

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

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

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

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

SSD Plan Information:

Name of Local Educational Agency (LEA): Seeley Union School District

County/District Code: 13-632222

Dates of Plan Duration: July 1, 2016 – June 30, 2020

Date of Local Governing Board Approval: June 7, 2016

District Superintendent: Cecilia D. Dial

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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.

Cecilia Dial

Printed or typed name of Superintendent

Date

Signature of Superintendent

Elisa Carlos

Printed or typed name of Board President

Date

Signature of Board President

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* As of December 15, 2015 No Child Left Behind was replaced with Every Student Succeeds Act (ESSA). This SSD will be updated with new Performance Goals once they are put in place for the state of California, which wont be until the 2017-18 school year. Until that time the goals are the same goals that are written in the Local Control Accountability Plan (LCAP) for Seeley School District.

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Part I

Background and Overview

Background

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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.

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

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

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

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

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

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

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

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

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

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

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

The Consolidated Application (ConApp)

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

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

The Local Educational Agency Plan (LEA) Plan

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

The Single Plan for Student Achievement (SPSA)

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

Role of School Site Council

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

Composition of School Site Council

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

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

¹ *EC* Section 64001(a), (d)

² *EC* Section 41507

³ *EC* Section 41572

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

Categorical Program Monitoring (CPM)

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

Development Process for the Single School District (SSD) Plan

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

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

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

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

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

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

Step One: Measure the Effectiveness of Current Improvement Strategies

Analyze Student Performance

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

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

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

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

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

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

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

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

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

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

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

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

Step Three: Develop or Revise Performance Goals

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

Step Four: Revise Improvement Strategies and Expenditures

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

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

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

Step Five: Local Governing Board Approval

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

Step Six: Monitor Implementation

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

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

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

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

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

FEDERAL AND STATE PROGRAMS CHECKLIST

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

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

DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

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

Part II

The Plan

Needs Assessments

Academic Achievement

Professional Development and Hiring

School Safety

Descriptions – Program Planning

District Profile

Local Measures of Student Performance

Goal 1

Goal 2

Goal 3

Additional Mandatory Title I Descriptions

Needs Assessment

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

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

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

Academic Performance

The needs assessment should include a focus on the academic areas highlighted in Performance Goal 1. (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 Local Control Accountability Plan (LCAP)

Teacher Quality

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

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

School Safety and Prevention

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

Descriptions – Program Planning

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

District Profile

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

Seeley Union School District Mission Statement:

The mission of the Seeley Union School District is to educate all students in a safe environment, empowering them to be proud, creative, and responsible members of society.

District/School Profile:

Seeley Union School District, a one-school kindergarten through eighth grade program, lies on the western edge of Imperial County. The 9th to 12th grade students travel 8 miles to El Centro for high school. The small community has 1400 residents and only a few businesses. CBEDS for the 2015-2016 school year reflect 53.3% of the 345 students are English Language Learners (ELL's) and 87% are eligible for free and reduced lunches. Imperial County boasts a primarily agricultural economy and is considered the winter garden of the nation. Seeley's major employment opportunities derive from a military base and a state prison. Seeley School serves children that are the sons and daughters of farmworkers, prison guards, Naval officers and enlistees. The extremes are stark. The employment base is partially responsible for a student mobility rate of 17%. Another factor that plays a role in the school climate is the proximity to the border with Mexico. Many Imperial County residents, including those of Seeley, maintain close connections to their Hispanic culture and their families across the border. For many students, learning and being tested in English translates to low academic achievement using the state measures.

<i>School Demographics</i>				
Enrollment, 2015-2016 FALL 1		337	100%	
Enrollment, 2013-2014 CBEDS		349	100%	
English Language Learners 2015-2016 FALL 1		204	61%	
Number of GATE Students				
Number of Special Education Students				
<i>Socio-Economic Indicators</i>				
Free and Reduced Lunch Program		314	84%	
Ethnicity	Asian/Other	African American	Hispanic	White
	0.0%	2.3%	89.0%	5.8%

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

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

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

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

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

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

Local Measures:

- McGraw-Hill, **Wonders** Summative, and Theme Tests (K-6)
- McGraw-Hill **My Math** Assessments (K-6)
- Interim Assessment (CAASPP)
- Accelerated Reader

In addition to the above, Seeley School implements the following assessment plan for grades K-3:

Phonemic Awareness will be assessed mid-year and spring in kindergarten and fall and winter if needed during 1st grade. Phonemic awareness will be assessed in 2nd and

3rd grade only if needed. For monitoring and outcome assessment teachers will use the following:

- *Kindergarten Fall, Winter, Spring, & End-of-Year Assessments*
- *Kindergarten Monitoring Logs*

Beginning Phonics will be assessed in winter and spring during kindergarten. In 1st, 2nd or 3rd grade it will be assessed only if needed. For monitoring and outcome data, teachers will use the following:

- *Kindergarten End-of-Year Assessments*
- *Kindergarten Monitoring Logs*

Phonics (defined as word study, decoding, and early spelling) will be assessed every 6 to 8 weeks in grade 1, 2, and 3. For progress monitoring teachers will use:

- *Skills Assessments in grade 1- Word Reading, Spelling, and Fluency*
- *Skills Assessments in grades 2-3- Fluency and Spelling*
- Outcomes will be assessed in grades 2 and 3 through the *California STAR Program*.

Oral Reading Fluency (defined as timed fluency with the WCPM) will be tested three times a year beginning mid year for 1st grade and 6 times per year in grades 2 and 3. For progress monitoring and outcomes teachers will use:

- *Skills Assessments in grades 1-3*
- *Oral Fluency Passages* (provided by the adopted program).

Reading Comprehension (defined as main idea, author's point of view, analysis, and inference) will be assessed three times a year beginning in the spring of grade 1 and every 6-8 weeks in grades 2 and 3. Progress monitoring tools will be:

- *Skills Assessments* in Grades 1-3, reading comprehension sections.
- For outcome assessment, students in grades 2 and 3 will be assessed with the *California STAR Program*.

Vocabulary (defined as antonyms, synonyms, multiple meanings, and context meanings) will be assessed every 6-8 weeks in grades 1-3. For monitoring progress in grades 1-3 teachers will use the following:

- *Skills Assessments*, vocabulary sections
- For outcome assessment, grades 2 and 3 will take the *California STAR Program*.

Spelling/Word Work will be assessed every 6-8 weeks grades 1-3. For monitoring progress, in grades 1-3 teachers will use:

- *Skills Assessments*, spelling sections
- Outcome in spelling will be assessed using the *California STAR Program*.

Checking Skills (defined as grammar and mechanics of writing) will be assessed every 6-8 weeks in 1st grade, beginning in the middle of the second quarter, and every 6-8 weeks in grades 2 and 3. For progress monitoring teachers will use:

- *Skills Assessments*, Checking Skills and Conventions portion of the writing rubric

Writing will be assessed every 6 to 8 weeks in grades 1-3. For monitoring and outcome data, teachers will use:

- *Skills Assessments*, writing section

Teachers and administration will monitor student progress through assessment data that will be reported through Illuminate and analyzed at Data Analysis meetings & Grade-level meetings. The goal of the assessment system will be to identify students with reading deficits and plan for additional support or practice for these students.

