

Application #

No Child Left Behind Act of 2001
SINGLE SCHOOL DISTRICT PLAN

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

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

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

SSD Plan Information:

Name of Local Educational Agency (LEA): Coffee Creek
County/District Code: 53 71670
Dates of Plan Duration: July 1, 2003 to June 30, 2010
(to be updated at least annually)
Date of Local Governing Board Approval: 02-25-2010

District Superintendent: Dellmer Wells
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City: Trinity Center, CA Zip code: 96091
Phone: 530.266.3344 Fax: 530.266.3344

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.

Dellmer Wells
Printed or typed name of Superintendent Date Signature of Superintendent

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

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Part I

Background and Overview

Background

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District Budget for Federal and State Programs

Background

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

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

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

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

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

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

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

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

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

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

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

Descriptions of the Consolidated Application and Categorical Program Monitoring

The Consolidated Application (ConApp)

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

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

Role of School Site Council

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

Composition of School Site Council

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

- The school site council shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by

¹ *EC* Section 64001(a), (d)

² *EC* Section 41507

³ *EC* Section 41572

other school personnel at the school;⁴ parents of students attending the school selected by such parents; and, in secondary schools, students selected by students attending the school.

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

Categorical Program Monitoring (CPM)

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

Development Process for the Single School District (SSD) Plan

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

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

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

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

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

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

Step One: Measure the Effectiveness of Current Improvement Strategies

Analyze Student Performance

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

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

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

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

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

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

- The Academic Program Survey (APS) – school-level survey of status of implementation of the nine essential program components (not required for single school districts)
- District Assistance Survey (DAS) – district-level survey of status of implementation of nine essential program components
- Least Restrictive Environment Assessment – examines educational practices for students with disabilities
- English Learner Subgroup Self Assessment (ELSSA) – designed to improve outcomes for English learners

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

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

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

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

Step Three: Develop or Revise Performance Goals

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

Step Four: Revise Improvement Strategies and Expenditures

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

Identify available resources: Aside from fiscal resources available through federal and state funding, programmatic resources are available on the CDE Web site at <http://www.cde.ca.gov>. The ConApp provides funding for the following programs: Title I, Parts A and D; Title II, Part A; Title III, Part A; Title IV, Part A; Title VI, subpart 2; and, Economic Impact Aid.

Step Five: Local Governing Board Approval

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

Step Six: Monitor Implementation

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

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

**PLANNING CHECKLIST
FOR SSD PLAN DEVELOPMENT**

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

FEDERAL AND STATE PROGRAMS CHECKLIST 2009-2010

Federal Programs		State Programs	
x	Reap Flex (Title IIA, IVA, SRSA moved into Title V)	x	Economic Impact Aid (EIA) - State Compensatory Education "7090" (used under School Based Coordinated Program)
x	Small, Rural School Achievement REAP "5810"		
x	Title II, Part A, Subpart 2, Improving Teacher Quality "4035"	x x	Tobacco Use Prevention Education (Prop 99) "9290" "9291"
x	McKinney Vento Homeless "5630"		
x	Title IV, Part A, Safe and Drug-Free Schools and Communities "3710"		Programs listed below are subject to SBX3 4 flexibility to be used for any educational purpose & therefore do not need to be included in the plan at this time.
x	Title V, Part A, Innovative Programs - Parental Choice "4110"	x	School Safety and Violence Prevention Act (AB1113, AB 658) "6405"
		x	Art Music Block Grant "6760"
		x	Supplemental Counseling Grant "7080"
		x	Gifted and Talented Education "7140"
		x	Instructional Materials "7156"
		x	PAR "7271"
		x	Professional Development "7393"
		x	School & Library Improvement Block Grant "7395"

DISTRICT BUDGET FOR FEDERAL PROGRAMS 2009–2010

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Centralized Services & Indirects	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title II Part A, Subpart 2, Improving Teacher Quality "4035" Reaped—used in Title VA like ways	0	\$1,862	\$140 Co-op fee	\$1722	92%
Title IV, Part A, Safe and Drug-free Schools "3710" Reaped--used in Title VA like ways	0	\$15	\$1 Co-op fee	\$14	100%
Title V, Part A, Innovative Programs - "4110"	0	0	0	0	0
Small, Rural School Achievement "REAP" "5810" subject to Title V requirements	0	\$18,053	0	\$18053	100%
McKinney Vento Homeless "5630"		\$1028	0	\$1028	100%
TOTAL to be used in Title VA like ways—Reap Flex 15% limit on total admin and indirects Coop fee:7.5% on current allocations Title IIA-IVA	0	\$19930	\$141	\$19,789	99%
Total non-Title VA funds (5630)	0	\$1028	0	\$1028	100%

DISTRICT BUDGET FOR STATE PROGRAMS 2009–2010

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Centralized Services & Indirects	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
School based Coordinated Program includes EIA/SCE "7250" See EIA "7090"	\$6,344	\$0	See SBCP total below	See SBCP Total below	See SBCP total below
EIA - State Compensatory Education "7090" used under School Based Coordinated Program	\$0	\$5,749	See SBCP total below	See SBCP Total below	See SBCP total below
Tobacco Use Prevention Education "9290" "9291"	\$883	\$500	0	\$1383	100%
TOTAL for Non-SBCP Programs	\$16234	\$18282	Est. \$2674	To be det.	To be det.
TOTAL for SBCP Only 15% limit on admin costs on EIA Co-op fee: 7.5% on current EIA allocation in SBCP. Indirects: State approved rate for SBCP 6.21%	\$6344	\$5749	\$431 Co-op fee \$707 Indirects Total \$1138	\$10,955	91%
Programs listed below are subject to SBX3 4 flexibility to be used for any educational purpose & therefore do not need to be included in the plan. Current year entitlements are listed as information.	Prior Year District Carryovers	Current Year District Entitlements	Current Year Centralized Services & Indirects	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
School Safety (AB1113, AB 658) "6405"	\$0	\$8,000	n/a	n/a	n/a
Art Music Block Grant "6760"	\$0	\$2,000	n/a	n/a	n/a
Supplemental Counseling Grant "7080"	\$0	\$4,000	n/a	n/a	n/a
Gifted and Talented Education "7140"	\$0	\$2,414	n/a	n/a	n/a
Instructional Materials "7156"	\$0	\$666	n/a	n/a	n/a
PAR "7271"	\$0	\$562	n/a	n/a	n/a
Professional Development "7393"	\$0	\$1,837	n/a	n/a	n/a
School & Library Improvement Block Grant "7395"	\$0	\$2,984	n/a	n/a	n/a

Federal Programs

Title IIA, Title IVA, and Small Rural School Achievement (SRSA, or “REAP”) will be used in Title VA–like ways under the Reap Flex provision (allows up to 100% of a federal fund to be used under another federal program). The funds will remain in their original resource code.

Purpose: Title V, Part A, Innovative Programs (Title V), is a federal categorical program contained in the Consolidated Application. It is designed to increase student academic achievement and support local educational reform consistent with statewide efforts. Some local activities supported by Title V include library services, instructional and media materials, staff development, and programs that meet the academic needs of students who are behind in achieving state content standards. Title V serves public and private school students.

Strategies:

Purchase materials to keep youth drug and alcohol free. Studies have shown that student performance increases if they are not hungry. Beginning in 2009–10 the school will provide a breakfast program. With county curriculum director support the school will review testing/ assessment data to evaluate success of program. Provide one week summer camp to bridge the gap between end of school and beginning of next school year. Provide art/music/fine arts program to supplement classroom activities with local arts/musicians in countywide art pool. Provide one-time teacher stipend/bonus to retain highly qualified teacher.

Title IIA Teacher Quality **\$ 1862**

Expenditures: \$1,722 Teacher retention stipend/bonus (one-time)
\$140 Co-op fee

Title IVA Drug Free Schools **\$ 15**

Expenditures: \$14 Supplies and materials
\$ 1 Co-op fee

Small Rural School Achievement (SRSA) “Reap” **\$18053**

Expenditures: \$1,450 Teacher stipends for summer camp
\$3,763 Food service worker salaries + benefits
\$1,975 Supervision of breakfast program salaries and benefits
\$2,637 Breakfast program supplies
\$5,000 Artist/Musicians contract services and supplies
\$400 Supplemental (not core) instructional materials
\$200 Parent involvement activities
\$2,628 Professional Development

Grand Total to be used in Title VA like ways **\$19930**

McKinney Vento Homeless “5630” **\$1,028**

Purpose: Implement McKinney–Vento Homeless Grant activities.

Strategies: Work with Trinity County Office of Education to provide homeless liaison at school site.

