

(CDE use only)
Application #

No Child Left Behind Act of 2001
Reviewed and Unchanged July 2012
LOCAL EDUCATION AGENCY PLAN

**Mail original and
two copies to:**

**California Department of Education
Specialized Programs Division
1430 N Street, Suite 4309
Sacramento, California 95814-5901**

**Postmarked no later
than June 1, 2003**

LEA Plan Information:

Name of Local Education Agency (LEA): KIPP Summit Academy

County/District Code: 01-75705-0101212

Dates of Plan Duration: **July 1, 2003 to June 30, 2008 (to be updated annually)**

Date of local governing board approval: January 29th, 2004

District Superintendent: Jason Singer

Address: 2005 Via Barrett

City: San Lorenzo, CA Zip code: 94580

Phone: 510-258-0106 Fax: 510-258-0097

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.

Printed or typed name of Superintendent Date Signature of Superintendent

Printed or typed name of Board President Date Signature of Board President

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Part I

Background and Overview

Background

Descriptions of the Consolidated Application, the Local Education Agency Plan, the Single Plan for Student Achievement, and the Coordinated Compliance Review Process

Development Process for the LEA Plan

LEA Plan Planning Checklist

Federal and State Programs Checklist

District Budget for Federal and State Programs

Background

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

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

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, to be developed for each indicator, will be adopted by the SBE by May 2003.

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

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

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

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

State and federally funded initiatives aimed at improving student achievement must complement each other and work in tandem in order to have the greatest impact. In California, the state and federal consolidated applications, competitive grants, the state accountability system, the Coordinated Compliance Review process, **local education 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 Coordinated Compliance Review Process

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 Education Agency Plan, the school-level Single Plan for Student Achievement, and the Coordinated Compliance Review. While inextricably linked, these four components of state and federal funding and accountability remain separate systems. Over the next year, however, **California plans to move aggressively to more closely coordinate and streamline 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 Education Agency Plan (LEA Plan)

The approval of a Local Education Agency Plan 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 LEA's will take to ensure that they meet certain ***programmatic*** requirements, including 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.

Coordinated Compliance Review (CCR)

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. The Coordinated Compliance Reviews are 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 will be five years (July 1, 2003 through June 30, 2008); the Plan will be updated annually.

In developing the Plan, the LEA will review its demographics, test results, performance, and resources. Given that the majority of such information is readily available in the School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the Academic Performance Index (API) results, and other data sources, the

LEA will find the data easy to access via the Internet. (See Appendix B for links to each of the web sites containing student and staff demographic information, SARC, STAR, and API data.) **The LEA is expected to gather and review its own information from these resources and use it to inform the planning process.**

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

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

1. Obtain input. Seek the input of 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, and 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.

2. Review LEA characteristics. Include the LEA's vision and mission statements as well as a description or profile of the LEA.
3. Analyze student performance and other relevant data. 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.
4. 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.
5. Establish LEA Plan performance targets. Using the five NCLB performance goals and indicators (see Appendix A), develop local performance targets that are: a) derived from group 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.

6. Review 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, 10th Grade Counseling, and Miller-Unruh Reading programs).
7. Identify specific plans for improvement. 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*.
8. Obtain 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.
9. Monitor progress. 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.
10. Evaluate the effectiveness of planned activities. 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?
11. Modify the plan. The LEA Plan must be reviewed and updated annually. Consider factors that may indicate a need to amend the plan, such as: a) a major service or activity that proves ineffective; b) a program allocation is less or more than estimated; c) staff, equipment, or materials essential to the plan cannot be procured; d) school boundaries or demographics suddenly change; e) an activity was found to be non-compliant; and f) a planned activity is not supported by staff, parents, or students.

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. Obtain input from councils, committees, and community members.
	2. Include the LEA’s vision/mission statement, description/profile.
	3. Analyze student performance data from multiple measures of relevant student assessment (both state- and local-level assessments).
	4. Analyze current educational practices, professional development, staffing, and parental involvement.
	5. Establish LEA performance targets derived from group performance data and scientifically based practices that are measurable, have a timeline, and identify participants.
	6. Review all available resources from federal, state, and local levels.
	7. Describe specific plans for improvement for identified participants stating expected performance gains and means of evaluating gains.
	8. Obtain local governing board approval of the LEA Plan.
	9. Establish a timely but specific monitoring process for the implementation of the LEA Plan.
	10. Evaluate the effectiveness of planned improvements of LEA Plan implementation.
	11. Modify and update the LEA Plan annually.