If a student is identified as having a deficit in one or more of the technical domains of reading during the progress monitoring assessments, further assessments will be administered for more specific screening and diagnostic measures to assist in placing students in a multi-tiered prevention/intervention program. These assessments include:

- *Woodcock Reading Mastery Test- Revised- WRMT (American Guidance Service, 1987)*- Phonics, Word Study, Comprehension, Vocabulary
- *Comprehensive Test of Phonological Processing- CTOPP (Pro-Ed, 1999)* Phonological and Phonemic Awareness
- *Peabody Picture Vocabulary Test- PPVT (American Guidance Service, 1997)* Vocabulary
- *Gray Oral Reading Tests, Fourth Edition- GORT-4 (Pro-Ed, 2001)* Fluency and Comprehension

Results of progress monitoring assessments will be shared with parents at regular intervals during the school year. The results of progress monitoring, screening, and diagnostic assessments will be provided to the Student Study Teams and the Individual Education Plan meetings for identified at-risk students. Seeley Union Elementary School is committed to the goal of having student assessment improve instruction.

Goal 1: Provide high quality classroom instruction and curriculum that promotes college and career readiness with academic intervention in place to eliminate barriers to student success.

<p>SCHOOL GOAL 1: <i>Provide high quality classroom instruction and curriculum that promotes college and career readiness with academic intervention in place to eliminate barriers to student success.</i></p>	
<p>Student groups and grade levels to participate in this goal:</p> <p>All students, with a focus on English Learner (EL), Low Income Pupil (LI), Foster Youth (FY), Reclassified Fluent English Proficient (RFEP), and Special Education (SE).</p>	<p>Anticipated annual performance growth for each group:</p> <p>EL: At least 63.5% of all EL's will make progress as measured by CELDT. At least 26.7 will demonstrate proficiency as measured by CELDT. RFEP: Percentage of RFEP will go from 10% to 21%</p>
<p>Means of evaluating progress toward this goal:</p> <p>Daily: Teacher monitoring Weekly: Theme Skills Tests Monthly: Benchmark or District Assessments Quarterly: Benchmark or District Assessments Annually: Benchmark or District Assessments</p>	<p>Data to be collected to measure academic gains:</p> <p>CELDT data Assessment data Digital Library Interim Assessments</p>

Students participating in and being proficient or above on the Smarter Balanced Assessment for ELA will increase from 32% to 36%.

Description of specific actions to improve student achievement in English Language Arts :	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Use of standards-aligned instructional materials and strategies:</p> <ul style="list-style-type: none"> • Full implementation of Wonders, a state approved standards-based language arts program, in grades kindergarten through fifth grade • Full implementation of Study Sync, a state approved standards-based language arts program, in grades six, seven and eight • Support materials from Wonders and Study Sync • Wonders English Learner Handbook is used during ELD by certificated classroom teachers in grades K through 5 	<p>K-5 Teachers</p> <p>6, 7 & 8 Teachers</p> <p>All Teachers</p>	<p>Purchase new curriculum</p> <p>Purchase new curriculum</p>	<p>\$70,000</p> <p>\$20,000</p>	<p>Instructional Materials</p> <p>Instructional Materials</p>
<p>2. Increased access to technology:</p> <ul style="list-style-type: none"> • Seeley School is equipped with wireless Internet throughout the school. • School library is equipped with Macintosh computers with access to the internet • The school has a computer lab equipped with 31 Apple Laptops and 4 large screen monitors with wireless access to the internet • School library is available to students during recess and lunch, before school and after school, as well as all day two days a week and available to schedule time by whole classes two days a week • School library catalog is on the network and can be accessed from library computers • Each classroom has two or more computers • Each classroom has a laser printer 	<p>Library Clerk Comp. Tech. Assistant</p> <p>Library Clerk</p> <p>Library Clerk</p> <p>Comp. Tech. Comp. Tech.</p> <p>Computer Tech.</p>	<p>Library Books Accelerated Reader Materials Library Clerk Salary</p> <p>Maintenance of Network</p> <p>Maintenance of Computers Maintenance of Printers</p> <p>Purchase and Maintenance of LCD Projectors and Laptop Computers Accelerated Reader Materials</p>	<p>2,000 2,500 25,000</p> <p>2,000</p> <p>2,000 2,000</p> <p>2,000</p> <p>2,000</p>	<p>Library Title I</p> <p>General Fund</p> <p>General Fund General Fund</p> <p>Library</p>

<ul style="list-style-type: none"> All teachers have an LCD projector and a laptop for use in their classroom instruction Accelerated Reader is networked throughout the entire school and is in every classroom and on all computers in the library All classrooms are networked with high-speed internet 	<p>Comp. Tech.</p> <p>Computer Technician Computer Tech. Assistant</p>	<p>Maintenance of Network Comp. Tech. Maintenance of LCD projectors and Computers</p> <p>Technology Assistant Salary Computer Technician Salary</p>	<p>2,000 18,433</p> <p>2,000</p> <p>12,625 13,764 3,600</p>	<p>General Fund General Fund</p> <p>General Fund</p> <p>General Fund General Fund Title I</p>
<p>3. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <ul style="list-style-type: none"> All teachers are receiving Staff Development on Common Core and how to effectively teach English Learners Superintendent has completed AB75 professional development Principal and Literacy Coordinator attend Common Core for English Learner training with teachers Grade Level Team Meetings are held every Wednesday for a minimum of one hour to discuss instructional strategies, student data, and student needs Learning Wednesdays are held twice a month and consist of training on instructional strategies, data, and other instructional needs 	<p>Teachers</p> <p>Administration</p> <p>Principal</p> <p>Grade Level Teams</p> <p>Principal</p> <p>Resource Teacher</p>	<p>Contract w/ Imperial County</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>Books for Teachers Copies</p>	<p>1,000</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>	<p>Title II</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>
<p>4. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <ul style="list-style-type: none"> All notifications and announcements to parents are written in both English and Spanish School Choice Letter is sent home with STAR Results in August 	<p>School Secretary</p>	<p>Copies</p>	<p>5,000</p> <p>2,000</p>	<p>General Fund</p> <p>Title I</p>

<ul style="list-style-type: none"> • Student Assessment results are sent home in August and are explained to parents during parent conferences in November • Bilingual (English/Spanish) School Secretary and other bilingual staff members are available to assist parents in understanding any school procedures or to help translate parent questions, IEPs, or concerns to teachers and administration • Back-to-School night is held within the first three weeks of school to introduce the teachers to the parents and to allow parents to visit classrooms and learn about their classroom management, discipline, and homework plans • Open House is held at the end of the school year to showcase the work of the students to their parents 	<p>Office Clerk K-8 Teachers</p> <p>School Secretary</p> <p>Principal Instructional Support Staff</p> <p>K-8 Teachers Administration</p>	<p>Mailings Copies</p> <p>School Secretary Salary</p> <p>Interpreters Hourly Rate</p> <p>Copies Subscription</p> <p>N/A</p>	<p>36,528</p> <p>1,000</p> <p>2,000</p> <p>N/A</p>	<p>General Fund</p> <p>General Fund/IDEA</p> <p>Title I</p> <p>N/A</p>
<p>5. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <ul style="list-style-type: none"> • All eighth grade students attend High School Orientation at Southwest High School at the end of their eighth grade school year • All eighth grade students with IEPs receive transitional IEP meeting with the high school special education director to assist with the planning of their schedules and to make sure their needs will be met • Kindergarten students participate in a “graduation ceremony” welcoming them to first grade • Eighth grade students participate in a promotion exercise at the end of their eighth grade school year provided they have earned a minimum 2.0 GPA • A county psychologist tests all students with IEPs and for special education and is also available for observations of students that teachers are concerned about • A county speech teacher works with all students with speech IEPs on a weekly basis and tests all students with referrals made by teachers or parents • The Student Study Team conducts reviews of students referred by parents and teachers needing 	<p>RSP Teacher CUHSD Spec. Ed. Director</p> <p>Kindergarten Teachers</p> <p>3 Teachers Administration</p> <p>County Psychologist</p> <p>County Speech Teacher</p>	<p>Transportation</p> <p>N/A</p> <p>Refreshments</p> <p>Diplomas Awards Decorations</p> <p>County Psychologist Salary</p> <p>County Speech Teacher Salary</p>	<p>500</p> <p>N/A</p> <p>300</p> <p>500</p> <p>N/A</p> <p>35,363</p>	<p>Transportation</p> <p>N/A</p> <p>PTO</p> <p>General Fund</p> <p>ICOE Direct Services</p> <p>IDEA/Special Education</p>

