplemental materials for Special Education students.</p> <p>e. Teacher recruiting, hiring, and evaluation will focus on standards.</p> <p>f. Develop strategies to identify and address English Learners’ challenges so that they can successfully meet state standards in English</p>	<p>Principal/Vice Principals <i>Ongoing</i></p> <p>Principal <i>Ongoing</i></p> <p>Teachers <i>Ongoing</i></p> <p>Special Ed Director RSP <i>Ongoing</i></p> <p>Principal <i>Ongoing</i></p> <p>Contract Providers <i>Ongoing</i></p>	<p>AB 430 Training</p> <p>Contracted Salary</p> <p>N/A</p> <p>Contract Salary for Special Education Director</p> <p>Consultants</p> <p>Training, substitute cost</p>	<p>\$3,300 AB participant</p> <p>\$35,000</p> <p>N/A</p> <p>\$50,000</p> <p>\$1,000</p> <p>(\$175/ per day) \$2340</p>	<p>Charter Block Grant</p> <p>General Fund</p> <p>N/A</p> <p>Special Ed</p> <p>General Fund</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>a. AVCS uses state recommended textbooks and other documents to guide instruction, curriculum, and assessments, and to ensure that students meet state content standards.</p> <p>b. Board adopted district-recommended standards-aligned Language Arts materials</p> <p>c. Map instruction to achieve Essential Standards and match with new ELA curriculum</p> <p>d. End-of-Semester Assessments: AVCS is developing an end-of-semester exam</p> <p>e. Strategies that Work: one-to-one instruction; modeling and guided practice; use of Bloom’s Taxonomy; analyzing perspectives; graphic organizers; projects; artistic expression</p> <p>f. Course level/standards aligned “genre specific” writing prompts</p>	<p>Principal 2008-2009</p> <p>Vice President of Education Board of Directors</p> <p>Vice President of Education</p> <p>Teachers <i>Ongoing</i></p> <p>Teachers <i>Ongoing</i></p> <p>Teachers <i>Ongoing</i></p>	<p>Instructional Materials</p> <p>Supplemental</p> <p>Stipend for teachers writing curriculum</p> <p>Stipend for teachers creating tests</p> <p>N/A</p> <p>N/A</p>	<p>\$201,530</p> <p>\$15,000</p> <p>\$5,000</p> <p>\$2,000</p> <p>N/A</p> <p>N/A</p>	<p>Textbook Allocations General Fund</p> <p>General Fund</p> <p>General Fund</p> <p>General Fund</p> <p>N/A</p> <p>N/A</p>

<p>3. Extended learning time: Students recommended for extended learning times are:</p> <p>a. 1. Students reading below grade level, receive, as appropriate: - tutoring from teachers and tutors - Read 180 tutorial</p> <p>b. 2. Students who have not passed the CAHSEE receive additional tutoring hours for the exam</p> <p>c. Provided more focused instruction and/or increase student/teacher instructional contact</p> <p>d. Assigned homework that will reinforce/enhance earlier strategies</p>	<p>Teachers/Tutors <i>Ongoing</i></p> <p>Teachers/Tutors <i>Ongoing</i></p> <p>Teachers <i>Ongoing</i></p> <p>Teachers <i>Ongoing</i></p>	<p>Tutor's salary \$25/hour</p> <p>Stipend for tutoring</p> <p>N/A</p> <p>N/A</p>	<p>\$25,000</p> <p>\$10,000</p> <p>N/A</p> <p>N/A</p>	<p>General Fund</p> <p>N/A</p> <p>N/A</p> <p>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: Implementation of the school’s master Plan for Educational Technology:</p> <p>a. Extensive staff development for integrating technology into the curriculum</p> <p>b. Word-processing and desktop publishing to support the writing process</p> <p>c. Graphic organizers to brainstorm and organize concepts</p> <p>d. Information literacy strategies to locate and evaluate information</p>	<p>Teachers <i>Ongoing</i></p> <p>Principal/<i>staff developers</i></p>	<p>Computer software</p> <p>Consulting fees, training costs</p>	<p>\$5,000</p> <p>\$1,400</p>	<p>General Fund</p> <p>General Fund</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>Focus on staff development:</p> <p>a. Teacher specialists in each subject area “peer-coach” their colleagues in standards-based instruction</p> <p>b. Selected teachers attend workshops/conferences; return and conduct staff development for their peers</p> <p>c. Teachers have access to Education publications in the various subject areas</p> <p>d. Train all teachers to teach Reading, Writing, and Math</p> <p>e. Technology curriculum integration</p> <p>f. Provide time for teachers to work collaboratively to examine student work and determine what strategies to use to assure mastery of state standards and the materials needed to achieve goals</p> <p>g. Articulation/collaboration with staff of school districts in planning and training</p> <p>h. Articulation/collaboration with County Office of Ed.</p> <p>i. Attend Categorical Director’s Meeting sponsored by county</p> <p>j. Provide for new teacher orientation</p>	<p>Principal Teachers <i>Ongoing</i></p> <p>Principal Teachers</p> <p>Principal <i>Ongoing</i></p>	<p>VPSS/T4S</p> <p>Substitute cost</p> <p>Regular duties</p>	<p>\$3,000 \$6,000</p> <p>\$1,750 (\$175 per day per teacher)</p> <p>N/A</p>	<p>General Fund</p> <p>General Fund</p> <p>N/A</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>a. Parents attend orientation with their child/children in order to complete the enrollment process; given information on school's policies and procedures; receive student/parent handbook; teachers contact parents and explain students' grades/scores.</p> <p>b. School Accountability Report Card contains student assessment data</p> <p>c. Staff, parents, and community are informed of improvement in English Language Arts through newsletters, brochures, and Web</p> <p>d. Parents receive a copy of CST and CAHSEE results each time their child/children take the tests.</p> <p>e. All correspondence sent home to parents in English/Spanish.</p> <p>f. Parents/guardians have the opportunity to be active participants on the Parent Advisory Committee.</p> <p>g. Parents/guardians receive mandatory phone calls monthly on student's performance.</p>	<p>Compliance Technicians <i>Teachers</i> <i>Ongoing</i></p> <p>Principal Annually</p> <p>Principal Teachers</p> <p>Teachers</p> <p>Operations Dept.</p> <p>Principal Quarterly</p> <p>Teachers Ongoing</p>	<p>Publishing Web Posting</p> <p>N/A</p> <p>Postage</p> <p>Postage</p> <p>Postage</p> <p>N/A</p> <p>N/A</p>	<p>N/A</p> <p>N/A</p> <p>\$1,000</p> <p>\$1,000</p> <p>\$1,000</p> <p>N/A</p> <p>N/A</p>	<p>N/A</p> <p>N/A</p> <p>General Fund</p> <p>General Fund</p> <p>General Fund</p> <p>N/A</p> <p>N/A</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>EAP program to streamline transition from high school to Cal State/UC/JC campuses Special education teachers consult with core teachers</p>	<p>Teachers Ongoing</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>8. Monitoring program effectiveness:</p> <p>Student achievement is measured using CST & CAHSEE (Annually), SCANTRON (every 6 months), and course grades.</p> <ul style="list-style-type: none"> a. review and analyze data of all assessments b. monitor and assist with effective teaching strategies c. organize and provide appropriate interventions and supports for students and teachers who are not performing at established school/State level d. Standards attainment; progress reports e. Walkthroughs; evaluations; observations; conference reports <p>Data on student achievement are disaggregated by ethnicity, gender, etc. and used to identify areas of instructional weaknesses/skills deficits.</p>	<p>Instructional Leaders Teachers Principal</p> <p><i>Ongoing</i></p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p>9. Targeting services and programs to lowest-performing student groups:</p> <ul style="list-style-type: none"> a. Lower performing students and students who are struggling receive extra support for reading (one-on-one and in small groups). b. Teachers receive professional development and coaching – using research-based strategies for the neediest students c. Students in 10-12 grades, who have not passed the CAHSEE must participate in the CAHSEE prep courses 	<p>Teachers/Tutors</p> <p>Ongoing</p>	<p>Re-teaching/Tutoring Courses through a reading specialist</p>	<p>\$25,000</p>	<p>General Fund</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>10. Any additional services tied to student academic needs:</p> <ul style="list-style-type: none"> a. CAHSEE Prep Elective, and CST tutorial: students receive elective credits. b. Flyers are given to students regularly about jobs, careers, scholarships, colleges, Armed Services, community involvement, how to use the library c. Students receive and have access to Internet + computer resources and guidance on how to use computer resources 	<p>Teachers/Tutors Ongoing</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