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
X	Title II, Part D, Enhancing Education Through Technology		Educational Equity
	Title III, Limited English Proficient		Gifted and Talented Education
	Title III, Immigrants		Gifted and Talented Education
X	Title IV, Part A, Safe and Drug-Free Schools and Communities		Tobacco Use Prevention Education (Prop 99)
X	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 – 2002-2003

Please complete the following table with information for your district.

Programs	2001-02 District Carryovers	2002-03 District Entitlements	2003-04 Direct Services to Students at School Sites (\$)	2003-04 Direct Services to Students at School Sites (%)
Title I, Part A	0	0	\$25,791	100%
Title I, Part B, Even Start	0	0	0	0
Title I, Part C, Migrant Education	0	0	0	0
Title I, Part D, Neglected/Delinquent	0	0	0	0
Title II Part A, Subpart 2, Improving Teacher Quality	0	0	\$2205	100%
Title II, Part D, Enhancing Education Through Technology	0	0	0	0
Title III, Limited English Proficient	0	0	0	0
Title III, Immigrants	0	0	0	0
Title IV, Part A, Safe and Drug-free Schools and Communities	0	0	\$208	100%
Title V, Part A, Innovative Programs – Parental Choice	0	0	\$3889	100%
Adult Education	0	0	0	0
Career Technical Education	0	0	0	0
McKinney-Vento Homeless Education	0	0	0	0

IDEA, Special Education	0	0	0	0
21 st Century Community Learning Centers	0	0	0	0
Other (describe)	0	0	0	0
TOTAL	0	0	\$32,093	100%

DISTRICT BUDGET FOR STATE PROGRAMS – 2002-2003

Please complete the following table with information for your district.

Categories	2001-02 District Carryovers	2002-03 District Entitlements	2002-03 Direct Services to Students at School Sites (\$)	2002-03 Direct Services to Students at School Sites (%)
EIA – State Compensatory Education	0	0	0	0
EIA – Limited English Proficient	0	0	0	0
State Migrant Education	0	0	0	0
School Improvement	0	0	0	0
Child Development Programs	0	0	0	0
Educational Equity	0	0	0	0
Gifted and Talented Education	0	0	0	0
Tobacco Use Prevention Education – (Prop. 99)	0	0	0	0

Immediate Intervention/ Underperforming Schools Program (II/USP)	0	0	0	0
School Safety and Violence Prevention Act (AB 1113)	0	0	0	0
Tenth Grade Counseling	0	0	0	0
Healthy Start	0	0	0	0
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)	0	0	0	0
Other (describe)	0	0	0	0
TOTAL	0	0	0	0

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 LEA's 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, professional development and hiring, and school safety**. As such, a needs assessment to determine strengths and weaknesses in these areas must be conducted.

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

Academic Performance

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

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

Professional Development and Hiring

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)).

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 in order to provide background and a rationale for the descriptions included in the LEA Plan.

KIPP Summit Academy (KSA) develops in its students the academic skills, intellectual habits, and character qualities necessary to succeed in high school, college, and the competitive world beyond. Strengthened by these skills, habits and qualities, the students of KIPP Summit Academy will prioritize the goal of a college education in achieving personal success. The mission of KIPP Summit Academy is not easily accomplished; the students of KIPP Summit Academy learn quickly that *there are no shortcuts* to realize these goals.

KSA is based upon the founding principles of the Knowledge is Power Program (KIPP) and the original two KIPP public charter schools, KIPP Houston and KIPP Bronx, founded by Michael Feinberg and David Levin. KIPP Schools have achieved unprecedented success by focusing upon five founding principles: 1) high expectations for students, teachers and parents; 2) choice and commitment to excellence and maintaining a rich learning community; 3) more time on task accomplished through an extended school day and school year; 4) the power to lead a dynamic, autonomous public charter school granted to the school leader; and 5) an unrelenting focus on results.

KIPP Summit Academy requires students and teachers to attend school from 7:30 a.m. to 5:00 p.m. during the week, for four hours every other Saturday, and for three weeks during the summer. In total KIPP Summit Academy students attend school 211 days a year. These hours add up to *67% more time in the classroom than the national average*. All of these hours are focused on addressing the academic, intellectual, and social needs of San Lorenzo's students. During a KIPP Summit Academy school day, students will attend classes in all major subject areas: reading, writing, social studies, science, and math, and receive additional instruction in health and physical education, the utility of technology, and life skills. All KIPP Summit Academy classes will focus on developing students' basic skills, their higher order critical thinking skills, and their literacy skills. In addition, all of the students at KIPP Summit Academy will receive ample exposure to athletics and the arts before they enter high school.

