

**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): **Hart-Ransom Union School District**

County/District Code: **50-71092**

Dates of Plan Duration (should be five-year plan): **July 1, 2014-June 30, 2019**

Date of Local Governing Board Approval:

District Superintendent: **Dr. R. Ream Lochry**

Address: **3920 Shoemaker Ave.**

City: **Modesto, CA**

Zip code: **95358**

Phone:

Fax:

**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.

Dr. R.Ream Lochry

Printed or typed name of Superintendent

Date

Signature of Superintendent

Mr. Richard Fultz

Printed or typed name of Board President

Date

Signature of Board President

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# **Part I**

## **Background and Overview**

### *Background*

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

*Development Process for the Single School District Plan*

*Single School District Plan Planning Checklist*

*Federal and State Programs Checklist*

*District Budget for Federal and State Programs*

## ***Background***

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

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

(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, the Local Education Agency Plan, the Single Plan for Student Achievement, and Categorical Program Monitoring***

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

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

### ***The Consolidated Application (ConApp)***

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

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

### ***The Local Educational Agency Plan (LEA) Plan***

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

### ***The Single Plan for Student Achievement (SPSA)***

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

## Role of School Site Council

The California *Education Code (EC)*<sup>1</sup> 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 Retention<sup>2</sup> and School and Library Improvement Block Grant programs<sup>3</sup> operated at the school must be included in the SPSA. The school site council must approve the plan, recommend it to the local governing board for approval, monitor implementation of the plan, and evaluate the results. At least annually, the school site council must revise the plan, including proposed expenditures of funds allocated to the school through the ConApp, and recommend it to the local governing board for approval.

## Composition of School Site Council

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

- The school site council shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school;<sup>4</sup> 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.

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<sup>1</sup> *EC* Section 64001(a), (d)

<sup>2</sup> *EC* Section 41507

<sup>3</sup> *EC* Section 41572

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



### ***Categorical Program Monitoring (CPM)***

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

### ***Development Process for the Single School District (SSD) Plan***

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

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

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

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

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

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

### ***Step One: Measure the Effectiveness of Current Improvement Strategies***

#### Analyze Student Performance

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

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

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

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

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

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

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

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

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

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

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

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

### ***Step Three: Develop or Revise Performance Goals***

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

### ***Step Four: Revise Improvement Strategies and Expenditures***

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

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

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

### ***Step Five: Local Governing Board Approval***

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

### ***Step Six: Monitor Implementation***

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

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

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

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

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

## FEDERAL AND STATE PROGRAMS CHECKLIST

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

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

## DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	0	104,000.00	89,134.00	86%
Title I, Part B, Even Start	0	0		
Title I, Part C, Migrant Education	0	0		
Title I, Part D, Neglected/Delinquent	0	0		
Title II Part A, Subpart 2, Improving Teacher Quality	0	19,521.00	18,345.00	94%
Title II, Part D, Enhancing Education Through Technology	0	0	0	0
Title III, Limited English Proficient	0	9892.00	9892.00.	100%
Title III, Immigrants	0	0		
Title IV, Part A, Safe and Drug-free Schools and Communities	0	0	0	0
Title V, Part A, Innovative Programs – Parental Choice	0	0	0	0
Adult Education	0	0	0	0
Career Technical Education	0	0	0	0
McKinney-Vento Homeless Education	0	0	0	0
IDEA, Special Education	0	100,688.00	95.118.00.	94%
21 <sup>st</sup> Century Community Learning Centers	0	0		
Other (describe) Title VI – part B – Rural and Low income	0	18,712.00	18,712.00	100%
<b>TOTAL</b>	0	252,813.00	231,201.00	91.%

## DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
EIA – State Compensatory Education	0	0	0	0
EIA – Limited English Proficient	0	0	0	0
School and Library Improvement Block Grant	0	0	0	0
After School Education and Safety Program	0	102,128.00	102,128.00	100%
Child Development Programs	0	0	0	0
Educational Equity	0	0	0	0
Gifted and Talented Education	0	0	0	0
Tobacco Use Prevention Education – (Prop. 99)	0	1,167.00	1167.00	100%
High Priority Schools Grant Program (HPSG)	0	0	0	0
School Safety and Violence Prevention Act (AB 1113)	0	0	0	0
Healthy Start	0	0	0	0
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)	0	0	0	0
English Language Acquisition Program	0	0	0	0
Community Based English Tutoring	0	0	0	0
Other (describe)				
<b>TOTAL</b>	0	103,295.00	103,295.00	100%



## **Part II**

### **The Plan**

*Needs Assessments*

*Academic Achievement*

*Professional Development and Hiring*

*School Safety*

*Descriptions – Program Planning*

*District Profile*

*Local Measures of Student Performance*

*Performance Goal 1*

*Performance Goal 2*

*Performance Goal 3*

*Performance Goal 4*

*Performance Goal 5*

*Additional Mandatory Title I Descriptions*

## ***Needs Assessment***

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

In determining specific areas of need to be addressed in the 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. The Survey is available at [http://www.wested.org/pub/docs/chks\\_survey.html](http://www.wested.org/pub/docs/chks_survey.html).

### ***Descriptions – Program Planning***

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

## ***District Profile***

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

Hart-Ransom School is proud of our academic strength and our long-standing community history. The K-8 campus is located in a rural setting on the west side of Modesto. The school is rich in family history; many of our student's are third and fourth generation H-R students. Parents are truly partners in student learning and volunteer to help in classrooms, give presentations and participate as coaches.

The school is a K-8 campus of approximately 805 students. The school has approximately 11% English Learner population comprised primarily of Spanish speakers. Our low socioeconomic population is approximately 57% of the total population.

Hart-Ransom is proud of high academic expectations and achievement for all students. In 2010 Hart-Ransom earned the California Distinguished School Award for excellence in education. Implementation of Common Core State Standards is currently a focus to provide students with the skills and knowledge needed to be college and career ready. Our highly qualified, dedicated staff works effectively with students, facilitating high achievement for all, through building 21<sup>st</sup> Century skills- Critical Thinking, Creativity, Collaboration, and Communication. Hart-Ransom is committed to each student's academic success.

In 2012, Hart-Ransom went into Program Improvement and has been working to provide supplemental instruction both during the school day and after school to students who are struggling.

Positive personal growth is a priority and students are encouraged and recognized for their positive contributions to the school. School-wide Positive Behavior Support has been implemented campus wide to support students and reinforce positive interaction among students and staff. Awards for attendance, civility, and academics are given frequently throughout the year to recognize student achievement. Hart-Ransom students participate in local and county competitions in speech, spelling, Science Olympiad and Honor Band. Sports and other curricular activities are offered to students as Hart-Ransom believes that educating and supporting the whole child is vital to growth and development academically and emotionally.

Hart-Ransom's purpose is to best serve its students so each may achieve as defined in the mission statement:

### **MISSION STATEMENT**

The mission of Hart-Ransom Elementary School is that all students will master grade-level skills, based on California State Standards and will accomplish proficient achievement as measured by classroom, district, state and national assessments.

We will:

Support students who do not achieve proficient levels through identification, intervention, and remediation, to bring them to proficiency.

Motivate and engage students through meaningful, active, research-based strategies, using state adopted curriculum, which inspires students and staff to continue to learn.

Teach civic rights and responsibilities to enable students to be contributing, good citizens both today and in their future.

Promote strengths of students and staff through a safe and secure community environment that encourages positive, interpersonal relationships.

Commitment to students and their learning is the heart of Hart-Ransom. Hart-Ransom School is truly a good place for children and adults to learn and grow, and together we continue to "Soar into Tomorrow."



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

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

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

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

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

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

1. District-wide Writing Proficiency Assessment at grades K-8, four times a year: baseline and each trimester, scored on a four-point rubric.
2. Reading Lions theme assessments connected to the Houghton Mifflin English Language Arts program at grades K-5.
3. Grades K-5 utilize the English Language Arts Summative Assessment in the Houghton Mifflin program
4. Holt benchmark assessments connected to the Holt English Language Arts program at grades 6-8.
5. Curriculum imbedded assessments in Math, connected to the state adopted math curriculum.