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

Planned Improvement in Student Performance in Mathematics

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

Baseline student performance data from Summer 2008 California Standards test (CST) in Mathematics, in sister/network schools, revealed that roughly

- 5% of students in grades 9-11 achieved “proficiency” in Algebra I

Analysis of the CST results identified the need for increasing comprehensive professional development for teachers and improving the use of curriculum materials and instruction for students to address State Content Standards.

AVCS has made a commitment to ensuring that all students achieve success at a high level of mathematics fluency and understanding. The structure and delivery system of student instruction and professional development vary to meet the needs of different students’ performance levels. Mathematics instruction in the elementary and middle schools should lay the groundwork for Algebra and Geometry, many students that arrive at AVCS require re-teaching. Some students in Grades 9-12 are provided the skills and knowledge in Algebra and beyond. All teachers of Mathematics are engaged in ongoing learning that supports instruction based on AVCS curriculum and State standards. Students that fall below grade level in math are required to attend Math Labs and tutoring weekly.

Mathematics Student Outcome measure: California Standards Test: An increasing percentage of students in Grades 9-11 will score at or above the proficient level on the mathematics portion of this yearly test so that AVCS will meet or exceed the State Adequate Yearly Progress objectives under No Child Left Behind.

Mathematics Student Outcome measure: California High School Exit Exam: An increasing percentage of students in Grades 10-12 will pass the mathematics portion of the CAHSEE.

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>AVCS has established a support structure to ensure that the 9-12 mathematics instruction is aligned with state content standards.</p> <p>a. Principal/Vice Principal will receive training on standards and how to coach, supervise, and evaluate teachers according to their ability to teach standards.</p> <p>b. Math teachers will work with instructional leaders to provide professional development, coaching, and curriculum support for teachers in aligning instruction with content standards</p> <p>c. Teacher recruiting, hiring, and evaluation decisions will focus on standards</p> <p>d. Strategies to identify and address English Learner challenges to successfully meet state standards in math, especially the academic language of math</p>	<p>Principal <i>Ongoing</i></p> <p>Math Teachers Core Teachers <i>Ongoing</i></p> <p>Principal <i>Ongoing</i></p> <p>ELL Director <i>Ongoing</i></p>	<p>Training</p> <p>Stipend for Teachers</p> <p>Advertisement</p> <p>Salary</p>	<p>\$3,300/per participant</p> <p>\$500</p> <p>\$3,500</p> <p>N/A</p>	<p>Charter Block Grant</p> <p>General Fund</p> <p>General Fund</p> <p>General Fund</p>
<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>The school's curriculum, State standards, and other documents guide instruction, curriculum, and assessment, and ensure that students meet state content standards.</p> <p>a. Each teacher and student will have access to textbooks and instructional materials that address state content standards</p> <p>b. Selection of consistent, high-quality curricula that ensures articulation of concepts and provides clear expectations for teachers to use instructional strategies that are appropriate and effective for the new materials to include the ALEKS Math program</p> <p>c. Students will reason, predict, evaluate, draw conclusions, and</p>	<p>Principal Teachers <i>Ongoing</i></p> <p>Director/teachers</p>	<p>Textbooks and supplemental materials</p> <p>Supplemental materials</p>	<p>\$201,530</p> <p>\$15,300</p>	<p>General Fund</p> <p>General fund</p>

solve real-world problems; with the use of manipulatives				
Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. Extended learning time:</p> <p>Students recommended for extended learning times are:</p> <p>a. Tutored appropriately at grade level, receive:</p> <ul style="list-style-type: none"> - Tutoring from teachers and tutors - Remedial courses based on math level <p>b. Students who have not passed the CAHSEE receive additional tutoring hours for the exam</p> <p>c. Provided more focused instruction and/or increase student-teacher instructional contact</p> <p>d. Assign homework that will reinforce/enhance earlier strategies</p> <p>e. CST review course for students in Grades 9-11</p>	<p>Teachers Tutors <i>Ongoing</i></p> <p>Teachers <i>Ongoing</i></p> <p>Teachers <i>Ongoing</i></p> <p>Teachers <i>Ongoing</i></p> <p>Principal Staff <i>Ongoing</i></p>	<p>Tutors' and teachers' hourly salary</p> <p>Stipend for tutoring</p> <p>Hourly salary</p> <p>N/A</p> <p>Substitute Cost</p>	<p>\$25,000</p> <p>\$10,000</p> <p>N/A</p> <p>N/A</p> <p>\$2,500</p>	<p>General Fund</p> <p>N/A</p> <p>General Fund</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: Technology tools and applications will be used in mathematics classes to:</p> <ul style="list-style-type: none"> • Extensive staff development for integrating technology into the curriculum • Integrate technology into curriculum • Acquire and practice fundamental knowledge and skills. • Demonstrate concepts, such as geometric constructions and graphical representations of relationships between variables • Access, collect, organize, and analyze quantitative data • Development of a computer lab – enrichment classes 	<p>Instructional Leaders Math Teachers</p>	<p>Equipment and Professional Development</p>	<p>\$10,000 \$5,000</p>	<p>Title II D & General Fund</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>On going professional development is scheduled throughout the year for math teachers to strengthen their pedagogy, improve their use of the school’s curriculum and support materials, and increase their understanding of mathematics and state content standards.</p> <p>a. Math department meetings</p> <p>b. Train all teachers in the scientifically based research programs to improve student achievement</p> <ul style="list-style-type: none"> - Explicit direct instruction with ELD, SDAIE, and differentiated teaching strategies - Technology curriculum integration - Provide time for teachers to work collaboratively to examine student work and determine what strategies to use to assure mastery of state standards and needed materials to reach goals. 	<p>Instructional Leaders</p> <p>Teachers <i>Ongoing</i></p> <p>Principal</p> <p>Principal</p>	<p>Staff Develop.</p> <p>N/A</p> <p>Professional Development Student computer lab</p>	<p>\$2,880</p> <p>N/A</p> <p>\$2,500</p>	<p>General Fund</p> <p>Title II D & General Fund</p>