KIPP Summit Academy seeks to redefine the expectations of student potential in our community by creating a culture of success where excellence becomes a habit. We believe KIPP Summit Academy can be a part of an upward shift in community-wide norms for attainment. As the first charter school in San Lorenzo, KIPP Summit Academy will collaborate with San Lorenzo Unified School District and KIPP Network Schools to share best practices in instruction, management, and school leadership. In this vein, KIPP Summit Academy seeks to be one of the catalysts lifting San Lorenzo's public schools to new heights of success.

Illiteracy, drug abuse, teen pregnancy, broken homes, gangs, and juvenile crime plague the "urban fringe" neighborhoods within San Lorenzo and the Ashland/Cherryland corridor. In fact, San Lorenzo schools face higher incidences of teen pregnancy and firearms brought on campus than any other school district within Alameda County. More importantly, less than 25% of seniors graduating from San Lorenzo Unified School District even qualify to apply to colleges and universities within the University of California and California State University systems.

While several schools within SLUSD have achieved modest results, schools that serve high percentages of low income, under performing students continue to achieve dismal test results among minority and educationally under performing students. KSA will focus on recruiting students from Colonial Acres, Hesperian and Hillside Elementary Schools where approximately 30% of students and their families qualify for free or reduced lunch and where slightly more than 30% of students score above the 50% on the SAT 9 test in both Reading and Math. KIPP Summit Academy will move the needle of success within SLUSD. Rather than use these as excuses for failure, the students at KIPP Summit Academy will prove that through *desire, discipline, and dedication*, formidable success can be achieved in the face of such challenges. Approximately 9% of SLUSD students in grades 5th through 8th (a total of 320 students) will attend KIPP Summit Academy.

For students in communities around the country like San Lorenzo who are currently not labeled "gifted and talented" there exist few opportunities to prepare for, enter, and succeed in selective and competitive colleges. KIPP Summit Academy aims to serve as a model for the educational community at large by demonstrating that a tenacious faculty, high expectations for all students, and a commitment to excellence are the keys to unlocking the extraordinary in every child, particularly those who are educationally underserved. With no exceptions every KSA student will graduate from KSA as a college-bound 9th grader.

KIPP Summit Academy will also link regular classroom instruction and extended hours by housing the program in one place and providing instruction by one dedicated faculty throughout the day from 7:30 a.m. to 5:00 p.m. Furthermore, by serving students in grades 5 - 8, KIPP Summit Academy will build a crucial bridge between elementary school and high school.

The incorporation of mandatory summer school, Saturday school, and extended hours during the week allows KIPP Summit Academy to develop creative programming. Each summer, new students, families, and faculty will be initiated into the routines, procedures, and high expectations of the school while returning students participate in remediation and enrichment activities. During Saturday school, students benefit from extended academics and various enrichment activities, which help develop the whole child and contribute to more complete social, emotional, and physical well-being. KIPP Summit Academy recognizes that “scholarship” must include a breadth of knowledge and skills beyond core academic subjects.

KIPP Summit Academy will open with 80 5th grade students and add an additional class of 80 5th graders each year until it serves students in 5th through 8th grades. Based on the charter petition that we have submitted, KIPP Summit Academy will serve a total of 320 students in grades 5 through 8 in its fifth year of operation.

This year KSA’s student population clearly represents the diversity of the community it serves. We estimate that the racial/ethnic breakdown of KSA will be as follows:

- 32% African American
- 32% Hispanic
- 20% Asian American
- 13% Caucasian
- 3% Other

Approximately, 68% of KSA’s student population qualifies for the free or reduced lunch program, 10 – 15% of our students require special education services, and roughly 30% will be English Language Learners.

Local Measures of Student Performance

(*other than State-level assessments*)

Per NCLB Section 1112 regarding Local Education 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.

In addition to California's state mandated STAR assessments, KIPP Summit Academy administers the SAT-10 to incoming 5th grade students during the Fall and Spring in order to adequately measure student growth and improvement throughout the school year.

Scholastic Reading Inventory— The SRI is a norm referenced computer-based multiple-choice assessment that measures students' vocabulary, comprehension, and scanning skills. It is administered three times a year to determine student progress in reading, focus student reading selections, and target students in need of additional reading support.

