

Application #	
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No Child Left Behind Act of 2001
LOCAL EDUCATIONAL AGENCY PLAN
Review and updated May 2015

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

LEA Plan Information:

Name of Local Educational Agency (LEA): **KIPP Summit Academy**

County/District Code: 01 61309 0101212

Dates of Plan Duration (should be five-year plan): **July 1, 2015 – June 30, 2020**

Date of Local Governing Board Approval: June 3, 2015

District Superintendent: **Salome Portugal**

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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.

Salome Portugal

Printed or typed name of Superintendent

Date

Signature of Superintendent

Lauren Dutton

Printed or typed name of Board President

Date

Signature of Board President

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Part I

Background and Overview

Background

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Federal and State Programs Checklist

District Budget for Federal and State Programs

Background

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

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

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

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

- 1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.**
- 2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**
- 3. By 2005-2006, all students will be taught by highly qualified teachers.**
- 4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.**
- 5. All students will graduate from high school.**

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

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

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

- rigorous academic standards
- standards-aligned instructional materials
- standards-based professional development
- standards-aligned assessment

- an accountability structure that measures school effectiveness in light of student achievement.

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

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

Descriptions of the Consolidated Application, the Local Education Agency Plan, and the Categorical Program Monitoring

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

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

The Consolidated Application (ConApp)

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

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

The Single Plan for Student Achievement (School Plan)

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

Section 64001), developed by schoolsite councils with the advice of any applicable school advisory committees. LEA's allocate NCLB funds to schools through the Consolidated Application for Title I, Part A, Title III (Limited English Proficient), and Title V (Innovative Programs/Parental Choice). LEA's may elect to allocate other funds to schools for inclusion in school plans. The content of the school plan includes school goals, activities, and expenditures for improving the academic performance of students to the proficient level and above. The plan delineates the actions that are required for program implementation and serves as the school's guide in evaluating progress toward meeting the goals.

The Local Educational Agency Plan (LEA Plan)

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

Categorical Program Monitoring (CPM)

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

Development Process for the LEA Plan

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

In developing the Plan, the LEA will review its demographics, test results, performance, and resources. Given that the majority of such information is readily available in the School

Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the Academic Performance Index (API) results, and other data sources, the LEA will find the data easy to access via the Internet. (See Appendix B for links to each of the web sites containing student and staff demographic information, SARC, STAR, and API data.) **The LEA is expected to gather and review its own information from these resources and use it to inform the planning process.**

The LEA Plan can serve as a summary of all existing state and federal programs and establish a focus for raising the academic performance of all student groups to achieve state academic standards. In the context of this plan, improvements in instruction, professional development, course offerings, and counseling and prevention programs are means of achieving specific academic and support services goals for all groups of students, including identified under-performing student groups. **Federal law requires that school site administrators, teachers and parents from the LEA (which includes direct-funded charter schools) must be consulted in the planning, development, and revision of the LEA Plan.**

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

Step One: Measure the Effectiveness of Current Improvement Strategies

Analyze Student Performance

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

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

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

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

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

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

- The Academic Program Survey (APS) – school-level survey of status of implementation of the nine essential program components

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

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

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

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

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

Step Three: Develop or Revise Performance Goals

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

Step Four: Revise Improvement Strategies and Expenditures

For **district-operated** programs, identify the participants, expected performance gains, and means of evaluating gains. Indicate specific improvements and practical monitoring of their implementation and effectiveness. For **school-operated programs**, summarize those same elements from approved *Single Plans for Student Achievement*.

Identify available resources. Aside from fiscal resources available through federal and state funding, programmatic resources are available on the CDE Web site at <http://www.cde.ca.gov>. The Consolidated Application provides funding for **district-operated programs** (including reservations from Title I for various purposes, Title II, Title IV, and Tobacco-Use Prevention) as well as for **school-operated programs** (including Title I, Parts A and D, Title III, Title V, School Improvement, Economic Impact Aid, and 10th Grade Counseling).

Step Five: Local Governing Board Approval

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

Step Six: Monitor Implementation

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

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

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

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

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

FEDERAL AND STATE PROGRAMS CHECKLIST

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

Federal Programs		State Programs	
x	Title I, Part A		EIA – State Compensatory Education
	Title I, Part B, Even Start		EIA – Limited English Proficient
	Title I, Part C, Migrant Education		State Migrant Education
	Title I, Part D, Neglected/Delinquent		School Improvement
x	Title II, Part A, Subpart 2, Improving Teacher Quality		Child Development Programs
	Title II, Part D, Enhancing Education Through Technology		Educational Equity
x	Title III, Limited English Proficient		Gifted and Talented Education
	Title III, Immigrants		Gifted and Talented Education
	Title IV, Part A, Safe and Drug-Free Schools and Communities		Tobacco Use Prevention Education (Prop 99)
	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
	Adult Education		School Safety and Violence Prevention Act (AB1113, AB 658)
	Career Technical Education		Tenth Grade Counseling
	McKinney-Vento Homeless Education		Healthy Start
	IDEA, Special Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	21 st Century Community Learning Centers		Other (describe):
	Other (describe):		Other (describe):
	Other (describe):		Other (describe):

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

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

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	N/A	N/A	N/A	N/A
EIA – Limited English Proficient	N/A	N/A	N/A	N/A
State Migrant Education	N/A	N/A	N/A	N/A
School and Library Improvement Block Grant	N/A	N/A	N/A	N/A
Child Development Programs	N/A	N/A	N/A	N/A
Educational Equity	N/A	N/A	N/A	N/A
Gifted and Talented Education	N/A	N/A	N/A	N/A
Tobacco Use Prevention Education – (Prop. 99)	N/A	N/A	N/A	N/A
High Priority Schools Grant Program (HPSG)	N/A	N/A	N/A	N/A
School Safety and Violence Prevention Act (AB 1113)	N/A	N/A	N/A	N/A
Tenth Grade Counseling	N/A	N/A	N/A	N/A
Healthy Start	N/A	N/A	N/A	N/A
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)	N/A	N/A	N/A	N/A
Other (describe)	N/A	N/A	N/A	N/A
TOTAL	N/A	N/A	N/A	N/A

Part II

The Plan

Needs Assessments

Academic Achievement

Professional Development and Hiring

School Safety

Descriptions – District Planning

District Profile

Local Measures of Student Performance

Performance Goal 1

Performance Goal 2

Performance Goal 3

Performance Goal 4

Performance Goal 5

Additional Mandatory Title I Descriptions

Needs Assessment

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

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

Academic Performance

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

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

Teacher Quality

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

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

School Safety and Prevention

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

also provide useful information in this area. The Survey is available at http://www.wested.org/pub/docs/chks_survey.html.

Descriptions – District Planning

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

District Profile

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

Mission and Vision

At KIPP Summit Academy, we will prepare our students to succeed in high school and beyond by developing in them the knowledge, skills, and character essential to thrive academically, shape their futures, and positively impact the world.

The school will prioritize the goal of a college education in achieving personal success. We pursue this goal with a deep and resolute commitment to the school's values, which will reflect the values of KIPP Bay Area Schools as well as the research done by Martin Seligman on character strengths and virtues.

They may include:

Wisdom and Knowledge: Students will be creative, curious, and encouraged to acquire and use knowledge to benefit humanity.

Excellence Through Effort: Students will develop the tenacity necessary to accomplish goals in the face of opposition and the internal strength to persist even when confronted with obstacles.

Justice: Students will develop into active citizens who are leaders in their communities and collaborate willingly with each other to solve problems.

Zest: Students approach school and life with excitement and energy.

Means to Achieve Mission and Vision

KIPP Summit Academy will achieve its mission and vision through its partnership with the KIPP Foundation and KIPP Bay Area Schools, and by implementing KIPP's Five Pillars, along with its own core values. Over the past several years, these components working together have led to demonstrated success at dozens of new KIPP schools nationally.