<p>c. Articulation/collaboration with sponsoring district in areas of planning and training</p> <p>d. Articulation/collaboration with Adelanto School District</p> <p>e. New teacher training prior to teaching</p>	<p>Ongoing Director Ongoing Teachers</p>	<p>N/A N/A N/A</p>	<p>N/A N/A N/A</p>	
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>a. Parents attend orientation with their child/children in order to complete the enrollment process; given information on school's policies and procedures; receive student/parent handbook; teachers contact parents and explain students' grades/scores.</p> <p>b. School Accountability Report Card contains student assessment data</p> <p>c. Staff, parents, and community are kept informed of student improvement in Mathematics through newsletters, testing results, brochures, and Web site.</p> <p>d. Parents receive a copy of CST and CAHSEE results each time their child/children take the tests.</p> <p>e. All correspondence sent home to parents is in English and Spanish .</p> <p>f. Parents/guardians have the opportunity to be active participants on the Parent Advisory Committee.</p>	<p>Operations Teachers <i>Ongoing</i></p> <p>Principal Ongoing</p> <p>Support Staff</p> <p>Supervisory Teacher</p> <p>Support Staff</p> <p>Principal <i>Quarterly</i></p>	<p>N/A</p> <p>N/A</p> <p>Mailings</p> <p>Mailings</p> <p>Mailings</p> <p>N/A</p>	<p>N/A</p> <p>N/A</p> <p>\$600</p> <p>\$500</p> <p>\$600</p> <p>N/A</p>	<p>N/A</p> <p>N/A</p> <p>General Funds</p> <p>General Funds</p> <p>General Funds</p> <p>N/A</p>

<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>EAP program developed to streamline transition from high school to Cal State/UC/JC campuses Special education teachers consult with core teachers</p>	<p>Teachers Sp. Ed. Director</p>	<p>N/A N/A</p>	<p>N/A N/A</p>	<p>N/A N/A</p>
<p>Description of Specific Actions to Improve Education Practice in Mathematics</p>	<p>Persons Involved/ Timeline</p>	<p>Related Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>8.Targeting services and programs to lowest-performing student groups:</p> <p>a. Lower performing students and students who are struggling receive extra support for math (one-on-one and in small groups).</p> <p>b. Teachers receive professional development and coaching – using research-based strategies for the neediest students</p> <p>c. Students in 10-12 grades, who have not passed the CAHSEE must participate in specially designed CAHSEE prep courses</p> <p>d. All students must participate in CST tutorial</p> <p>9. Any additional services tied to student academic needs.</p>	<p>Teachers Tutors</p> <p>Teachers/Principal <i>Ongoing</i></p> <p><i>Teachers/tutors</i></p> <p><i>Director/Teachers</i> <i>/tutors</i></p>	<p>Stipend for teachers and tutors \$20-\$25/hour Supplemental Materials</p> <p>Hourly cost</p> <p>Hourly cost Instructional materials (supplemental)</p>	<p>\$10,000</p> <p>\$2,000</p> <p>\$10,000</p>	

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

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

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

English Language Development (ELD)

ELD instruction is an important part of the school’s instructional curriculum. While ELD is embedded in all EL activities conducted in English throughout the courses, teachers provide instruction that specifically focuses on the attainment of the ELD standards. This focused ELD instruction is adapted to take into consideration each student’s English language proficiency level, as determined by the California English Language Development Test (CELDT). AVCS uses curriculum materials designed to provide ELD instruction that matches and extends the students’ level of English language proficiency in listening, speaking, reading, and writing.

Access to Core Curriculum

Access to core curriculum is accomplished through primary language instruction and/or Specially Designed Academic Instruction in English (SDAIE), depending on the particular program in which an EL is enrolled. Academic instruction through English is modified to meet students’ level of proficiency, and teachers use specialized strategies that enable students to understand, participate in, and access the core curriculum.

Teacher Authorization

AVCS ensures that all teaching personnel assigned to provide core curriculum instruction to ELL are qualified to provide instruction. Teachers must hold Cross Cultural Language Acquisition and Development (CLAD) certification if they are instructing ELL in English, and Bilingual Cross Cultural Language Acquisition and Development (BCLAD) certification if they are instructing ELL through primary language.

	Description of how the LEA is meeting or plans to meet this requirement.
<p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <p>a. Describe the programs and activities to be developed, implemented, and administered under the sub-grant;</p> <p>b. Describe how the LEA will use the sub-grant funds to meet all annual measurable achievement objectives described in Section 3122;</p>	<ul style="list-style-type: none"> • Offer extended courses targeted to ELL student needs. • Purchase materials appropriate for ELL at the various proficiency levels to supplement classroom and school libraries. • Fund release time to allow teachers of ELL to collaborate, plan, and share successful strategies. • Conduct ongoing professional development and coaching with teachers so that they are effective in providing instruction to EL students that addresses state content standards in ELD, ELA, and mathematics. • Develop an English Learner component of an application computer system that will allow staff to quickly and easily: <ul style="list-style-type: none"> a. Identify newly enrolled students needing CELDT assessment b. Listing ELL by credits and proficiency level for the following: <ul style="list-style-type: none"> - Identify potential reclassification candidates. - Monitor and record reclassified student follow-up reviews - Maintain complete historical information on each ELL English proficiency and progress in attaining English in relationship to length of enrollment. - Run a wide variety of student achievement reports for ELL and reclassified students in ELD, ELA, and Mathematics. • Purchase supplemental materials