<ul style="list-style-type: none"> extra support on a weekly basis A county nurse conducts all grade level specific health screenings and referrals by parents and teachers on a monthly basis 	<p>SST Coordinator and Team</p> <p>County Nurse</p>	<p>Resource Teacher/SST Coordinator Salary</p> <p>County Nurse Salary</p>	<p>3,796</p> <p>N/A</p>	<p>ICOE Direct Service</p>
<p>6. Monitoring program effectiveness:</p> <ul style="list-style-type: none"> Principal monitors teacher implementation of <i>Wonders on a weekly basis</i>. Grade level teams meet weekly to determine program need, planning, and effectiveness Illuminate data is monitored by Principal & Resource Teacher Illuminate data is used to provide additional assistance to students who need it and to select students for the intensive after school program Illuminate data is discussed at grade level team meetings after every unit assessment 	<p>Principal</p> <p>Grade Level Teams</p> <p>Principal & Resource Teacher</p> <p>Resource Teacher</p> <p>K-8 Teachers</p>	<p>N/A</p> <p>Illuminate</p> <p>Illuminate</p> <p>Illuminate</p>	<p>3,600</p> <p>3,600</p> <p>3,600</p>	<p>Title I</p> <p>Title I</p> <p>Title I</p>
<p>7. Targeting services and programs to lowest-performing student groups:</p> <ul style="list-style-type: none"> Kindergarten through sixth grade students receive intervention as needed from their classroom teachers. The California English Language Development Test is used to place English Learners in grades K through 6 in the appropriate EL group. Students who score beginner are placed in Rosetta Stone to receive daily half hour leveled assistance from the Resource Teacher. 	<p>K-6 Teachers</p> <p>Title I Teacher</p> <p>Title I Instructional Assistant</p> <p>Resource Teacher</p>	<p>N/A</p> <p>\$75,375</p>		
<ul style="list-style-type: none"> Any additional services tied to student academic needs: 				

Students participating in and being proficient or above on the Smarter Balanced Assessment for Math will increase from 24% to 28%.

Description of specific actions to Improve Student Achievement in Mathematics	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Use of standards-aligned instructional materials and strategies:</p> <ul style="list-style-type: none"> • Full implementation of My Math, a state approved standards-based mathematics program, in grades kindergarten through sixth grade • Full implementation of Glencoe/McGraw-Hill California Mathematics, a state approved standards-based mathematics program, in grades seven and eight 	<p>K-6 Teachers</p> <p>7-8 Math Teachers</p>	<p>Replacement of classroom materials when needed</p> <p>Replacement of classroom materials when needed</p>	<p>1,000</p> <p>1,000</p>	<p>Instructional Materials</p> <p>Instructional Materials</p>
<p>2. Extended learning time:</p> <ul style="list-style-type: none"> • After school programs use My Math re-teaching and support materials, a state approved standards-based program, for grades K-6 • After school programs use Glencoe/McGraw-Hill California Mathematics reteaching and support materials, state approved standards-based programs, for grades 7 & 8 • Migrant students receive tutoring with homework after school from a Migrant Instructional Assistant and access to library resources, including internet • After school program includes a “homework center” with teachers and instructional assistants available to assist students with their homework or tutor when necessary 			<p>2,000</p> <p>2,000</p> <p>9,368</p> <p>16,762 9,368</p>	<p>ASES</p> <p>ASES</p> <p>Migrant</p> <p>Title II, Part A Migrant</p>
<p>3. Increased access to technology:</p> <ul style="list-style-type: none"> • Seeley School is equipped with wireless Internet throughout the school. • School library is equipped with Macintosh computers with access to the internet 	<p>Superintendent/Principal</p>		<p>47,746 4,774.60 E-Rate Eligible</p>	<p>Common Core</p>

<p>parents in understanding any school procedures or to help translate parent questions or concerns to teachers and administration</p> <ul style="list-style-type: none"> • Back-to-School night is held within the first three weeks of school to introduce the teachers to the parents and to allow parents to visit classrooms and learn about their classroom management, discipline, and homework plans • Open House is held at the end of the school year to showcase the work of the students to their parents 	Principal/ICOE	Graduation Handouts	500 200	Title I
	K-8 Teachers Administration	N/A	N/A	N/A
	K-8 Teachers Administration	N/A	N/A	N/A
<p>6. Auxiliary services for students and parents (including transition from preschool, elementary, or middle school):</p> <ul style="list-style-type: none"> • All eighth grade students attend High School Orientation at Southwest High School at the end of their eighth grade school year • All eighth grade students with IEPs receive transitional IEP meeting with the high school special education director to assist with the planning of their schedules and to make sure their needs will be met • Kindergarten students participate in a “graduation ceremony” welcoming them to first grade • Eighth grade students participate in a promotion exercise at the end of their eighth grade school year provided they have earned a minimum 2.0 GPA • A county psychologist tests all students with IEPs and for special education and is also available for observations of students that teachers are concerned about • A county speech teacher works with all students with speech IEPs on a weekly basis and tests all students with referrals made by teachers or parents • The Student Study Team conducts reviews of students referred by parents and teachers needing extra support on a weekly basis • A county nurse conducts all grade level specific health screenings and referrals by parents and teachers on a monthly basis 		N/A	N/A	N/A
	8 th gr. Teachers Principal	Transportation	500	Transportation
	RSP Teacher CUHSD Spec. Ed. Director	N/A	N/A	N/A
	Kindergarten Teachers	Refreshments	300	PTO
	8 Teachers Administration	Diplomas Awards Decorations	500	General Fund
	County Psychologist	County Psychologist Salary	N/A	ICOE Direct Service
	County Speech Teacher	County Speech Teacher Salary	35,363	IDEA/Special Education
	SST Coordinator and Team	SST Coordinator Salary	3,796	
	County Nurse	County Nurse Salary	N/A	ICOE Direct Service

<p>7. Monitoring program effectiveness:</p> <ul style="list-style-type: none"> • K-6 My Math teacher implementation of program is monitored by Resource Teacher and Administration. • Grade level teams meet weekly to determine program need, planning, and effectiveness • Illuminate data is monitored by Resource Teacher and Principal • Illuminate data is used to provide additional assistance to students who need it and to select students for the intensive after school program • Illuminate data is discussed at grade level team meetings after every unit assessment 	<p>Resource Teacher</p> <p>Grade Level Teams</p> <p>Resource Teacher Principal 7 & 8 Teachers K-8 Teachers</p>	<p>Resource Teacher Salary</p> <p>N/A</p>	<p>79,716</p> <p>N/A</p> <p>3,600</p> <p>3,600</p> <p>3,600</p> <p>3,600</p>	<p>Title I</p>
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Goal 2: Ensure Seeley School has a safe, welcoming, and inclusive climate for all students and their families so that all students are in their classes and ready to learn each and every day.