**Performance Goal 1A: *All students will reach high standards, at a minimum, attaining proficiency or better in reading by 2015-2016.***

<p>SCHOOL GOAL # _1_          (Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages)  <b>All students, including all subgroups will advance toward proficiency each year on the appropriate summative test based on Common Core State Standards. Hart-Ransom School scores will show an increase of 10% students proficient each year.</b></p>	
<p>Student groups and grade levels to participate in this goal:          K-8 all students</p>	<p>Anticipated annual performance growth for each group:          K-1 students will perform at 80% or above on end of year assessment          K-8 students will perform at a 3 or above on the Writing Proficiency Assessment          K-5 students will perform at 80% or above on district ELA theme assessments          K-5 students will achieve Proficient or above on end of year report card          6-8 students will achieve a 2.0 GPA or better on end of year report card</p>
<p>Means of evaluating progress toward this goal:          K-1: summative year-end assessment in adopted English/Language Arts program          K-8: Writing Proficiency Assessment, Reading Lions assessments that have been aligned to CCSS by district(K-5), District developed ELA assessments (6-8), Classroom assessment          SBAC formatives when available          Add CAASPP assessment gr. 3-8 in 2014-1015</p>	<p>Data to be collected to measure academic gains:          Writing Proficiency Assessment data          District ELA and Math Assessment data          Classroom report cards data          SBAC formatives when available          Transition to CAASPP assessment data in 2014-2015</p>

**Planned Improvement in Student Performance in Reading -**

Description of specific actions to improve student achievement in <b>Reading</b> and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
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<p>1. Alignment of instruction with content standards:</p> <ul style="list-style-type: none"> <li>a) Staff will receive on-going training Common Core Standards content and instructional strategies in ELA. In-house and county trainings will be provided (Schoolwide Title 1 #1)</li> <li>b) New staff will receive training and mentoring support in teaching to the standards through the BTSA program. (SW Title 1 #2, #3, #4)</li> </ul>	<p>Principal, Superintendent, BTSA Support Provider</p> <p>Yearly in-services</p> <p>Continuing during first two years as teacher on staff</p>	<p>Cost for training</p> <p>Cost for mentor/subs</p>	<p>850.00 per teacher</p> <p>1500.00</p>	<p>General Fund CCSS funding</p> <p>General Fund</p>
<p>2. Use of standards-aligned instructional materials and strategies:</p> <ul style="list-style-type: none"> <li>a) Provide standards based material to support basic skill instruction in grades K-8, including testing material.</li> <li>b) Use of benchmark assessments, developed and reviewed by teachers, K-8 on a regular basis. (SW Title 1 #7)</li> <li>c) Continue monthly grade level collaboration to analyze benchmark data and plan instruction – PLC's.(SW Title 1 #3)</li> <li>d) Develop and implement Common Core lessons SW Title 1 #8)</li> <li>e) Supporting and aligning current curriculum to CCSS through the purchase of supplemental informational and expository reading materials (SW Title 1 #1)</li> <li>f) Display standards/learning objective and discuss standards with students and school community.</li> <li>g) Purchase of CCSS aligned materials (SW Title 1 #8)</li> </ul>	<p>Principal, Superintendent, BTSA Support Providers</p> <ul style="list-style-type: none"> <li>a) on-going</li> <li>b) every six to eight weeks</li> <li>c) twice per trimester</li> <li>d) monthly collegiality minimum days</li> <li>e) yearly, on-going</li> <li>f) on-going</li> <li>g) by 2016</li> </ul>	<p>Lions Reading cost</p> <p>Supplemental materials</p> <p>CCSS materials</p>	<p>1200.00</p> <p>\$10,000</p> <p>\$40,000</p>	<p>General Fund</p> <p>General Fund</p> <p>CCSS funding</p> <p>CCSS funding</p>
<p>3. Extended learning time:</p> <ul style="list-style-type: none"> <li>a) Provide remedial instruction through the after school program. (SW title 1 #8)</li> <li>b) Reading specialist gr. 1 and 2. (SW Title 1 #8)</li> <li>c) ELD support staff for students who are EL SW Title 1 #8)</li> <li>d) Provide Transitional Kindergarten and summer TK/Kinder assessments to ensure</li> </ul>	<p>Superintendent, After school staff</p>	<p>Cost of staff for after school instruction</p>	<p>\$102,128.00</p> <p>\$112,395.00</p> <p>\$64,100.00</p>	<p>ASES</p> <p>General</p> <p>Title 1</p>



<p>successful transition into school (SW Title 1 #6)</p> <p>e) The district/school will provide after school support in reading through the After School program academic component</p> <p>f) The district/school will provide supplementary educational services to students in need of reading support as determined by Program Improvement guidelines (SW Title 1 #8)</p>		Cost of Supplementary Educational Services	\$12,500.00	Title 1
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Description of specific actions to Improve Student Achievement in <b>Reading</b> and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
4. Increased access to technology: <ul style="list-style-type: none"> <li>a) The district/school will continue Accelerated Reading Program for grades 1-6.</li> <li>b) School has enrolled as a "Google School" for staff and students to incorporate and implement technology for learning</li> <li>c) Purchase of 6 laptop carts with 30 laptops in each to allow greater access for all students and classrooms to technology in learning – gr. 3-8 – done 2014</li> <li>d) Purchase of 100 tablets for instructional use in grades K-2</li> <li>e) Purchase on-line keyboarding program for grades 3-8 – done 2014</li> </ul>	Principal, school librarian, staff Resource teacher/After school remedial staff	Web-based license cost   Lap tops and carts  Tablets  Program license		General Fund   CCSS funding CCSS funding General
5. Staff development and professional collaboration aligned with standards-based instructional materials: <ul style="list-style-type: none"> <li>a) Four minimum days per year for grade-level data analysis and planning (SW Title 1 # 3)</li> <li>b) 1 full Professional development day per year (SW Title 1 #3)</li> <li>c) Monthly staff meeting for on-going staff development in CCSS (SW Title 1 #1, #3)</li> <li>d) County consultant to assist with transition to CCSS</li> <li>e) New teacher participation in BTSA. (SW Title 1 #2, #4)</li> </ul>	Principal, School Leadership Team, Stanislaus County Office of Ed presenters	two half-day subs per minimum day  County consultant fee  cost of program (mentors/subs)	200.00  \$6,500.00  \$3000.00	General Fund  Title 1 – program improvement supplemental funding , CCSS funding General Fund
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): (SW Title 1 #5) <ul style="list-style-type: none"> <li>a) Continue to maintain an active School Site Council with staff and parent community representatives. The SSC will review reports on state and local assessments, give input on program improvement, and advise on categorical funding disbursements</li> </ul>	Superintendent, Principal, Staff, After School Program Coordinator			General Fund

<p>b) Hold regular ELAC general meetings each to review assessment results and get input on program</p> <p>c) Expand school website to better communicate with parents and community</p> <p>d) Send official school communications translated into significant sub-group languages.</p> <p>e) Support parent and community involvement and communication through the following activities:</p> <ul style="list-style-type: none"> <li>➤ Back to School Night</li> <li>➤ Kinder parent day</li> <li>➤ Open House</li> <li>➤ Site Council Meetings</li> <li>➤ School Accountability Report Card</li> <li>➤ Progress Reports/Report Card</li> <li>➤ Parent Student Handbook</li> <li>➤ Parent Teacher Conferences</li> <li>➤ Parent Teacher Club</li> <li>➤ Parent Magazine</li> <li>➤ District/School Website</li> <li>➤ District Newsletter Monthly School Hart-Ransom News Communication</li> <li>➤ On line grade reporting</li> <li>➤ Family Reading Night</li> <li>➤ Family Reading Activities Events</li> <li>➤ School Reading Week</li> <li>➤ ELAC family night</li> <li>➤ Weekly Red Folder Program</li> <li>➤ Classroom Newsletters/After School Program newsletter</li> <li>➤ Teacher Websites</li> <li>➤ Communication through the School Messenger system</li> </ul>		Cost of postage – SARC, District Newsletter,	1000.00	General Fund
		Family Reading Activities	\$500.00	Title 1, General
		School Messenger	\$3000.00	General
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, or middle school): (SW Title 1 # 5,#6)</p> <p>a) Continue reading support for students in 1-2</p> <p>b) Continue Junior High orientation night with an emphasis on academic expectations and content provided by teachers.</p>	Superintendent, Principal, Staff, Title 1 teacher, Modesto High School			