<p>c. Describe how the LEA will hold elementary and Secondary schools receiving funds under this subpart accountable for:</p> <ul style="list-style-type: none"> ▪ meeting the annual measurable achievement objectives described in Section 3122; ▪ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)); ▪ annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1)); 	<p>Under NCLB, AVCS, specifically EL program staff, will expand accountability strategies that are currently being implemented. Teachers will be held accountable for ELL meeting the objectives in the following monitoring processes:</p> <ul style="list-style-type: none"> - Review data annually, monitor progress, modify school plan to meet needs of all students - Assess ELL annually using CELDT to measure English proficiency - Establish level of academic achievement using CST - Monitor the progress of ELL with respect to English language acquisition and academic achievement. - Report the findings to the school and the larger community in the form of progress reports and transcripts. <p>The findings will be routinely disaggregated by years of enrollment or overall proficiency level, grade level, and primary language groups.</p> <p>Other Monitoring Processes:</p> <ul style="list-style-type: none"> ● All EL student records (testing, copies of parent notifications, ELD matrices, etc.) will be kept in a folder to be updated annually and filed inside the cumulative record that accompanies the student as he/she changes schools. ● The school’s plan for student achievement addresses the needs of EL students. ● Director of Education and ELD Coordinator will monitor the placement of EL students in courses, ensure appropriate teacher authorizations, monitor ELD/SDAIE lesson implementation of school’s plans to meet language and academic needs of EL students. ● EL student information will be recorded and forwarded to the sponsoring district upon request.
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Required Activities	<p>1d. Describe how the LEA will promote parental and community participation in ELP programs.</p>	<ul style="list-style-type: none"> • EL Coordinator and Principal will meet regularly to discuss language and academic instruction for EL students. • EL Coordinator will make an annual report to the Board of Directors on the language and academic progress of ELL. <p>Since AVCS does not receive Title III funding, monies from General Fund will be used to analyze data to determine instructional strengths and weaknesses, and for EL program monitoring and improvement by:</p> <ul style="list-style-type: none"> ● funding conference registrations and other professional development opportunities for site administrators and staff developers to improve their data analysis knowledge, skills, and techniques for using school-wide provided EL data. <p>General funding will be provided to promote parental and community participation in programs for EL students.</p> <p>The school will create District English Learner Advisory Committee (DELAC) and English Learner Advisory Committee (ELAC) as appropriate.</p> <ul style="list-style-type: none"> ● Provide both written and oral translations for parents who need them. ● Provide stipends for teachers who work with parents ● Provide parenting and tutoring classes for parents
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	<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c) .</p> <p>The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> - English proficiency; and - Academic achievement in the core academic subjects 	<ul style="list-style-type: none"> • Provide clear, timely information (e.g. circulars, training materials) regarding ELAC membership and configuration requirements • Provide an annual mandatory training and periodic voluntary training for Director of Education and ELD Coordinator • Provide individual support for staff and advisory group leadership, to ensure strong, positive EL parent involvement. <p>AVCS has adopted materials from the State Approved list of adoptions, <u>High Point</u>, for ELL intervention, and ELD support materials. These materials meet the requirement for scientifically based research. These materials will assist the school in aligning curriculum and instruction to the State Standards. All students of AVCS will have access to the core curriculum through a high-quality instructional program.</p> <p>Highly qualified teachers with appropriate authorizations will help ensure that students receive rigorous, high quality instruction to improve academic achievement and language proficiency.</p> <p>Professional development: Train teachers in methodologies and strategies such as SDAIE and Understanding the Framework of Poverty to enhance the quality of planning and instruction to impact in a positive way the effect of EL student achievement.</p> <p>Provide supplemental materials in primary language for ELL when necessary and appropriate.</p> <p>The EL Coordinator supports teachers in providing meaningful access to the curriculum.</p>
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Required Activities	<p>3. Provide high quality professional development for classroom teachers, directors, administrators, and other school or community-based personnel.</p> <ol style="list-style-type: none"> a. designed to improve the instruction and assessment of LEP children; b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students; c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children’s English proficiency or substantially increasing the teachers’ subject matter knowledge, teaching knowledge, and teaching skills; d. long term effect will result in positive and lasting impact on teacher performance in the classroom. 	<p>Teachers assigned to core curriculum for ELL are required to hold appropriate state certification or be trained to earn such certification. AVCS encourages administrators, staff developers, resource teachers, and academic support teachers to obtain such certification.</p> <p>Any improvement of the educational processes must be preceded by comprehensive training for those carrying out the primary responsibility for this improvement – that is, the school’s teaching and support staff. Staff members are afforded professional development to further their specific job expertise as well as to enhance other capabilities such as leadership, collegiality, and organizational improvement.</p> <p>A thorough needs’ assessment was used to develop the school’s staff development plan. Requirements for NCLB are integral to the professional development plan. All programs must be researched-based and aligned with State and school’s content and performance standards. This plan includes emphasis on differentiated instruction for subgroups based on needs.</p> <p>Specific professional development activities and programs to help meet needs of English Learners as outlined in this goal requirement are:</p> <ul style="list-style-type: none"> • CLAD, BCLAD • Coaching • ELD Standards training • SDAIE/Language acquisition strategy training • AB 430 (administrators) with sponsoring District • Understanding the Framework of Poverty • Content specific training
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Allowable Activities	<p>4. Upgrade program objectives and effective instruction strategies.</p>	<p>Yes or No</p> <p>YES</p>	<p>If yes, describe:</p> <p>AVCS is committed to high student achievement based on the following premises (1) high-quality teaching makes a difference in student learning, (2) the professional education of teachers, staff developers, and administrators is a central factor in determining the quality of teaching, (3) school’s structures and culture play a critical role in determining the quality of professional learning experiences of teachers, staff developers, and administrators.</p> <p>Funding for:</p> <ul style="list-style-type: none"> • Contract staff developers • Contract EL Coordinator • Textbooks and supplemental materials <p>Planning will be ongoing and long-term. Annual evaluations of school’s data on multiple measures (e.g. CST, CELDT, CAHSEE, and unit/skills assessments from school’s adopted curriculum) will drive program updates to ensure that the school is meeting the needs of all students. Evaluation will be conducted by the sponsoring district (San Bernardino County Office of Education), ELD Coordinator and administrators from AVCS. The evaluation will analyze disaggregated data, assess student progress, examine academic course content, evaluate intervention programs, and review supplementary materials.</p>
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		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.	Yes or No NO	If yes, describe:
	6. Develop and implement programs that are coordinated with other relevant programs and services.	Yes or No NO	If yes, describe:
	7. Improve the English proficiency and academic achievement of LEP children.	Yes or No YES	If yes, describe: This section is addressed in Sections 2 & 3. All ELL are eligible to participate in the core curriculum, tutoring, CAHSEE Prep in ELA and Math and CST Tutorial

		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –</p> <ul style="list-style-type: none"> ○ To improve English language skills of LEP children; and ○ To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. 	<p>Yes or No</p> <p>YES</p>	<p>If yes, describe:</p> <p>Literature and recent research agree that students perform at higher levels when their parents take an active role in the educational process both at home and at school. The school may participate in the following support programs and activities as appropriate:</p> <ul style="list-style-type: none"> ● DELAC/ELAC (created based on ELL population) groups will meet regularly to learn about the school’s programs, provide parent input, and sponsor various education involvement programs. ● ESL classes for parents to help them support their children. ● Literacy workshops to develop parental skills in order to reinforce literacy at home. ● Develop partnership and collaborate with County Office of Education in designing and providing professional development, and tutoring to develop proficiency in English.
	<p>9. Improve the instruction of LEP children by providing for –</p> <ul style="list-style-type: none"> ○ The acquisition or development of educational technology or instructional materials ○ Access to, and participation in, electronic networks for materials, training, and communication; and ○ Incorporation of the above resources into curricula and programs. 	<p>Yes or No</p> <p>YES</p>	<p>If yes, describe:</p> <p>The school’s Technology Master Plan includes curriculum-related instructional technology as a major component. Technology tools support and strengthen the teaching-learning process. All students, including English learners, will have access to technology. The following areas included in the technology Master Plan will be supported:</p> <ul style="list-style-type: none"> ● Computer applications for teacher productivity ● Technology-use planning to assist integration of technology and curriculum ● Multimedia applications ● Internet access ● Effective presentations and coaching