<p>SCHOOL GOAL: Ensure Seeley School has a safe, welcoming, and inclusive climate for all students and their families so that all students are in their classes and ready to learn each and every day.</p>	
<p>Grade levels to participate in this goal:</p> <p>All students, with a focus on English Learner (EL), Low Income Pupil (LI), Foster Youth (FY), Reclassified Fluent English Proficient (RFEP), and Special Education (SE).</p>	<p>Anticipated annual performance growth:</p> <p>The percentage of students who feel safe at school most of the time will increase from 92% to 94%.</p> <p>The suspension rate will remain at or below 1%.</p> <p>Increase the percentage of parents participating in school activities and providing input by 10%.</p>
<p>Means of evaluating progress toward this goal:</p>	<p>Data to be collected to measure gains:</p> <p>Attendance Reports Suspension Rates (CALPADS)</p>

Describe the following specific activities to accomplish Goal 2	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>2.1 Increase the amount of opportunities for parent participation throughout the year to foster awareness, seek input for decision-making, and improve communication. Progress towards LCAP goals will be presented throughout the year.</p> <ul style="list-style-type: none"> • Parent Involvement Coordinator will continue leading advisory committees (School Site Council), English Learner Advisory Committee, Migrant Parent Advisory). • Continue training parents on governance, school advisory and advocacy. • Create brochure for parents new to the educational system in California and/or United States • Create brochure for parents new to the educational system in California and/or United States. • Increase parent communication and dissemination of parent information by continuing with technological tools (dialer system, text, website), monthly parent calendars, marquee, monthly meetings, and assemblies. • Continue providing parent workshops on (CCSS, math, literacy, homework, technology) • Begin researching an online grading system to increase communication between home and school • Parent Involvement Coordinator will work with Special Education teacher to provide opportunities and activities that will foster parent student interaction throughout the year during IEP meetings. 				
<p>2.2 Support student engagement throughout the school year.</p> <ul style="list-style-type: none"> • Continue to provide additional opportunities for learning such as Saturday Attendance School. There will be a priority for students deemed to be chronically 				

<p>absent.</p> <ul style="list-style-type: none"> • Recognize students who retain outstanding attendance with recognition for those with perfect attendance each quarter and awards for those with perfect attendance at each semester. Staff to promote school attendance during meetings with parents. • Monitor attendance, refine monthly SART meetings, and provide interventions for chronically absent students. • Work with Sheriff Department to accompany staff on home visits as necessary for students deemed to be chronically absent. • Utilize dialer system to report absences on a daily basis. 				
<p>2.3 Continue to maintain a safe and drug-free learning environment for all students.</p> <ul style="list-style-type: none"> • Improve discipline and health by creating additional activities during morning and lunch recess. Provide additional staff support to utilize more playing field. • Improve campus safety by training staff on intruder and lockdown procedures and drills. • Continue to provide a gate monitor and staff training on Lockdown and Intruder Drill. Administrators will attend the annual Safe School Conference to remain up to date and revise Safety Plan as needed. • Provide a counselor to ensure regular, individual contact with high risk students to oversee all academic and social interventions. Provide small group sessions with students as needed focusing on self-management, social and self-awareness, decision-making, and building relationships. Provide support to staff. • Provide support to TK/K teachers, students, and parents in reducing the chances of students developing anti-social behaviors and improving academic performance and mental health wellness utilizing Positive Behavior Interventions and Supports 				

<p>(PBIS) by participating in the First Steps to Success Program. Kinder teachers will be trained in August 2016 for implementation to begin during the 2016-2017 school year.</p> <ul style="list-style-type: none">• Support staff by providing continuous training on discipline along with Peacebuilder program on monthly character words and grade level appropriate curriculum utilizing VP, Counselor, and Sheriff's Department. Continue campaign against bullying.				
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Goal 3: Ensure that our learning materials, teacher assignments, and facilities will promote excellence and are conducive to learning environment.

<p>SCHOOL GOAL: Ensure that our learning materials, teacher assignments, and facilities will promote excellence and conducive to learning environment.</p>	
<p>Grade levels to participate in this goal: All students, with a focus on English Learner (EL), Low Income Pupil (LI), Foster Youth (FY), Reclassified Fluent English Proficient (RFEP), and Special Education (SE).</p>	<p>Anticipated annual performance growth: The percentage of students who feel safe at school most of the time will increase from 92% to 94%. The suspension rate will remain at or below 1%. Increase the percentage of parents participating in school activities and providing input by 10%.</p>
<p>Means of evaluating progress toward this goal:</p>	<p>Data to be collected to measure gains: Sign in sheets</p>

Describe the following specific activities to accomplish Goal 3	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3.0 Provide facilities that are safe and well maintained.</p> <ul style="list-style-type: none"> • Continue with monthly safety walks. • Ensure classrooms are tech ready. • Resurface the black top of the student playground and the staff parking lot. • Staff to paint all student restrooms. 				

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

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

Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed):		Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
Required Activities	<p>1. The programs and activities to be developed, implemented, and administered and how the SSD will use these funds to meet all annual measurable achievement objectives described in Section 3122; how the SSD will hold elementary and secondary schools receiving funds under this subpart accountable for: 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.</p> <ul style="list-style-type: none"> • Extended day program • Accelerated Resource Teachers assigned to provide academic support to ELL students • CELDT test is used for initial assessment • Identified ELL students needing assistance will receive daily intervention during school hours 				Title III

	<p>2. How will the SSD provide high quality language instruction based on scientifically based research per Sec.3115 (c).</p> <ul style="list-style-type: none"> • Language Arts curriculum, <i>Wonders</i> was adopted for the 2016-17 school year and the ELD section will be implemented daily • Teachers are trained in implementing SDAIE strategies to support ELL students' English proficiency. • Annual CELDT assessment and SOLOM will be used to measure the increase of student's English proficiency. • Local assessments and Smarter Balanced Assessments (SBA) in reading and math will be used to measure the increase in students' academic achievement. 				
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	<p>3. High quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel:</p> <ul style="list-style-type: none"> a. designed to improve the instruction and assessment of LEP children b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children’s English proficiency or substantially increasing the teachers’ subject matter knowledge, teaching knowledge, and teaching skills d. long term effect will result in positive and lasting impact on teacher performance in the classroom <ul style="list-style-type: none"> • Teachers will receive training in the ELD components of adopted textbooks and supplemental materials especially designed to support achievement of English learners. • Math training, which has a focus on using manipulatives, will be on-going 				
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	<p>4. How the SSD will provide high quality language instruction based on scientifically based research (per Sec. 3115(c). The effectiveness of the LEP programs will be determined by the increase in: English proficiency and academic achievement in the core academic subjects.</p> <ul style="list-style-type: none"> • Newly adopted <i>Wonders</i>, is based on scientific research and is aligned with the Common Core State Standards (CCSS). 				
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Required Activities</p>					

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

Parents of Limited-English-Proficient students must be notified: outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents. Describe how you will meet these requirements	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
<div style="display: flex;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg); background-color: #e0e0e0; padding: 5px; font-weight: bold; margin-right: 5px;">Required Activities</div> <div> <ol style="list-style-type: none"> 1. SSD informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB): <ol style="list-style-type: none"> a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child </div> </div>				

Required Activities	<p>h. information pertaining to parental rights that includes written guidance detailing –</p> <ol style="list-style-type: none"> i. the right that parents have to have their child immediately removed from such program upon their request ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available iii. the SSD assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the SSD <ul style="list-style-type: none"> • CELDT is administered within 30 days of enrollment to students whose answers to Home Language Survey questions are other than English. Parents are notified to the test results and recommended program placements in writing in their primary language. • CELDT results are reported annually to parents. Reports include levels of reading, writing, and listening and speaking as well as overall proficiency. • CELDT results are provided to classroom teacher and are used for instructional planning. • Reclassification criteria are provided to parents, which includes criteria for exiting the program. 				
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<p>Note: Notifications must be provided to parents of students enrolled since the previous school year, not later than 30 days after the beginning of the school year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p> <ul style="list-style-type: none"> • Parents of all students who continue in SEI are provided all of the above information again at the beginning of the school year (within the first 30 days). • Parents of newly enrolled students are notified as soon as the child is placed in the program based on preliminary CELDT results. 				
<p>SSD Parent Notification Failure to Make Progress If the SSD fails to make progress on the annual measurable achievement objectives, it will inform parents of a child identified for participation in such program, or participating in such program, of such failure not later than 30 days after such failure occurs.</p> <ul style="list-style-type: none"> • If the District does not make adequate yearly progress on the annual measurable objectives, the District will notify the parents of the failure to make progress and the reasons for failure within 30 days of the notification of failure to the District. 				