KIPP's Five Pillars

KIPP Summit Academy is built upon the founding principles of the Knowledge is Power Program (KIPP) and the original two KIPP public charter schools, KIPP Academy in Houston and KIPP Academy in the Bronx, founded by Michael Feinberg and David Levin. KIPP schools make no excuses based on race, gender, socioeconomic status, or disability, and have achieved unprecedented success by focusing upon the five founding principles:

1. **High Expectations.** KIPP schools have explicitly defined and observable high expectations for academic achievement and conduct that make no excuses based on the background of our students. We expect every student to possess core habits of mind and character and ultimately gain acceptance to college.
2. **Choice & Commitment.** Students, their parents, and the faculty of KIPP schools are part of the school by choice. No one is assigned or forced to attend the school. Students who choose to enroll at a KIPP school commit to meeting the academic and behavioral expectations of a KIPP

student. Parents who choose to enroll their students at KIPP commit to supporting their child through their high school and college experience. Staff members who choose to work at KIPP commit to doing whatever it takes to ensure that 100% of students succeed in high school and college. By making the choice and commitment to be part of the school community, students, parents, and staff at KIPP play an integral role in the school's success.

3. **More Time.** Students at KIPP put in long hours and, at times, give-up immediate gratification, to earn a lifetime of choice and opportunity. In addition to a longer school day, students have as many as three hours of homework, dedicate several of their weekends to community service, and use their summers to expand their cultural experiences and extend their academic pursuits.
4. **Power to Lead.** Students at KIPP embody school values and embrace the ability to lead that comes with the level of preparation, skill, and knowledge they possess upon graduating from the school. In addition, KIPP principals have the power to lead the school to meet the needs of its students. KIPP principals are effective academic, operational, and organizational leaders who understand that there are no great schools without great school leaders. KIPP principals have control over the school budget and personnel, allowing them to swiftly move dollars or make staffing changes in order to be most effective in helping students learn. KIPP teachers also have the power to lead in their classrooms. Within the California adopted curricula, teachers choose the curricula and methods of instruction that are best suited to students' needs.
5. **Focus on Results.** KIPP schools focus unrelentingly on results. KIPP Summit Academy's goal is for 100% of students to mature into passionate, compassionate, and relentless achievers.

KIPP's Middle School Framework

KIPP Summit Academy is designed to ensure the success of each and every student through the following framework:

- Students have an extended day and year, resulting in more time for learning, and for extracurricular activities.
- Students focus on developing the knowledge, skills, and character traits necessary for success in high school, college, and beyond.
- Students develop the skills to become poised, articulate, confident leaders who are committed to giving back to the San Jose community and the other communities with which they identify.
- Teachers work together, with their peers in other high-performing public and private high schools and the Alum Rock Union Elementary School District to refine, share, and develop effective teaching strategies.
- Teachers and administrators bridge the gap between school and community by engaging in service projects with students.
- Teachers provide students with cellular phone numbers in order for students to contact teachers at night for homework assistance or in case of an emergency.

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

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

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

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

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

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

During the summer session, the school will assess the current skill level of the students in English Language Arts and Mathematics. These assessments are also internal assessments created by the School Leader, teachers, and other instructional staff.

These summer assessments are used to place students in the appropriate classes and/or allow the teachers to set benchmarks for the student's academic progress based on the results on the results of these assessments.

Teachers may also use NWEA MAP assessments to benchmark students.

Performance Goal 1: *All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2019-2020.*

Planned Improvement in Student Performance in Reading

Achievement Strength and Challenges

We expect many of KIPP Summit Academy students to enter 5th grade below grade level in math and English. With KIPP's model of more time, power to lead, choice and commitment, high expectations, and focus on results we dramatically improve student proficiency. KIPP Summit Academy will administer the NWEA MAP assessment three times throughout the year to track student progress.

Achievement Goals

KIPP Summit Academy will exceed the average performance levels of students in schools with similar demographics in the District on the Common Core Assessments. We will do this by monitoring student achievement throughout the year, with assessments such as the NWEA MAP, and differentiate accordingly.

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <p>KIPP Summit Academy’s English curriculum will integrate literature, composition, research and speaking. It will emphasize students' investment in their work as committed readers and writers by applying their skills both creatively and analytically. Students will be exposed to a wide variety of literary works: myths, poetry, drama, fiction and nonfiction. With this curriculum, our ELA teachers will align their curriculum with the Common Core State Standards (CCSS) for ELA.</p> <p>Lesson plans will be aligned to CCSS objectives, claims, and targets. Assessments include Common Core aligned performance tasks. ELA teachers will be expected to incorporate Common Core aligned pedagogy including discussions and group performance tasks.</p>	<p>School Leader, Dean of Instruction, ELA teachers</p>	<p>Staff in-service professional development</p>	<p>Staff and admin salaries</p>	<p>PCSGP Implementation grant and General Budget</p>
<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>KIPP Summit Academy’s teachers will develop a thorough “scope and sequence” of CCSS to be taught during the year. The scope and sequence is linked directly to selected textbooks and materials. In addition, KIPP Summit Academy’s teachers will prepare thorough lesson plans each day that explicitly describe their classroom activities and teaching strategies aligning them to the standards that will be taught.</p> <p>Instructional materials for ELA will be, for the most part,</p>	<p>School Leader, Dean of Instruction, ELA teachers</p>	<p>Professional development thru KIPP Foundation</p>	<p>\$1000</p>	<p>PCSGP Implementation grant and General Budget</p>

<p>teacher created. Our textbooks are Common Core aligned (through Pearson and Houghton Mifflin). ELA teachers may also use a digital literacy program to increase exposure and analysis of non-fiction texts, an important shift in the Common Core State Standards.</p> <p>The administration monitors the effective implementation of materials in two ways. ELA teachers will submit lesson plans to the principal and dean of instruction on a weekly basis and receive feedback on those plans. Every teacher will be observed by the principal or the dean of instruction every week for at least 30 minutes. Each teacher will receive feedback on this observation within a week's time.</p>				
<p>3. <i>Extended learning time:</i></p> <p>All students will be expected to participate in KIPP's extended day model which includes core classes, enrichment classes, and supplemental instruction. There will be mandatory tutoring after school for students who are failing core academic courses or students who have incomplete homework. A mandatory summer session rounds out the extended schedule at KIPP Summit Academy. All of this time is spent with certified teachers. More time in school enables KIPP Summit Academy's students to achieve remarkable academic and social progress.</p>	All Staff	Extended day pay for all staff. Operations and materials costs associated with operating more hours than other public schools.	\$2,000 - \$8,000 for extended day stipend and \$1,000 for supplies and materials	General Budget, PCSGP Implementation Grant
<p>4. <i>Increased access to technology:</i></p> <p>KIPP Summit Academy will invest in software to promote student reading fluency and comprehension.</p> <p>KIPP Summit Academy will strive to have a 1:1 ratio of computers to students. In ELA courses, students may use</p>	School Leader, Dean of Instruction, Technology Specialist, teachers, students, KIPP Bay Area organization	n/a	\$5000	General Budget

<p>various technology programs to read leveled non-fiction texts, answer questions, and respond to open-ended prompts that match their lexile level.</p> <p>In ELA courses, students may write longer essays, research papers, and writing assignments in Google Docs that are shared with the teacher. The teacher may then provide feedback to the student on their writing electronically through Google Docs. All writing assignments are aligned to the CCSS as they are a part of CCSS aligned lessons.</p> <p>KIPP Summit Academy will also be a stakeholder in the KIPP Bay Area regional technology plan, which will outline our 3-year vision for technology access and integration to improve education practice in reading.</p>				
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>KIPP Summit Academy will conduct regular professional development workshops during staff meetings, department meetings and off-campus site visits with content area teachers. Professional development will be provided approximately two hours per week for all teachers. These sessions will focus on our instructional priorities for the year, including data-driven instruction and student-centered instruction, because these two priorities align with the shifts in Common Core instruction.</p> <p>KIPP Summit Academy will participate in off-campus conferences and workshops which encourage professional collaboration and teach them new strategies. Off-site</p>	<p>School Leader, Dean of Instruction</p>	<p>PD for ELA teachers</p>	<p>\$1000</p>	<p>General Budget</p>