<ul style="list-style-type: none"> <li>c) Continue Kindergarten orientation prior to the first day of school.</li> <li>d) Expand translation and interpreting services for second language parents.</li> <li>e) Continue Parent Education nights regarding reading strategies in the home (Title 1 families targeted)</li> <li>f) Hart-Ransom's eighth graders are assisted in transition to high school by presentations by high school counselors and a visitation day by high school students to acquaint eighth graders with elective options.</li> <li>g) Eighth grade parents are informed of high school orientation and informational meetings.</li> </ul>	On-going	Title 1 Parent Education Nights	200.00	Title 1, General, Concentration, Supplemental
<p>8. Monitoring program effectiveness:</p> <p>a. The District/School will fully support the Public School Accountability Act by:</p> <ul style="list-style-type: none"> <li>(1) transitioning to Common Core standards and CAASPP instructional and assessment program</li> <li>(2) training teachers to analyze state, and district/school wide data and classroom assessments as they relate to standards based instruction.</li> <li>(3) use analysis of data to drive instruction</li> </ul> <p>b. Annual Review of School Wide and LEA plan including all stakeholders including staff, Parent Advisory groups, and community in assessment, review and revision (SW Title 1 Annual Evaluation and Review process)</p> <p>c. Annual LCAP review by all stakeholders including staff, Parent Advisory groups and community, including parent survey.</p>	<p>Superintendent, Principal, Staff,</p> <p>Leadership Team</p> <p>On-going School Site Council, ELAC, Principal, School Leadership Team</p>		1000.00	General Fund

<p>9. Targeting services and programs to lowest-performing student groups: (SW Title 1 #8)</p> <ul style="list-style-type: none"> <li>a. The Reading Specialist will work with students who score below grade level in reading in grades 1-2. Criteria of service will be dependent on student need.</li> <li>b. Resource Specialists, Speech Therapist and Resource Instructional Aide to support students with Specific Learning Disabilities</li> <li>c. Instructional aides are provided to support students in the area of reading</li> <li>d. Use Accelerated Reading Program to help motivate lowest-performing students to read more frequently</li> <li>e. Universal access differentiated instruction at K-8</li> <li>f. Mentoring program for 8<sup>th</sup> at risk students</li> <li>g. Supplemental Educational Services to students in need as per PI guidelines</li> <li>h. "Lunch Bunch" opportunity for 6-8 students to do supervised homework at lunch</li> <li>i. Recess "Homework Make-up" opportunity for grades 1-6.</li> <li>j. Peer tutoring through "Buddies" program</li> <li>k. Peer cross-age reading assistance</li> </ul>	<p>Principal, Reading Specialist, Resources Specialist, Resource Aide, Instructional Aides</p> <p>After School Remedial Staff, Staff,</p> <p>On-going</p>	<p>Reading Specialist</p> <p>Instructional Aides</p> <p>Resource Specialist/Speech Therapist</p> <p>Resource Aide</p>	<p>\$112,395.00</p> <p>\$25,000.00</p> <p>\$135,000.00</p> <p>\$28,700.00</p> <p>\$12,500.00</p>	<p>Title 1, General</p> <p>General</p> <p>IDEA, General</p> <p>General</p> <p>General Fund</p> <p>Title 1 Program Improvement supplemental funding</p>
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<p>10. Any additional services tied to student academic needs: (SW Title 1 #9)</p> <ul style="list-style-type: none"> <li>a. Continue SST referrals to/for students with academic needs</li> <li>b. Continue Renaissance Program for Junior High students to help reward and motivate students to do well academically.</li> <li>c. Homework make-up room during recess and in afterschool program for homework support</li> <li>d. Lunch bunch for 7/8 (homework time)</li> <li>e. Continue to implement volunteer tutoring during early dismissal.</li> <li>f. Continue volunteer reading tutorial during early dismissal time (2:00 –2:40)</li> </ul>	<p>Principal, Teaching Staff, Student Support Team, After School Program Staff, Teaching Staff</p> <p>On-going</p>			
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**Performance Goal 1B: *All students will reach high standards, at a minimum, attaining proficiency or better in mathematics by 2015-2016.***

<p>SCHOOL GOAL # <u>2</u>          (Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages)  <b>All students, including all subgroups, should advance toward proficiency each year on the appropriate summative test. Hart-Ransom School scores will show an increase of 10% students proficient each year.</b></p>	
<p>Student groups and grade levels to participate in this goal:          K-8 all students.</p>	<p>Anticipated annual performance growth for each group:          K-1 students will perform at 80% or above on end of year assessment          K-8 students will perform at a 3 or above on the Math Performance task          2-8 students will perform at 80% or above on district Math assessments          2-5 students will achieve Proficient or above on end of year report card          6-8 students will achieve a 2.0 GPA or better on end of year report card</p>
<p>Means of evaluating progress toward this goal:          K-1: summative year-end assessment in adopted Math program          K-8: District developed math benchmark, Performance task in math, Classroom assessment          SBAC formative assessments when available          Add CAASPP assessment gr. 3-8 in 2014-2015</p>	<p>Data to be collected to measure academic gains:          District Math Performance assessment data          District Math Assessment data          Classroom report cards data          SBAC formative assessments when available          CAASPP data included 2014-2015 and beyond</p>

**Planned Improvement in Student Performance in Mathematics**

Description of specific actions to Improve Student Achievement in <b>Mathematics</b> and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: a) Provide training in teaching Common Core State Standards. (SW Title 1 #1, #2, #3) provided locally and at the county level b) New staff will receive training and mentoring support in teaching to the standards through the BTSA program.	School Leadership Team/principal  On-going	Cost of Training  Cost of Mentor/Sub	\$850.00 per teacher  \$3000.00	General Fund, CCSS funding  General Fund

(SW Title 1 #3, #4)				
<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>a) Provide Common Core Standards based materials to support basic skill instruction in grades K-8, including testing materials (SE Title 1 # 8)</p> <p>b) Staff will receive on-going training in the use of math Common Core State Standards</p> <p>c) Continue grade-level collaboration to analyze local assessment data of content mastery and plan instruction (SW Title 1 #7)</p> <p>d) Supplement existing materials with CCSS aligned materials through transition (SW Title 1 #8)</p> <p>e) Display standards and discuss standards with students and school community.</p> <p>f) Adopt CCSS based math materials</p>	<p>Superintendent, Principal, School Leadership Team</p> <p>On-going</p> <p>2015</p>	<p>Cost of supplemental materials</p> <p>Materials adoption cost</p>	<p>\$10,000.00</p> <p>\$40,000.00</p>	<p>General Fund</p> <p>CCSS funding</p> <p>General fund</p>
<p>3. Extended learning time:</p> <p>a) ASES homework assistance program (SW Title 1 #8)</p> <p>b) Supplemental Educational Services as per PI requirements for students in academic need (SW Title 1 #8)</p> <p>c) After School Remediation program (SW Title 1 #8)</p>	<p>After School Program Coordinator/staff</p> <p>Principal</p> <p>Principal</p>	<p>Cost of After School Staff</p> <p>Cost of SES service provider</p> <p>Cost of instructors and program</p>	<p>\$102,128.00</p> <p>\$12,500.00</p> <p>\$12,000.00</p>	<p>ASES</p> <p>Title 1 – Program Improvement supplemental funding</p> <p>General</p>



Description of specific actions to Improve Student Achievement in <b>Mathematics</b> and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
4. Increased access to technology: (SW Title 1 #1) a) Utilize technologies provided with adopted math program b) Addition of 6 laptop carts to provide technology to support learning. Gr. 3-8 c) Purchase of 100 tablets to support learning –K-2 d) Purchase of on-line supplemental/remedial math program to support learning (SW Title 1 #8) e) Use of IXL Tenmark program to support Math 8 <sup>th</sup> class (SW Title 1 #8)	Principal, staff Resource Teacher and After School remedial staff  On-going	Site Licenses	\$5000.00	General CCSS funding
5. Staff development and professional collaboration aligned with standards-based instructional materials: (SW Title 1 # 3) a) Four minimum days per year for grade-level data analysis and planning. b) County Consultant for professional development re: Common Core materials c) One full professional development day per year. d) Monthly staff meeting to provide CCSS professional development e) New teacher participation in BTSA. (SW Title 1 #2)	District/Principal  BTSA site providers/ District  On-going	Two half-day subs per minimum day  Consultant  Mentors/subs	\$200.00  \$6500.00  \$3000.00	General Fund  Common Core supplemental funding  General
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): (SW Title 1 #5) a) Continue to maintain an active School Site Council with staff and parent community representatives. The SSC will review reports on state and local assessments, give input on program improvement, advise on spending of categorical funds. b) Hold regular ELAC meetings each year to review assessment results, and advise on EL programs and spending. c) Send official school communications translated into significant sub-group languages. d) Expand school website to communicate with	Superintendent, Principal, Staff, After School Program Coordinator  On-going for the duration of the Plan			