Plans to Provide Services for Immigrants

IF the SSD is receiving or planning to receive Title III Immigrant supplemental funding, complete this table (per Sec. 3115(e)). Please describe:		Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
Allowable Activities	1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children. <ul style="list-style-type: none">• Trainings to teach parents how to help their children take place throughout the year.				
	2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth. <ul style="list-style-type: none">• Accelerated Resource Teacher works with recent immigrants in the development of English proficiency.				
	3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth.				
	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds. <ul style="list-style-type: none">• ELD component of <i>Wonders</i> will be implemented.				
	5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services.				
	6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education.				

	7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services.				
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Goal 1: *Provide high quality classroom instruction and curriculum that promotes college and career readiness with academic intervention in place to eliminate barriers to student success.*

Summary of Needs and Strengths for Professional Development

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

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

STRENGTHS	NEEDS
<p>100% of the teachers in the district have special certification to teach English Language Learners.</p> <p>95% of the teaching staff use email, word processing spreadsheets, internet research, power point and incorporate technology into their daily lesson plans.</p>	<ul style="list-style-type: none"> ✓ Student achievement data indicate the need for teacher improvement in reading vocabulary and reading comprehension strategies. ✓ Mathematics instructional materials are not currently aligned to state adopted Common Core Standards. Teachers are in need of additional training in order to align the curriculum to the Common Core state standards. ✓ Additional training is needed in the areas of powerful learning, differentiated instruction, and strategies for student engagement in the learning process. ✓ A more structured intervention plan needs to be in place for the district.

Goal 1: Provide high quality classroom instruction and curriculum that promotes college and career readiness with academic intervention in place to eliminate barriers to student success.

<p>SCHOOL GOAL 1: Provide high quality classroom instruction and curriculum that promotes college and career readiness with academic intervention in place to eliminate barriers to student success.</p> <p>(Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages)</p>	
<p>Student groups and grade levels to participate in this goal:</p> <p>All students, with a focus on English Learner (EL), Low Income Pupil (LI), Foster Youth (FY), Reclassified Fluent English Proficient (RFEP), and Special Education (SE).</p>	<p>Anticipated annual performance growth for each group:</p> <p>EL: At least 63.5% of all EL's will make progress as measured by CELDT. At least 26.7 will demonstrate proficiency as measured by CELDT. RFEP: Percentage of RFEP will go from 10% to 21%</p>
<p>Means of evaluating progress toward this goal:</p> <p>Daily: Teacher monitoring Weekly: Theme Skills Tests Monthly: Benchmark or District Assessments Quarterly: Benchmark or District Assessments Annually: Benchmark or District Assessments</p>	<p>Data to be collected to measure academic gains:</p> <p>CELDT data Assessment data Digital Library Interim Assessments</p>

Planned Improvements for Professional Development (Title II)

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <p>Professional development will be based on data from formative and summative assessments of student progress in relation to state content and academic achievement standards. School and district professional development goals will be created to assist district staff to move toward proficiency in standards for all students. Professional development activities will be designed and selected based on staff strengths and needs in relation to student achievement results.</p>	<p>Superintendent Asst. Principal Resource Teacher</p>	<p>No additional Funds needed</p>	<p>No additional cost</p>	<p>No additional funding needed</p>
<p>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</p> <p>A system of professional development that is both coherent and differentiated based on teacher effectiveness and assignment will be implemented. This system will focus on improving student achievement. Professional development resources will be concentrated where they are needed most. Resource teacher and Asst. Principal will serve as demonstrators and coaches for those who are less successful.</p>	<p>Superintendent Asst. Principal Resource Teacher</p>	<p>No additional funds needed</p>	<p>No additional funds needed</p>	
<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>In designing and then assessing the formative impact of the professional development system, the district will concentrate on the degree to which the system does five things. (1) How well does it focus on students' meeting/exceeding key/essential standards through the use of State-adopted/ Common Core standards-based materials and formative assessments? (2) How close to the instructional work of teachers is the professional development situated? (3) To what degree is the system built on the strengths and needs of the staff in relation to academic and cultural learning strengths and needs of the student populations in teachers' classrooms? (4) How well do selected professional development resources apply to particular under-performing student populations (e.g., English Learners, students with disabilities, Children of Color)? and (5) How well integrated are materials adoption/selection, intervention approaches, and family and community relations with the professional development system?</p>	<p>Supt/Principal Prof. Development Steering Committee</p>	<p>No additional funds needed</p>	<p>No additional funds needed</p>	<p>No additional funds</p>
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <p>The district will ensure that professional development activities are coordinated to address staff needs in assisting all students to meet or exceed State academic achievement standards. Activities will be designed to help teachers integrate standards-based curriculum, instructional practice, assessment and understanding of the strengths and needs of the student populations in their classes. Classroom management, interventions, and working with students' families, and other topics required by funding sources will be addressed within the context of ensuring that all students meet or exceed State content and academic achievement standards.</p>	<p>Supt/Principal Prof. Development Steering Committee</p>	<p>No additional funds needed</p>	<p>No additional funds needed</p>	
<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <p>a. Teachers will be taught a format for use of collaboration</p>	<p>All certificated teaching</p>	<p>None</p>	<p>None</p>	<p>None</p>

<p>time focused on coordinating the teaching and assessing of key/essential standards in the strands/subject matter areas of most needed improvement.</p> <p>b. Teacher collaboration time will focus on selecting benchmark assessments for key/essential standards, joint review of student work on those assignments, and planning for revising/reviewing/reteaching/moving on.</p> <p>c. Staff development days will focus on practicing core research-based practices used in the standards-based materials in the strands/subject matter areas of most needed improvement.</p> <p>d. Principals' professional development will combine the leaders' roles in supporting standards implementation, organization and management for continuous improvement, and addressing diverse needs of student, particularly students in the lowest-performing groups in the district.</p>	<p>staff/Ongoing</p> <p>All teachers/Ongoing during Wednesday minimum days/2 times each month</p> <p>All teachers/Ongoing during Wednesday /2 times each month on minimum day</p>	<p>None</p> <p>Presenter fees</p>	<p>None</p> <p>\$54,550</p>	<p>None</p>
<p>6. How the SSD will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <p>The district does not receive Title II, Part D Funds</p>	<p>Supt/Principal On-Going Based on Technology Plan</p>	<p>Trainers</p>	<p>\$1000</p>	
<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <p>The district does not receive Title II, Part D Funds</p>	<p>Supt/Principal</p> <p>Referenced in the Approved Technology Plan 2012-2017</p>	<p>Trainers</p>	<p>\$2,000</p>	
<p>8. How the SSD, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the SSD Plan:</p>	<p>Technology Committee</p> <p>Board Meeting: Public</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