<p>professional development varies by teacher and content area. Most off-site professional development is provided through the KIPP network. The principal, dean of instruction, and special education teacher will attend monthly Community of Practice meetings through the KIPP Bay Area Schools region.</p> <p>All teachers will be observed every week and receive feedback on those observations from the principal or the dean of instruction. Additionally, teachers may use an app called SmarterCookie to upload videos of themselves teaching. These videos can be shared with other teachers to provide feedback. This encourages peer collaboration and peer feedback.</p>				
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>Parents are integral to the educational process at KIPP Summit Academy. Formally, our school will have parent conferences several times a year where we review student progress and assessment results. In addition, we may hold monthly parent/community meetings to discuss a range of topics from school policies to parental expectations. The school will send home newsletters approximately every other week to inform parents of upcoming events and important announcements. Students who are failing two or more courses have a parent/teacher conference at the end of the academic quarter.</p> <p>Students are assessed weekly to determine progress toward mastering material taught in class. In addition, students will be administered assessments three times a year to benchmark their progress toward mastering standards. These results are</p>	<p>School Leader, Dean of Instruction</p>	<p>n/a</p>	<p>n/a</p>	<p>n/a</p>

<p>communicated to parents during parent conferences. Additionally, parents are always welcome on campus.</p>				
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>Before the beginning of the year we plan to hold an orientation for both students and parents to help them transition to the KIPP school culture and expectations. The students will attend our summer school session where they learn the expectations, policies, and procedures that make up our college bound culture. During the same time period we hold meetings for parents where we provide an extensive overview of our program and how they can support their children to be successful at our school.</p>	<p>All Staff</p>	<p>n/a</p>	<p>n/a</p>	<p>n/a</p>
<p>8. Monitoring program effectiveness:</p> <p>Effectiveness of our program is measured by internal assessment results benchmarking student progress toward state standards and state-mandated test scores. KIPP Summit Academy will also use parent and student surveys.</p> <p>We will monitor our program effectiveness by regularly administering and analyzing data from the embedded assessments in our state adopted language arts text. We are using this data to drive our instruction.</p> <p>With the implementation of the Smarter Balanced assessments we will continue to monitor our academic progress through Common Core aligned Interim Assessments</p>	<p>School Leader, Dean of Instruction, teachers, parents, Chief of Schools</p>	<p>Content-specific Professional development for teachers</p> <p>Professional development related to using data to drive instruction and increase student performance</p>	<p>Part of staff salaries/\$10,000 For professional development</p>	<p>General Budget</p>

<p>at the end of each academic quarter. We will continue to evaluate our instructional materials to see if we need to make changes based on the new assessments and as we learn more about the availability of different instructional materials.</p>				
<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>KIPP Summit Academy is focused on serving low-performing students. We expect over 70% of our incoming 5th graders will qualify for free and reduced meals. Our extended day and longer periods of instruction are part of our targeted services for low-performing kids. For students who are struggling in Language Arts, we will offer afterschool tutorials to practice those skills.</p> <p>Students who qualify for Special Education will receive the accommodations and modifications specified in their IEPs and work individually or during class with our Education Specialist. Some students may receive 1:1 attention in pullouts throughout the day. Our Education Specialist may also co-teach in classes with our special education students.</p> <p>For English Language Learners, we will offer tutoring after school, where students can come do their homework and receive extra help on it. We may also offer additional resources such as audiobooks or the Spanish language version of some textbooks as additional supports. These supports exist both within the school day and after school.</p>	<p>All Staff</p>	<p>Extended day pay for Language Arts teachers teaching after school academic enrichment courses</p>	<p>\$2,000 - \$8,000 extended pay for Language Arts teachers</p>	<p>General Budget</p>
<p>10. Any additional services tied to student academic needs:</p> <p>During the summer we hold an orientation for both students and parents to help them transition to the KIPP school culture</p>	<p>n/a</p>	<p>n/a</p>	<p>n/a</p>	<p>n/a</p>

<p>and expectations. The students attend our summer school session where they learn the expectations, policies, and procedures that make up our college bound culture. During the same time period we hold meetings for parents where we provide an extensive overview of our program and how they can support their children to be successful at our school.</p>				
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Performance Goal 1: *All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics by 2019-2020.*

Planned Improvement in Student Performance in Mathematics

Achievement Strength and Challenges

Many of KIPP Summit Academy students enter 5th grade below grade level in math and English. With KIPP’s model of more time, power to lead, choice and commitment, high expectations, and focus on results we dramatically improve student proficiency. KIPP Summit Academy will administer the NWEA MAP assessment three times throughout the year to track student progress.

Achievement Goals

KIPP Summit Academy will exceed the average performance levels of students in schools with similar demographics in the District on the Common Core Assessments. We will do this by monitoring student achievement throughout the year, with assessment such as the NWEA MAP, and differentiate accordingly.

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <p>KIPP Summit Academy’s Mathematics Department will emphasize problem solving, communicating, reasoning, and connecting. Mathematical inquiry within the classroom will be based upon conjecturing, inventing, and problem solving and not on mechanistic answer-finding. Students will make meaningful connections between mathematics, its ideas, and its applications and move away from the understanding of mathematics as a body of isolated concepts and procedures. The scope and sequence for math courses in all grades will be developed using the Common Core State Standards. 7th and 8th graders will have the opportunity to take either Algebra 1 or Geometry but this will not be mandatory.</p>	<p>School Leader, Dean of Instruction, Math teachers</p>	<p>Staff in-service professional development</p>	<p>Staff and admin salaries</p>	<p>General Budget/PSCGP Implementation Grant</p>
<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>KIPP Summit Academy’s teachers will develop a thorough “scope and sequence” of Common Core State Standards to be taught during the year. The scope and sequence will be linked directly to selected textbooks and materials. These textbooks and materials will be selected by the teachers with the help of</p>	<p>School Leader, Dean of Instruction, Math teachers</p>	<p>Content specific professional development e/ KIPP Foundation</p>	<p>\$1000</p>	<p>General Budget</p>

<p>the Principal. The math teachers at KIPP Summit Academy will have the advantage of speaking with other KIPP Bay Area Schools teachers and the Academics team at the Regional Support Office to guide their decisions when choosing the right textbook.</p> <p>In addition, KIPP Summit Academy’s teachers will prepare thorough lesson plans each day that explicitly describe their classroom activities and teaching strategies aligning them to the standards that will be taught.</p>				
<p>3. Extended learning time:</p> <p>Students will be offered instruction under KIPP’s extended day model which includes core classes, enrichment classes, and supplemental instruction. A mandatory summer session rounds out the extended schedule at KIPP Summit Academy’s. More time in school will enable KIPP Summit Academy students to achieve remarkable academic and social progress.</p>	All Staff	Extended day pay for all staff. Operations and materials costs associated with operating more hours than other public schools.	\$2,000 - \$8,000 for extended day stipend and \$1,000 for supplies and materials	General Budget, PCSGP Implementation Grant
<p>4. Increased access to technology:</p> <p>KIPP Summit Academy will invest in software to promote student reading fluency and comprehension, so that a student’s language fluency will not be a barrier to his/her ability to learn mathematics.</p> <p>KIPP Summit Academy will strive to have a 1:1 ratio of computers to students, which will allow time during school and after to practice reading skills. For example, in Math class, students may use Chromebooks to access Khan Academy to supplement their math instruction.</p>	School Leader, Dean of Instruction, Technology Specialist, teachers, students, KIPP Bay Area organization	Proper storage for technology and repairs as needed. Increased insurance to cover equipment.	\$5000	General Budget

<p>KIPP Summit Academy will also be a stakeholder in the KIPP Bay Area regional technology plan, which will outline our 3-year vision for technology access and integration to improve education practice in reading.</p>				
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>KIPP Summit Academy will conduct regular professional development workshops during staff meetings, department meetings and off-campus site visits with content area teachers. Professional development will be provided for approximately two hours per week to all teachers and staff. It typically focuses on instructional pedagogy specifically aligned to Common Core, such as how to make instruction more data-driven and more student-centered.</p> <p>KIPP Summit Academy will participate in off-campus conferences and workshops which encourage professional collaboration and teach them new strategies. All teachers may participate in at least one off-campus professional development opportunity throughout the year. Most off-campus PD is provided by the KIPP network. All teachers participate in quarterly Professional Development workshops offered by KIPP Bay Area Schools.</p>	<p>School Leader, Dean of Instruction</p>	<p>PD for math teachers</p>	<p>\$1000</p>	<p>General Budget</p>
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>Parents are integral to the educational process at KIPP Summit Academy. Formally, our school has parent conferences several</p>	<p>School Leader, Dean of Instruction</p>	<p>n/a</p>	<p>n/a</p>	<p>n/a</p>