<p>parents and community</p> <p>e) Support parent and community involvement through the following activities:</p> <ul style="list-style-type: none"> <li>➤ Back to School Night</li> <li>➤ Open House</li> <li>➤ Kindergarten Parent Day</li> <li>➤ Bring a parent to school Day</li> <li>➤ Parent magazine</li> <li>➤ Site Council Meetings</li> <li>➤ ELAC Meetings</li> <li>➤ School Accountability Report Card</li> <li>➤ Progress Reports/Report Card</li> <li>➤ Parent Teacher Conferences</li> <li>➤ Parent Teacher Club</li> <li>➤ District/School Website</li> <li>➤ Monthly School Hart-Ransom News Communication</li> <li>➤ On line grading information</li> <li>➤ 100-day Day Activities (K-3)</li> <li>➤ Science family night</li> <li>➤ ELAC family night</li> <li>➤ Classroom Newsletters/After School Program newsletter</li> <li>➤ Teacher Websites</li> <li>➤ Communication through School Messenger</li> <li>➤ Website video related to CCSS and CAASPP</li> </ul>	Principal and staff	<p>Aeries SIS Parent Portal communication</p> <p>Cost of School Messenger</p>	<p>\$8000.00</p> <p>\$3000.00</p>	<p>General</p> <p>General</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, or middle school): (SW Title 1 #5, #8)</p> <ul style="list-style-type: none"> <li>a) Continue Junior High orientation night prior to first day of school, with emphasis on academic content provided by each teacher.</li> <li>b) Continue Kindergarten orientation held prior to the first day of school.</li> <li>c) Continue and expand translation and interpreting services to parents who speak a second language (Spanish)</li> <li>d) Mentoring program for 8<sup>th</sup> grade at risk students</li> <li>e) Hart-Ransom's eighth graders are assisted in their transition to high school by a presentation by a high school counselor and a</li> </ul>	<p>Principal/Staff Modesto High School</p> <p>Staff</p> <p>On-going</p>			None

visitation day to acquaint eighth graders with elective options. f) Eighth grade parents are informed of high school orientation and informational meetings.				
8. Monitoring program effectiveness: a) The District/School will fully support the Public School Accountability Act by 1) Training teachers to analyze, district/school wide data and classroom assessment data as they relate to CC standards based instruction 2) Use analysis of data to drive instruction b) Annual Evaluation/Review and revision of School Wide Title 1 and LEA plans by stakeholder groups, staff, Parent Advisory Groups, community. (SW Title 1 Evaluation/Review process) c). Annual LCAP review by all stakeholders including staff, Parent Advisory groups and community, including parent survey.	Superintendent and Principal  School Leadership Team  Staff  School Site Council, ELAC, Principal, School Leadership Team			none
9. Targeting services and programs to lowest-performing student groups: (SW Title 1 #8) a) Instructional aides are provided to support students in the area of math b) Provide on-line based intervention/remediation math program c) ASES homework support d) After school remedial tutoring e) Supplementary Educational Services as required by PI	Principal, Staff  After School Program staff  School staff  On-going	Staffing materials SES service provider	ASES staff - \$102,128.00  \$12,000.00 \$2000.00 \$12500.00	General Fund  ASES grant  LCFF supplemental Title 1
10. Any additional services tied to student academic needs: (SW Title 1 #8) a) Participate in county events and academic competitions(gr. 4-8) b) Homework make-up room and after school program homework support. c) Continue volunteer tutoring in math. d) Lunch Bunch for Junior High students.	Principal  Staff  After School Staff  On-going	Entry fees	\$200.00	General

**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.***

<b>SCHOOL GOAL # 1</b> <b>All limited-English-proficient students will advance toward proficiency in English each year. Limited English Proficient students will advance in reading/language arts and mathematics as indicated in Performance Goal #1.</b>	
Grade levels to participate in this goal: Grades K-8 students	Anticipated annual performance growth: Students will increase scale scores each year by one performance level.
Means of evaluating progress toward this goal: The California English Language Development Test	Data to be collected to measure academic gains: Performance levels on CELDT testing.

## 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
Required Activities	<p>1. The programs and activities to be developed, implemented, and administered and how the SSD will use the funds to meet annual measurable achievement objectives.</p> <ul style="list-style-type: none"> <li>a) The district employs 1.6 FTE ELD teachers.</li> <li>b) All classroom teachers will be CLAD certified to provide appropriate SDAIE best practices within the classroom. (SW Title 1 #2)</li> <li>c) Professional Development in and implementation of new ELD standards</li> </ul>	Superintendent, Principal On-going	EDL teachers salaries	\$64,100.00	Title 1
	<p>2. Accountability:</p> <ul style="list-style-type: none"> <li>a) Students will have full access to standards-based, state approved, ELA and Math materials</li> <li>b) Students will be assessed annually, using CELDT, to determine student progress in English Language Development, to meet AMAOs</li> <li>c) Students will be assessed using local and state assessments to determine adequate yearly progress for English Learners, to meet AMOs</li> <li>d) Teachers will utilize and analyze data to determine best practices for students.</li> <li>e) Targeted EL students will receive specific and additional instruction in English Language development to students who need it. (SW Title 1 #8)</li> </ul>	Principal ELD teachers, inst. Aide – test administrator  yearly	CELDT assessing	\$500.00	General Fund
				\$90.00 per teacher	Title III

	<p>3. The district will promote parental and community participation in LEP programs:</p> <ul style="list-style-type: none"> <li>a) An ELAC committee will meet regularly each year to keep parents of EL students informed and receive from them advisement regarding program and expenditures</li> <li>b) The school will provide CELDT and local assessment results to all parents of English Limited Proficient students</li> <li>c) parents of English learners will participate in Parent Student Academic Activities Nights</li> <li>d) the district will provide translations of all significant school to home communication</li> </ul>	Principal  Yearly	<p>CELDT scores to parents – postage</p> <p>ELD family night expenses</p> <p>Translation services</p>	<p>\$150.00</p> <p>\$500.00</p> <p>\$300.00</p>	<p>General</p> <p>Title III, General – supplemental and concentration funding</p>
	<p>4. The district will provide high quality language instruction based on scientifically based research, to increase English proficiency and academic achievement in core curricular areas:</p> <ul style="list-style-type: none"> <li>a) all teachers will be CLAD or SDAIE certified (SW Title 1 #2)</li> <li>b) all students will have equal access to standards based curriculum</li> <li>c) LEP students will receive additional support and instruction in English Language Development by a specialist, in addition to core curriculum instruction (SW Title 1 #8)</li> </ul>	<p>Superintendent, Principal</p> <p>ELD teachers</p>	<p>Cost of ELD teachers</p>	<p>\$64,100.00</p>	<p>Title 1</p>

Required Activities	5. High quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel: (SW Title 1 #3)	Superintendent, Principal, Teaching Staff	Prof. Dev. For classroom teachers	1000.00	General Fund and CCSS funding
	<ul style="list-style-type: none"> <li>a. Each year teachers will be given training and will analyze CELDT and local assessment data of students in their classroom</li> <li>b. District will provide professional development in classroom research based strategies for ELD students</li> <li>c. District will provide professional development in the new ELD standards and how they are interwoven into classroom instruction aligned with CCSS</li> <li>d. District will provide on-going professional development for ELD specialists</li> </ul>	c. during the 2014-2016 school years	Prof. Dev. For ELD teachers	2000.00	

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
1. Upgrade to program objectives and effective instructional strategies, if applicable	<b>See #5, pg. 39,</b>			
2. Any: b) Pull-out and push-in programs are used to support classroom instruction	Superintendent, Principal  On-going			
3. How programs for English Learners are coordinated with other relevant programs and services a. All English Learners receive the core curriculum and other services such as Title 1, remedial program and resource services as needed	Principal, staff	Reading Specialist  Resource Specialist, Speech Therapist, Resource Aide	\$112,395.00  135,000.00 28,700.00	General  Special Ed/IDEA General
4. Any other activities designed to improve the English proficiency and academic achievement of LEP children a) Vocabulary emphasis in all classrooms utilizing Houghton Mifflin vocabulary cards b) Addition of supplemental informational and non-fiction texts c) Adoption of CCSS aligned curriculum	Principal, Teaching staff	Cost of Cards	2500.00	Title III (purchased 2007)  HM ELD purchased 2011
5. Community participation programs, family literacy services, and parent outreach and training activities provided to LEP children and their families – a. Host parent/student academic engagement nights b. At parent teacher conferences, parents are given information on the standards, strategies and electronic/technological resources to assist parents to support their students in mastering the standards c. "Home to School Connection" communication flyer on parent involvement d. Kindergarten pre-school booklets e. Kindergarten parent day f. Kindergarten summer orientation day	Principal  Principal, School Site Council	Home to School Connection cost	\$300.00	General
6. Efforts to improve the instruction of LEP children by providing for – a. The acquisition or development of educational technology or instructional materials- b. Purchase of tablets to support English development	Principal	10 tablets		
7. Other activities consistent with Title III or EIA/LEP funds a. Funding will also be used to provide translation/interpreter for parent teacher conferences and for school to home communication. b. Funding has been used to purchase books with basic school phrases in Spanish to assist office personnel to better communicate with Spanish	Principal	Interpreter translator	500.00	Title III