	<p>Comments</p> <p>School Site Council Meetings</p> <p>Board Reports Superintendent/Principal</p> <p>Discussions during Grade Level Meetings and other Teacher Meetings</p>			
<p>9. How the SSD will provide training to enable teachers to:</p> <ul style="list-style-type: none"> a. Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency b. Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn c. Involve parents in their child's education and d. Understand and use data and assessments to improve classroom practice and student learning <p>The district Professional Development Steering Committee will ensure that technology-related professional development links to other district and school professional development activities that are coordinated to address staff needs in assisting all students to meet or exceed State academic achievement standards</p>	<p>Supt/Principal Professional Development Steering Committee District Technology Committee Ongoing</p>			
<p>10. How the SSD will use funds under this subpart to meet the requirements of Section 1119:</p> <p>The District will continue to participate in county-wide offered Pre-Intern, Intern, and BTSA programs.</p> <p>Support providers will be provided to teachers participating in Pre-Intern, Intern, and BTSA programs.</p> <p>The District will continue to work closely with SDSU and IVC to extend invitation for them to use the district's facilities to hold classes on weekends and during evening hours.</p>	<p>Supt/Principal Participants ICOE</p> <p>SDSU/IVC</p>	<p>In-Kind Expenditures</p> <p>In-Kind</p>	<p>Stipends for support providers</p> <p>Custodial fees Utilities</p>	<p>Title II, Part A</p> <p>General fund</p>

<p>The district will work closely with ICOE to provide local test preparation support for teachers. The District will work closely with ICOE to provide appropriate CLAD preparation classes for teachers working toward certification.</p>	<p>Board of Trustees Supt/Principal</p> <p>ICOE Supt/Principal</p>	<p>expenditures</p> <p>Training Fees</p>	<p>\$500 per participant</p>	<p>EIA/LEP Title II, Part A</p>
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Goal 2: Ensure Seeley School has a safe, welcoming, and inclusive climate for all students and their families so that all students are in their classes ready to learn each and every day.

Environments Conducive to Learning (Strengths and Needs):

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

STRENGTHS	NEEDS
<ul style="list-style-type: none"> • School Environment • Health Education • School Meals and Nutrition • Physical Education • Health Services • Psychological, and Mental Health Services • Staff Wellness • Parent/Community Partnerships • Technology • School/classroom code of conduct • SARB • Student of the Month Luncheons • Attendance Incentives • Counselor 	<p>ADA trends indicate poor attendance during the final months of school year.</p> <p>Parental involvement improvement activities need to be established.</p> <p>On-going health services training needs to be offered to staff.</p>

Environments Conducive to Learning (Activities):

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

ACTIVITIES

Learning Support:

School Environment:

- Safe playground and equipment, closed campus, well maintained landscape to eliminate unsafe areas i.e., large bushes, trees, shrubs which creates unsafe places for hiding illegal or dangerous activity;
- Fences, lights, security cameras, security alarm systems;
- Up-to-date computer labs and computers in every classroom for students and teachers
- Comfortable, attractive library with up to date books and materials
- School assemblies; motivational speakers, career fair for 7th & 8th grade students
- Academic Support provided by ARTs
- Fully functional and implemented Student Study Teams
- Well-maintained classrooms and equipment;
- Caring, respectful and supportive teachers and school personnel;
- Opportunities to engage in service learning and community service;

Health Education:

- Age appropriate social/emotional and health curriculum including ATODV prevention.

School Meals and Nutrition:

- Well equipped, school cafeteria providing daily meals including breakfast, lunch and snacks;
- Well-balanced lunches and breakfasts and snacks

Physical Education:

- After school recreation and enrichment activities;
- Daily appropriate exercise and organized athletic sports

Health Services:

- Coordinated services and case management of families' and students' needs through Family Resource Centers;
- Immunizations, dental, physical, eye exams, screening, daily meds by school nurses;

Counseling, Psychological, and Mental Health Services:

- Psychologists,
- Staff Wellness:
- Staff development;
- Coaching;
- Motivational speakers.

Parent/Community Partnerships:

- Inclusion of parents in school planning processes;
- Regular parent conferences;
- Parents and community members,
- Open House Night for parents;
- Parent Fairs.

School/Classroom Code of Conduct:

- Code of conduct posted in every classroom
- Positive alternatives to suspension/expulsion including in-school suspension.

- **Access to education technology:**
- Clean, well-lighted and up to date facilities in good repair capable of accommodating technology
- FIB computer labs.

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

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

STRENGTHS	NEEDS
<ul style="list-style-type: none">• Mentoring• Tutoring• Red Ribbon Week activities• Social/emotional learning curriculum• Leadership camps/ 6th grade camp• Community Service opportunities• Multi-disciplinary Student Study Teams• Motivational speakers• Assemblies/Student of the Month	<p>There is reported gang activity in the community of Seeley. Although we do not see much gang activity on campus, our students are involved in such activities after school. Need Social/Emotional Curriculum, mentoring and positive alternatives especially for the older students.</p> <p>Curriculum needed for Parent Training</p> <p>Low academic achievement: Need more structured tutoring programs, mentoring, and motivational speakers.</p>

Goal 2: Ensure Seeley School has a safe, welcoming, and inclusive climate for all students and their families so that all students are in their classes and ready to learn each and every day

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

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

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

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: _/_/_ Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will decrease biennially by: 3%	5 th 0 % 7 th 22 %	5 th ___ % 7 th 19 %
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by: 2%	7 th 3 % 9 th ___ %	7 th 1 % 9 th ___ %
The percentage of students that have used marijuana will decrease biennially by: 2%	5 th 4 % 7 th 11 %	5 th 2 % 7 th 9 %
The percentage of students that have used alcohol within the past 30 days will decrease biennially by: 2%	7 th 15 %	7 th 13 %
The percentage of students that have used marijuana within the past 30 days will decrease biennially by: 2%	7 th 15 %	7 th 13 %
The percentage of students that feel very safe at school will increase biennially by: 2%	5 th 50 % 7 th 21 %	5 th 52 % 7 th 22 %

The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by: 3%	7 th 32 %	7 th 29 %
Truancy Performance Indicator		
The percentage of students who have been truant will decrease annually by 3% from the current LEA rate shown here. NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.	11 %	8 %
Protective Factors Performance Measures from the California Healthy Kids Survey	Most recent date: _/_/____ Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by: 2%	5 th 56 % 7 th 46 %	5 th 58 % 7 th 48 %
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by: 1%	5 th 52 % 7 th 65 %	5 th 53 % 7 th 66 %
The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by: 1%	5 th 8 % 7 th 27 %	5 th 9 % 7 th 28 %

Other Performance Measures

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

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

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

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

Science-Based Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
Lifeskills Training	ATODV	3-8	275	July 1, 2015	10/1 & 10/8/14	10/29/16

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

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

Check	Activities	Program ATODV Focus	Target Grade Levels
✓	After School Programs	ATODV	K-8
✓	Conflict Mediation/Resolution	ATODV	4-8
✓	Early Intervention and Counseling	ATODV	K-8
	Environmental Strategies		
✓	Family and Community Collaboration	ATODV	K-8
	Media Literacy and Advocacy		
✓	Mentoring	ATODV	4-8
	Peer-Helping and Peer Leaders		
✓	Positive Alternatives	ATODV	K-8
✓	School Policies	ATODV	K-8
	Service-Learning/Community Service		
	Student Assistance Programs		
✓	Tobacco-Use Cessation	T	K-8
✓	Youth Development Caring Schools Caring Classrooms	ATODV	K-8
✓	Other Activities	ATODV	Parents, K-8

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

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

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

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

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

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

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

After review of CSSA and CHKS data, Seeley Union Elementary School District has determined that the district percentage of ATOD use, level of involvement in high risk patterns, ATOD use at school, and involvement in a physical fight is lower than the state CSS percentages. Discipline records indicate that students are not engaging in violent behavior. Implementation of the Lifeskills Training will focus on the negative effects of ATOD use and promote non- violent behavior. The District feels confident that this program will be of great value and benefit to our students.