<p>times a year where we review student progress and assessment results. In addition, we hold may monthly parent/community meetings to discuss a range of topics from school policies to parental expectations. The school will send home newsletters approximately every other week to inform parents of upcoming events and important announcements. Students who are failing two or more courses have a parent/teacher conference at the end of the academic quarter.</p> <p>Students will be assessed weekly to determine progress toward mastering material taught in class. In addition, students will be administered assessments three times a year to benchmark their progress toward mastering standards. These results are communicated to parents during parent conferences. Additionally, parents are always welcome on campus.</p>				
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>During the summer we will hold an orientation for both students and parents to help them transition to the KIPP school culture and expectations. The students will attend our summer school session where they learn the expectations, policies, and procedures that make up our college bound culture. During the same time period we will hold meetings for parents where we provide an extensive overview of our program and how they can support their children to be successful at our school.</p>	All Staff	n/a	n/a	n/a

<p>8. Monitoring program effectiveness:</p> <p>Effectiveness of our program will be measured by internal assessment results benchmarking student progress toward state standards and state-mandated test scores. KIPP Summit Academy will also use parent and student surveys.</p> <p>We will monitor our program effectiveness by regularly administering and analyzing data from the embedded assessments in our state adopted language arts text. We are using this data to drive our instruction.</p> <p>We will use the Smarter Balanced Assessments to measure program effectiveness. We measure program effectiveness in a variety of ways, including using the NWEA MAP assessments and curriculum aligned tests.</p>	<p>School Leader, Dean of Instruction, teachers, parents, Chief of Schools</p>	<p>Content-specific Professional development for teachers</p> <p>Professional development related to using data to drive instruction and increase student performance</p>	<p>Part of staff salaries/\$10,000 For professional development</p>	<p>General Budget</p>
<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>KIPP Summit Academy is focused on serving low-performing students. We expect over 70% of our incoming 5th graders will qualify for free and reduced meals. Our extended day and longer periods of instruction are part of our targeted services for low-performing kids.</p> <p>Struggling students will be identified by teachers as any student who is failing one or more classes. Students who are failing participate in mandatory tutorials after school in the subjects they are failing. Our teachers will be available for individual and small group tutoring after school.</p> <p>Struggling students are also identified through our SST (Student Support Team) process. Any teacher can identify a</p>	<p>All Staff</p>	<p>Extended day pay for Math teachers teaching after school academic enrichment courses</p>	<p>\$2,000 - \$8,000 extended pay for Math teachers</p>	<p>General Budget</p>

<p>student for an SST. Teachers meet with the student and parent first to discuss the students' areas of concern and make an action plan. Students, teachers, and parents all are held accountable to the action plan and the student's advisor checks in with the student regularly to ensure that the action plan steps are being upheld.</p> <p>If the student does not improve, the student may attend additional afterschool tutorials and/or Homework Center after school. The student may also work with a tutor during the day, a peer tutor or an outside tutor, to receive extra assistance. We may also bring in volunteers to provide one-on-one tutoring for students.</p>				
<p>10. Any additional services tied to student academic needs:</p> <p>During the summer we will hold an orientation for both students and parents to help them transition to the KIPP school culture and expectations. The students attend our summer school session where they learn the expectations, policies, and procedures that make up our college bound culture. During the same time period we will hold meetings for parents where we provide an extensive overview of our program and how they can support their children to be successful at our school.</p>	n/a	n/a	n/a	n/a

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

Planned Improvement in Programs for LEP Students and Immigrants (Title III)
(Summarize information from district-operated programs and approved school-level plans)

	Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Required Activities	<p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <p>a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;</p> <p>b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;</p> <p>c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <ul style="list-style-type: none"> ▪ meeting the annual measurable achievement objectives described in Section 3122; ▪ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)); ▪ annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1)); <p>d. Describe how the LEA will promote parental and community participation in LEP programs.</p> <p>The enrichment courses offered to EL students will be supplemental and add to the educational experience of EL students. The school will promote participation in programs by sending home notices/information regarding the opportunities for EL students. The school will also be available to answer questions and hold events like parents meetings where parents can access information easier.</p>	School Leader, Dean of Instruction, Teachers	Extended day pay for teachers teaching after school academic enrichment courses	\$2,000 - \$8,000 extended pay for teachers	General Budget \$1000 from Title III

<p>KIPP Summit Academy will comply with all federal, state, and judicial mandates for English Learners as it pertains to annual notification to parents, student identification, placement, program options, English Learner (EL) and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. An evaluator will test and assess the English proficiency of students having an English Learner classification using the California English Language Development Test (CELDT).</p> <p>Students at KIPP Summit Academy with limited proficiency in English will achieve proficiency in the English language as quickly as possible through the use of the school's services and teaching methods. KIPP Summit Academy will ensure that EL students are not excluded from curricular and extra-curricular activities based on an inability to speak and understand the language of instruction, and also that EL students are not assigned to special education because of their lack of English proficiency. Parents whose English proficiency is limited will receive notices and information from the school in their native language whenever possible to encourage participation in the school by all members of the school community.</p>				
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	<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c) . The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> • English proficiency; and • Academic achievement in the core academic subjects <p>In accordance with KIPP’s philosophy of <i>no excuses</i> and <i>more time on task</i>, all students who are English Learners are expected to become proficient in the English language at a rapid pace. Based on a substantial research base proving the benefits of a structured English immersion program, KIPP Summit Academy will implement a comprehensive structured immersion program for its EL students³. It is the goal of KIPP Summit Academy that all of its students leave the school proficient in the English language and with pride and support for their home language. English Proficient students will participate in a mainstream English Language Arts program with a curriculum based on the California Content Standards.</p> <p>Teachers of English Learners at KIPP Summit Academy will teach to the English Language Development standards as set forth by the California Department of Education. KIPP teachers are trained to use Specially Designed Academic Instruction in English (“SDAIE”) techniques to meet the needs of English Learners. Students of limited English proficiency will receive the same academic content as those students who are native English speakers. In addition to core content, students who are assessed as English Learners receive assistance in oral language development. KIPP Summit Academy will ensure that all EL students have access to the core content, and may contract with the necessary specialists as needed in order to do so. All instruction will be in English; however, the level of English used for instruction – both oral and written – will be modified appropriately for each EL student. Language acquisition will be enhanced by exposing students to experiences in a variety of learning modalities (kinesthetic, auditory, and visual) that correspond to the subject matter and grade level curriculum.</p>	All staff	Staff in-service professional development, Regional PD days	\$35,000	General Budget/Title III
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	<p>In addition to the structured English immersion modifications teachers will make in their mainstream classes within the school's extended day schedule, there will be ample time that can be used for additional intensive English language instruction. For example, students who enter the school with an EL label can be tutored during study hall or the enrichment period. The school will use proven methodologies including increased time for reading and math, individualized instruction, and extra tutorials for students who are acquiring English.</p>				
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	Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Required Activities	<p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p> <ul style="list-style-type: none"> a. designed to improve the instruction and assessment of LEP children; b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students; c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills; d. long term effect will result in positive and lasting impact on teacher performance in the classroom. <p>All teachers will receive professional development on communicating with students designated as English Learners and in techniques for detecting whether a student has English language deficiencies. KIPP Summit Academy will provide staff with specialized curricular materials to enable EL students to achieve proficiency. In addition, staff may be trained in various teaching strategies such as, scaffolding techniques, songs and chants, and the use of graphic organizers, to ensure that all students are provided with multiple avenues to access the curriculum.</p>	School Leader, Dean of Instruction, Teachers	Staff in-service professional development, teacher time paid, Regional PD days	\$35,000	General Budget \$1000 from Title III