Expenditures: \$1,028 Homeless liaison salaries and benefits

Part II The Plan

Needs Assessments
Academic Performance
Teacher Quality
School Safety

Descriptions – Program Planning

School Profile

Local Measures of Student Performance

Performance Goal 1

Performance Goal 2

Performance Goal 3

Performance Goal 4

Performance Goal 5

Needs Assessment—Guidance Information

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

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

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

Academic Performance

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

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

Teacher Quality

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

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

School Safety and Prevention

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

Current Data

Demographics 2008-2009

Categories	K	1	2	3	4	5	6	7	8	T o t a l
<i>ENROLLMENT (All Students)</i>	1	1	1	2		2	2			9
<i>Gender</i>										
Male										
Female										
<i>Poverty</i> (Free & Reduced Lunch)	Not listed (fewer than 10 students)									
<i>English Learners</i>	Not listed (fewer than 10 students)									
<i>Special Education</i>	11%									
<i>GATE</i>	Not listed (fewer than 10 students)									
<i>Socioeconomically Disadvantaged</i>	Not listed (fewer than 10 students)									
<i>Ethnicity</i>	Not listed (fewer than 10 students)									
American Indian	11.11%									
Hispanic or Latino	88.89%									
White (not of Hispanic origin)	88.89%									

Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE [Standardized Testing and Reporting \(STAR\) Results](#) Web site. Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public guide](#). Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students – Three-Year Comparison

This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

Subject	School			District			State		
	2006-7	2007-8	2008-9	2006-7	2007-8	2008-9	2006-7	2007-8	2008-9
English-Language Arts							43	46	50
Mathematics							40	43	46
Science							38	46	50
History-Social Science							33	36	41

Standardized Testing and Reporting Results by Student Group – Most Recent Year 08-09

This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

Group	Percent of Students Scoring at Proficient or Advanced			
	English-Language Arts	Mathematics	Science	History-Social Science
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic or Latino				
Pacific Islander				
White (not Hispanic)				
Male				
Female				
Economically Disadvantaged				
English Learners				
Students with Disabilities				
Students Receiving Migrant Education Services				

Local Assessment Data

Districts may choose to administer their own academic assessments in reading, writing, and mathematics. In such cases, this table displays the percent of students, by grade level and subject area, meeting or exceeding the district standard. *Note: Data not shown when the number tested is 10 or less.*

Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ap/>.

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state’s standards-based assessments in English-language arts (ELA) and mathematics
- Percent proficient on the state’s standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found at the CDE Web site at <http://www.cde.ca.gov/ta/ac/ay/>.

Academic Performance Index Ranks – Three-Year Comparison

This table displays the school’s statewide and similar schools API ranks. The statewide API rank ranges from one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched “similar schools.” A similar schools rank of one means that the school’s academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of ten means that the school’s academic performance is better than at least 90 of the 100 similar schools.

API Rank	2006	2007	2008
Statewide	N/A	N/A	N/A
Similar Schools	‘	‘	‘

"N/A" means a number is not applicable or not available due to missing data.

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served. ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

" * " means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program

test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

Academic Performance Index Growth by Student Group – Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

Group	Actual API Change			Growth API Score
	2006-07	2007-08	2008-09	2009
All Students at the School	N/A	N/A	N/A	N/A
African American	'	'	'	'
American Indian or Alaska Native	'	'	'	'
Asian	'	'	'	'
Filipino	'	'	'	'
Hispanic or Latino	'	'	'	'
Pacific Islander	'	'	'	'
White (not Hispanic)	'	'	'	'
Socioeconomically Disadvantaged	'	'	'	'
English Learners	'	'	'	'
Students with Disabilities	'	'	'	'

"N/A" means a number is not applicable or not available due to missing data.

"**" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

AYP Criteria	School	District
Overall	Yes	Yes
Participation Rate - English-Language Arts	Yes	Yes
Participation Rate - Mathematics	Yes	Yes

Percent Proficient - English-Language Arts	Yes	Yes
Percent Proficient - Mathematics	Yes	Yes
API	Yes	Yes
Graduation Rate	N/A	N/A

"Yes" Met 2009 AYP Criteria

"No" Did not Meet 2009 AYP Criteria

Federal Intervention Program

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English-language arts or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found at the CDE Web site: <http://www.cde.ca.gov/ta/ac/ay/>.

Indicator	School	District
Program Improvement Status	n/a	n/a
First Year of Program Improvement	n/a	n/a
Year in Program Improvement	n/a	n/a
Number of Schools Currently in Program Improvement	n/a	n/a
Percent of Schools Currently in Program Improvement	n/a	n/a

Analysis of Current Instructional Program

The following statements are adapted from No Child Left Behind (NCLB), Title I, Part A and the California Essential Program Components (EPC). These statements are used to discuss and develop findings that characterize the instructional program at this school for students: Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

- Yes Use of state and local assessments to modify instruction/improve student achievement (NCLB)
- Yes Use of data to monitor student progress on curriculum-embedded assessments/modify instruction (EPC)

Staffing and Professional Development

- Yes Meet requirements for highly qualified staff (NCLB)
- Yes Administrators participate in Principals' Assembly Bill (AB) 430 training on State Board of Education (SBE) adopted instructional materials (EPC)
* Principal scheduled to begin AB 430 September 2009.
- Yes Sufficiency of credentialed teachers and teacher professional development (e.g., access to BTSA training on SBE-adopted instructional materials) (EPC)
- Yes Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)

- Yes Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)
- Yes Teacher collaboration by grade level (K-8) and department (9-12) (EPC)

Teaching and Learning

- Yes Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)
- Yes Adherence to recommended instructional minutes for reading/language arts and mathematics (K-8) (EPC)
- No** Lesson pacing schedule (K-8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)
- Yes Availability of standards-based instructional materials appropriate to all student groups (NCLB)
- Yes Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

	<u>Year of Textbook</u>	<u>Name of Textbook/Company</u>	<u>Board Adoption Date</u>
Math	2000	Sadlier-Oxford	10/20/2000
R/LA	2003	Houghton Mifflin	06/16/2003
Science	2008	Houghton Mifflin	12/5/2007
H/SS	2007	Houghton Mifflin	09/17/2007
R/LA Intervention	2003	Houghton Mifflin	06/16/2003
Math Intervention	2000	Sadlier-Oxford	10/20/2000
Math	2008	Harcourt K-6	10/02/2008
Math	2008	Glencoe	10/02/2008

Opportunity and Equal Educational Access

- Yes Services provided by the regular program that enable underperforming students to meet standards (NCLB)
 - *EL: Services provided by CELDT trained teacher.
 - *Poor: Services provided by regular classroom teacher through the use of supplemental materials in state adopted programs.
 - *Sp Ed: Services provided through Trinity County Office of Education.
 - *Underperforming: Services provided by regular classroom teacher through state adopted intervention materials.
- Yes Research-based educational practices to raise student achievement at this school (NCLB)

Involvement

- Yes Resources available from family, school, district, and community to assist under-achieving students (NCLB)

Yes Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of consolidated application programs. (5 CCR 3932)

Funding

Yes Services provided by categorical funds that enable underperforming students to meet standards
 Yes Fiscal support (EPC)

Analysis and conclusions from parents, staff, and the SSC regarding overall effectiveness of the instructional program (using test results, accountability measures, surveys, and discussions):

1. Strengths: Coffee Creek Elementary School has two highly-qualified, multiple-subject credentialed teachers, with a low teacher to student ratio. State adopted materials are available in every content area and grade level. The community is involved in and supportive of the school’s overall program. The school has adequate funding to meet student needs and to provide ongoing professional development for staff. Curriculum and instruction are aligned with state standards. State and local assessments are used to monitor student progress and modify instruction to improve student performance.

2. Needs: Teachers would benefit from coaches experienced in multi-grade teaching and small school scenarios. An overall master schedule covering all grade levels (K-8) and content areas throughout the year would be beneficial. Staff should regularly review test scores, determine academic needs, and modify instructional program to meet the individual learning needs of students. Academic performance in English/Language Arts and Math must increase for the school overall. Targeted intervention needs to be provided using state adopted materials for underperforming students.

Teacher Quality

Teacher Credential Information

Part-time teachers are counted as '1'. If a teacher works at two schools, he/she is only counted at one school.

	2006	2007	2008
Total Number of Teachers	2	2	2
Full Credential (full credential and teaching in subject area)	2	2	2
Teaching Outside Subject Area (full credential but teaching outside subject area)	0	0	0
Emergency Credential (includes District Internship, University Internship, Pre-Interns and Emergency Permits)	0	0	0
Teachers with Waivers (does not have credential and does not qualify for an Emergency Permit)	0	0	0

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 school/district, include a narrative that describes areas of needed professional development and areas where adequate professional development opportunities exist.

STRENGTHS	NEEDS
<ul style="list-style-type: none"> * All teachers are highly qualified. * All paraprofessionals meet requirements for education. * Student achievement data indicate teacher strength in reading, math, science, and arts. * New teachers participate in BTSA. * New administrators participate in AB 430 training. * We have professional collaboration at the district and county level on a regular basis. 	<ul style="list-style-type: none"> * A priority for our district is retaining our highly qualified teachers in light of declining enrollments which force teacher layoffs. * The teacher survey indicates a need for further staff development on academic intervention. * Training is needed on the effects of cultural poverty on academic performance. * There is a need to bring in outside experts to enhance professional collaboration.

School Safety and Prevention See Goal 4 for summary.

Descriptions – Program Planning

On the pages that follow, the SSD will provide descriptions and information about how it plans to address the requirements of NCLB and the SPSA based upon results of the needs assessment.

Mission

The District’s mission is to provide a safe environment which promotes academic excellence, responsible citizens, and a life-long desire for learning.