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

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

SUSD will establish a committee to review discipline records and compare results with records of past years. Committee members will consist of Superintendent/Principal, Teacher, and School Site Council member. Interviews will be conducted involving staff members. Student attendance will be monitored in the programs.

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.

At the end of each semester (or as soon as they become available) SUSD will disseminate the results and all information to various stakeholders. SUSD will utilize mailings to parents, parent bulletins, posting information in school websites, providing the information to the local press, information will also be presented during public governing board meetings.

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

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

Funds will be used to implement the appropriate programs. Students will be selected/referred by teachers, counselor, and administrator by reviewing student records, by collaborating with parents, school psychologist and other appropriate personnel. SUSD is a one school district participating in the School-Wide Project program enabling all students to benefit from supplemental services.

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.

Dissemination of funds will be the responsibility of the Superintendent/Principal. The School Site Council will oversee the dissemination of funds and be responsible for recommending approval of budgets. The Council will ensure integrity and non-duplication of programs, complete implementation of programs; acquisition of materials and supplies, integrity of program delivery and future planning and evaluation. Findings of the Council will be reported to the Governing Board.

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

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

Parents will serve on the School Site Council with equal opportunities to affect program implementation, maintenance and future planning. Parents will be full participants in selecting student participants, monitoring of program delivery, modifications as necessary and ensuring program integrity. The Superintendent/Principal will be responsible for the Council.

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.

SUSD does not have a Pregnant Minors and Minor Parents program on campus. Pregnant Minors and Minor Parents will be referred to Family Resource Center and Clinicas de Salud de Pueblo for tobacco-use prevention services.

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

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

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

Additional Mandatory Title I Descriptions

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

Please provide a general description of the nature of the programs to be conducted by the SSD under Sections 1114, "Schoolwide Programs," and/or Section 1115, "Targeted Assistance Schools." All ten of the required components must be addressed. (For more information on Schoolwide, please go to <http://www.cde.ca.gov/sp/sw/rt/>; for Targeted Assistance go to <http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp>).

<p>For schoolwide programs (SWP), describe how the SSD will bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:</p> <ul style="list-style-type: none"> • A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards. • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Proven strategies that address the needs of historically underserved students, low achieving students, and those at risk of not meeting state standards. • Instruction by highly qualified teachers and strategies to attract and keep such teachers. • High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff. • Strategies to increase parental involvement. • Assistance to preschool children in transitioning from early childhood programs to elementary school programs. • Timely and effective additional assistance to students who experience difficulty mastering state standards. 	
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For targeted assistance programs (TAS), describe how the SSD will identify participating students most at risk of failing to meet state standards and help those students to meet the State's challenging academic standards. The description should include activities such as:

- **Effective methods and instructional strategies based on scientifically-based research.**
- **Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.**
- **Strategies that minimize removing children from the regular classroom during regular school hours for instruction.**
- **Instruction by highly qualified teachers.**
- **Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff.**
- **Strategies to increase parental involvement.**

Additional Mandatory Title I Descriptions

(continued)

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

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

Additional Mandatory Title I Descriptions

(continued)

Please describe the actions the SSD will take to obtain assistance if identified under Section 1116, "Academic Assessment and Local Educational Agency and School Improvement," as in need of improvement. Note that the federal guidance indicates that in the case of direct-funded charter schools, the charter authorizer should play a role in providing this assistance.

If the SSD is a PI school(s), describe technical assistance activities the SSD will obtain, such as the following:

- **Assistance in developing, revising, and implementing the school plan.**
- **Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas.**
- **Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI.**
- **Assistance in analyzing and revising the school budget so the school's resources are used effectively.**

Additional Mandatory Title I Descriptions

(continued)

<p>Please describe the actions the SSD will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, "Academic Assessment and Local Educational Agency and School Improvement."</p>	
<p>Describe the process for parent notification of the school's identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.</p> <ul style="list-style-type: none"> • Letters are sent to parents informing them of this option prior to the start of the new school year. 	
<p>Describe how the SSD will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.</p> <ul style="list-style-type: none"> • The district will now provide supplemental services. 	

Additional Mandatory Title I Descriptions

(continued)

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

Describe the SSD's strategies for coordinating resources and efforts to retain, recruit and increase the number of highly qualified teachers, principals, and other staff.	
Describe the SSD's strategies for coordinating resources and efforts to prepare parents to be involved in the school and in their children's education.	

Additional Mandatory Title I Descriptions

(continued)

<i>Coordination of Educational Services</i>	
<p>In the space below, please describe how the LEA will coordinate and integrate educational services to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.</p>	
<p>Describe how the SSD will coordinate and integrate educational services to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:</p> <ol style="list-style-type: none"> a. Even Start b. Head Start c. Reading First d. Early Reading First e. Other preschool programs f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities. 	<p>The Superintendent/Principal will collaborate with other site and district personnel to ensure coordination and integration of services to focus on district student achievement goals.</p>

Part III

Assurances and Attachments

Assurances

Signature Page

Appendix

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

Appendix B: Links to Data Web sites

Appendix C: Science-Based Programs

Appendix D: Research-based Activities

Appendix E: Promising or Favorable Programs

ASSURANCES

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

GENERAL ASSURANCES

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

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

TITLE I, PART A

The SSD, hereby, assures that it will:

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

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

TITLE I, PART D – SUBPART 2

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

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

TITLE II, PART A

34. The SSD, hereby, assures that:

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

TITLE II, PART D

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

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

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

TITLE III

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

TITLE IV, PART A

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

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

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

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

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

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

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

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

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

New LEAP Assurances

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

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

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

Other

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

Cecilia D. Dial

Print Name of Superintendent

Signature of Superintendent

Date

School Site Council Recommendations and Assurances

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

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

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

Other (**list**) Migrant Parent Advisory Committee

4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the School Site Council at a public meeting on: May 25, 2016.

Attested:

Cecilia D. Dial
Typed name of school principal

Signature of school principal Date

Aletta Walker
Typed name of SSC chairperson

Signature of SSC chairperson Date

APPENDIX A

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

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

California's NCLB Performance Goals and Performance Indicators

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

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

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

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

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

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

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

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

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

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

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

APPENDIX B

Links to Data Web sites

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

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

APPENDIX C

Science-Based Programs

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

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

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

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

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

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

School-Based Programs

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

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

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

APPENDIX D

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

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

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

APPENDIX E

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

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

APPENDIX F

Appendix F: Sample School and Student Performance Data Forms

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

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

Table 1: Academic Performance by Ethnicity

API PROFICIENCY LEVEL		ACADEMIC PERFORMANCE INDEX (API) DATA BY STUDENT GROUP																				
		All Students			White			African-American			Hispanic			Asian								
		Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3
Number (#) and Percent (%) At or Above Proficient	#																					
	%																					
Number and Percent At Basic	#																					
	%																					
Number and Percent Below Basic	#																					
	%																					
Number and Percent Far Below Basic	#																					
	%																					
TOTAL NUMBER AND PERCENT	#	730	743	748	859	861	887	2	6	4	714	726	732	0	1	0						
	%																					

Conclusions indicated by the data:

- 1.
- 2.
- 3.