	<p>KIPP Summit Academy will provide supplemental professional development by conducting a readers/writers workshop training. Research has shown that immersion, demonstration, engagement, and practice improve instruction for EL students. KIPP Summit Academy will infuse the balanced literary framework into the classroom to increase EL students understanding and proficiency with the English language.</p>				
Allowable Activities	<p>4. Upgrade program objectives and effective instruction strategies.</p> <p>Yes or No? If yes, describe: KIPP Summit Academy will prioritize professional development to ensure that teachers are using the most effective instructional strategies in their classrooms. KIPP Summit Academy will hold monthly professional development days and participate in KIPP Bay Area Schools Regional PD day opportunities that occur twice a year. KIPP Summit Academy teachers also get the opportunity to participate in a national professional development experience at KIPP School Summit. The professional development they receive will be supplemental to support the needs of our English Learners. This extra support will focus on best practices for relationship building and academic growth for English Learners.</p>	<p>School Leader, Dean of Instruction, Teachers</p>	<p>Staff in-service professional development, Regional PD days</p>	<p>General budget: \$5,000</p> <p>Title III: \$1,000</p>	<p>General Budget/Title III</p>

	Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Allowable Activities	<p>5. Provide –</p> <ul style="list-style-type: none"> a. tutorials and academic or vocational education for LEP students; and b. intensified instruction. <p>Yes or No? If yes, describe: KIPP Summit Academy will provide opportunities for LEP students to attend supplemental tutorials, as needed. KIPP Summit Academy teachers monitor student progress and invite struggling students to attend their after school tutorials. KIPP Summit Academy teachers also provide additional support for students by differentiating lessons based on skill and learning style. KIPP Summit Academy also has a longer instructional day and year to intensify instruction to meet the needs of all students.</p>	School Leader, Dean of Instruction, Teachers	Extended day pay for teachers teaching after school academic enrichment courses	\$2,000 - \$8,000 extended pay for teachers	General Budget
	<p>6. Develop and implement programs that are coordinated with other relevant programs and services.</p> <p>Yes or No? If yes, describe: KIPP Summit Academy will offer supplemental enrichment courses for LEP students after school that will be taught by core teachers. These programs will be an opportunity for LEP students to learn and try new activities. By having our teachers run these programs we can ensure that they will be relevant and enhance the school culture.</p>	School Leader, Dean of Instruction, Teachers	Stipends for teachers and staff	\$500 - \$1,500	General Budget
	<p>7. Improve the English proficiency and academic achievement of LEP children.</p> <p>Yes or No? If yes, describe: KIPP Summit Academy will improve the English proficiency and academic achievement of LEP students by implementing a rigorous schedule, offering Saturday school, conducting an extended day/year, and offering enrichment courses.</p>	School Leader, Dean of Instruction, Teachers	Extended day pay for teachers teaching after school academic enrichment courses	\$2,000 - \$8,000 extended pay for teachers	General Budget

	Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Allowable Activities	<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –</p> <ul style="list-style-type: none"> ○ To improve English language skills of LEP children; and ○ To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. <p>Yes or No? If yes, describe: KIPP Summit Academy will make parent involvement a priority. Parents are asked to be an active member of the school and participate in school events. Translations are provided in multiple languages to meet the needs of every family and translators are available for group meetings to ensure that communication is clear. This fosters a community where parents, students, teachers, and staff are working together to provide an excellent education for students. This high level of involvement will increase family literacy and academic growth of LEP students.</p>	All staff	Translated materials	\$500	General budget

<p>9. Improve the instruction of LEP children by providing for –</p> <ul style="list-style-type: none"> ○ The acquisition or development of educational technology or instructional materials ○ Access to, and participation in, electronic networks for materials, training, and communication; and ○ Incorporation of the above resources into curricula and programs. <p>Yes or No? If yes, describe: KIPP Summit Academy is devoted to incorporating technology into the classroom. KIPP Summit Academy will provide opportunities for online personalized learning and access to Chromebooks to complete assignments. This will directly impact EL students by allowing them to learn at their own pace with programs that meet each student where they are for maximum growth.</p>	<p>All staff</p>	<p>Educational programming for English Learners</p>	<p>\$500</p>	<p>General Budget</p>
<p>10. Other activities consistent with Title III.</p> <p>Yes or No? If yes, describe: KIPP Summit Academy is always looking to grow and improve and will review the effectiveness of its program each year.</p>				

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

<p>Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.</p>	<p>Persons Involved/ Timeline</p>	<p>Related Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>Required Activity</p> <p>1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):</p> <ul style="list-style-type: none"> a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; b. the child’s level of English proficiency, how such level was assessed, and the status of the student’s academic achievement; c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; 	<p>All staff</p>	<p>Translated materials</p>	<p>\$500</p>	<p>General Budget</p>

Description:

Parents whose English proficiency is limited will receive notices and information from the school in their native language whenever possible to encourage participation in the school by all members of the school community. All parents or guardians of students classified as English Learners will be notified in writing of all EL assessment and placement procedures for their child. The school will translate materials as needed to ensure that parents of EL students understand all communications and are involved in all processes related to the English Language Development of their child.

The proficiency in the English language of EL students will be monitored by teachers and qualified evaluators, and measured at least annually using the CELDT and other measures. These assessments benchmark their progress towards proficiency and determine whether continued special services are warranted.

Upon a student's reaching proficiency in the English language, specialized English-learning services will no longer be required. An EL student may be considered as having acquired a "reasonable level of English proficiency" and may be reclassified as Fluent English Proficient utilizing, but not limited to, the

following criteria:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the California English Language Development Test or CELDT.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Prior to re-classification, all parents will receive a re-classification meeting notification letter, where they are invited to a meeting to discuss their child's English proficiency and academic achievement, and possible re-designation to Fluent English Proficient. Progress of students who have been re-designated will be monitored for two years.

KIPP Summit Academy will evaluate each student's performance in academic content areas to measure the student's progress in core subjects. If an EL student fails to show appropriate progress in these academic areas, modifications to the instructional program are made. In addition, KIPP Summit Academy will annually evaluate the progress of its EL students as a group to determine if any broader programmatic modifications are necessary.

Parental Waiver Process

The requirement that EL students be placed in a structured English immersion program may be waived by parental consent. At the beginning of each school year, parents/guardians will be informed of the placement of their child in a structured English immersion program and will be notified of an opportunity to apply for a parental exception waiver. Parents will be directed to meet with the Principal to complete the waiver process. Individual schools in which 20 students or more of a given grade level of the same language receive an approved waiver shall be required to offer an alternative program; otherwise, students must be allowed to transfer to a school where such a program is available. KIPP Summit Academy will honor waivers whenever feasible, as per the terms of the law.

<p>Special Education and English Learners KIPP Summit Academy will apply the same high standard of learning to all students, regardless of disability or language barriers. English Learners who are suspected of having a learning disability will be assessed according to the Child Find requirements described in the Special Education section above. Just as all students who are classified as EL students are as fully integrated as possible into the programs of KIPP middle school, so are students with disabilities. EL students with IEP's will be given the necessary materials, mandated services, and equipment to support their learning. The school's extended day and year model allows for significant time for staff to work in a variety of settings with English Learners who are also special education students, in order to bring them to English proficiency as quickly as possible, while meeting all the needs outlined in their IEP.</p>					
		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Required Activity	<ul style="list-style-type: none"> h. information pertaining to parental rights that includes written guidance detailing – <ul style="list-style-type: none"> i. the right that parents have to have their child immediately removed from such program upon their request; and ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA. 				
	<p>Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>				
<p>LEA Parent Notification Failure to Make Progress If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>					

Plans to Provide Services for Immigrants

<p>IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).</p>		<p>Description of how the LEA is meeting or plans to meet this requirement.</p>	
<p>Allowable Activities</p>	<p>1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:</p>	<p>Yes or No</p>	<p>If yes, describe: N/A</p>
	<p>2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:</p>	<p>Yes or No</p>	<p>If yes, describe: N/A</p>
	<p>3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;</p>	<p>Yes or No</p>	<p>If yes, describe: N/A</p>
<p>Allowable Activities</p>	<p>4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:</p>	<p>Yes or No</p>	<p>If yes, describe: N/A</p>