Vision Statement

It is the vision of Coffee Creek School that the united efforts of students, parents, staff, and community will develop students who:

- value themselves
- come to school ready to learn
- speak and write effectively
- are engaged in nature and science
- compute and problem solve both individually and in a group setting
- value personal health and fitness
- interact respectfully within the school society and community
- use resources of information and technology
- value visual and performing arts

Coffee Creek School students, parents, and staff will strive for high quality student work within a safe, enriched environment, utilizing a wide variety of resources and strategies.

District/School Profile

Coffee Creek Elementary School is a single school district located in the rural mountain community of Coffee Creek in Trinity County. Coffee Creek Elementary School opened in the early part of the last century and moved to its current site in 1960. The school facility consists of two classrooms, a multi-purpose room, kitchen, and office. The school serves as a focal point for students, their parents, and the community. The two-room school serves approximately 9 preschool students and 10 students in Kindergarten through eighth grade and offers an after-school program for interested students. In addition, students may participate in after school sports. Intervention opportunities are also offered to students.

The staff and community strive to work together to create programs that produce articulate, confident, and skilled students. There is a strong focus on a well-balanced education for every student with high standards aimed at excellence and student empowerment. Our School Site Council provides a format for school-wide decision making. Fund raising activities and volunteering in the classroom provide opportunities for community involvement. Our vision is to support and promote a community/school family atmosphere with an emphasis on mutual support for all within a learning community.

Local Measures of Student Performance: End of chapter tests in state adopted materials and dibels for reading and reading comprehension.

SCHOOL GOAL # 1:

All students will reach high standards, at a minimum, attaining proficiency or better in reading by 2013-2014.

SCHOOL GOAL # 1B:

All students will reach high standards, at a minimum, attaining proficiency or better in mathematics by 2013-2014.

(Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages)

Student groups and grade levels to participate in this goal:

Grades 2-8

TARGETS

Anticipated annual performance growth for each group:

Individual student growth of 5% annually

MEASURES

Means of evaluating progress toward this goal:

STAR test results

INDICATORS

Data to be collected to measure academic gains:

CSTs

Classroom assessments

Planned Improvement in Student Performance in Reading and Mathematics

Description of Specific Actions to Improve Education Practice in Reading and Math	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <p>The state standards will be used, along with standards-based core curricula. Assessments will be utilized from the standards-based curricula to ensure alignment with state standards. Instruction will be based on these materials. Implementation of the core program will be facilitated by the use of the California State Language Arts/Literature Framework and State and District Language Arts Standards</p> <p>A pacing guide for E/LA and Math will be developed.</p>	<p>Teachers Principal 2003-2010</p> <p>Teachers/principal Oct. 2010</p>	<p>None</p> <p>None</p>		
<p>2. Use of standards-aligned instructional materials and strategies: The core curricula are approved by the California Department of Education. Teachers align instruction with the standards, such as by making reference to the standards being taught in lesson plans. Standards are available to every student.</p> <p>Supplemental materials to be used are aligned with content and performance standards as evidenced by standards maps provided by the publishers.</p> <p>Additional instructional staff is provided to increase one on one supplemental instruction.</p>	<p>Teachers Principal 2003-2010</p> <p>Teachers 2003-2010</p> <p>Para-educator Ongoing</p>	<p>Standards based instructional materials</p> <p>Supplemental materials</p> <p>Para-educator sal/benefits</p>	<p>\$2000/year</p> <p>\$1723 \$400</p> <p>\$4184</p>	<p>Gen. Fund</p> <p>SBCP SRSA</p> <p>SBCP</p>
<p>3. Extended learning time: Students not meeting state standards will receive intensive instruction before school, during lunch, after school, or during summer camp.</p>	<p>Teachers Ongoing, Saturday School and after school</p>	<p>Teacher salary/benefits</p>	<p>\$2824 \$1450</p>	<p>SBCP SRSA</p>

Description of Specific Actions to Improve Education Practice in Reading and Math	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology: Students will participate in computer-based learning opportunities on a regular basis that support grade level standards.</p> <p>Videos, overhead projectors, computers/internet, mobile computer lab will be used to stimulate interest in topics.</p>	<p>Principal/Teachers Ongoing</p> <p>Teachers Ongoing</p>	<p>None</p> <p>None</p>		
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>Professional development needs are addressed by the administrator and through coordination with the curriculum & instruction department at TCOE.</p> <p>New staff will participate in BTSA or other teacher induction programs which have a heavy emphasis on standards-based materials</p> <p>New administrators will participate in AB 430 training, with a module specifically devoted to reading.</p> <p>Student achievement data will be reviewed to determine and plan for staff development needs in reading/LA and math.</p> <p>Regularly scheduled time will be set aside for teacher collaboration and professional dialog to focus on selecting benchmark assessments for key standards, joint review of student work on those assignments, and planning for revising/reviewing/re-teaching.</p>	<p>Admin TCOE Curr. Dir. Annually</p> <p>Instructional staff As applicable</p> <p>New principals As applicable</p> <p>Principal, teachers, TCOE curriculum specialist Annually</p> <p>Admin/teachers Ongoing</p>	<p>Training fee, travel, subs</p> <p>Training fee, travel, subs</p> <p>Training costs, subs, travel</p> <p>None</p> <p>None</p>	<p>\$2723 \$2628</p> <p>\$1500 per participant when applicable \$1000/participant when applicable</p>	<p>SBCP SRSA</p> <p>BTSA, Gen. fund</p> <p>AB 430, Gen fund</p>
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>Parents will be given info on CELDT/CAPA/CMA/STAR test results & how to interpret them within 30 days of receiving results.</p> <p>Alternate means of communication with parents will include input by mail or phone. Parent conferences and IEP meetings will be held.</p>	<p>Teachers/Aides August annually</p> <p>Teachers/principal At least twice/year</p>	<p>Mailing costs</p> <p>Mailing costs</p>	<p>\$50</p> <p>\$50</p>	<p>Gen fund</p> <p>Gen. fund</p>

<p>Home/school communications will take place to promote reading at Home, such as the Home & School Connection Newsletter.</p> <p>Additional conferences will be held with parents of underachieving students.</p> <p>Interim reports will be provided to parents of underperforming students.</p> <p>The SARC will be posted to the internet for the school and parents will be notified of its availability following board approval..</p> <p>SSC will meet to provide input on categorical programs. The SSC is made up of parents, teachers, community members, classified staff, and the principal. SSC serves as the School Advisory Committee, being approved to do so by the School Advisory Committee every two years for the purpose of advising the school on the State Compensatory Education Program (EIA/SCE). SSC also serves as the Safety Committee for the purpose of reviewing and updating the School Safety Plan annually, with Board approval by March 1.</p> <p>Parent involvement opportunities will be provided at school, such as back to school night and parent conferences, to highlight reading/language arts program and review student achievement.</p> <p>Foster Grandparents will be used to provide extra student help.</p>	<p>Principal/monthly May annually</p> <p>Teachers/quarterly</p> <p>Teachers/quarterly</p> <p>Admin/Board Feb. 1 annually</p> <p>SSC Members Monthly</p> <p>Principal 2-3/year</p> <p>Principal/volunteers Ongoing</p>	<p>Newsletters</p> <p>None</p> <p>None</p> <p>None</p> <p>Mailing costs</p> <p>Supplies, refreshments</p> <p>Mileage and meals</p>	<p>\$200</p> <p></p> <p></p> <p></p> <p>\$50</p> <p>\$200</p> <p>\$300</p>	<p>TCOE</p> <p></p> <p></p> <p>Gen fund</p> <p>Gen. fund</p> <p>Gen. fund</p>
<p>7. Auxiliary & support services for students and parents (including transition from preschool, elementary, middle, & high school):</p> <p>Preschool services will be provided. Staff will discuss transitional needs, articulate instruction, and provide opportunities for visitation prior to enrollment.</p> <p>GATE services will be provided to designated and identified students through curriculum enrichment and differentiated instruction in the regular classroom program according to the Trinity County GATE Handbook.</p> <p>Plan for transition from middle grades to high school:</p>	<p>Teachers/principal Ongoing</p> <p>Teachers As needed</p>	<p>Staff salaries and benefits Teaching supplies and snacks Travel Frig for snacks</p> <p>None</p>	<p>\$13385 \$1985 \$462 \$1000</p>	<p>Child Dev. “ “ “</p>

<ul style="list-style-type: none"> • Academic counseling will be provided to 7th-8th grade students. • Upper grade teacher will attend articulation meetings with the high school. • 8th graders will attend high school orientation day in August. • 8th graders will be given a math placement test before enrollment in high school. • 8th grade teacher will recommend students which should be placed in Honor English & Math classes. • Peer helpers and high school counselors will hold parent/student orientation night in the spring before enrollment in high school. • 8th graders and parents will be encouraged to attend Open House at the high school. • High school counselors will hold pre-enrollment conference sessions for 8th graders at our school. 	<p>Counselor By December each year</p> <p>Teachers/counselors Spring annually</p>	<p>Contract with Trinity COE Contract /w TUHSD</p>	<p>\$4000</p>	<p>Supplemental counseling</p>
<p>Homeless services: The district will appoint a district education support liaison. The liaison will ensure that homeless children are identified, enrolled immediately, have full and equal access to all programs, are assisted with educational placement if unaccompanied, allowed to attend school of origin, have transportation to school if needed, and signed up for free school meal program. Parents will be notified of rights and those rights will be posted in the school office. The liaison will mediate enrollment disputes, assist children who need immunizations, collaborate with other entities, provide outreach materials where homeless children may be, and provide awareness activities for school staff annually.</p>	<p>Homeless Liaison Principal As needed</p>	<p>Liaison sal/ben or stipend</p>	<p>\$1028</p>	<p>TCOE McKinney Vento</p>
<p>Special Education services: All special education students are part of the total school community with equal access to educational, co-curricular, and social activities in our school. Appropriate special education services for each student are determined by the IEP Team. The special education staff (Resource Specialist and instructional aide), Speech and language Specialist, School Psychologist, regular classroom teacher, and administration will work collaboratively to provide an array of educational options to meet the varied needs of all students at our school. The service delivery options for special education staff may include: Direct services, consultation, alternative materials and/or curriculum, physical accommodations, modified teaching strategies, and curriculum and material adaptation. Special education staff may work with students and/or staff in the regular classroom or small group setting.</p>	<p>Regular and sp ed staff Ongoing</p>	<p>Excess special ed costs</p>	<p>\$8883</p>	<p>Gen fund</p>