The SRI provides a lexile-based measure for each student's overall reading level. Lexile scores are indexed to show the student's grade level and to determine student growth and achievement over time. Student reading ability is articulated in the following ways:

- Beginning Reader: More than three years below grade level
- Below Basic: Two to three years below grade level
- Basic – One year below grade level
- Proficient: On grade level
- Advanced: Above grade level

<p>Performance Goal 1: <i>All students will reach high standards, at a minimum, attaining proficiency or better in reading and Mathematics, by 2013-2014.</i></p>
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Planned Improvement in Student Performance in Reading

Achievement Strengths and Challenges

During the Fall of 2004 all students were administered the SAT-10 and a diagnostic reading assessment. Results showed that only 40% of our students were at or above grade-level in English/ Language Arts. Roughly 30% of our students were two or more years below grade level.

Achievement Goals

KIPP Summit Academy has set achievement goals to surpass California's Adequate Yearly Progress (AYP) targets school wide for each year of this plan. The table below shows the percentage of students who must score at the proficient level or above on the CA English/Language Arts Assessment in order to meet AYP through the 2007-2008 school year. (Note: We will add our numerically significant subgroups to this table when our total population of students surpasses 100.)

Table 1. Students Scoring At or Above the Proficient Level on the CA English/Language Arts Assessment (percent)

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Schoolwide	25	30	35	40	45

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

Planned Improvement in Student Performance in Reading

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

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <p>KSA uses California Reading published by Houghton Mifflin as the core reading textbook. California Reading is adopted by the State Board of Education and is closely tied to California Content Standards.</p> <p>In addition, KSA uses LeapTrack, a standards-aligned assessment and remediation program published by LeapFrog Schoolhouse. LeapTrack allows us to give our students comprehensive assessments three times a year to benchmark their progress directly against CA Content Standards and prescribe targeted skill development activities using a highly engaging, interactive technology platform.</p>	<p>Principal, teachers, and knowledgeable members of the KSA Advisory Board</p>	<p>Staff time for training in LeapTrack.</p>	<p>Part of staff salaries</p>	<p>PCSGP Implementation Grant and General Budget</p>
<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>KSA teachers develop a thorough “scope and sequence” of CA Content Standards to be taught during the year. The scope and sequence is linked directly to selected textbooks and materials.</p> <p>In addition, KSA teachers 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>KSA’s principal regularly observes classrooms to verify that standards-aligned materials are taught effectively.</p>	<p>Principal and teachers</p>	<p>N/A</p>	<p>N/A</p>	<p>General Budget</p>

<p>3. Extended learning time: Everyday at KIPP involves extended learning time. The school day at KSA extends from 7:30a.m. to 5:00p.m. In addition to longer school days, KSA students attend school every other Saturday from 9:30a.m. to 1:00p.m.</p> <p>Finally, a mandatory 3-week session rounds out the extended schedule at KSA. All students must attend Summer Session.</p>	<p>Principal and staff</p>	<p>Extended day pay for all staff. Operations and materials costs associated with operating nearly 70% more hours than regular public schools.</p>	<p>\$71,300 for extended day stipend \$35,000 for supplies and materials</p>	<p>PCSGP Implementation Grant, Walton Family Foundation Grant, Department of Education Grant, and General Budget</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <p>KSA will invest in the Scholastic Reading Counts program as well as Scholastic Reading Inventory to utilize tie the development of increased reading skills with technology. In addition, our use of LeapTrack further increases the use of technology to bolster and improve both our students access to technology and improvement in reading.</p>	Principal and staff	Staff training and materials cost	\$6000 for software and books for Scholastic Reading Counts \$3000 for LeapTrack software, hardware and materials	PCSGP Implementation Grant , LeapFrog Schoolhouse product donation, Walton Family Foundation Grant, and General Budget
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>In-service from LeapTrack and Scholastic consultants will be provided to the entire staff</p>	Principal, staff and outside consultants	Staff time and consultant fees	\$3,000 for consulting fees	PCSGP Implementation Grant and General Budget
<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 times a year where we review student progress and assessment results. In addition, we hold parent/community meetings to discuss a range of topics from school policies to parental expectations.</p> <p>Informally, parents are always welcome on campus. In addition, parents have their child’s teacher’s cell phone number and call up until 9:00 each weekday night to check on their child’s progress.</p>	Parents, staff, and principal	Materials and cell phone costs related to parent conferences and maintaining and supporting the Parents Association	\$2000	KSAPA fundraising budget and general budget