	10. Other activities consistent with Title III.	Yes or No YES	If yes, describe: Extended activities may include: <ul style="list-style-type: none"> - Translations into the language of the family - Fieldtrips - Community Liaison - Additional conferences/training and professional development that support the academic, language and effective needs of English Learners.
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Plans to Notify and Involve Parents of Limited-English-Proficient Students

<p>Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>
<p style="text-align: center; writing-mode: vertical-rl; transform: rotate(180deg);">Required Activity</p> <ol style="list-style-type: none"> 1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB): <ol style="list-style-type: none"> a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; b. the child’s level of English proficiency, how such level was assessed, and the status of the student’s academic achievement; c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; 	<p>Research has shown that if you want to keep parents positive and enthusiastic about school, they have to be kept informed throughout the year, in a variety of ways, about what their children are learning. The school’s various policies, procedures, and activities ensure that parents/guardians have ample opportunities to participate in the educational process and to be well-informed of programs at the school.</p> <p>Parents of ELL students receive an annual letter and program brochure not later than 30 days after the orientation that informs them of A-H of section 1. The letter and program brochure notify them about identification; English proficiency; program methods, content, and goals; and academic and language acquisition benefits for their children.</p> <p>Additional information may be provided as appropriate and necessary by:</p> <ul style="list-style-type: none"> - Conference with staff - CDE informational literature - School Forms: Initial Identification/Placement; Parent Notification/Waiver; Re-designation Form; ELD standard matrix - Meetings as necessary to discuss assessment and assessment results - Monthly informational meetings/workshops in Primary Language. Topics include but not limited to State standards, curriculum and resources; how to help their child perform better in school and improve his/her grades - Create a functioning ELAC

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activity	<p>h. information pertaining to parental rights that includes written guidance detailing –</p> <ul style="list-style-type: none"> i. the right that parents have to have their child immediately removed from such program upon their request; and ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA. 	<p>AVCS plans to fully inform parents of continuing ELL, on an annual basis, with the results of CELDT. The results will include each student’s most recent English language proficiency and academic achievement data. This information will be sent to the parent/guardian/s home address via U.S. mail in English, and in primary language whenever possible, within the required timelines.</p> <p>Within the first 30 days of student attendance, teachers:</p> <ul style="list-style-type: none"> - Formally identify students at risk and notify parents/guardians of at-risk status. - Initiate student placement in appropriate support/intervention programs (Power Reading, Success Now!) - Signed Master Agreement on first visit with teacher - Implement student support/intervention outlined in Master Agreement
<p>Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the school’s year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>		<p>Annual notification letter will inform parents of students already enrolled in school that their child will continue in one of the school’s program for English Learners. For students who enroll after the beginning of the school year, this process will be completed within 30 days of being placed in an EL program.</p>
<p>LEA Parent Notification Failure to Make Progress If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>		<p>The school’s procedure for parent notification of failure to make progress is established and implemented to meet NCLB guidelines.</p> <p>Annually, at a regularly scheduled public meeting, the Board of Directors receives a report from ELD Coordinator.</p> <p>Parents/guardians receive information through fliers, brochures, phone calls, and the Web.</p>

Plans to Provide Services for Immigrants

IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:	<p>Yes or No</p> <p>YES</p>	<p>If yes, describe:</p> <ul style="list-style-type: none"> - Literacy workshops to develop parent skills to reinforce literacy at home - Conferences and workshops designed to increase parents’ ability to support student achievement
	2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:	<p>Yes or No</p> <p>NO</p>	<p>If yes, describe:</p>
	3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	<p>Yes or No</p> <p>NO</p>	<p>If yes, describe:</p>

Allowable Activities	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	Yes or No NO	If yes, describe:
	5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:	Yes or No YES	If yes, describe: All students have access to the core curriculum. In addition, <ul style="list-style-type: none"> - Staff will attend professional development activities related to serving immigrant students - Purchase additional materials appropriate for immigrant students to supplement core curriculum

	<p>6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:</p>	<p>Yes or No</p> <p>YES</p>	<p>If yes, describe:</p> <p>While very few immigrant students enrolled in AVCS, teachers receive training in cultural sensitivity, and become highly aware of the adjustment needs of immigrant students. Teachers must first know and understand their students, and then use those understanding to create a climate of respect, support, and expectation. Examples of activities conducted on a regular basis for immigrant students in these programs include:</p> <ul style="list-style-type: none"> - Analyzing immigrant students' personal interests, abilities, and health situations - Gathering background information about immigrant students - Contacting sponsoring agencies and community resources for advice and assistance - Provide orientation to the school and school system - Emphasizing the value of, and support for individual, family, and cultural diversity - Demonstrating value and respect for immigrant students' languages
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Allowable Activities</p>	<p>7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:</p>	<p>Yes or No</p> <p>NO</p>	<p>If yes, describe:</p>

Performance Goal 3: *By 2007-08, 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
<p><i>Eliminating Emergency Teaching permits and waivers</i></p> <ul style="list-style-type: none"> • Credentialed teachers: Multiple Subject Single Subject Internship • It should be noted that AVCS has eliminated teachers with emergency permits <p><i>Increased Communication</i></p> <ul style="list-style-type: none"> • Bi-monthly faculty meetings are held to keep teachers informed on current policies, curriculum, and other administrative changes • Frequent emails inform teachers of upcoming test preparation classes and coursework opportunities <p><i>Staff Development</i></p> <ul style="list-style-type: none"> • Teacher in-service is conducted annually as well as periodically during the school year. <p><i>Reading</i></p> <p>AVCS has made considerable progress improving teacher quality in reading. Due to the increasing number of students enrolling below the sixth grade level, all teachers are trained to teach and are teaching reading.</p>	<p>As explained under strengths, a high level of teacher quality has been achieved in AVCS. Teachers who do not have full credentials are enrolled in coursework to achieve full credentials.</p> <p>More funding is needed to provide frequent staff development and training, and conferences and workshops especially with the adoption of the new curriculum and the requirement that all teachers teach reading.</p>