Provide breakfast program to support increases in student performance.	Food service worker	Salary/benefits-food service -supervisor Supplies	\$3763 \$1975 \$2000	SRSA
<p>8. Monitoring program effectiveness and student learning:</p> <p>Test data and API results will be used to monitor programs and drive changes in goals and instructional practices, when needed.</p> <p>The school has a Single School District Plan. The plan will be reviewed to monitor progress and make revisions. Programs contained in the plan will be evaluated annually by the SSC, with a summary of the evaluation included in the plan.</p> <p>Students' mastery of standards will be monitored by examining student work; re-teaching occurs as needed.</p> <p>Staff will meet to review student and program progress and determine necessary modifications.</p> <p>GATE students have written learning plans that are reviewed.</p> <p>Staff will meet to review and analyze test data.</p>	<p>Admin and Teachers Ongoing</p> <p>SSC/Board February for revisions May for coming year</p> <p>Teachers Ongoing</p> <p>Principal, Teachers, Ongoing</p> <p>Teachers, ongoing</p> <p>TCOE curr. dir., teachers, principal Aug 2010-Dec 2010</p>	<p>None</p> <p>None</p> <p>None</p> <p>None</p> <p>None</p> <p>None</p>		
<p>9. Targeting services/programs to lowest-performing groups:</p> <p>Direct instructional methods and other means of intervention will be utilized for reading and math.</p> <p>Individual and small group assistance will be provided utilizing research-based effective strategies.</p> <p>Additional assessment will be conducted with underperforming students to identify specific learning needs.</p> <p>Targeted instruction will occur in small groups for underperforming students based on assessment results and using state adopted intervention materials.</p> <p>Motivational strategies will be used to improve student performance on tests and assessments.</p>	<p>Teachers/paras Ongoing for students behind in reading</p> <p>Teachers Ongoing</p> <p>Teachers Ongoing</p> <p>Teachers Ongoing</p> <p>Teachers/paras Ongoing</p>	<p>See above</p> <p>See above</p> <p>See above</p> <p>Assessment materials Intervention materials</p> <p>None</p>	<p>--</p> <p>--</p> <p>--</p> <p>\$500 \$500</p>	<p>--</p> <p>--</p> <p>--</p> <p>Gen fund Gen fund</p>

<p>10. Any additional services tied to student academic needs: The school will provide a reading incentive program to promote independent reading.</p>	<p>Teachers/principal Ongoing</p>	<p>Supplies, books</p>	<p>\$250</p>	<p>General fund</p>
<p>Music/arts programs are provided to students based on research correlating that what children learn in music and art contributes to improved reading ability.</p>	<p>Music/art instructor 1/week</p>	<p>Music/art teacher contract Materials</p>	<p>\$5000</p>	<p>SRSA</p>
<p>Students will be allowed to select and keep a RIF (Reading is Fundamental) book of their choice. The teacher will provide a motivational activity designed to promote interest in reading prior to each distribution. Distributions will occur at least 30 days apart.</p>	<p>Teachers, principal 3 times/year</p>	<p>RIF books</p>	<p>\$100</p>	<p>Gen fund</p>
<p>The school will coordinate efforts to improve Reading/language Arts achievement with the School Library: The school is dedicated to providing the best possible library for our students. Our collection reflects the varied and diverse interests and aptitudes of our students including a wide range of reading levels. We endeavor to provide quality and updated materials which meet the needs of our rural and isolated school population. Our collection includes county library books, paperbacks, classics, encyclopedias, resource tools in science and social studies, and technology resources which are housed and maintained conveniently so students have ready access to them. Students are encouraged and supported toward frequent use of library materials for research and recreational learning and enjoyment. Our school is committed to further enhancing our library as funds become available.</p>	<p>Admin Ongoing</p>	<p>Books, reference materials</p>	<p>\$500</p>	<p>General fund</p>

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

<p>SCHOOL GOAL: Annually increase the number of students scoring proficient or advanced on the ELA and Math CSTs by 5%. (Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages)</p>	
<p>Grade levels to participate in this goal: Grades 2-8</p>	<p>TARGETS Anticipated annual performance growth: School wide: 5% each year</p>
<p>MEASURES Means of evaluating progress toward this goal: Grade 2-8 CSTs 2-8 Classroom assessments</p>	<p>INDICATORS Data to be collected to measure academic gains: ELA: Reading Comprehension Writing Strategies Literary Analysis Math: Math: Algebra Number sense Statistics, data analysis, probability</p>

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

Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed):	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. The programs and activities to be developed, implemented, and administered and how the SSD will use these funds to meet all annual measurable achievement objectives described in Section 3122</p> <p><i>The school provides programs incorporating the ELD to help students learn English and SDAI in English to help students master the State Academic Content Standards.</i></p>	<p>Teacher Ongoing</p>	<p>None</p>		
<p>2. How the SSD will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <ul style="list-style-type: none"> ▪ meeting the annual measurable achievement objectives described in Section 3122 ▪ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)) ▪ annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1)) <p><i>Fund money will be used to provide instructional materials for ELD and materials designed to help ELs access the core curriculum. All students including all LEP students will participate in the statewide assessment program, including the CST to measure students' progress towards proficiency. Statewide targets in reading and math will be applied to individual LEP students to determine whether they have made adequate yearly progress. Results cannot be publicly reported due to small numbers. The CELDT will be used for initial assessment and administered annually to measure LEP students' progress towards English proficiency.</i></p>	<p>Principal Annual eval /w mid-year review</p>	<p>None</p>		

	<p>3. How the SSD will promote parental and community participation in LEP programs:</p> <p><i>The school will invite parents of LEP students to serve on advisory committees and to attend twice yearly meetings to discuss and evaluate programs and services.</i></p>	Principal Twice/year	None		
	<p>4. How the SSD will provide high quality language instruction based on scientifically based research (per Sec. 3115(c)). The effectiveness of the LEP programs will be determined by the increase in: English proficiency and academic achievement in the core academic subjects</p> <p><i>The state adopted Reading/Language Arts core curriculum will be used, with students mainstreamed.</i></p>	Teachers Ongoing	None		
Required Activities	<p>5. High quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel:</p> <ul style="list-style-type: none"> a. designed to improve the instruction and assessment of LEP children b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills d. long term effect will result in positive and lasting impact on teacher performance in the classroom <p><i>Teachers participate in SB395 or CLAD training in language acquisition, ELD, and SDAIE to learn research-based strategies to meet the needs of LEP students. As needed, teachers will participate in ongoing (2003-10), sustained staff development in current research and the most effective instructional strategies for accelerating the achievement of English Learners. Teachers will receive training in the ELD components of adopted textbooks and supplemental materials especially designed to support achievement of English Learners. Principals will attend ongoing staff development in the most effective instructional strategies for accelerating the achievement of English Learners.</i></p>	Teachers/principal As indicated	Training costs	\$500/year per employee as needed	Gen. fund

<p>1. Upgrade program objectives and effective instructional strategies, if applicable: <i>Yes, the training for principals and teachers described previously is designed to provide all teachers with effective instruction strategies in ELD and SDAIE.</i></p>	<p>Teachers/principal as needed</p>	<p>See above</p>		
<p>2. Any: a. tutorials and academic or vocational education for LEP students and/or b. intensified instruction <i>EL students will be provided with additional instruction to learn English</i></p>	<p>Teachers</p>	<p>None</p>		
<p>3. How programs for English Learners are coordinated with other relevant programs and services <i>Coordination occurs through staff meetings.</i></p>	<p>Admin/teachers As needed</p>	<p>None</p>		
<p>4. Any other activities designed to improve the English proficiency and academic achievement of LEP children: <i>All programs and services for LEP students are focused on improving their English proficiency and academic achievement, as described above.</i></p>	<p>Teachers Ongoing</p>	<p>See above</p>		
<p>5. Community participation programs, family literacy services, and parent outreach and training activities provided to LEP children and their families – a. To improve English language skills of LEP children b. To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children <i>The school provides written information to parents containing suggestions to help their children improve their academic achievement. Information is available in languages other than English. All parents are invited to informational meetings to discuss ways to help their children improve academic achievement.</i></p>	<p>Teachers Ongoing</p>	<p>None</p>		