	5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:	Yes or No	If yes, describe: N/A
	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:	Yes or No	If yes, describe: N/A
Allowable Activities	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:	Yes or No	If yes, describe: N/A

Performance Goal 3: *By 2014-2015, all students will be taught by highly qualified teachers.*

Summary of Needs and Strengths for Professional Development

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

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

STRENGTHS	NEEDS
<ul style="list-style-type: none"> <input type="checkbox"/> Teachers will be observed regularly by the Principal to ensure that their lessons are aligned with their daily objectives. <input type="checkbox"/> Teachers participate in 10 - 15 days of professional development each year <input type="checkbox"/> Teachers will receive two weeks of in-service training <input type="checkbox"/> Teachers receive 40 hours of staff/professional development offered through the KIPP Foundation <input type="checkbox"/> Monthly PD meetings to analyze student data and literacy integration throughout the curriculum. <input type="checkbox"/> Teachers participate in online communities with like-minded peers in their content area <input type="checkbox"/> Consultancy Protocol. This protocol will assist teachers with specific student issues (i.e. students with special needs). It also provides a forum in which teacher gain feedback on specific lessons and/or units from their peers. <input type="checkbox"/> Formal and in-formal teacher evaluations (by principal and Dean of Instruction) 	<ul style="list-style-type: none"> <input type="checkbox"/> Engaging our students/continuing work to make our lessons both standards based and culturally relevant <input type="checkbox"/> Using our data to drive our instruction on a regular basis (some do this better than others and we need to continue to improve in this area) <input type="checkbox"/> Differentiating our instruction for different learning modalities and learning needs (e.g. students with IEPs) <input type="checkbox"/> Enhancing our students analytical writing skills <input type="checkbox"/> Developing our students as independent critical thinkers.

Performance Goal 3: *By 2014-2015 all students will be taught by highly qualified teachers.*

Planned Improvements for Professional Development (Title II)

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

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. <i>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:</i></p> <p>Staff development activities are tied directly to leveraging state-adopted textbooks and standards-based materials in the classroom. KIPP Summit Academy ensures that all outside contractors and internal staff have used CA content standards as the base from which to develop professional development activities. As the scope and sequence for curricula school-wide are rooted in the standards, the practical application of all professional development is finely integrated into standards-based instruction.</p>	<p>School Leader, Dean of Instruction, KIPP Foundation</p>	<p>KIPP School Summit Conference – out of state</p>	<p>\$10,000</p>	<p>General Budget, PCSGP Implementation Grant</p>
<p>2. <i>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:</i></p> <p>Staff development activities include supporting materials that address scientifically-based research outlining the efficacy of the instructional strategies being covered. All staff development activities focus on teaching state content standards and reaching low-performing students. KIPP Summit Academy will reach out to renowned professionals locally and throughout the state to develop high impact</p>	<p>Principal, Dean of Instruction, KIPP Foundation</p>	<p>KIPP School Summit Conference – out of state</p>	<p>\$10,000</p>	<p>General Budget, PCSGP Implementation Grant</p>

professional development designed to make a real impact on student achievement.				
<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>Staff development activities are tied directly to leveraging state-adopted textbooks and standards-based materials in the classroom. KIPP Summit Academy ensures that all outside contractors and internal staff have used CA content standards as the base from which to develop professional development activities. As the scope and sequence for curricula school-wide are rooted in the standards, the practical application of all professional development will be finely integrated into standards-based instruction.</p>	School Leader, Dean of Instruction, KIPP Foundation	Staff in-service professional development	Staff salaries and summer stipend - \$3k	General Budget
<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>Staff development activities include supporting materials that address scientifically-based research outlining the efficacy of the instructional strategies being covered. All staff development activities will focus on teaching state content standards and reaching low-performing students. KIPP Summit Academy may reach out to renowned professionals locally and throughout the state to develop high impact professional development designed to make a real impact on student achievement.</p>	School Leader, Dean of Instruction	Professional development workshops and conferences	Staff salaries and professional development workshops/ Conferences - \$10k	General Budget
<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)</p>	School Leader, Dean of Instruction	Professional development workshops and	Staff salaries and professional development	General Budget

<p><i>needs of teachers and principals will be met:</i></p> <p>KIPP Summit Academy’s sole focus is addressing the achievement gap among low-income, low-performing students. Every staff development session operates from that base commitment. Presenters and materials are designed and/or chosen to successfully address this challenge. For example, training on data-driven instruction empowers teachers to use classroom data to pace the scope and sequence of the curriculum until each skill has been learned and mastered by all students.</p> <p>Finally, staff development topics will be chosen based upon the relative strengths and weaknesses of our students. For example, if our ELL students struggle with certain skills we schedule staff development sessions to respond to trends in assessment data among our ELL students.</p>		conferences	workshops/ Conferences - \$10k	
<p><i>6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</i></p> <p>KIPP Summit Academy will leverage internal expertise and bring in trainers and professional development experts in the ed tech field to provide staff development and one-on-one teacher training on successfully integrating technology in the classroom.</p>	School Leader, Dean of Instruction	Consulting Costs	\$5-10k	General Budget, private technology grants
<p><i>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.):</i></p> <p>KIPP Summit Academy will have a student/computer ratio of close to</p>	School Leader, Dean of Instruction	Cost of tech plan and new technology	\$15-\$20k	General Budget

<p>1:1. We have a complete wireless network with several exciting technology-based instructional tools that teachers implement consistently. Teachers are provided training and support through outside vendors and internal expertise.</p>				
<p>8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</p> <p>All members of the KIPP Summit Academy’s school community provide feedback and participate in the planning and implementation of the LEA Plan. Our school board reviewed and provided input for the plan and our teachers and Dean of Instruction also assisted in the preparation of the LEA plan.</p> <p>We also received assistance from our regional organization, KIPP Bay Area.</p>	<p>School Leader, Board of Directors, Dean of Instruction, Teachers</p>	<p>n/a</p>	<p>n/a</p>	<p>n/a</p>
<p>9. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; <input type="checkbox"/> Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; <input type="checkbox"/> Involve parents in their child’s education; and <input type="checkbox"/> Understand and use data and assessments to improve classroom practice and student learning. <p>KIPP Summit Academy will work with our regional and national</p>	<p>School Leader, Dean of Instruction, Consultants, KIPP Bay Area, KIPP Foundation</p>	<p>Consulting fees and professional development thru KIPP Foundation</p>	<p>\$15k</p>	<p>General Budget</p>

<p>organizations, KIPP Bay Area and KIPP Foundation, and regional consultants to provide training to our teachers to ensure that they are adequately reaching all students in the classroom. All teachers will attend professional conferences, regional and district level trainings and school-based in-services covering all areas mentioned above. . Planned in-service trainings include staff development sessions that focus on developing teacher’s ability to address needs of Special Education students, LEP students, and challenging our gifted and talented students.</p> <p>Grade level content area departments and our school’s leadership team will work proactively together to leverage prior year assessment data and ongoing classroom assessments to determine how we can improve classroom practice and student achievement</p>				
<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <p>Funds will be used to pay for outside consultants to lead in-service trainings, provide instructional coaching, and pay for teachers and staff to attend outside professional development opportunities. Funds will also be used to support teachers who are working toward meeting standards for being “highly qualified.” For future teachers who do not meet the standard outlined in Section 1119, funds will be used to provide the training and resources they need to qualify in the appropriate timeframe.</p>	<p>School Leader, Dean of instruction, KIPP Bay Area</p>	<p>Consulting Fees</p>	<p>\$5-\$10k</p>	<p>General budget</p>

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

Environments Conducive to Learning (Strengths and Needs):

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

STRENGTHS	NEEDS
<p>Based on research, small schools strengthen social conduct.</p> <p>We have an effective adult/student ratio.</p> <p>Behavioral expectations are high and consistent. Students rely on our consistent enforcement of rules they know and understand.</p> <p>Weekly (sometimes daily) communication with parents about discrete behaviors keeps all caregivers on the same page.</p> <p>Student Study Teams and behavior management plans are in place.</p> <p>The teachers and School Leader are available to students and families by cell phone each and every school night.</p>	<p>Continuous professional development in classroom management.</p> <p>Continued focus on building a culture of team and family.</p> <p>Development of a peer mediation and conflict resolution program.</p> <p>Continued early identification of academic and behavioral deficiencies with students and continued development of the Student Study Team process.</p> <p>Continued support of student attendance goals of 97-98%.</p>

Environments Conducive to Learning (Activities):

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

ACTIVITIES

- ❑ Our small school program creates an environment where students are able to develop into Individuals and the staff is able to provide more attention to students.
- ❑ Our after school program provides students with additional academic and social enrichment opportunities (ex. Sports, clubs, tutorial groups, one-on-one tutoring)
- ❑ Our attendance policy is consistent daily and includes SST's and home visits to support families, when necessary with ensuring that their child is at school every day and on time.
- ❑ Our school program also includes a peer mediation and counseling program to address students' emotional needs and the challenges of middle school years.