Table 2: Academic Performance by Grade Level

API PROFICIENCY LEVEL		ACADEMIC PERFORMANCE INDEX (API) DATA BY GRADE FOR _____ STUDENTS																				
		Grade:2			Grade:3			Grade:4			Grade:5			Grade:6			Grade:7			Grade:8		
		2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number (#) and Percent (%) At or Above Proficient	#	10	19	13	11	11	12	13	26	11	17	26	18	26	17	23	20	13	15	16	19	14
	%	30	44	38	27	36	32	33	54	37	36	52	43	48	46	53	38	36	43	36	40	36
Number and Percent At Basic	#	8	15	14	17	5	7	10	11	6	20	14	17	16	10	17	15	8	16	19	20	11
	%	24	35	41	41	16	19	26	23	20	43	28	40	30	27	40	29	22	46	43	42	28
Number and Percent Below Basic	#	6	4	5	6	11	12	12	5	5	6	6	5	7	10	3	11	12	4	7	8	12
	%	18	9	15	15	35	32	31	10	17	13	12	12	13	27	7	21	33	11	16	17	31
Number and Percent Far Below Basic	#	9	5	2	7	4	6	4	6	8	4	4	2	5	0	0	6	3	0	2	1	2
	%	27	12	6	17	13	16	10	13	27	9	8	5	9	0	0	12	9	0	5	2	5
TOTAL NUMBER AND PERCENT	#	33	43	34	41	31	37	39	48	30	47	50	42	54	37	43	52	36	35	44	48	39
	%	99	100	100	100	100	99	100	100	101	101	100	100	100	100	100	100	100	100	100	100	100

Conclusions indicated by the data:

- 1.Lowest performing grades are 3rd (32%) & 8th grade (36%).
- 2.Decrease in 3rd grade performance of 12% from previous year comparing the same cohort.
- 3.No change (0%) in 8th grade performance from previous year comparing the same cohort.
- 4.Highest performing grade is 6th grade (1% growth from previous year).

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

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP																										
	All Students			White			African-American			Asians			Hispanic			English Learners			Redesignated - Fluent English Proficient			Socioecon Disadv			Students w/Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate (Percentage)	100	100	100	100	100	100	100	100	100				100	100	100	100	100	100				100	100	100	100	100	100
Number At or Above Proficient	114	120	94	13	13	15	-	-	-				95	96	75	54	59	50	-	-	-	114	120	94	6	4	4
Percent At or Above Proficient	41.9	45.5	40	68.4	66.7	71.4	-	-	-				38.6	42.1	36.8	31.0	36.4	32.7	-	-	-	41.9	45.5	40	18.2	14.8	14.8
AYP Target	67.6	78.4	95.0	67.6	78.4	95.0	67.6	78.4	95.0				67.6	78.4	95.0	67.6	78.4	95.0	-	-	-	67.6	78.4	95.0	67.6	78.4	95.0
Met AYP Criteria	NO	YES/SH	NO	N/A	N/A	N/A	N/A	N/A	N/A				NO	YES/SH	NO	YES/SH	YES/SH	NO	-	-	-	NO	YES/SH	NO	N/A	N/A	N/A

Conclusions indicated by the data:

1. Our English Learner subgroup is 32.7% proficient a decrease of 3.7% from previous year.
2. All subgroups decreased except our White Subgroup (numerically insignificant), which increased by 4.7%.

Table 4: Academic Performance by Grade Level-MATHEMATICS

API PROFICIENCY LEVEL		ACADEMIC PERFORMANCE INDEX (API) DATA BY GRADE FOR _____ STUDENTS																				
		Grade:2			Grade:3			Grade:4			Grade:5			Grade:6			Grade:7			Grade:8		
		2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Number (#) and Percent (%) At or Above Proficient	#	10	28	20	21	13	16	36	20	13	25	36	23	12	14	30	10	16	18	11	11	14
	%	30	65	59	53	42	43	90	42	43	75	72	55	28	38	70	20	44	51	55	23	36
Number and Percent At Basic	#	7	9	8	10	8	10	3	14	7	7	9	10	16	12	6	16	11	11	5	15	10
	%	21	21	24	25	26	27	8	29	23	21	18	24	37	32	14	33	31	31	25	31	26
Number and Percent Below Basic	#	10	5	5	9	10	10	1	12	8	1	5	8	7	8	7	20	7	5	3	16	13
	%	30	12	15	23	32	27	3	25	27	3	10	19	16	22	16	41	19	14	15	33	33
Number and Percent Far Below Basic	#	6	1	1	0	0	1	0	2	2	0	0	1	8	3	0	3	2	1	1	6	5
	%	18	2	3	0	0	3	0	4	7	0	0	2	19	8	0	6	6	3	5	13	5
TOTAL NUMBER AND PERCENT	#	33	43	34	40	31	37	40	48	30	47	50	42	43	37	43	49	36	35	20	48	39
	%	99	100	101	101	100	100	101	100	100	100	99	100	100	100	100	100	100	99	100	100	100

Conclusions indicated by the data:

1. Lowest performing grades are 3rd (43%), 4th (43%) and 8th (36%).
2. Decrease in 3rd grade performance of 22% from previous year comparing the same cohort.
3. Increase in 4th grade performance of 1% from previous year comparing the same cohort.
4. Decrease in 8th grade performance of 8% from previous year comparing the same cohort.
5. Highest performing grade is 6th grade (2% decrease from previous year).

Table 4: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP																										
	All Students			White			African-American			Asian			Hispanic			English Learners			Redesignated - Fluent English Proficient			Socioecon Disadv			Students w/Disabilities		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
Participation Rate	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
Number At or Above Proficient	119	124	121	12	18	15							102	100	99	68	67	67				119	124	121	6	10	8
Percent At or Above Proficient	43.8	47.0	51.5	63.2	75.0	71.4							41.8	43.9	48.5	39.3	41.4	43.8				43.8	47.0	51.5	19.4	37.0	29.6
AYP Target	68.5	79.0	95.0	68.5	79.0	95.0	68.5	79.5	95.0				68.5	79.0	95.0	68.5	79.0	95.0				68.5	79.0	95.0	68.5	79.0	95.0
Met AYP Criteria	YES/SH	YES/SH	NO	N/A	N/A	N/A	N/A	N/A	N/A				YES/SH	NO	NO	YES/SH	NO	NO				YES/SH	YES/SH	NO	N/A	N/A	N/A

Conclusions indicated by the data:

1. Our English Learner subgroup is 43.8% proficient an increase of 2.4% from previous year.
2. All student subgroups increased except for White Subgroup & Students with Disability, which are both numerically insignificant.

Table 5: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K	0	0	2	8	2	8	2	8	20	77	26
1	4	11	6	17	14	40	7	20	4	11	35
2	3	13	6	25	6	25	5	21	4	17	24
3	2	9	12	55	5	23	0	0	3	14	22
4	2	10	5	24	10	48	3	14	1	5	21
5	3	15	7	35	5	25	3	15	2	10	20
6	4	22	2	11	5	28	1	6	6	33	18
7	4	27	6	40	1	7	1	7	3	20	15
8	5	42	3	25	4	33	0	0	0	0	12
9											
10											
11											
12											
Total	27	14	49	25	52	27	22	11	43	22	193

Conclusions indicated by the data: Based on prior year.

1. Increase of the percentage of students at the beginning level from 18% to 22%.
2. Increase of the percentage of Early Advanced to Advanced from 27% to 39%.
3. Decrease of the percentage of Intermediate from 35% to 27%.