	<p>6. Efforts to improve the instruction of LEP children by providing for –</p> <ul style="list-style-type: none"> a. The acquisition or development of educational technology or instructional materials b. Access to, and participation in, electronic networks for materials, training, and communication c. Incorporation of the above resources into curricula and programs <p><i>The acquisition of educational technology will take place. Efforts to incorporate all resources into LEP curricula will take place.</i></p>	Principal As needed	See above		
	7. Other activities consistent with Title III or EIA/LEP funds				

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

<p>Parents of Limited-English-Proficient students must be notified: outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents. Describe how you will meet these requirements</p>	<p>Persons Involved and Timeline</p>	<p>Related Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p style="text-align: center; vertical-align: middle;">Required Activities</p> <ol style="list-style-type: none"> 1. SSD informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB): <ol style="list-style-type: none"> a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child h. information pertaining to parental rights that includes written guidance detailing – <ol style="list-style-type: none"> i. the right that parents have to have their child immediately removed from such program upon their request ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available iii. the SSD assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the SSD 				

<p>a-b. The CELDT is administered within 30 days of enrollment to students whose first three answers to Home Language Survey questions are other than English. Parents are notified of the test results and recommended program placements in writing in a language they can understand. English learners who score at the beginning to early intermediate on CELDT are placed in a Structured English Immersion (SEI) program. English learners with reasonable fluency, scoring at the intermediate to early advanced levels is placed in an English Language Mainstream (ELM) class. With the notification of test results and recommended placement, parents are also informed of their right to request an alternative program or different placement.</p> <p>c. The written notification of results and recommended placement includes a description of both the SEI and ELM programs, including the content, instructional goals, and extent of use of English and native language in instruction in each program.</p> <p>d. CELDT results reported to parents include levels for reading, writing, and listening and speaking as well as overall proficiency in order to identify strengths and needs for each child. These levels are used in program placement decisions. These results are also shared with the student’s counselor and teachers for use in instructional planning.</p> <p>e. The descriptions of the SEI and ELM programs explain how these programs use English Language Development (ELD) to help their child learn English and Specially Designed Academic Instruction in English (SDAIE) to help their students to meet age-appropriate standards.</p> <p>f. Parents are also provided written criteria for reclassification and exit from the program and a written summary of the performance expectancies on CELDT, the CST and CAT6 in English/Language Arts, and the CAHSEE for each year in the program.</p> <p>g. For LEP students with identified disabilities requiring special education services, CELDT performance levels in reading, writing, and listening and speaking are considered in the development of the individualized educational program (IEP.) IEP objectives include English Language proficiency objectives and core content objectives. Parents are consulted in the development of IEP objectives.</p> <p>h. The written notification of CELDT results and recommended placement includes notification, describes programs offered by the district and explains that parents can request another available program; and encourages parents to seek additional information and assistance from the staff regarding program selection. Parents of all students who continue in SEI and ELM programs are provided all of the above information again at the beginning of the school year (within the first 30 days). Parents of new students are notified as soon as the child is placed in the program based on preliminary CELDT results.</p>	<p>Teachers Within 30 days of enrollment</p> <p>Teachers Within 30 days of receiving results</p> <p>“</p> <p>Teachers Within 30 days of enrollment</p> <p>“</p> <p>Teachers As needed</p> <p>Teachers Within 30 days of receiving results</p>	<p>None</p> <p>None</p> <p>None</p> <p>None</p> <p>None</p> <p>None</p> <p>None</p>		
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<p>Note: Notifications must be provided to parents of students enrolled since the previous school year, not later than 30 days after the beginning of the school year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p> <p><i>Parents are provided all of the above information again at the beginning of the school year. Parents of new students are notified as soon as the child is placed in the program based on preliminary CELDT results.</i></p>	<p>Teachers Beginning of School Year</p>	<p>None</p>		
<p>SSD Parent Notification Failure to Make Progress If the SSD fails to make progress on the annual measurable achievement objectives, it will inform parents of a child identified for participation in such program, or participating in such program, of such failure not later than 30 days after such failure occurs.</p> <p><i>If the school does not make adequate yearly progress on the annual measurable objectives, the school will notify parents of the failure to make progress and the reasons for failure within 30 days of the notification of failure to the district.</i></p>	<p>Teachers Within 30 days of notice</p>	<p>None</p>		

Plans to Provide Services for Immigrants—Not applicable; the district does not receive Title III funds.

Performance Goal 3: <i>By 2005-06, all students will be taught by highly qualified teachers.</i>	
SCHOOL GOAL # 1 : Annually and upon hire, all instructional staff will meet highly qualified requirements; new administrators will actively work toward a clear administrative credential according to the allowable time frame of 5 years for Tier I and 5 years for the clear credential . (Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages)	
Student groups and grade levels to participate in this goal: School wide	TARGETS Anticipated annual performance growth for each group: Instructional staff already meets highly qualified requirements. Administrator: Annual completion of at least one semester of administrative training
MEASURES Means of evaluating progress toward this goal: All instructional staff, including new hires, will continue to meet highly qualified requirements.	INDICATORS Data to be collected to measure gains: CBEDS staff report Administrative credential

Planned Improvements for Professional Development (Title II)

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State’s challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <p>All content related professional development is standards based. TCOE will conduct a professional needs assessment of teachers, principals, and instructional aides to assess progress toward meeting staff requirements. Trends in data on formative and summative assessments of student progress in relation to state content and academic achievement standards will be reviewed to determine areas of need for professional development.</p>	<p>Curriculum Director Aides, Teachers, Principals</p> <p>Annually</p>	<p>Curriculum support</p>	<p>\$40/teacher</p>	<p>Gen fund</p>
<p>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</p> <p>Staff will review research on professional development activities that assist teachers and administrators to ensure all students will meet or exceed State content and academic achievement standards. Research-based resources are provided to staff for on-site use by the curriculum department. Staff will pay special attention to those topics and formats that have the greatest positive impact on teachers’ ability to accelerate the learning of students in the lowest-performing groups. They will then design a system of professional development that is both coherent and differentiated based on teacher effectiveness and assignment. This system will focus on improving student achievement. Professional development resources will be concentrated where they are needed most.</p>	<p>Curriculum Director District Administrators and Teachers</p> <p>Annually</p>	<p>Registration and travel stipends Subs</p>	<p>Listed above</p>	<p>--</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. How the activities will have a substantial, measurable, positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <p>In designing and assessing the impact of professional development, staff will concentrate on the following: (1) How well does it focus on students meeting standards through the use of state-adopted standards-based materials and formative assessments? (2) How well aligned is professional development to the instructional work of teachers? (3) To what degree is the system built on student academic and cultural needs? (4) How well do selected professional development resources apply to particular under-performing student populations? (5) How well integrated are materials adoption/selection, intervention approaches, and family and community relations with the professional development system? Intervention programs will be used with underperforming students that have research based documented effectiveness. (6) On what evidence are PD needs based (assessment data, etc.)?</p> <p>Strategies will be provided to parents and staff on eliminating discrimination, bias, social-emotional skill building, negative effects of poverty on achievement, and bullying/harassment through written materials and professional development sessions.</p>	<p>Curriculum Director Principal Teachers</p> <p>Annually</p> <p>Principal/ Curriculum Director Annually</p>	<p>Listed above</p> <p>None</p>	<p>--</p> <p>--</p>	<p>--</p> <p>--</p>
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <p>The principal will ensure that professional development activities are coordinated to address needs in assisting all students to meet or exceed state academic achievement standards. Activities will be designed to help teachers integrate standards-based curriculum, instructional practice, assessment and understanding of the strengths and needs of the students in their classes. Classroom management, interventions, working with students' families, and other topics required by funding sources will be addressed within the context of ensuring that all students meet or exceed State content and academic achievement standards. Administrators will meet to coordinate professional development days county wide.</p>	<p>Curriculum Director Administrators Teachers</p> <p>Annually</p>	<p>None</p>	<p>--</p>	<p>--</p>

<p>5. The professional development activities that will be made available to teachers & principals & how the LEA will ensure that professional development needs of teachers and principals will be met:</p> <p>Teacher survey results will be reviewed to determine matches with identified gaps in student learning.</p> <p>Teachers will be provided with resources for effective use of collaboration time focused on coordinating the teaching and assessing of standards in the subject matter areas of most needed improvement.</p> <p>Regularly scheduled time will be set aside for teacher collaboration and professional dialog to focus on selecting benchmark assessments for key standards, joint review of student work on those assignments, and planning for revising/reviewing/re-teaching.</p> <p>Staff development days will focus on practicing core research-based instructional methods and effective implementation of remedial materials in areas of most needed improvement.</p> <p>Professional development will combine the leaders' roles in supporting standards implementation, organization and management for continuous improvement, and addressing diverse needs of low-performing students.</p>	<p>Curriculum Director Annually</p> <p>Curriculum Director Ongoing</p> <p>Admin/teachers Ongoing</p> <p>Teachers Ongoing</p> <p>Principal Ongoing</p>	<p>None</p> <p>None</p> <p>None</p> <p>See above</p> <p>Listed above</p>	<p>--</p> <p>--</p> <p>--</p> <p>See above</p> <p>--</p>	<p>--</p> <p>--</p> <p>--</p> <p>--</p> <p>--</p>
<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: Title IIA and IID funds are REAPed 100% into Title V.</p>	<p>n/a</p>	<p>n/a</p>	<p>n/a</p>	<p>n/a</p>
<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.): Title IIA and IID funds are REAPed 100% into Title V.</p>	<p>n/a</p>	<p>n/a</p>	<p>n/a</p>	<p>n/a</p>
<p>8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan: * Staff determines professional development needs according to student learning needs via meetings, discussion, and data review.</p>	<p>Teacher, admin Annually</p>	<p>None</p>	<p>--</p>	<p>--</p>