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

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

STRENGTHS	NEEDS
<p>The community we serve is in drastic need of afterschool programs or extended hour care. KIPP Summit Academy serves a large number of students after school.</p> <p>Collaboration with local service providers ensures that our students and families have the resources they need to prevent risk behaviors.</p> <p>Teachers and staff are available to students and families by cell phone each night.</p>	<p>School nurse services.</p> <p>School counseling services.</p>

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

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

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

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

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: We plan to have 0% of our students using cigarettes.	5 th ___ % 7 th ___ %	5 th ___ % 7 th ___ %
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by: We plan to have 0% of our students using cigarettes within the past 30 days.	7 th ___ % 9 th ___ % 11 th ___ %	7 th ___ % 9 th ___ % 11 th ___ %
The percentage of students that have used marijuana will decrease biennially by: We plan to have 0% of our students using marijuana.	5 th ___ % 7 th ___ %	5 th ___ % 7 th ___ %
The percentage of students that have used alcohol within the past 30 days will decrease biennially by: We plan to have 0% of our students using alcohol within the past 30 days.	7 th ___ % 9 th ___ % 11 th ___ %	7 th ___ % 9 th ___ % 11 th ___ %
The percentage of students that have used marijuana within the past 30 days will decrease biennially by: We plan to have 0% of our students using marijuana within the past 30 days.	7 th ___ % 9 th ___ % 11 th ___ %	7 th ___ % 9 th ___ % 11 th ___ %

<p>The percentage of students that feel very safe at school will increase biennially by: We plan to have 100% of our students feel very safe.</p>	<p>5th — % 7th — % 9th — % 11th — %</p>	<p>5th — % 7th — % 9th — % 11th — %</p>
<p>The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by: Our LEA is new. We plan to have 0% of our students each year afraid of being beaten up.</p>	<p>7th — % 9th — % 11th — %</p>	<p>7th — % 9th — % 11th — %</p>
<p>Truancy Performance Indicator</p>		
<p>The percentage of students who have been truant will decrease annually by _____ from the current LEA rate shown here. We plan to have a 0% truancy rate at our school.</p> <p>NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.</p>	<p>_____ %</p>	<p>_____ %</p>
<p>Protective Factors Performance Measures from the California Healthy Kids Survey</p>	<p>Most recent date: ___/___/___ Baseline Data</p>	<p>Biennial Goal (Performance Indicator)</p>
<p>The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by: We plan to have 90+% of our students in our first year report high levels of caring relationships with a teacher or other adult. We plan to have this percentage increase by 5% each year until we reach 100% in our 3rd year.</p>	<p>5th — % 7th — % 9th — % 11th — %</p>	<p>5th — % 7th — % 9th — % 11th — %</p>

<p>The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by:</p> <p>We plan to have 100% of our students report that high levels of high expectations from a teacher or other adult at their school.</p>	<p>5th — %</p> <p>7th — %</p> <p>9th — %</p> <p>11th — %</p>	<p>5th — %</p> <p>7th — %</p> <p>9th — %</p> <p>11th — %</p>
<p>The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by:</p> <p>We plan to have 100% of our students report high levels of opportunities for meaningful participation.</p>	<p>5th — %</p> <p>7th — %</p> <p>9th — %</p> <p>11th — %</p>	<p>5th — %</p> <p>7th — %</p> <p>9th — %</p> <p>11th — %</p>
<p>The percentage of students that report high levels of school connectedness at their school will increase biennially by:</p> <p>We plan to have 90+% of our students in our first year report high levels of school. We plan to have this percentage increase by 5% each year until we reach 100% in our 3rd year.</p>	<p>5th — %</p> <p>7th — %</p> <p>9th — %</p> <p>11th — %</p>	<p>5th — %</p> <p>7th — %</p> <p>9th — %</p> <p>11th — %</p>

Other Performance Measures

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

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

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

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

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

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	x	School wide
	Conflict Mediation/Resolution	x	School wide
	Early Intervention and Counseling		
	Environmental Strategies		
	Family and Community Collaboration	x	School wide
	Media Literacy and Advocacy		
	Mentoring	x	School wide
	Peer-Helping and Peer Leaders	x	School wide
	Positive Alternatives		
	School Policies	x	School wide
	Service-Learning/Community Service	x	School wide
	Student Assistance Programs		
	Tobacco-Use Cessation		

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

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

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

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

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

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

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

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

For the program selected from Appendix D, staff identified three areas capable of being addressed in a small school environment and applicable across grade levels.

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

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

The school will evaluate the type and incidence of referrals and in-school/out of school by category of problem. Staff will utilize this data to refine intervention programs and identify incidence reduction goals in subsequent years. The process will include members of KIPP Bay Area Schools and the KIPP Summit Academy Parents Association.

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.

Progress will be reported through the School Accountability Report Card.

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

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

Our extended day/after school model is provided to all students and has been shown to have significant success with our highest need students. More time in school means more time for Reading and more time for Math.

Peer Mediation/Conflict Resolution and Peer Helping/Peer Leaders programs will focus on empowering those students with the greatest needs to safely and productively work with their peers and give them opportunities to be leaders in the school community.

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.

For all programs, site coordination is the responsibility of the School Leader based on staff, parent, student, and Board input.

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.

All parents will be notified through the monthly newsletter, Parent Orientation Meetings, and regular KIPP Summit Academy Parents Association meetings. Parent involvement is ensured by the obligation of the Principal to collaborate with the KIPP Summit Academy Parents' Association under direction KIPP Bay Area Schools.

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.

Were this to become an issue, appropriate referrals will be made to qualified local programs. To our knowledge, no students currently enrolled in the school are involved in the programs listed above.

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	

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

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

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

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

Additional Mandatory Title I Descriptions

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

Describe the measure of poverty that will be used to determine which schools are eligible for Title I funding in accordance with Section 1113, “Eligible School Attendance Areas.”	
	Description of how the LEA is meeting or plans to meet this requirement:
<p>Identify one of the following options as the low-income measure to identify schools eligible for Title I funding:</p> <ul style="list-style-type: none"> • Number of children in families receiving assistance under the CalWorks program; • Number of children eligible for Free/Reduced Price Lunch programs; • Number of children ages 5-17 in poverty counted by the most recent census data; • Number of children eligible to receive medical assistance under the Medicaid program; • Or a composite of the above. 	<p>KIPP Summit Academy will use the percentage number of students qualifying for the Federal Free and Reduced Lunch Program as the poverty criteria to select the school attendance area. As a public charter school we are able to serve a wide geographic area.</p>
<p>Describe how the low-income measure described above is used to rank and select schools to receive Title I funds</p> <ul style="list-style-type: none"> • All schools with a 75% or above poverty level are funded • All other schools are funded by poverty ranking district wide or by grade span. 	<p>KIPP Summit Academy is a direct-funded charter serving as its own LEA and is only one school.</p>