<p>c. Parents of English Learners are invited to participate in the ELAC and all other advisory committees. ELAC works toward the common goals of keeping parents aware of current activities, policies and procedures affecting their children and includes parents in the decision making and planning process and solicits input and ideas on how to improve the program and services to their children.</p>				
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## Plans to Notify and Involve Parents of Limited-English-Proficient Students

<b>Parents of Limited-English-Proficient students must be notified:</b> outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents. Describe how you will meet these requirements		Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
Required Activities	1. SSD informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):				
	a. The District informs the parents of LEP students of CELDT testing each year, explaining the criteria for testing. b. The District notifies the parents of LEP students, in writing, CELDT scores and explanation of the scores. c. The District notifies the parents of LEP students, in writing, the placement and method of instruction for the students, along with program goals, exit requirements and parental rights regarding removal of students from the program. d. District establishes an English Language Acquisition Committee to inform parents of program and to garner input from them regarding program for English learners	Principal, ELD teachers – within 10 days of the first day of school Principal, EL teachers – within 20 days of receipt of scores. Principal, EL teachers – within 30 days of the first day of school, or within 10 days of enrollment of non-returning students.	Printing/Postage  Postage  Imbedded in the cost of “a” above	\$100.00  \$100.00	Title III  Title III
<b>SSD Parent Notification Failure to Make Progress</b> 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.		Principal			

## Plans to Provide Services for Immigrants

<p><u>IF</u> the SSD is receiving or planning to receive Title III Immigrant supplemental funding, complete this table (per Sec. 3115(e) ). Please describe:</p>		Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
Allowable Activities	1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children.				
	2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth.				
	3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth.				
	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds.				
	5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services.				
	6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education.				
	7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services.				

**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.

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

<b>STRENGTHS</b>	<b>NEEDS</b>
<ol style="list-style-type: none"> <li>1. 2010 Distinguished Schools Award based on scores and the narrowing of the achievement gap</li> <li>2. As of April 2008, 100% of teachers have special certification for teaching English Learners.</li> <li>3. As of April, 2008, 100% of core instructional classroom teachers have NCLB highly qualified status.</li> <li>4. 98% of teachers have been trained through the county office on Common Core standards in the areas of ELA and math.</li> <li>5. 10% of the teachers have attended a Training of trainers on Arts in the classroom as implemented through the Common Core Standards instruction and learning.</li> <li>6. A technology coach has been assigned to assist teachers in the integration of technology into classroom instruction and learning.</li> </ol>	<ol style="list-style-type: none"> <li>1. Data indicates the need for improved instruction and achievement in math.</li> <li>2. As determined by observation and survey, teachers need on-going training and professional development in the areas of effectively implementing Common Core State Standards</li> <li>3. As determined by teacher survey, continued professional development is needed in the areas of: effective research proven strategies for EL students.</li> <li>4. As determined by teacher input, continued professional development in the area of new ELD standards is needed.</li> <li>5. There is a need for professional development in the area of Arts in the classroom.</li> <li>6. There is a need for continued training regarding technology in the classroom.</li> </ol>

<b>Performance Goal 3: <i>By 2005-06, all students will be taught by highly qualified teachers.</i></b>	
SCHOOL GOAL # _1_ Students will continue to make progress toward proficiency in English Language Arts, Math, Science and Social Studies as a result of instruction by NCLB highly qualified teachers. The district will continue to employ teachers who have achieved NCLB highly qualified status. (SW Title 1 # 2)	
Student groups and grade levels to participate in this goal: All students at grades K-8.	Anticipated annual performance growth for each group: The percentage of students proficient in ELA, Math, Science and Social Studies will continue to increase at 10% per year.
Means of evaluating progress toward this goal: District and school assessments – Writing Proficiency Assessment, Math Performance Assessment, benchmarks, classroom assessments  2014-2015 – CAASPP assessment	Data to be collected: 1. Writing Proficiency assessments data 2. Math Performance assessment data 3. Benchmark data 4. Classroom grades 5. 2014-2015 CAASPP assessment data

### Planned Improvements for Professional Development (Title II)

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
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: a. Teaching staff participates in Common Core trainings in ELA and Math provided by the County office b. The principal will attend professional	Principal, Leadership Team 2014-2015	Registration	\$15,000.00	Common Core supplemental funds General Fund

<p>development for administrators each year.</p> <p>c. The principal will attend the CISC state Leadership Conference each year</p> <p>d. Professional Development on academic discourse will be provided by County Consultant.</p> <p>e. The Leadership Team has implemented a professional development program that is based on Rick DuFour's <i>Professional Learning Communities</i> and Mike Schmoker's <i>Results Now</i> models.</p> <p>f. The district will continue to provide professional development in Common Core State Standards for all teachers and administration both locally and at the county level.</p> <p>g. Staff will continue to be provided professional development in the new ELD standards and CELDT testing and interpreting and analyzing data results.</p> <p>h. The district will provide professional development to site administration and staff for newly adopted standards based curriculum as the programs are purchased.</p>	on-going	<p>Registration costs</p> <p>Consultation cost</p> <p>Professional Development</p>	<p>\$3000.00</p> <p>\$6500.00</p> <p>\$1500.00</p>	<p>General Fund</p> <p>Title 1 Program Improvement supplemental funding</p> <p>General/ CCSS</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>Grade level colleagues meet every 4 to 6 weeks at a planned collaborative meeting to do the following -</p> <p>a. Analysis of benchmark assessments is done to determine effectiveness of instruction. The results of analysis are used to develop SMART goals to guide instruction.</p> <p>b. The model is one of continuous improvement:</p> <ol style="list-style-type: none"> <li>1. Collaborative analysis of data</li> <li>2. Collaborative SMART goal setting</li> <li>3. Collaborative determination of instructional approaches and strategies to achieve goal</li> <li>4. Assessment after teaching</li> <li>5. Evaluation and analysis of assessment</li> </ol>	<p>Principal, Leadership Team</p> <p>On-going</p>	Collegial meetings	\$500.00	General

<p>c. Agendas, minutes, goals and results are reported to the administrator and Leadership Team for accountability purposes.</p> <p>d. According to research by DuFour, Schmoker, and others teacher collaboration as professional development is the most highly effective method of increasing achievement in students.</p>				
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Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students: (SW Title 1 #8)</p> <ul style="list-style-type: none"> <li>a. The Leadership Team will give direction to the teachers in the venue of collaborative professional meetings to focus on the struggling learner, EL students and minority students.</li> <li>b. Professional development in the Common Core Standards and adopted and supplementary materials will ensure equal access of core curriculum for all students, and will give focus to Universal Access and Intervention strategies for the struggling learner, EL students and minority students.</li> </ul>	Principal, Leadership Team			
<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: (SW Title 1 #2, #3, #8)</p> <ul style="list-style-type: none"> <li>a. Professional development activities are coordinated to address staff needs in assisting all students to meet or exceed district and state standards. Professional development activities are designed to assist teachers in standards based instructions, Common Core instructional practices and strategies, assessment and understanding of class and individual areas of strength and weaknesses. Classroom management, intervention strategies and working with families are addressed within the context of the activities. This will assist in ensuring that</li> </ul>	Superintendent and Principal			Professional development plan is cohesive and utilizes multiple funding sources to ensure adequate levels of funding and maximum staff participation.



all students meet or exceed district and state standards.				
<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <ul style="list-style-type: none"> <li>a. The district will provide for Common Core training for all teachers</li> <li>b. The district will continue to provide new teachers with the BTSA program and a mentor teacher to work with new teachers for two years.</li> <li>c. The district will continue to provide the principal with training in mentoring teachers in effective instructional methods and strategies.</li> </ul>	Superintendent and Principal	<p>BTSA mentors/subs</p> <p>Principal training</p>	<p>\$3000.00</p> <p>\$1000.00</p>	<p>General</p> <p>General</p>
<p>6. How the SSD will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <ul style="list-style-type: none"> <li>a. The district Technology Plan provides direction regarding use of funds under part D, utilizing the funding to provide for professional development for teachers in the area of technology literacy and the use of technology in teaching.</li> </ul>	Funds will be utilized to provide Prof. Dev. In technologies as noted in section 7 below.			
<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <ul style="list-style-type: none"> <li>a. The district will provide professional development opportunities for the teachers in the area of technology by providing funding for teachers to attend workshops provided by the Stanislaus County Office and state CTAP, including but not limited to: the state CUE conference, county ETC conference and various classes offered at the</li> </ul>	Superintendent, Principal	Prof. Dev. opportunities	\$900.00	General