<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>During the summer we hold an orientation for both students and parents to help them transition to the KIPP school culture and expectations. The students attend our 3-week 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>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. KSA will also use parent and student surveys as well as benefit from bi-annual visits by CDE/SBE staff.</p> <p>We are currently monitoring 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 expand our monitoring to include the STAR assessment data as soon as our students take the tests. We plan to share effective strategies both within the KIPP network and with the wider educational community.</p>	<p>Principal, staff, parents, students, and CDE/SBE staff</p>	<p>Copy costs</p>	<p>\$500</p>	<p>General fund</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>KSA is focused on serving low-performing students. Over 60% of our students begin 5th grade at KSA at least 1.5 grade levels below 5th grade. Our extended day and longer periods of instruction are part of our targeted services for low-performing kids.</p> <p>We also use homogenous grouping to target low-level readers through our Book Club class. These students use LeapFrog technology to work on reading comprehension strategies and fluency.</p> <p>Finally, using the LeapTrack system KSA provides an hour of targeted remediation for our lowest performing students. Students complete activities focused on skills and state standards they have not yet mastered.</p>	Principal and staff	Extended day pay for all staff. Operations and materials costs associated with operating nearly 70% more hours than regular public schools.	\$71,300 for extended day stipend \$35,000 for supplies and materials	PCSGP Implementation Grant, Walton Family Foundation Grant, Department of Education Grant, and General Budget
<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 and expectations. The students attend our 3-week 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>				

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

Planned Improvement in Student Performance in Mathematics

Achievement Strengths and Challenges

Bases upon the our SAT-10 results from our Fall administration, slightly more than 50% of our students came to us significantly below grade level in Math. These scores were confirmed by our in-house administration of a “readiness” assessment designed to measure student mastery of 5th grade CA content standards in Mathematics.

Achievement Goals

KIPP Summit Academy has set achievement goals to surpass California’s Adequate Yearly Progress (AYP) targets school wide for each year of this plan. The table below shows the percentage of students who must score at the proficient level or above on the CA Math Standards Assessment in order to meet AYP through the 2007-2008 school year. (Note: We will add our numerically significant subgroups to this table when our total population of students surpasses 100.)

Table 2. Students Scoring At or Above the Proficient Level on the CA Math Standards Assessment (percent)

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Schoolwide	25.0	30	30	35	40

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>KSA uses California Mathematics published by Scott Foresman as the core Mathematics textbook. California Mathematics is adopted by the State Board of Education and is closely tied to California Content Standards.</p> <p>KSA also implements the KIPP Math curriculum. KIPP Math is a multisensory/multi-modality curriculum with proven results in dramatically improving student skills and mastery of content standards.</p> <p>In addition, KSA uses LeapTrack, a standards-aligned assessment and remediation program published by LeapFrog Schoolhouse. LeapTrack allows us to give our students comprehensive assessments three times a year to benchmark their progress directly against CA Content Standards and prescribe targeted skill development activities using a highly engaging, interactive technology platform.</p>	<p>Principal, teachers, and knowledgeable members of the KSA Advisory Board</p>	<p>Staff time for training in LeapTrack.</p>	<p>Part of staff salaries</p>	<p>PCSGP Implementation Grant and General Budget</p>
<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>KSA teachers develop a thorough “scope and sequence” of CA Content Standards to be taught during the year. The scope and sequence is linked directly to selected textbooks and materials.</p> <p>In addition, KSA teachers 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>KSA’s principal regularly observes classrooms to verify that standards-aligned materials are taught effectively.</p>	<p>Principal and teachers</p>	<p>N/A</p>	<p>N/A</p>	<p>General Budget</p>

<p>3. Extended learning time: Everyday at KIPP involves extended learning time. The school day at KSA extends from 7:30a.m. to 5:00p.m. In addition to longer school days, KSA students attend school every other Saturday from 9:30a.m. to 1:00p.m.</p> <p>Finally, a mandatory 3-week session rounds out the extended schedule at KSA. All students must attend Summer Session.</p>	<p>Principal and staff</p>	<p>Extended day pay for all staff. Operations and materials costs associated with operating nearly 70% more hours than regular public schools.</p>	<p>\$71,300 for extended day stipend \$35,000 for supplies and materials</p>	<p>PCSGP Implementation Grant, Walton Family Foundation Grant, Department of Education Grant, and General Budget</p>
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Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <p>Our use of LeapTrack further increases the use of technology to bolster and improve both our students' access to technology and improvement in Mathematics.</p>	Principal and staff	Staff training and materials cost	\$3000 for LeapTrack software, hardware and materials	PCSGP Implementation Grant , LeapFrog Schoolhouse product donation, Walton Family Foundation Grant, and General Budget
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>In-service from LeapTrack will be provided to the entire staff</p>	Principal, staff and outside consultants	Staff time and consultant fees	\$3,000 for consulting fees	PCSGP Implementation Grant and General Budget
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>Teachers proactively contact parents when students are experiencing difficulty in the classroom. Teachers and the principal carry cell phones that remain on until 9:00 p.m. every night so that parents and students can contact for help with homework or to check up on their child.</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 5th grade standards. These results are communicated to parents during parent conferences.</p>	Parents, staff, and principal	Materials and cell phone costs related to parent conferences and maintaining and supporting the Parents Association	\$2000	KSAPA fundraising budget and general budget