**Additional Mandatory Title I Descriptions
(continued)**

<p>Please provide a general description of the nature of the programs to be conducted by the LEA's schools under Sections 1114, "Schoolwide Programs," and/or Section 1115, "Targeted Assistance Schools." Direct-funded charters and single school districts, if conducting a schoolwide program authorized under Section 1114, may attach a copy of the Schoolwide Plan or Single Plan for Student Achievement in lieu of this description. All ten of the required components must be addressed. (For more information on Schoolwide, please go to http://www.cde.ca.gov/sp/sw/rt; for Targeted Assistance go to http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp).</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:</p> <ul style="list-style-type: none"> • A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards. • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Proven strategies that address the needs of historically underserved students, low achieving students, and those at risk of not meeting state standards. • Instruction by highly qualified teachers and strategies to attract and keep such teachers. • High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff. • Strategies to increase parental involvement. • Assistance to preschool children in transitioning from early 	<p>Please see attachment.</p>

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

Additional Mandatory Title I Descriptions

(continued)

<p>Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115, “Targeted Assistance Schools,” will identify the eligible children most in need of services under this part. Please note that multiple, educationally related criteria must be used to identify students eligible for services. Where applicable, provide a description of appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</p> <ul style="list-style-type: none"> • Identify children who are failing or most at risk of failing to meet the state academic content standards. • Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. • Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds. 	<p>N/A – KIPP Summit Academy has Title I SWP. Please see attached SWP.</p>
<p>The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.</p>	
<p>The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.</p>	

Additional Mandatory Title I Descriptions

(continued)

Please describe the actions the LEA will take to assist in its low-achieving schools identified under Section 1116, “Academic Assessment and Local Educational Agency and School Improvement,” as in need of improvement.	
	Description of how the LEA is meeting or plans to meet this requirement:
<p>If the LEA has a PI school(s), describe technical assistance activities the LEA will provide to help the PI school, such as the following:</p> <ul style="list-style-type: none"> • Assistance in developing, revising, and implementing the school plan. • Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas. • Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI. • Assistance in analyzing and revising the school budget so the school’s resources are used effectively. 	<p>KIPP Summit Academy receives support from KIPP Bay Area Schools regarding its academic and financial aspects.</p>

Additional Mandatory Title I Descriptions

(continued)

<p>Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, “Academic Assessment and Local Educational Agency and School Improvement.”</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</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>	<p>KIPP Summit Academy will keep parents up to date on its status.</p>
<p>Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.</p>	<p>KIPP Summit Academy is the only school within its LEA and cannot provide school choice.</p>

Additional Mandatory Title I Descriptions

(continued)

Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA-level staff in accordance with Section 1118, “Parental Involvement,” and Section 1119, “Qualifications for Teachers and Paraprofessionals.”	
	Description of how the LEA is meeting or plans to meet this requirement:
Describe the LEA’s strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.	<ul style="list-style-type: none"> <input type="checkbox"/> We coordinate with several recruitment fairs to recruit highly qualified teachers. We recruit at Bay Area teacher fairs, Teach for America, and other non-profit organizations that have a long history of recruiting highly qualified teachers. <input type="checkbox"/> To retain our staff, we will first ensure that our recruitment efforts attract teachers who are committed to the KIPP program <input type="checkbox"/> We will coordinate with the KIPP Foundation to provide a myriad of professional development opportunities for our teachers. <input type="checkbox"/> We will fundraise to pay for support staff like instructional coaches to provide more support for our teachers and making the teaching load sustainable.
Describe the LEA’s strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children’s education.	<ul style="list-style-type: none"> <input type="checkbox"/> We will have a summer orientation where parents/guardians will be introduced to the systems of our school from attendance to homework. Parents will also find out how they can be involved with the school, but also how to be involved in their child’s education at the school to ensure their child’s success. This would include checking homework, signing their student agenda, making sure their child is at school every day and on time.

Additional Mandatory Title I Descriptions

(continued)

<i>Coordination of Educational Services</i>	
<p>In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:</p> <ol style="list-style-type: none"> a. Even Start b. Head Start c. Reading First d. Early Reading First e. Other preschool programs f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities. <p>Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.</p>	<p>Services for children who are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities will be coordinated by the Principal and Dean of Instruction in partnership with all teaching staff. KIPP Summit Academy will ensure that these students are as fully integrated as possible into the regular school programs.</p> <p>KIPP Summit Academy will serve both limited-English proficient and special needs students.</p> <p>An evaluator will test and assess the English proficiency of students having an English Learner classification using the California English Language Development Test (CELDT). KIPP Summit Academy will ensure that EL students are not excluded from curricular and extra-curricular activities based on an inability to speak and understand the language of instruction, and also that EL students are not assigned to special education because of their lack of English proficiency. EL students with IEP's will be given the necessary materials, mandated services, and equipment to support their learning.</p>

	<p>Students who qualify for Special Education receive the accommodations and modifications specified in their IEPs and work individually or during class with our Education Specialist. Some students receive 1:1 attention in pullouts throughout the day. Our Education Specialist also co-teaches in classes with our special education students.</p>
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Part III

Assurances and Attachments

Assurances

Signature Page

Appendix

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

Appendix B: Links to Data Web sites

Appendix C: Science-Based Programs

Appendix D: Research-based Activities

Appendix E: Promising or Favorable Programs

ASSURANCES

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

GENERAL ASSURANCES

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

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

TITLE I, PART A

The LEA, hereby, assures that it will:

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

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

TITLE I, PART D – SUBPART 2

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

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

TITLE II, PART A

34. The LEA, hereby, assures that:

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

TITLE II, PART D

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

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

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

TITLE III

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

TITLE IV, PART A

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

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

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

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

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

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

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

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

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

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

New LEAP Assurances

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

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

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

Other

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

SIGNATURE PAGE

Print Name of Superintendent

Signature of Superintendent

Date

APPENDIX A

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

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

California's NCLB Performance Goals and Performance Indicators

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

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

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

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

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

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

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

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

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

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

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

APPENDIX B

Links to Data Web sites

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

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

APPENDIX C

Science-Based Programs

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

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

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

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

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

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

School-Based Programs

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

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

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

APPENDIX D

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

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

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

APPENDIX E

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

Open Circle Curriculum	K to 5				x	x	D
Parent-Child Assistance Program (P-CAP)	Families	x		x			C
PeaceBuilders	K to 8				x		D
Peacemakers Program	4 to 8				x		D
Peer Assistance and Leadership	9 to 12			x	x		C
Peer Coping Skills (PCS)	1 to 3				x		B
Peers Making Peace	K to 12				x		D
Personal/Social Skills Lessons	6 to 12		x				A
Preventive Intervention	6 to 8			x			B
Preventive Treatment Program	Parents			x	x		B
Primary Mental Health Project	Pre k to 3						D
Project Alive	K to 12		x				A
Project BASIS	6 to 8				x	x	C
Project Break Away	6 to 8		x	x			C
Project Life	9 to 12		x				A
Project PACE	4					x	C
Project SCAT	4 to 12		x				A
Project Status	6 to 12			x	x	x	B
Safe Dates	School				x		B
Say It Straight (SIS) Training	6 to 12	x					D
School Transitional Environmental Program	9 to 12			x	x	x	B
Smokeless School Days	9 to 12		x				A
Social Decision Making and Problem Solving	1 to 6	x			x		D
Social Decision Making and Problem Solving Program (SDM/PS)	K to 5					x	B
Socio-Moral Reasoning Development Program (SMRDP)	School				x		B
Storytelling for Empowerment	6 to 8	x		x			C
Strengthening Hawaii Families	Families			x			C
Strengthening the Bonds of Chicano Youth & Families	Communities	x		x			C
Syracuse Family Development Program	Family				x		B
Teams-Games-Tournaments Alcohol Prevention	10 to 12	x					C
Teenage Health Teaching Modules	6 to 12		x				C, D
Teens Tackle Tobacco! - Triple T	6 to 12		x				A
The Scare Program	School				x		D
The Think Time Strategy	K to 9				x		D
Tinkham Alternative High School	9 to 12					x	C
Tobacco-Free Generations	8 to 12		x				A
Viewpoints	9 to 12				x		B
Woodrock Youth Development Project	K to 8	x	x	x		x	C
Yale Child Welfare Project	Families				x		B