<ul style="list-style-type: none"> <li>▪ As determined by the Student Support Team, students are referred to full-scale assessment protocols to identify students with learning disabilities to provide Special Education Services as needed and as appropriate.</li> </ul> <p>c. Involve parents in their child's education –</p> <ul style="list-style-type: none"> <li>▪ School to home communication regarding standards, student progress and achievement is sent home weekly, from both the principal's office and the classroom teachers. The "Home and School Connection" flyer, with ideas for parents to assist their children in academic achievement is sent home monthly (English and Spanish)</li> </ul> <p>d. Understand and use data and assessments to improve classroom practice and student learning –</p> <ul style="list-style-type: none"> <li>▪ Yearly training in and analysis of assessment data, CELDT scores and the development of grade level goals is done. Monthly local data analysis collaborative meetings are held to continue to improve classroom practice and student learning</li> </ul> <p>(Entire section meets SW Title 1 #8)</p>	Principal, teachers  Principal, teachers	Cost of Home School Connection	300.00	General
<p>10. How the SSD will use funds under this subpart to meet the requirements of Section 1119:</p> <ul style="list-style-type: none"> <li>▪ All newly hired paraprofessionals will be highly qualified as determined under NCLB criteria.</li> </ul>	Principal			

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

**Environments Conducive to Learning (Strengths and Needs):**

Please provide a list of the 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
<p>1) The District employs a part-time counselor who, along with the staff, addresses the social, emotional and intellectual needs of its students.</p> <p>2) A team of teachers meet monthly to target students who are emotionally, academically or socially at-risk (SST) .</p> <p>3) The District has a consistently enforced progressive discipline policy. The code of conduct is well-publicized and each family receives a copy at time of enrollment and at the outset of each new year</p> <p>4) Annual surveys are conducted to determine the needs of students and staff in the area of safety.</p> <p>5) There is a clear set of emergency procedures which are practiced regularly (duck and cover, lockdowns, fire drills).</p> <p>6) A comprehensive safety plan has been adopted and is periodically reviewed by the school site council, staff and School Board.</p> <p>7) The California State approved alcohol tobacco, and other drugs and violence (ATOVD) prevention program, "Life Skills" has been adopted and is implemented in grades 6, 7 and 8.</p> <p>8)The District/school participates in Red Ribbon Week to encourage students to lead a safe and drug free lifestyle.</p> <p>9) Students in grades 7-8 are provided instruction in health using a state adopted (Health) textbook.</p> <p>10) The District is supported by and participates in the Student Attendance Review Board.</p>	<p>1 Continued training for lunch recess supervisors is needed in how to deal with difficult behaviors (source: discipline records)</p> <p>2 Approximately 90 % of suspensions are a result of defiance and disruption issues. There is a need for teacher training on how to deal with defiant behavior.</p> <p>3 There is a need for organized games during the lunch recess to prevent student confrontational problems.</p> <p>4 Motivational speakers need to be brought on campus to promote positive attitudes and behaviors to recognize that current actions affect future situations.</p> <p>5 There is a need for continued staff training regarding drugs and gangs.</p> <p>6 There is a need to increase student connectedness to school to promote higher motivation.</p>

<p>11) Activities that promote a positive school climate are regularly scheduled throughout the school year: Weekly – Eagle Bucks (School-Wide Positive Behavior supports) K-8; Renaissance, 6-8; Monthly – Civility assemblies – K-5; per trimester – Hart-Ransom Heroes – based on civility traits gr. 6-8; Seasonal- awards assemblies; Trimester – perfect attendance, honor roll, Accelerated Reading.</p> <p>12) The District implements a Positive Behavior Support for all students which includes Eagle Bucks redeemable for school supplies, and Project Wisdom all for students. The Civility Program awards students who exhibit good citizenship and Project Wisdom promotes good choices through daily messages and connected activities.</p> <p>13) The District provides a part-time school nurse to ensure student health needs are being met.</p> <p>14) The School Safety Committee, comprised of staff, administration and parents, meet monthly to review and revise the Safety Plan and establish and manage the budget for Safety Grant Monies.</p> <p>15) The District implements the CHKS survey and conducts regular analysis of the data in order to provide appropriate prevention and intervention services.</p> <p>16) Student council, comprised of 4<sup>th</sup> – 8<sup>th</sup> grade representation, provide leadership opportunities.</p> <p>17) Student Renaissance Leadership Team promotes high academic and attendance standards and recognizes all members of the school community.</p>	
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**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.

<b>ACTIVITIES</b>	
	<ol style="list-style-type: none"> <li>1) The position of a part-time school counselor will be supported with Title I and TUPE funds.</li> <li>2) General fund monies will provide the school nurse and scheduled health clinics.</li> <li>3) General fund monies will be used to provide a bullying prevention program.</li> <li>4) Students and staff will have adequate access to technology.</li> <li>5) Training will be provided to all staff to ensure students feel respected and cared for.</li> <li>6) General fund monies will be used to provide for the School Wide 7)</li> <li>7) Positive Behavior Support system set in place in 2013 Staff development/training regarding staff/student relationship building</li> </ol>

**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.

<b>STRENGTHS</b>	<b>NEEDS</b>
<ol style="list-style-type: none"><li>1. The District has a consistently enforced a progressive discipline policy. The code of conduct is well-publicized and each family receives a copy at the time of enrollment and at the beginning of each subsequent school year.</li><li>2. Local biennial surveys are given to students (grades 4-8), staff and parents to determine the needs of students and staff in the area of safety and including questions regarding alcohol, tobacco and drug usage.</li><li>3. The District administers the California Healthy Kids Survey to 5<sup>th</sup> and 7<sup>th</sup> grade students biennially.</li><li>4. The California state approved alcohol, tobacco and other drugs and violence prevention program, "Life Skills" has been adopted and is implemented in grades 6 through 8.</li><li>5. The District/School participates in Red Ribbon Week to encourage students to lead a safe and drug free lifestyle.</li><li>6. The District/School implements the Project Wisdom character education program. This program teaches and affirms students to make good choices and exhibit good citizenship.</li><li>7. The District/School has implemented the School Wide Positive Behavior Support system, which addresses the positive behaviors of students and provides positive alternatives to negative behaviors.</li><li>8. The District/School has implemented a Civility program, wherein each month a specific civility trait is a focus for staff and students to work toward. Recognition is given to those who</li></ol>	<ol style="list-style-type: none"><li>1. There is a need to continue bullying prevention education for students in grades K-8. (CHKS results)</li><li>2. There is need for further training for supervisors and staff regarding disrespectful, verbal violence. (Discipline records)</li><li>3. There is a need to further involve students in the civility program.</li><li>4. There is a need to develop a student team that promotes health, nutrition, and safe behavior for all students on campus.</li></ol>

<p>exemplify the trait.</p> <p>9. The District/School has provided multiple special speakers and events for students that are motivational, encouraging, anti-bullying and promotes positive relationships on the campus.</p>	
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**Performance Goal 4: *All students will be educated in learning environments that are safe, drug-free, and conducive to learning.***

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

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

The 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:

<b>Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey</b>	<b>Most Recent Survey date: _12_/__/_13_ Baseline Data</b>	<b>Biennial Goal (Performance Indicator)</b>
The percentage of students that have ever used cigarettes will <b>decrease</b> biennially by:	5 <sup>th</sup> 0__ % 7 <sup>th</sup> _3_ %	5 <sup>th</sup> _0_ % 7 <sup>th</sup> 1__ %
The percentage of students that have used cigarettes within the past 30 days will <b>decrease</b> biennially by:	7 <sup>th</sup> _2_ % 9 <sup>th</sup> __ % 11 <sup>th</sup> __ %	7 <sup>th</sup> _1_ % 9 <sup>th</sup> __ % 11 <sup>th</sup> __ %
The percentage of students that have used marijuana will <b>decrease</b> biennially by:	5 <sup>th</sup> _0_ % 7 <sup>th</sup> _5_ %	5 <sup>th</sup> _0_ % 7 <sup>th</sup> _1_ %
The percentage of students that have used alcohol within the past 30 days will <b>decrease</b> biennially by:	7 <sup>th</sup> _14_ % 9 <sup>th</sup> __ % 11 <sup>th</sup> __ %	7 <sup>th</sup> _5_ % 9 <sup>th</sup> __ % 11 <sup>th</sup> __ %
The percentage of students that have used marijuana within the past 30 days will <b>decrease</b> biennially by:	7 <sup>th</sup> _0_ % 9 <sup>th</sup> __ % 11 <sup>th</sup> __ %	7 <sup>th</sup> 0__ % 9 <sup>th</sup> __ % 11 <sup>th</sup> __ %