<p><i>Mathematics and Science</i></p> <p>AVCS has CST tutorial and CASHEE Prep Classes to assist students in passing the State Tests in Math.</p> <p>Tutors are available from 9:00am to 4:00pm to assist students in Math.</p>	<p>Improvement in science instruction is of particular concern. A science lab is needed to assist students in learning the materials.</p> <p>More funding is required for ongoing professional development in Math and Science. Currently, an hour a month is not adequate to provide the training teachers need.</p> <p>More funding is required to support training in the integration of technology in Math and Science.</p> <p>Research has shown that the availability of educational technology promotes the use of collaborative learning, problem-based learning, expanded educational resources, and creativity. These strategies that are important in science learning and teaching (Rakes et al., 1999).</p> <p>Additional hiring of tutors with math knowledge and expertise.</p>
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<ul style="list-style-type: none"> • Developing an awareness of and sensitivity to diversity • Gaining knowledge and understanding of various learning styles • Incorporating integrated approaches into instructional delivery • Employing diagnostic assessments to modify instruction and identify learning styles to support needs of students • Provide teachers with the appropriate resources and training • Integrating effectively new and emerging technology into lessons <p>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</p> <p>a. The Director and administrators meet regularly to review student assessment results, align teacher needs, and identify research-based strategies and curriculum</p> <p>Staff Development components are based on research but not limited to Eileen Warren (Aiming High Toolkit), McTighe and Wiggins (backward design approach)</p> <p>In mathematics, the recommendations from the National Research Council's report Adding It Up: Helping Children Learn Mathematics (2001) noted that the integrated and balanced treatment of mathematical strands help guide the school's development of teacher and student mathematical proficiency.</p> <p>Each component requires initial training as well as ongoing support for the implementation process. Successful teachers and the Principal will serve as demonstrators and coaches for others in the implementation process.</p> <p>b. Instructional strategies are utilized that have been shown through research to be effective with all students as well as low-performing students, and in particular, students who are English Learners. The results of the research-based strategies are evident in that AVCS students are achieving gains as per SCANTRON (testing every six months).</p>	<p>See Above</p> <p>Teachers Ongoing</p> <p>Principal Teachers Staff</p> <p><i>Ongoing</i></p>	<p>N/A</p> <p>VPSS Training</p> <p>N/A</p>	<p>N/A</p> <p>\$1,100 per Teacher/ \$14,300 Total</p> <p>N/A</p>	<p>N/A</p> <p>Block Grant</p> <p>N/A</p>
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<p>c. Research-based curricula have been implemented, and teachers acquire research-based strategies as they learn to use the new curricula and school-provided support materials. For example, in literacy, the instructional materials require a balanced approach to teaching reading that includes learning skills and strategies, as well as studying literature and writing. A computer based Science lab is being planned and the curriculum materials use inquiry-based pedagogy and content developed at research institutions with federal funding.</p>	<p>See Above</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p>d. New curricula is being implemented by the comprehensive integration of technology when appropriate and supported by state content standards. Research literature confirms that technology is most influential when integrated with curriculum assessment. For example, Algebra students use graphing calculators; science students use computer simulations and probes.</p>	<p>Teachers Ongoing</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <p>Professional development activities are conducted in the context of broader school reform in AVCS.</p> <p>All activities have demonstrated substantial, measurable, and positive impact on student academic achievement. The school's one appointment per week for at risk students, presents the greatest academic challenge. In-services help teachers understand how to better teach students with backgrounds different from their own, and help change attitudes and raise expectations.</p> <p>The following criteria is used to determine the success of staff development:</p> <ul style="list-style-type: none"> √ How well does it focus on students meeting/exceeding key essential standards through the use of State-adopted/standards-based materials and formative assessment? √ How close to the instructional work of teachers is the professional development situated? √ To what degree is the system built on the strengths and needs of the student populations in the school? √ How well do selected professional development resources apply to particular under-performing student populations? <p>Technology training gives teachers the knowledge and skills to provide project-based learning to meet standards. A key component of all training is differentiation for students struggling to meet standards. Part of the training helps teachers focus on assuring that all students have access to technology.</p> <p>Ongoing data analysis points out the growth (or lack of growth) of the students. Staff development provides strategies for teachers to teach these needs.</p>	<p>Principal Staff</p> <p><i>Ongoing</i></p> <p>See Staff Development under Reading and Math</p> <p><i>Ongoing</i></p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

<p>ELD strategies that content teachers will learn include:</p> <ul style="list-style-type: none"> • Instruction that develops students’ ability to use focused, authentic talk when solving problems or explaining strategies as a means for understanding concepts • Using drawings, diagrams, and charts to provide visual prompts for vocabulary • Designing assessments to scaffold language learning <p>Another broad reform strategy is to increase for students of all backgrounds the expectations for the courses they are required to take in high school.</p>	<p><i>See Above</i></p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <ul style="list-style-type: none"> • Identify professional development needs • Administrators, Principal, and staff will meet regularly to discuss the needs of the students. • Principal meets informally with administrators and staff from sponsoring district to share ideas. • Staff development activities are designed to help teachers integrate standards-based curriculum, instructional practice, assessment and understanding strengths and needs of the student population in their courses. • Review the specifications for all; compare and contrast activities; direct the resources to activities that will improve teacher expertise and student achievement • All teachers learn the curriculum as well as additional supports and strategies to help Special Education students be successful with core curriculum. • Coordinate with SDE. • Consider research and evaluation findings 	<p>Administrators Principal Teachers</p> <p>Ongoing</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

<p>consultant and staff discussion</p> <ul style="list-style-type: none"> Analyze students' assessment results to determine areas of need Provide opportunities and funding for professional development seminars Encourage teachers to attend university classes 	<p>Consultant As needed</p> <p>Teachers <i>Ongoing</i></p> <p><i>Business Office</i></p>	<p>Observation and Input</p> <p>N/A</p> <p>Seminar fee</p>	<p>\$5,000</p> <p>N/A</p> <p>\$5,000</p>	<p>General Fund</p> <p>N/A</p> <p>General Fund</p>
<p><u>Address Principal/Administrators professional development needs</u></p> <ul style="list-style-type: none"> Attend VIP training/AB430 as Required Monthly instructional workshops 	<p>Principal</p> <p>Principal /Vice Principal <i>Ongoing</i></p>	<p>N/A</p> <p>Monthly Bi-Monthly Training</p>	<p>N/A</p> <p>\$3,300/ participant \$240/participant</p>	<p>N/A</p> <p>Charter Block Grant</p>
<p><u>Other teacher professional development needs:</u></p> <p>Encourage teachers to attend university classes and professional seminars.</p>	<p>Principal <i>Ongoing</i></p>	<p>Cost to teachers</p>	<p>Tuition</p>	<p>Teachers' Expense</p>

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> <ul style="list-style-type: none"> • However, AVCS will phase in the integration of technology into all professional development described in #5 above. The focus of all technology staff development is to ensure the integration into the curriculum to help students meet standards. • Teachers will be assisted in increasing their personal technology proficiencies as listed in National Educational Technology Standards for Teachers (NETS-T) and California Technology Assistance project (CTAP). Teachers will be encouraged to develop an individual technology plan annually to build their tech skills. • Determine needs of teachers and students • Analyze SDE specifications • Allot funds accordingly 	<p>Principal Technology Leader Teachers</p> <p>Ongoing</p>	<p>Opposite shift training No Cost</p>	<p>N/A</p>	<p>N/A</p>
<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <ul style="list-style-type: none"> • Computers are in the classroom. Teachers will integrate technology into instruction and curricula, students can use technology for distance learning and research, and to practice and enhance skills in math and reading, and create projects. 	<p>Teachers</p> <p>Ongoing</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