<p>Parents and staff provide input at SSC meetings on professional development and the SSD.</p>	<p>SSC Twice/year</p>	<p>None</p>	<p>--</p>	<p>--</p>
<p>9. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> * Teach & address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs, those who are gifted & talented), and students with limited English proficiency; * Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; * Involve parents in their child’s education; and * Understand and use data and assessments to improve classroom practice and student learning. <p>Teacher collaboration time and staff development days will be focused on selecting benchmark assessments for key/essential standards and joint review of student work on those assignments, includes planning for addressing diverse student needs, student behavior management, and working with families.</p> <p>Staff development days include:</p> <ul style="list-style-type: none"> Differentiated instruction Assisting in instruction Reading and math intervention strategies Cultural poverty influences on student achievement & working with parents Paraprofessional training on standards Reading in the content areas NCLB compliance issues Writing across the curriculum Working with English Language Learners Behavior management Social-emotional skill development CELDT CLAD Data analysis Teacher and admin training 	<p>Curriculum Director Teachers Administrators Aides</p> <p>Ongoing</p>	<p>See above</p>	<p>--</p>	<p>--</p>
<p>10. How the LEA will use funds to meet requirements of Section 1119: Not applicable (Title IIA funds are REAPed into Title VA).</p>	<p>n/a</p>	<p>n/a</p>	<p>n/a</p>	<p>n/a</p>

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

Coffee Creek School Reaps (moves) 100% of Title IVA funds into Title IA and declines TUPE. Therefore, the Goal 4 strategies do not technically need to be implemented.

Environments Conducive to Learning (Strengths and Needs):

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

STRENGTHS	NEEDS
Counseling provided Positive, supportive school climate Small class size and more individualized assistance Services provided by high school to support transition and passage of CAHSEE	More positive transition to high school Meaningful participation; counseling/support Peer pressure to use drugs; alcohol use/drinking and driving; tobacco use; marijuana use

Environments Conducive to Learning (Activities):

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

ACTIVITIES
<p><i>Goal: The school is a safe, healthy, clean, and welcoming place.</i></p> <p>(From 5/4/06 SSC meeting):</p> <ol style="list-style-type: none"> 1. Support transition activities from 8th to high school, such as having a mentor for each child 2. Activity bus 3. Provide additional positive activities 4. Support socialization opportunities with other schools <p>Other Strategies:</p> <ol style="list-style-type: none"> 1. Enforce a weapons and substance-free campus policy. 2. Participate in any required California Department of Education evaluations. 3. Provide integrated, comprehensive substance abuse/violence prevention ed for all students. 4. Provide disaster preparedness training and practice for all staff and students. 5. Offer information about community-based programs/activities throughout school community 6. SSC annually reviews and updates the school safety plan, with board approval by March 1. 7. Provide children with a safe and healthy environment. 8. Provide access to community agencies when safety is compromised. 9. Contact appropriate agencies when student safety is an issue 10. Provide students with positive alternatives to violence and substance abuse.

11. Encourage staff to participate in county trainings on substance abuse prevention instruction.
12. Provide counseling
13. Provide parent workshops

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

Based on data regarding the incidence of violence and alcohol, tobacco, and other drug use in the schools and communities to be served, and other qualitative data or information, provide a list of the SSD’s strengths and needs related to preventing risk behaviors. **Information is for Trinity County (Trinity Center participated).

Summary of the California Healthy Kids Survey for Trinity County, Conducted in Spring 2009

Compiled by Denise Squires, August 2009

Why Was the Survey Conducted?

The California Healthy Kids Survey (CHKS) is a service provided by the California Department of Education to assist districts in collecting information on the health risks and the resilience of their students. Trinity County Office of Education coordinated the county wide survey administration. This report provides a summary of the findings relating to substance use, violence and safety, physical health, and risk behaviors from the surveys. While it is essential to identify and address student problems, it is equally important that we not lose sight of the positive behaviors and attitudes of most youth.

Survey Participation

- Fall 2001
 - 69% of 7th (107 out of 156)
 - 58% of 9th (97 out of 167)
 - 11th had insufficient participation to include in report
- Fall 2005
 - 97%% of 7th (115 out of 119), did not include Burnt Ranch, Van Duzen
 - 81% of 8th (120 out of 149), did not include Burnt Ranch, Van Duzen
- Spring 2005
 - 73% of 9th (105 out of 143), Trinity High only
 - 69% of 11th (71 out of 103), Trinity High only
- Spring 2007
 - 70% of 7th (93 out of 132), did not include Van Duzen
 - 69% of 8th (91 out of 132), did not include Van Duzen
- Spring 2009
 - 55% of 5th (72 out of 132)
 - 59% of 7th (100 out of 169)
 - 86% of 9th (113 out of 132)
 - 66% of 11th (82 out of 124)
 - 72% of NT—Nontraditional/alternative school settings (38 out of 53)

Active or passive parent consent was utilized according to district policy. According to CHKS standards, completed answer sheets from a MINIMUM OF 60% of students at each surveyed grade must be collected to produce representative data. The lower the percentage of participating students below 60%, the less valid and useful are the results. This affects how well the data reflects the behavior of all students, thus it is important to consider the number of students represented in the survey results and the percentage of those who respond in specific ways as data is examined. In analyzing the data, it is important to keep in mind which schools participated in the survey each year (see above). For state comparison data, the CHKS report utilized the 2007 California Student Survey, which was the most current report available for review. The difference in the time of year that surveys were given may result in a difference in responses. For example, some schools did not give the 2009 survey until after spring break when students may have had an increase in unsupervised time.

<u>During your life, have you ever...</u>		<u>2001</u>	<u>2005</u>	<u>2007</u>	<u>2009</u>	<u>State '07</u>
• Had one full drink of alcohol?	5th				4%	
	7th	27%	31%	34%	36%	24%
	8th		38%	54%		
	9th	66%	52%		68%	47%
	11th		75%		78%	66%
	NT				85%	
• Used marijuana?	5th				1%	
	7th	13%	16%	13%	18%	9%
	8th		21%	24%		
	9th	42%	37%		46%	25%
	11th		55%		57%	42%
	NT				79%	
• Smoked a whole cigarette?	5th				3%	
	7th	12%	11%	7%	14%	7%
	8th		19%	18%		
	9th	33%	23%		36%	20%
	11th		30%		53%	34%
	NT				81%	
• Chewed tobacco or snuff?	5th				6%	
	7th	3%	6%	7%	21%	4%
	8th		12%	13%		
	9th	16%	11%		35%	6%
	11th		20%		45%	10%
	NT				66%	
• Been a passenger in a car driven by someone who had been drinking alcohol (or you or a friend drove after drinking for 9-11 th)?	7th	53%	59%	64%	57%	
	8th		61%	59%		
	9th	38%	34%		40%	
	11		29%		40%	
	NT				44%	
<u>During the past 12 months on school property, have you...</u>						
• Been harassed (any harassment)?	7th	40%	36%	58%	59%	
	8th		41%	53%		
	9th	39%	59%		46%	
	11th		38%		33%	
	NT				32%	
• Brought a weapon on school property	5th				6%	
	7th				24%	10%
	9th				36%	13%
	11th				33%	
• Been afraid of being beaten up?	7th	18%	20%	34%	22%	29%
	8th		16%	19%		
	9th	23%	28%		20%	22%
	11th		12%		13%	15%
	NT				33%	
• Been in a physical fight?	7th	27%	35%	32%	27%	32%
	8th		26%	33%		
	9th	33%	21%		29%	25%
	11th		15%		22%	23%
	NT				39%	

		<u>2001</u>	<u>2005</u>	<u>2007</u>	<u>2009</u>	<u>State '07</u>	
• Been offered illegal drugs?	7th	6%	15%	19%	18%		
	8th		20%	24%			
	9th	49%	38%		47%		
	11th		37%		36%		
	NT				54%		
<u>During the past 30 days, did you...</u>							
• Drink one full drink of alcohol?		5th				1%	
	7th	11%	14%	12%	24%	15%	
	8 th		21%	27%			
	9th	36%	27%		42%	24%	
	11th		48%		39%	42%	
	NT				66%		
• Drink 5 drinks in a couple of hours?	7th	4%	7%	4%	14%	6%	
	8th		13%	11%			
	9th	25%	18%		30%	16%	
	11th		29%		30%	29%	
	NT				54%		
• Smoke marijuana?	7th	5%	2%	5%	10%	7%	
	8th		12%	8%			
	9th	18%	18%		28%	15%	
	11th		29%		23%	24%	
	NT				64%		
• Smoke a cigarette?	5th				1%		
	7th	7%	3%	2%	11%	6%	
	8th		10%	4%			
	9th	18%	14%		22%	11%	
	11th		16%		17%	17%	
	NT				68%		
• Chew tobacco or snuff? 3%		7th	0%	4%	2%	13%	
		8th		6%	0%		
		9th	5%	6%		21%	5%
		11th		10%		29%	6%
		NT				33%	
• Drink alcohol on school property?	7th		0%	2%	1%	8%	
	8th		5%	3%			
	9th	7%	12%		14%		
	11th		7%		7%		
	NT				22%		
• Smoke marijuana on school property?		7th	4%	4%	0%	6%	
		8th		4%	2%		
		9th	10%	10%		12%	
		11th		7%		6%	
		NT				28%	
<u>Do you feel very safe at school?</u>							
	7th	35%	38%	30%	27%	18%	
	8th		24%	38%			
	9th	21%	9%		22%	16%	
	11th		16%		21%	20%	
	NT				38%		