<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>KSA provides constant contact and support to all students and families.</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. KSA will also use parent and student surveys as well as benefit from bi-annual visits by CDE/SBE staff.</p>	<p>Principal, staff, parents, students, and CDE/SBE staff</p>	<p>Copy costs</p>	<p>\$500</p>	<p>General fund</p>
<p>Description of Specific Actions to Improve Education Practice in Mathematics</p>	<p>Persons Involved/ Timeline</p>	<p>Related Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>11. Targeting services and programs to lowest-performing student groups:</p> <p>KSA is focused on serving low-performing students. Over 60% of our students begin 5th grade at KSA at least 1.5 grade levels below 5th grade. Our extended day and longer periods of instruction are part of our targeted services for low-performing kids.</p> <p>KSA implements the KIPP/Harriett Ball Math curriculum specifically designed to reach low-level learners through multi-sensory methods that involve songs, chants, body movement and problem solving.</p> <p>Finally, using the LeapTrack system KSA provides an hour of targeted remediation for our lowest performing students. Students complete activities focused on skills and state standards they have not yet mastered.</p>	<p>Principal and staff</p>	<p>Extended day pay for all staff. Operations and materials costs associated with operating nearly 70% more hours than regular public schools.</p>	<p>\$71,300 for extended day stipend \$35,000 for supplies and materials</p>	<p>PCSGP Implementation Grant, Walton Family Foundation Grant, Department of Education Grant, and General Budget</p>

9. Any additional services tied to student academic needs:				
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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.
Required Activities	1. (Per Sec. 3116(b) of NCLB, this Plan must include the following: <ol style="list-style-type: none"> a. Describe the programs and activities to be developed, implemented, and administered under the subgrant; b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122; c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for: <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)); d. Describe how the LEA will promote parental and community participation in LEP programs. 	Not Applicable
	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: <ul style="list-style-type: none"> • English proficiency; and • Academic achievement in the core academic subjects 	Not Applicable

		Description of how the LEA is meeting or plans to meet this requirement.	
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; c. Long term effect will result in positive and lasting impact on teacher performance in the classroom. 	Not Applicable	
Allowable Activities	<p>4. Upgrade program objectives and effective instruction strategies.</p>	Yes or No No	If yes, describe:

		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.	Yes or No	If yes, describe:
	6. Develop and implement programs that are coordinated with other relevant programs and services.	Yes or No	If yes, describe:
	7. Improve the English proficiency and academic achievement of LEP children.	Yes or No	If yes, describe:

		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –</p> <ul style="list-style-type: none"> ○ To improve English language skills of LEP children; and ○ To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. 	Yes or No	If yes, describe:
	<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. 	Yes or No	If yes, describe:
	<p>10. Other activities consistent with Title III.</p>	Yes or No	If yes, describe:

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

<p>Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>
<p style="text-align: center; writing-mode: vertical-rl; transform: rotate(180deg);">Required Activity</p> <ol style="list-style-type: none"> 1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB): <ol style="list-style-type: none"> a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; b. the child’s level of English proficiency, how such level was assessed, and the status of the student’s academic achievement; c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; 	

		Description of how the LEA is meeting or plans to meet this requirement.
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 style="writing-mode: vertical-rl; transform: rotate(180deg);">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:</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:</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:</p>

Allowable Activities	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	Yes or No	If yes, describe:
	5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:	Yes or No	If yes, describe:
	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:

<p style="text-align: center;">Allowable Activities</p>	<p>7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:</p>	<p>Yes or No</p>	<p>If yes, describe:</p>
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Performance Goal 3: *By 2005-06, all students will be taught by highly qualified teachers.*