<ul style="list-style-type: none"> • Teachers will participate in ongoing professional development in technology, including the creation of websites for student and parent communication. • Institute mandatory graduation requirements in technology • Increase students' access to Internet and computer electives 	<p><i>See Above</i></p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p>In science, students can demonstrate technology integration as an important instructional asset for meeting state content standards. Both students and teachers will become adept in the use of technology to:</p> <ul style="list-style-type: none"> • Collect and analyze data; • Access information from a variety of sources; • Prepare finished documents/presentations to convey results • Conduct simulations and observe visualizations that illustrate difficult concepts • Demonstrate grade-appropriate computer-based tools that support improved literacy, including Internet browsers and search engines, word processors, grammar and word coach software, graphic organizers, presentation applications, and a project-based lesson methodology that involves conducting Internet research and producing a document or presentation. 	<p>Science Leader Teachers</p> <p><i>Ongoing</i></p>	<p>Science Lab</p>	<p>\$2,500</p>	<p>General Fund</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<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>Administrators, lead teachers, tutors, and classified staff were selective to participate on the parent advisory committee. Input was received from all participants.</p> <p>Feedback was based on ongoing programs and activities.</p> <p>Parent/student surveys.</p>	<p>Administrators Principal Teachers Parent/Student Survey</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p>9. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <ul style="list-style-type: none"> • All teachers and paraprofessionals participate in in-service and staff development training • Professional development addresses the implementation of new instructional materials and state content standards and is designed to provide knowledge and skills so that teachers are highly qualified and successful • Teachers will access BTSA through County Office of Education 	<p>Principal Teachers Paraprofessionals Ongoing</p> <p>County Office of Education</p>	<p>N/A</p> <p>\$2,400</p>	<p>N/A</p> <p>\$7,200</p>	<p>N/A</p> <p>BTSA</p>

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

Environments Conducive to Learning (Strengths and Needs):

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

STRENGTHS	NEEDS
<p>1) The school’s strategic plan for a positive school learning environment is based on resiliency factors and is aligned with effective approaches that create a positive environment.</p> <ul style="list-style-type: none"> a. Health courses are mandatory for all students. b. AVCS has a strongly enforced and well-publicized progressive discipline policy. c. There is a clear set of emergency procedures and opportunities for practice drills. d. There is a designated and trained Threat Assessment Team in place to deal with any possible on-campus threats. e. Child abuse detecting and reporting training for all staff members. f. Administrators and staff support the view that emotional, psychological, and social needs of students are intrinsically related to academic achievement and promote this approach. g. Parents receive regular school mailings. h. A system is in place to identify truancy. i. Environment is conducive to learning: clean, well-maintained physical environment; with professional and helpful staff. j. AVCS has networked with local support agencies to provide services to students and families. k. There is a designated Community Resource Representative who attends meetings and provides access for students and their families. 	<ul style="list-style-type: none"> 1) Funding to support a counselor. 2) Funding to support at least a part-time nurse. 3) Structures and approaches are needed to involve more parents in school activities. 4) Opportunities need to be created and adopted school-wide for students to be able to participate in the decision-making process and to have a voice in school climate issues. 5) More funding for drug intervention programs. 6) Funding for professional development to inform staff about available resources for drug and alcohol abusers. 7) There needs to be extended school activities that appeal to high-risk students who are most in need of the programs.

Environments Conducive to Learning (Activities):

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

PROGRAMS
<ul style="list-style-type: none">• Sensitivity to socioeconomic, ethnic, cultural, racial, linguistic, and developmental diversity• Clean, well-lighted and up-to-date facilities in good repair, capable of accommodating technology• Very effective code of conduct for parents, students, teachers, and administrators• Staff development addresses topics of school climate, and resiliency principles (caring, high expectations, and meaningful participation) for staff, parents, and members of the community• The school's Life Skills Instruction curriculum has been revised and further developed with on-going monitoring and evaluation for effectiveness.• Implementation of science lab will provide students with hands-on opportunities for learning• Staff will receive ongoing training in the appropriate use and implementation of positive behavioral interventions according to IDEA.

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

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

STRENGTHS	NEEDS
<ul style="list-style-type: none">• Zero tolerance for violation of rules• No known incidents of violence, alcohol, and other drug use on campus.• Safe school plans and crisis response plans are updated annually.• The school has purchased and made available Drug Education for Teens videos on alcohol, drugs, teen depression and suicide prevention.	<ul style="list-style-type: none">• Funding to provide monthly training/activities promoting parental involvement and how to prevent drug use and violence in the home• Risk Prevention Coordinator is needed to address planning, funding, and linkages to Congressional Budget Offices (CBO) services• Teacher training in strategies for integrating Alcohol, Tobacco, Other Drug Use and Violence (ATODV) prevention.

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

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

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

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

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: 10/10/08 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will decrease biennially by:	5 th % 7 th %	5 th % 7 th %
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by:	7 th % 9 th 24% 11 th 24%	7 th % 9 th 5% 11 th 5%
The percentage of students that have used marijuana will decrease biennially by:	5 th —% 7 th —%	5 th 5% 7 th 5%
The percentage of students that have used alcohol within the past 30 days will decrease biennially by:	7 th —% 9 th 35% 11 th 43%	7 th 5% 9 th 5% 11 th 5%
The percentage of students that have used marijuana within the past 30 days will decrease biennially by:	7 th —% 9 th 28% 11 th 35%	7 th 5% 9 th 5% 11 th 5%

<p>The percentage of students that feel very safe at school will increase biennially by:</p>	<p>5th — % 7th — % 9th 65 % 11th 73 %</p>	<p>5th 10 % 7th 10 % 9th 10 % 11th 10 %</p>
<p>The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by:</p>	<p>7th — % 9th 9 % 11th 12 %</p>	<p>7th 10 % 9th 4 % 11th 4 %</p>
<p>Truancy Performance Indicator</p>		
<p>The percentage of students who have been truant will decrease annually by _____ from the current LEA rate shown here.</p> <p style="background-color: #cccccc;">N/A Students can attend school any time during the week by making special arrangement with the teacher.</p> <p>NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.</p>	<p>_____ %</p>	<p>_____ %</p>
<p>Protective Factors Performance Measures from the California Healthy Kids Survey</p>	<p>Most recent date: 11/4/05 Baseline Data</p>	<p>Biennial Goal (Performance Indicator)</p>
<p>The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by:</p>	<p>5th — % 7th — % 9th 60 % 11th 69 %</p>	<p>5th 10 % 7th 10 % 9th 10 % 11th 10 %</p>

The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by:	5 th — % 7 th — % 9 th 84 % 11 th 92 %	5 th 5 % 7 th 5 % 9 th 5 % 11 th 5 %
The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by:	5 th — % 7 th — % 9 th 36 % 11 th 53 %	5 th 5 % 7 th 5 % 9 th 5 % 11 th 5 %
The percentage of students that report high levels of school connectedness at their school will increase biennially by:	5 th — % 7 th — % 9 th 57 % 11 th 67%	5 th 5 % 7 th 5 % 9 th 10% 11 th 10%

Other Performance Measures

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

LEA Specified Performance Measures _____Student and Parents survey_ (Process to Collect Data)	Performance Indicator Goal	Baseline Data
AVCS has a rigorous Health Course that covers drugs and alcohol abuse, in addition, to Life Skills activities.	Number of students in prevention activities	Required course for all students 9-12.

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

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

LEA is not participating at this time.