The percentage of students that feel very safe at school will <b>increase</b> biennially by:	5 <sup>th</sup> _62_ % 7 <sup>th</sup> _40_ % 9 <sup>th</sup> _ _ % 11 <sup>th</sup> _ _ %	5 <sup>th</sup> _70_ % 7 <sup>th</sup> _50_ % 9 <sup>th</sup> _ _ % 11 <sup>th</sup> _ _ %
The percentage of students that have been afraid of being beaten up during the past 12 months will <b>decrease</b> biennially by:	7 <sup>th</sup> _15_ % 9 <sup>th</sup> _ _ % 11 <sup>th</sup> _ _ %	7 <sup>th</sup> _10_ % 9 <sup>th</sup> _ _ % 11 <sup>th</sup> _ _ %
<p align="center"><b>Truancy Performance Indicator</b></p>		
The percentage of students who have been truant will <b>decrease</b> annually by <u>  10%  </u> from the current LEA rate shown here.  NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.	<u>  19.8%  </u> 2007-2008	<u>  9.8%  </u>
<p align="center"><b>Protective Factors Performance Measures from the California Healthy Kids Survey</b></p>	<p align="center"><b>Most recent date: 12_/_/13_</b></p> <p align="center"><b>Baseline Data</b></p>	<p align="center"><b>Biennial Goal (Performance Indicator)</b></p>
The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will <b>increase</b> biennially by:	5 <sup>th</sup> _52_ % 7 <sup>th</sup> 39_ % 9 <sup>th</sup> _ _ % 11 <sup>th</sup> _ _ %	5 <sup>th</sup> _65_ % 7 <sup>th</sup> _540_ % 9 <sup>th</sup> _ _ % 11 <sup>th</sup> _ _ %
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will <b>increase</b> biennially by:	5 <sup>th</sup> _66_ % 7 <sup>th</sup> 48_ % 9 <sup>th</sup> _ _ % 11 <sup>th</sup> _ _ %	5 <sup>th</sup> _75_ % 7 <sup>th</sup> _60_ % 9 <sup>th</sup> _ _ % 11 <sup>th</sup> _ _ %

The percentage of students that report high levels of opportunities for meaningful participation at their school will <b>increase</b> biennially by:	5 <sup>th</sup> _10_ % 7 <sup>th</sup> 6_ % 9 <sup>th</sup> _ % 11 <sup>th</sup> _ %	5 <sup>th</sup> _25_ % 7 <sup>th</sup> 15_ % 9 <sup>th</sup> _ % 11 <sup>th</sup> _ %
The percentage of students that report high levels of school connectedness at their school will <b>increase</b> biennially by:	5 <sup>th</sup> _74_ % 7 <sup>th</sup> 44_ % 9 <sup>th</sup> _ % 11 <sup>th</sup> _ %	5 <sup>th</sup> 85_ % 7 <sup>th</sup> _55_ % 9 <sup>th</sup> _ % 11 <sup>th</sup> _ %

### Other Performance Measures

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

LEA Specified Performance Measures  _____ (Process to Collect Data)	Performance Indicator Goal	Baseline Data

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

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

Science-Based Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
Botvin LifeSkills Training	Yes	6-8	265	2006	Oct. 2006	March 2015

**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	Yes	K-8
	Conflict Mediation/Resolution		
	Early Intervention and Counseling		
	Environmental Strategies		
	Family and Community Collaboration		
	Media Literacy and Advocacy		
X	Mentoring	Yes	7 and 8
	Peer-Helping and Peer Leaders		
	Positive Alternatives		
X	School Policies	Yes – Student Conduct Code	K-8
	Service-Learning/Community Service		
	Student Assistance Programs		
	Tobacco-Use Cessation		

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

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

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

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

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

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

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**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.

Botvin's Life Skills Training: The School Site Council and Safety Committee analyzed the CHKS data and although according to the survey, drug and alcohol usage is low within our student population, the school had, for a number of years, provided the DARE program to our 5<sup>th</sup> and 7<sup>th</sup> grade students. The SSC examined the research based, state approved programs and their effectiveness regarding ATODV. On October 20, 2005, the SSC approved the purchase of the program to replace the DARE program and approved the training of staff in Life Skills. This was subsequently approved by the Hart-Ransom Board of Education.



**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.

On a yearly basis three leadership groups, the School Leadership Team, the School Site Council and the Safety Committee review and submit possible revisions to Board Policy, school discipline processes, and prevention programs. Each of these groups does a separate analysis, using student survey, parent survey and CHKS data, then recommendations from each are collectively discussed and recommendations for revisions are approved then submitted to the Hart-Ransom School Board for approval.

**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.

The California Healthy Kids Survey was administered to students in grades 5 and 7 in December of 2013. Upon receipt of results, in February 2014, an analysis and report was developed by the SSC and presented to the Hart-Ransom Board of Education. Information regarding these results is communicated through the Hart-Ransom News (weekly newsletter to families) As a result of the CHKS a The Safety Plan was revised, by the Safety Committee, School Leadership Team, Parents and Students. Continued emphasis on Civility and School-Wide Positive Behavior Supports are in place.

**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])

As a single school district all of our students are targeted by programs funded through SDFSC. Counseling services by a school counselor partially funded through SDFSC are focused on students with the greatest need or risk factor. These students are recommended to the counselor by administration, the Student Study Team, Individual teachers or by parent request.



**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.

Yearly: Red Ribbon Week activities are provided.

Yearly: Focus on School-Wide Positive Behavior Supports approach developed by Institute on Violence and Destructive Behavior, University of Oregon (1999). This includes daily classroom activities, special speakers, "Kids Works" puppet theater assembly for k-3, a multi-media presentation for K-8 students, rewards for doing the "next right thing."

Monthly: Civility traits are emphasized monthly to promote positive and civil interaction among students, teachers and other staff. There is school-wide recognition of students who exemplify the monthly civility trait

Daily: Use of *Project Wisdom*, a daily message given on the school intercom for character building and prevention of alcohol, tobacco, drugs and violence. Additional classroom activities revolve around this message.

Quarterly: Students participating in the Protecting Health and Slamming Tobacco program (PHAST) do presentations and announcements regarding healthy choices primarily regarding smoking.

**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 have input and involvement in the school and its decision making processes through the School Site Council, Safety Committee, School Wide Positive Behavior Support Committee, Parent-Teacher Club, and various ad hoc committees as the need arises.

Every other year a survey is sent to parents regarding campus safety, school climate, school to home communication and related topics. The disaggregated results are published in the school's weekly newsletter and is posted on the school website.

Parents are notified in writing through the weekly school newsletter and specific fliers regarding prevention and safety information, student surveys, permission to participate in surveys and other prevention programs.

Parents have full access to school information through website, teacher website, weekly classroom newsletters, web-based grading system, monthly principal newsletter

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

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

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

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

Position/Title	Full time equivalent
School Counselor	.63

<b>Performance Goal 5: <i>All students will graduate from high school.</i></b>
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**Planned Improvements: High School Graduation Rates, Dropouts, and AP**

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

***This page does not apply to districts with no secondary students.***

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



## Additional Mandatory Title I Descriptions

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

<p>Please provide a general description of the nature of the programs to be conducted by the SSD under Sections 1114, "Schoolwide Programs," and/or Section 1115, "Targeted Assistance Schools." All ten of the required components must be addressed. (For more information on Schoolwide, please go to <a href="http://www.cde.ca.gov/sp/sw/rt/">http://www.cde.ca.gov/sp/sw/rt/</a>; for Targeted Assistance go to <a href="http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp">http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp</a> ).</p>	
	<p>Description of how the SSD is meeting or plans to meet this requirement:</p>
<p>For schoolwide programs (SWP), describe how the SSD will bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:</p> <ul style="list-style-type: none"> <li>• A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards.</li> <li>• Effective methods and instructional strategies based on scientifically-based research.</li> <li>• Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.</li> <li>• Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards.</li> <li>• Instruction by highly qualified teachers and strategies to attract and keep such teachers.</li> <li>• High quality and ongoing professional development for</li> </ul>	<ul style="list-style-type: none"> <li>• The school stakeholders groups – administrators, staff, School Site Council, ELAC and School Leadership Team have analyzed the most current data – 2014 CST scores and 2013 CELDT scores, have looked at attendance data, demographic data regarding low socio-economic students, students who are EL, Hispanic students and students with special needs. Areas of need have been determined and are being addressed.</li> <li>• Common Core State Standards have been put into place in all classrooms, teachers have been and will continue to receive professional development on the standards and instructional shifts and strategies to implement the teaching and learning of the standards for all students.</li> <li>• Extended learning time is provided for students through the afterschool program, through the reading teacher at 1<sup>st</sup> and 2<sup>nd</sup> grade, through ELD instruction by ELD teachers, through supplemental instruction for students with specific learning disabilities, through homework help time each day during lunch and recess times.</li> <li>• Use of standards aligned instructional materials, student</li> </ul>