Summary of Needs and Strengths for Professional Development

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

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

STRENGTHS	NEEDS
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<p>All professional development is research-based to verify effective delivery of educational services.</p> <p>Our professional development is focused on addressing student weaknesses and strengthening our instructional program to effectively reach our low-performing students.</p> <p>This is our first year of operation. Effective staff development activities included:</p> <ul style="list-style-type: none">• Teaching mainstreamed Special Education students• Reaching ELL students• Multi-modality instruction• Disciplined behavior enables high achievement• Classroom Management• Building a culture of excellence	<p>Effective integration of technology in the classroom.</p> <p>Crisis and emergency response training.</p> <p>Working effectively with non-English speaking parents and caregivers</p>
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Performance Goal 3: *By 2005-06, all students will be taught by highly qualified teachers.*

Planned Improvements for Professional Development (Title II)

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

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State’s challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <p>Staff development activities are tied directly to leveraging state-adopted textbooks and standards-based materials in the classroom. KSA 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>	Principal and staff	Staff release time	\$10,000	PCSGP, Walton Family Foundation Implementation Grant and General Budget
<p>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</p> <p>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. KSA reaches 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>	Principal and staff			

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <p>KSA'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 are chosen based upon the relative strengths and weaknesses of our students. For example, when our ELL students struggle with certain skills we schedule staff development sessions to respond to trends in assessment data among our ELL students.</p>	Principal and staff			
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <p>A professional growth plan for all certificated staff is in place.</p>	Principal and certificated staff			
<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <p>Teachers will attend national and regional conferences that explicitly tie their workshops and presentations to increasing the performance of low-performing students. Teachers are also given a \$500 stipend to pursue professional development opportunities of their choosing with authorization by the Principal. KSA has also scheduled approximately 15 staff development days each year to ensure teachers are receiving the training and support they need.</p>	Principal and staff Contractors		\$5000	Charisma Fund

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <p>KSA will leverage internal expertise and bring in trainers and professional development experts from LeapFrog, Scholastic, and other independent contractors to provide staff development and one-on-one teacher training on successfully integrating technology in the classroom.</p>	Principal and staff Outside vendors			
<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <p>KSA maintains a student/computer ratio of 3 to 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>	Principal and staff			
<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 community provide feedback and participate in the planning and implementation of the LEA Plan. A presentation and discussion of the LEA Plan was made to the KSA Parents Association. Staff and members of the KSA Board of Directors participated in the</p>	Principal, staff, parents, and KSA Board of Directors			

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; <input type="checkbox"/> Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; <input type="checkbox"/> Involve parents in their child’s education; and <input type="checkbox"/> Understand and use data and assessments to improve classroom practice and student learning. <p>KSA will work with the 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 committees 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>	Principal and staff Outside contractors			
<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.” Currently, all of KSA’s hired teachers meet the standards for “highly qualified” teachers. 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>	Principal and staff Outside contractors			

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 Principal are available to students and families by cell phone each and every school night until 9:00 pm.</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

(Excerpted from the KIPP Summit Academy Student and Family Handbook)

We expect a great deal from our students. We know that with strict discipline, high expectations, and excellent teaching, all students will climb the mountain to college. Our behavioral expectations are:

1. Follow the KSA Commitment to Excellence Contract
2. Follow the KSA Credo:

If there is a problem, we look for a solution.

If there is a better way, we try to find it.

If a teammate needs help, we give.

If we need help, we ask.

3. The following expectations are implied by the KSA Commitment to Excellence and are to be followed to the letter:
 - Work hard. Be nice. Pursue Excellence.
 - Be on task at all times during class while anyone is speaking. Students will always have their eyes, ears, and brains on the speaker whether it be the teacher, a guest, or another student.
 - Be organized and prepared for all classes. Every KSA student should have their daily planner, at least two sharpened pencils with erasers, a pen and paper in their notebooks.
 - Work should be completed and presented neatly.
 - The KSA heading should be used on all papers in every classroom.
 - All papers should be kept neatly and orderly in a student's KSA Life Binder.
 - Respond appropriately to all questions. Non-verbal actions matter.
 - Conduct oneself in a mature manner and demonstrate respect of our educational mission while at KSA or a KSA function.
 - Do the right thing without being told. "Assign yourself."

KSA "Base Camp" (in-school suspension) will be one of the consequences for not following KSA's expectation. Students will remain in "Base Camp" until teachers see improvement.

4. Parents and Guardians will be prompt when bringing their children to KSA, KSA functions, and picking up their child from KSA or KSA functions.

If a KSA student follows these guidelines s/he will earn a lot of Summit Dollars, earn the respect of his/her classmates and teachers and, most importantly, s/he will be practicing the skills needed for success in life.