		<u>2001</u>	<u>2005</u>	<u>2007</u>	<u>2009</u>	<u>State '07</u>
<u>Did you eat breakfast today?</u>	. 5th			82%		
	7th	77%	70%	77%	65%	
	9th	57%	52%		58%	
	11th		66%		54%	
	NT				45%	
<u>Had sad/hopeless feelings, past 12 months?</u>	7th 25%	22%	28%	34%		
	8th			23%	37%	
	9th	32%	44%		43%	
	11th		47%		35%	
	NT				29%	
<u>Students scoring high in school assets (strengths):</u>						
• Caring relationships; adults in school	5th				65%	
	7th		58%	48%	37%	31%
	8th		49%	53%		
	9th		22%		41%	28%
	11th		44%		35%	29%
	NT				50%	
• High expectations; adults in school	5th				58%	
	7th		60%	63%	54%	45%
	8th		60%	62%		
	9th		35%		55%	39%
	11th		53%		46%	38%
	NT				55%	
• Meaningful participation at school	5th				10%	
	7th		40%	16%	16%	16%
	8th		22%	30%		
	9th		9%		12%	13%
	11 th		9%		12%	15%
	NT				26%	
<u>Do you believe that frequent use of _____ is harmful?</u>						
• ALCOHOL	7th	91%	92%	99%	86%	83%
	8th		92%	92%		
	9th	87%	93%		89%	89%
	11th		93%		91%	92%
	NT				83%	
• MARIJUANA	7th	95%	93%	95%	77%	82%
	8th		89%	88%		
	9th	77%	88%		78%	85%
	11th		74%		83%	87%
	NT				56%	
• CIGARETTES	7th	99%	98%	100%	85%	83%
	8th		95%	96%		
	9th	93%	96%		90%	90%
	11th		97%		94%	93%
	NT				92%	

Summary of Results

Lifetime and 30 day alcohol, marijuana, and tobacco use rose, comparing 2001 to 2009 for 7th and 9th grade students. Between 2007 and 2009, 30 day alcohol, marijuana, chew, and cigarette use for 7th graders increased, along with binge drinking. Seventh and 9th graders who experienced sad, hopeless feelings increased (34%, 43%). One third of high school students and a fourth of 7th graders had brought a weapon on school property in the past year. Fewer 7th graders believe that frequent use of alcohol, marijuana, and cigarettes is harmful. Forty percent of high school students report driving after drinking or being in a car driven by a friend who had been drinking. School connectedness decreased for 7th grade students over the past few years. Harassment was level between 2007 and 2009 for 7th graders at 59%. Between 2007 and 2009, there was a drop in the percentage of 7th graders being afraid of being beaten up (from 34% to 22%). Students in non-traditional schools (community day and continuation) reported the highest levels of risky behaviors.

15 of 21 Indicators (71%) for 7th Grade are the Same or Better Than the State for 2007

- Lifetime cigarette use (same as State)
- 30 day alcohol, binge drinking, marijuana, cigarette, and chew use
- Drinking on school property
- Been in a physical fight (same as State)
- Feel very safe at school
- Caring relationship with adult at school
- High expectations by adults in school
- Meaningful participation in school (same as State)
- Believe that frequent use of alcohol, marijuana, and cigarettes is harmful

6 of 21 Indicators (29%) for 7th Grade are Worse Than the State for 2007

- Lifetime alcohol, marijuana, and chew use
- Brought a weapon on school property
- Being afraid of being beaten up
- Meaningful participation in school

Progress on 2007-2010 Strategic Prevention Plan for Trinity County

12 of 32 objectives with comparison data were met = 37.5%

7th -- 11% met (1 of 9 objectives)--Fighting

9th -- 50% met (7 of 14 objectives)--School caring relationships-high expectations-meaningful participation, English/Algebra I performance, bullying, community caring relationships

11th -- 44% met (4 of 9 objectives)--Bullying, sad/hopeless feelings, 30 day alcohol/pot use

20 of 32 objectives with comparison data were not met = 62.5%

7th -- 89% not met (8 of 9 objectives)--Bullying, illegal drugs on campus, school/community caring relationships, sad/hopeless feelings, 30 day alcohol/pot/cigarette use

9th -- 50% not met (7 of 14 objectives)--Math, fighting, illegal drugs on campus, sad/hopeless feelings, 30 day alcohol/pot/cigarette use

11th -- 56% not met (5 of 9 objectives)--Fighting, illegal drugs on campus, school/community caring relationships, 30 day cigarette use

What Next? School-community groups are encouraged to discuss these results, reflect on the impact of chosen strategies in addressing the top concerns, and decide whether a modified approach is indicated to more positively influence the identified student outcomes.

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

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

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

Performance Measures From the California Healthy Kids Survey

- Percentage of students that have ever used cigarettes will **decrease** biennially by 10%
- Percentage of students that have used cigarettes within the past 30 days will **decrease** biennially by 10%
- Percentage of students that have used marijuana will **decrease** biennially by 10%
- Percentage of students that have used alcohol within the past 30 days will **decrease** biennially by 10%
- Percentage of students that have used marijuana within the past 30 days will **decrease** biennially by 10%
- Percentage of students that feel very safe at school will **increase** biennially by 10%
- Percentage of students that have been afraid of being beaten up during the past 12 months will **decrease** biennially by 10%
- Percentage of students who have been truant will **decrease** annually by 5%
- Percentage of students that report high levels of caring relationships with a teacher or other adult at their school will **increase** biennially by 10%
- Percentage of students that report high levels of high expectations from a teacher or other adult at their school will **increase** biennially by 10%
- Percentage of students that report high levels of opportunities for meaningful participation at their school will **increase** biennially by 10%
- Percentage of students that report high levels of school connectedness at their school will **increase** biennially by 10%

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.

Life Skills	ATOD focus Purchase: Fall '06	Grades 6-8 Training: Fall '06	Population size: 6 Start Date: Fall-Spring '06-07
Second Step	Safety/Violence Purchase: Winter '07	Grades 3-5 Training: Winter '07	Population size: 4 Start Date: Spring '08

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	ATODV	K-8
	Conflict Mediation/Resolution		
x	Early Intervention and Counseling	ATODV	K-8
	Environmental Strategies		
	Family and Community Collaboration		
	Media Literacy and Advocacy		
	Mentoring		
	Peer-Helping and Peer Leaders		
x	Positive Alternatives	ATODV	K-8
x	School Policies	ATODV	K-8
	Service-Learning/Community Service		
	Student Assistance Programs		
	Tobacco-Use Cessation		
x	Parent workshops	ATODV	K-8
	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: None

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

None

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

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

Input (based on needs assessment information—Healthy Kids Survey, school data on suspensions/expulsions, and observations) from parents, staff, students, community members, and agencies were used to develop priority goals and strategies as part of a 3 year plan. The rate of substance use is significant and is higher than the state in some areas. Life Skills was chosen because the research shows it to have the greatest reduction in substance using behaviors compared to other programs.

Evaluation and Continuous Improvement (4115 (a)(2)(A)): Provide a description for how the LEA will conduct regular evaluations of the effectiveness of the SSD’s alcohol,

tobacco, other drug use and violence prevention program. Describe how the results of the evaluation will be used to refine, improve and strengthen the program.

The Local Coordinating Council (LCC), with input from staff, students, and parents, will annually review progress on the Three Year Prevention Plan at an LCC meeting. Modifications to the plan will be made by the group based on updated data, observations, and other local indicators. The California Healthy Kids Survey will be administered every other year to 7th grade students at Coffee Creek School for inclusion in the County-wide report.

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.

09-10 LCC and SSC reviews Survey results and determines if any goals or strategies need to be revised; annual review occurs
09-10 Students and SSC make recommendations on what the school should address in the Three Year Prevention Plan
07-10 School implements selected strategies and annually reviews progress
Fall 09 Newspaper article on Healthy Kids Survey results and progress toward attaining performance measures
10-11 SSC reviews progress on strategies and decides if Life Skills Training will be recommended for adoption by the Board
09-10 Healthy Kids Survey results and progress reported publicly at the School Board meeting

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

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

100% of Title IVA funds are Reaped to Title VA

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. SDFSC is Reaped 100% into Title VA.

The Local Coordinating Council (LCC) includes school administrators, the Tobacco Education Program, the County Office of Education's Tobacco Use Prevention Education and Safe & Drug Free Schools and Communities programs, agencies, Behavioral Health's Safe and Drug Free Schools and Communities program, law enforcement, parents, students and others. The LCC meets quarterly to coordinate efforts and determine priorities.