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

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

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

The LEA is not participating at this time.

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

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

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

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

Promising Program name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
The LEA is not participating at this time.						

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

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

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

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

LEA is not participating at this time.

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

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

LEA is not participating at this time.

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

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

LEA does not receive TUPE.

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

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

Not funded

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

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

Not funded

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

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

Not funded

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

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

DHCS does not receive any TUPE funding.

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

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

Position/Title	Full time equivalent
Not funded	

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

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

This section of the plan is intended to reflect the 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.

AVCS believes that all students are capable of achieving at high levels. The same college preparatory core curriculum is provided to all students with an articulated program of high quality courses in each subject. Electives in academics, CST Prep, CAHSEE Prep, Reading Intervention, Art History, Health, vocational/technology courses and senior portfolio are being organized into sequential, coherent programs of study with meaningful outcomes. To address the differences among students in preparation for an experience with a rigorous curriculum, students who are performing below grade level have extra time, extra materials, and extra assistance for meeting state standards.

For students with disabilities, the IEP process is used to identify modifications and accommodations that will allow the students to participate in the rigorous curriculum. The Principal, teachers, tutors, Special Education teachers and other school staff work together to fully implement the identified modifications and accommodations for all students with IEPs.

AVCS is combining smaller learning community strategies with intensive teacher development to address half the explained variance in student achievement. AVCS strategies for high school reform are based on research studies and implementation projects conducted around the country and include:

- Identifying students at risk of failure at the entry grade for each level (e.g., ninth grade)²
- Utilizing enhanced instructional materials that have been proven effective for urban students and address state content standards.
- Integrating technology-based tools.
- Extending learning time by providing tutoring classes.³
- Improving teachers' content knowledge and use of standards, frameworks, and pedagogy.⁴

¹ Haycock, Kati. "Good Teaching Matters: How Well-Qualified Teachers Can Close the Gap," Thinking K-16, v3,n2, Summer 1998.

² Melissa Roderick and Eric Camburn. (1999). "Risk and Recovery from Course Failure in the Early years of High School," American Educational Research Journal, 36 (2), Summer 1999: 303-343.

³ U. S. Department of Education. (1999). Key High School reform Strategies: An Overview of Research Findings.

⁴ Michael C. Rubenstein and Jessica K. Wodatch. (2000). Stepping Up to the Challenge: Case Studies of Educational Improvement and Title I in Secondary Schools. Washington, DC: Policy Studies Associates for the U.S. Department of Education.

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.1 (High School Graduates)	<p>a. Articulated, required courses of study are in place in literacy, social studies, mathematics, and science that meet state content standards and enable students to meet or exceed the admissions requirements of the University of California system. Courses of study include four years of English, three of social studies, three years of math, two years of science.</p>	<p>All high school students</p>	<p>Principal Supervisory Teachers <i>Ongoing</i></p>	<p>Number and percent of students completing UC/CSU A-G requirements (when approval is received)</p>	<p>General Fund</p>
	<p>b. Academic Plans for each student are generated by supervising teachers and updated each LP. A copy of the graduation requirements is listed in the handbook.</p> <p>For students with disabilities, student interests and needs will be identified and included in the development of the Individual Transition Plan to create a more meaningful and appropriate high school experience.</p>	<p>All high school students</p>	<p>Supervising Teachers Enrollment Monthly Ongoing</p>	<p>Number and percent of students graduating who are prepared for their post-secondary plans</p>	<p>General Fund</p>

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s)	Benchmarks/ Evaluation	Funding Source
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			Involved		
5.2 (Dropouts)	<p>The Supervising Teachers, in conjunction with the student/parent, generate a Credit Completion Plan to increase the percentage of students on track for graduation. The teachers use the data to focus attention early in students' high school careers so that they have time to overcome their academic difficulties, earn their course credits, pass required assessment, and graduate.</p>	All at-risk high school students	Principal Semi-annually	Number and percent of students in each grade who are on track for graduation.	General Fund
	<p>Students entering ninth and tenth grades who are performing below grade level and significantly below grade level on assessments are required to participate in Read 180, and CST tutorial for math and ELA. Students in 11th & 12th grades who have not passed the CAHSEE must participate in CAHSEE Prep courses for Math and ELA.</p> <p>Students earn elective credits for graduation while getting extra time and assistance with building skills for more advanced work in Grades 11 & 12.</p> <p>Students who fail one or more parts of the CAHSEE have the opportunity to take an integrated math and literacy CAHSEE prep course during the school day.</p>	All at-risk high school students	Ongoing	Rate of students who achieve at or close to grade level by the end of their courses.	General Fund

	Students that demonstrate academic ability may access courses at the community colleges.				
5.3 (Advanced Placement)	N/A				

Additional Mandatory Title I Descriptions

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

Describe the measure of poverty that will be used to determine which schools are eligible for Title I funding in accordance with Section 1113, "Eligible School Attendance Areas."	
	Description of how the LEA is meeting or plans to meet this requirement:
<p>Identify one of the following options as the low-income measure to identify schools eligible for Title I funding:</p> <ul style="list-style-type: none"> • Number of children in families receiving assistance under the Cal Works 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. 	<p>Number of children eligible for free and reduced lunch:</p> <p>An eligibility form is given to parents of students to fill out at the time that students enter our school. This is to determine which students are eligible for free and reduced lunch. This survey is part of the enrollment packet.</p>
<p>Describe how the low-income measure described above is used to rank and select schools to receive Title I funds</p> <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. 	<p>AVCS is only one school, no ranking is necessary.</p>

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, directors, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff. • Strategies to increase parental involvement. • Assistance to preschool children in transitioning from early childhood programs to elementary school programs. • Timely and effective additional assistance to students who experience difficulty mastering state standards. 	<p>N/A</p>

<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, directors, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement. 	<p>N/A</p>

Additional Mandatory Title I Descriptions –
(continued)

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

Additional Mandatory Title I Descriptions –
(continued)

Please describe the actions the 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. 	N/A

Additional Mandatory Title I Descriptions –
(continued)

<p>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.”</p>	
	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.	N/A
Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	N/A

Additional Mandatory Title I Descriptions –
(continued)

<p>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 directors, 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.”</p>	
Describe the LEA’s strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, directors, and other staff.	N/A
Describe the LEA’s strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children’s education.	N/A

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>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<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> <ul style="list-style-type: none"> a. Even Start b. Head Start c. Reading First d. Early Reading First e. Other preschool programs f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities. <p>Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.</p>	<p>Services are provided to ELL students as well as to children with disabilities. In order to not duplicate services and to increase the efficiency of such services, all these services fall under the same department. The Director of Special Education supervises these areas and directs the organization of the personnel as well as the function of the programs, eliminating duplication and reducing fragmentation.</p>

Part III

Assurances and Attachments

Assurances

Signature Page

Appendix

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

Appendix B: Links to Data Web sites

Appendix C: Science-Based Programs

Appendix D: Research-based Activities

Appendix E: Promising or Favorable Programs

ASSURANCES

To assure the 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 directors) 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 directors 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, directors, 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

Gloria Mercado Fortine

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.ed.gov/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