Children who do not follow these guidelines will lose privileges including trips and social time. More important, poor behavior affects his/her own learning as well as the learning opportunities for other KIPPsters. This will not be tolerated. Please refer to the discipline section of this handbook for specific information about discipline policies and procedures.

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. KSA will more than double the amount of students served between the hours of 3-6pm.</p> <p>Collaboration with local service providers ensures that our students and families have the resources they need to prevent risk behaviors.</p> <p>We are available to our students and families by cell phone until 9pm 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:	5 th ___ % 7 th ___ %	5 th ___ % 7 th ___ %
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by:	7 th ___ % 9 th ___ % 11 th ___ %	7 th ___ % 9 th ___ % 11 th ___ %
The percentage of students that have used marijuana will decrease biennially by:	5 th ___ % 7 th ___ %	5 th ___ % 7 th ___ %
The percentage of students that have used alcohol within the past 30 days will decrease biennially by:	7 th ___ % 9 th ___ % 11 th ___ %	7 th ___ % 9 th ___ % 11 th ___ %
The percentage of students that have used marijuana within the past 30 days will decrease biennially by:	7 th ___ % 9 th ___ % 11 th ___ %	7 th ___ % 9 th ___ % 11 th ___ %

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

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

Other Performance Measures

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

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

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

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

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

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

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

Check	Activities	Program ATODV Focus	Target Grade Levels
X	After School Programs	Violence Prevention	5 th
X	Conflict Mediation/Resolution	Violence Prevention	5 th
	Early Intervention and Counseling		
	Environmental Strategies		
	Family and Community Collaboration		
	Media Literacy and Advocacy		
	Mentoring		
X	Peer-Helping and Peer Leaders	Violence Prevention	5 th
	Positive Alternatives		
	School Policies		
	Service-Learning/Community Service		
	Student Assistance Programs		
	Tobacco-Use Cessation		

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

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

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

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

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

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

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

For each selected Appendix C programs or Appendix D activities, provide a brief narrative rationale based on the 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 the KSA Board of Directors and the KSA 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 Principal 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 KSA Parents Association meetings. Parent involvement is ensured by the obligation of the Principal to collaborate with the KSA Parents Association under direction of the Board.

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. In 2003/2004 we are serving students in 5th grade. 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

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.

Please describe the poverty criteria that will be used to select school attendance areas under Section 1113.

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. Currently approximately 65% of our students qualify for the Federal Free and Reduced Lunch Program

Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115 will identify the eligible children most in need of services under this part.

KIPP Summit Academy is a school-wide Title 1 school.

Additional Mandatory Title I Descriptions

(continued)

Please provide a general description of the nature of the programs to be conducted by the LEA's schools under Sections 1114 and 1115 and, where 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.

KIPP Summit Academy does not currently have enrolled students in need of these services.

Please describe the actions the LEA will take to assist in its low-achieving schools identified under Section 1116 as in need of improvement.

KIPP Summit Academy is a direct-funded charter school serving as its own LEA. Since KIPP Summit Academy is not currently identified under 1116 this section does not apply.

Additional Mandatory Title I Descriptions
(continued)

Please describe the actions the LEA will take to implement public school choice and Supplemental Services, consistent with the requirements of Section 1116.

KSA will adhere to all sections of NCLB regarding supplemental instruction and transportation. At the present time, KSA does not fall within the “Program Improvement School” definition.

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 sections 1118 and 1119.

On an annual basis, review of California STAR scores will be matched with Teacher Professional Growth Plans to ensure that program coordination is present. When we identify areas of weakness that need to be addressed throughout the staff, we will plan appropriate professional development activities.

Additional Mandatory Title I Descriptions
(continued)

Coordination of Educational Services

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.

Per the LEA Plan of the Mid-Alameda County SELPA, a full continuum of services is offered in accord with state and federal law. For special education students, coordination with regular classroom staff and programs is coordinated by the Principal.

High quality, well spiraled and scaffolded multi-modality instruction is provided to close the achievement gap for our ELL population.

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

Appendix F: NCLB Legislation, Sections 1111 through 1120

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
<u>Project Alive</u>	K to 12		x				A
Project BASIS	6 to 8				x	x	C
Project Break Away	6 to 8		x	x			C
<u>Project Life</u>	9 to 12		x				A
Project PACE	4					x	C
<u>Project SCAT</u>	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
<u>Smokeless School Days</u>	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
<u>Tobacco-Free Generations</u>	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