The principal ensures that activities for the Safety Action Plan are carried out.

School Safety Action Plan (excerpts)

I. Social Environment—

Goal: Promote school safety through educational awareness and a disciplined school environment.

Objective for Change: Increase awareness of students, staff, and parents regarding school emergency procedures by December 2010.

1. Related activities:
 - Invite Fire Department, Sheriff, Forest Service, and Game Warden to give presentations to students, staff, and parents.
2. Resources needed:
 - Scheduling of presentations
3. Persons responsible for implementation:
 - Principal
4. Time implementation: Complete activities by the end of 2010 school year

Objective for Change: Staff and parents will become better informed and able to implement positive discipline strategies using Love and Logic by March 2011.

1. Related activities:
 - Presentations will be given
 - Information will be placed in the Back-To-School packets
 - Strategies will be discussed at Back-To-School Night
2. Resources needed:
 - Scheduling of presentations
 - Information packets
3. Persons responsible for implementation: Principal, teachers
4. Time implementation: Complete activities by March 2011

II. Physical Environment--

Goal: Enhance physical environment and improve safety of grounds.

Objective for Change: Field will be safer and more conducive for student and community use by June 2011.

1. Related Activities: Baseball field will be completed
2. Resources needed:
 - Contractor
 - Funding sources
3. Persons responsible for implementation: Principal
4. Time implementation: Complete activities by the end of the 07-08 school year

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

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

Parents serve on the SSC and LCC. Parents are informed of student survey results, participate in development of goals and strategies to address student needs, and help evaluate the program progress annually through SSC meetings. Survey results and program evaluation are shared annually at a School Board meeting.

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

Referral procedure:
Referrals for pregnant or parenting minors are made to the principal, who makes a referral to the School Nurse. The School Nurse interviews the student to determine needs and issues, including tobacco use. Tobacco Free Generations is provided to the student by the nurse, who may additionally make a referral to other agencies with permission. Referral may be made, when indicated, to the Tobacco Education Program for cessation and awareness sessions.

Resources:

Tobacco Education Program	623-2024	Planned Parenthood	623-2386
Trinity COE School Nurses	623-2861	Public Health Department	623-1265

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))

TUPE Coordinator \$500 from Trinity COE's TUPE Admin grant

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

Supplemental Counseling Grant Plan and Budget (7th-8th) SACS Code 7080

SCHOOL GOAL: Prepare students for success at the high school level with a focus on passing the California High School Exit Exam (CAHSEE) and graduating with their class.				
Student groups and grade levels to participate in this goal: All 7 th and 8 th grade students, with additional requirements for 7 th -8 th grade pupils deemed academically at-risk.		Anticipated annual performance growth for each group: 1. Students below grade level in English/Language Arts will increase achievement by at least six months annually & will advance similarly towards proficiency on the California Standards Test (CST) 2. Students below grade level in Mathematics will increase achievement by at least six months annually and will advance similarly towards proficiency on the CST		
Means of evaluating progress toward this goal: School team consisting of principal, counselor, and 7/8 teacher will review data annually to determine progress toward objectives by individual students and by grade level groupings of students.		Group/individual data to be collected to measure academic gains: 1. Report card grades 2. Performance on standards based assessments 3. California Standards Test		
Actions to be Taken to Reach This Goal	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
<p>Items 1-6 relate generally to the counselor duties.</p> <p>1. For all 7th and 8th grade students:</p> <p>A. A review of the pupil's academic and deportment records will be conducted.</p> <p>B. A PPS counselor will meet with students (may be a group meeting) and their parents/ guardians if practicable, to explain:</p> <ul style="list-style-type: none"> * Academic & deportment records, including performance on standardized & diagnostic assessments * Educational options (include college prep, post secondary education, vocational programs, career technical education, etc) * Coursework & academic progress needed to successfully transition to high school & meet all graduation requirements (copy will be given to pupil/parent & placed in cum) * CAHSEE requirement & consequences of not passing <p>C. Pupils will be identified who are at risk of not graduating with their class, not earning credits at a rate that will enable them to pass the CAHSEE or not possessing sufficient training to allow them to fully engage in a chosen career.</p> <p>2. In addition to the above--For at risk 7th grade students (at far below basic level in English Language Arts or Mathematics on CST as 6th graders):</p> <p>A. The school will develop a list of coursework & experience necessary to: 1) Assist each pupil to successfully transition to high school & meet all graduation requirements, including passing the high school exit exam, and 2) meet</p>	<p>Sept-May</p> <p>“</p> <p>Prior to conferences</p> <p>Prior to January</p>	<p>Counselor</p> <p>“</p> <p>“</p> <p>“</p>	<p>\$4000</p> <p>“</p> <p>“</p> <p>“</p>	<p>Supplemental Counseling Grant</p> <p>“</p> <p>“</p> <p>“</p>

<p>admission requirements for UC and CSU. Copies to be given to pupil & parent & one placed in cum.</p> <p>B. A PPS counselor will meet with each identified pupil individually & their parents/guardians to apprise them of the following:</p> <ul style="list-style-type: none"> * The consequences of not passing the CAHSEE * The available programs, courses, and career technical education options needed by the pupil for satisfactory completion of middle or high school * The cumulative records and transcripts of the pupil * The pupil's performance on standardized and diagnostic assessments * The remediation strategies, high school courses, and alternative education options available to the pupil * Information on postsecondary education and training * The pupil's score on the English language arts or mathematics portion of the California Standards Test administered in grade six, as applicable * Opportunities to increase meaningful participation & connectedness, including the After School Program, Club Live, community clubs, etc. <p>**If sufficient resources are available, services under item #2 will also be provided to 8th grade students.</p> <p>3. The counselor will complete/submit a report to CDE.</p> <p>4. The counselor will participate in a vertical team planning meeting with other school counselors to develop social & academic transition strategies.</p> <p>5. The counselor will participate in professional development, including Why Try, Asset Dev., SST, etc.</p> <p>6. If feasible, the counselor or other staff will use Why Try? with identified students to build social/emotional skills, increase academic achievement, & increase likelihood of graduating, individually or in groups.</p>	<p><u>Prior to January</u></p> <p>Annually TBD</p> <p>February, annually</p> <p>August-June</p> <p>Jan-May</p>	<p>“</p> <p>--</p> <p>TAUSD expense</p> <p>TAUSD expense</p>	<p>“</p> <p>--</p>	<p>“</p> <p>--</p>
<p>All 8th grade students will participate in a full day visitation to the high school (teacher as chaperone).</p>	<p>May, annually</p>	<p>Substitute Teacher</p>	<p>\$100</p>	<p>General Fund</p>
<p>Homework help & add'l instruction will be provided after school.</p>	<p>Spring</p>			
<p>Student Study Team will meet to address the needs of pupils identified as at-risk.</p>	<p>Within 45 days of I.D.</p>	<p>None</p>	<p>n/a</p>	<p>n/a</p>
<p>Remedial instruction will be provided for identified students by the teacher/para-educator during the regular school day.</p>	<p>Sept-May</p>	<p>None (part of regular duties)</p>	<p>n/a</p>	<p>n/a</p>

Part III

Assurances and Attachments

Assurances

Signature Page

Appendix

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

Appendix B: Links to Data Web sites

ASSURANCES

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

GENERAL ASSURANCES

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. The SSD will comply with all applicable supplement not supplant and maintenance of effort requirements.
3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non-profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.
4. The SSD will adopt and use proper methods of administering each such program, including – (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
5. The SSD will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.
6. The SSD will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.
7. The SSD will – (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.
8. The SSD has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/SSD Plan to the extent required under Federal law governing each program included in the consolidated application/SSD Plan.
9. Before the application was submitted, the SSD afforded a reasonable opportunity for public comment on the application and considered such comment.
- 9a. The SSD will provide the certification on constitutionally protected prayer that is required by Section 9524.
10. The SSD will comply with the armed forces recruiter access provisions required by Section 9528.

TITLE II, PART A

The SSD, hereby, assures that:

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

TITLE IV, PART A

14. The SSD assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of private schools to be served, teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).
15. 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.
16. The SSD assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.
17. 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.
18. The SSD has a plan for keeping the school safe and drug-free that includes:
 - Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.
 - Security procedures at school and while students are on the way to and from school.
 - Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.
 - A crisis management plan for responding to violent or traumatic incidents on school grounds.
 - A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
 - Allows a teacher to communicate effectively with all students in the class.
 - Allows all students in the class to learn.
 - Has consequences that are fair, and developmentally appropriate.
 - Considers the student and the circumstances of the situation.
 - Is enforced accordingly.

19. 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

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

TITLE V, PART A

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

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

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

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

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

New LEAP Assurances

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

(i) truancy rates;

(ii) the frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;

(iii) the types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and


(iv) the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107-110)

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

Other

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

Dellmer Wells
Print Name of Administrator


Signature of Administrator

Date

APPENDIX A

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

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

California's NCLB Performance Goals and Performance Indicators

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

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

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

- 2.1. **Performance indicator:** The percentage of limited-English-proficient students, determined by cohort, who have attained English proficiency by the end of the school year.
- 2.2 **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.
- 2.3 **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.

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

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

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

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

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

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

APPENDIX B

Links to Data Web sites

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

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