<p>teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff.</p> <ul style="list-style-type: none"> <li>• Strategies to increase parental involvement.</li> <li>• Assistance to preschool children in transitioning from early childhood programs to elementary school programs.</li> <li>• Timely and effective additional assistance to students who experience difficulty mastering state standards.</li> </ul>	<p>engagement classroom strategies, focus on standards, focus on how students can effectively show what they know on local and state assessments, and staff collaboration regarding progress and needs of students to plan teaching approaches to reach all students.</p> <ul style="list-style-type: none"> <li>• All teachers at Hart-Ransom are highly qualified as determined by NCLB standards. Retention of these teachers is promoted through: a positive working collaborative environment; being given release time to attend workshops and seminars to enhance their learning and expertise; an effective PLC program, and by the climate that each of them is a valued professional and member of the school. Attracting new highly qualified teachers is based on a comprehensive evaluation of all applicants, and an intensive 2 part interview system that includes teaching a lesson.</li> <li>• Professional development is provided for teachers both on site by trained staff leaders and administration on a regular basis through 1 PD staff meeting per month, through 7 minimum days throughout the school year and 2 full PD days within the school year. Teachers are also sent to off-site professional development opportunities, primarily focused on Common Core standards, new ELD standards, special education requirements and RTI. The administrator attends most of these off-site professional development opportunities with staff members, plus attends the annual CISC Leadership Symposium, and attends curriculum and project director's meetings monthly as well as principal group professional development opportunities. Paraprofessionals are trained on site and off site as need and opportunities arise.</li> <li>• Parent involvement opportunities are available through the School Site Council, ELAC, the Parent Teacher Club,</li> </ul>
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	<p>volunteering in classrooms. Parents serve on all committees on campus including Safety Committee, and the School Wide Positive Behavior Support Committee. Additionally, parents are asked to do presentations in classrooms, have worked hand in hand with our student council in developing a school wide Ag Day and International Day. Parent informational meetings are held 3 times per year in addition to Back to School night and Open House. The communication is through monthly school newsletters, weekly teacher newsletters, teacher websites, a phone messenger system, email and a parent magazine.</p> <ul style="list-style-type: none"> <li>• Transitional Kindergarten is offered to families to assist children in the transition from pre-school to kindergarten. There is a parent visitation day shortly after kindergarten registration to give information to parents with new TK's or Kinders coming in the following year. Mailings and pamphlets are given to parents of incoming TK and Kinder students regarding how to prepare their child for school. In the summer just prior to school starting there is a meet and greet, with a Kinder assessment, for the families of incoming students. Additionally, the back to school night walks parents and students through an abbreviated day in Kindergarten.</li> <li>• Reading teacher for students in 1<sup>st</sup> and 2<sup>nd</sup> grade who are not meeting standards; Universal Access time at each grade level for all students at their need level to help them achieve standards; recess and lunch homework help time for students needing assistance; ELD, Resource staff to assist those who have special needs to achieve standards; SES provider services for those who qualify.</li> </ul>
For targeted assistance programs (TAS), describe how the SSD will identify participating students most at risk of failing to	

<p>meet state standards and help those students to meet the State's challenging academic standards. The description should include activities such as:</p> <ul style="list-style-type: none"> <li>• Effective methods and instructional strategies based on scientifically-based research.</li> <li>• Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.</li> <li>• Strategies that minimize removing children from the regular classroom during regular school hours for instruction.</li> <li>• Instruction by highly qualified teachers.</li> <li>• Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff.</li> <li>• Strategies to increase parental involvement.</li> </ul>	

## Additional Mandatory Title I Descriptions

(continued)

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

	Description of how the SSD is meeting or plans to meet this requirement:

## Additional Mandatory Title I Descriptions

(continued)

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

	Description of how the SSD is meeting or plans to meet this requirement:
<p>If the SSD is a PI school(s), describe technical assistance activities the SSD will obtain, such as the following:</p> <ul style="list-style-type: none"> <li>Assistance in developing, revising, and implementing the school plan.</li> </ul>	<ul style="list-style-type: none"> <li>Involving Parent Advisory groups in revision of plan</li> <li>Involving staff in implementation of plan</li> </ul>

<ul style="list-style-type: none"> <li>• Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas.</li> <li>• Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI.</li> <li>• Assistance in analyzing and revising the school budget so the school's resources are used effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• Use of local and state assessment data to identify issues in instruction</li> <li>• Use of parent surveys to determine needs related to student progress</li> <li>• Continued professional development in CCSS and classroom strategies to promote student progress</li> <li>• Implementing Supplemental Educational Services to assist students at need</li> <li>• Implementing after-school remediation tutoring program to assist students at need</li> <li>• Work with district CBO and county financial people to assist in development of school budget to best serve students at need</li> </ul>
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## Additional Mandatory Title I Descriptions

(continued)

Please describe the actions the SSD will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, "Academic Assessment and Local Educational Agency and School Improvement."

	Description of how the SSD is meeting or plans to meet this requirement:
Describe the process for parent notification of the school's identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.	Hart-Ransom is not identified as a PI School.
Describe how the SSD will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	

## Additional Mandatory Title I Descriptions

(continued)

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

	Description of how the SSD is meeting or plans to meet this requirement:
Describe the SSD's strategies for coordinating resources and efforts to retain, recruit and increase the number of highly qualified teachers, principals, and other staff.	Hart-Ransom will continue to employ teachers who are NCLB highly qualified. On-going professional development and collaborative grade-level meetings will continue. The district will continue to provide BTSA training and mentors for new teachers. The district will hire NCLB highly qualified paraprofessionals and will provide opportunity for those who do not meet the qualifications, to take the test for highly qualified status through the Stanislaus County Office of Education (CODESP)
Describe the SSD's strategies for coordinating resources and efforts to prepare parents to be involved in the school and in their children's education.	Hart-Ransom includes parents on every school committee, including the School Site Council, Safety Committee, Wellness Committee, Budget Advisory Committee and ad hoc committees as they arise. The School Site Council team of teachers and parents attended a Parent Involvement two day workshop in October of 2006 to better equip the SSC to develop programs and activities to promote parent involvement in the school and the children's education. The SSC does an annual visit to the campus for a day - spending time in the classrooms, on the playground, in the cafeteria with students to determine the climate and effectiveness of the program and campus life. The data is collected, analyzed and the SSC makes recommendations to the administrator, which are communicated to the staff and put into place for continuous improvement of Hart-Ransom School. The SSC designs and hosts family activity nights including an EL Family night, a <i>Polar Express</i> family night, and will be implementing other ideas they got at the Parent Involvement training.



	<p>The school sponsors an annual Family Reading Night in the spring, and has sponsored a Gang Awareness Night for families.</p> <p>The school will hold family technology nights in the fall of each school year to assist parents in the use of the standards based curriculum home technology pieces that come with the new instructional materials programs.</p> <p>The school provides an orientation/back to school night prior to the beginning of the school year for all grade parents, K-8.</p> <p>The school provides resources for Kindergarten parents regarding what to expect for their child at school, what to do to prepare their child for school and answers FAQ's regarding kindergarten.</p> <p>The school website hosts a Welcome to Hart-Ransom video for incoming parents and students, that introduce the principal, school secretaries, librarian, school counselor and student support services.</p> <p>Hart-Ransom News (school newsletter), teacher newsletters and websites are sent out and updated on a regular basis for parent Information and involvement.</p> <p>For grades 4-8, there is a web-based grade report that parents can access to check scores on every assignment the child does.</p> <p>The school has purchased and is implementing a school to home telephone communication system to remind parents of events, involvement opportunities and significant school information.</p>
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## Additional Mandatory Title I Descriptions

(continued)

<b><i>Coordination of Educational Services</i></b>	
<p>In the space below, please describe how the LEA will coordinate and integrate educational services to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.</p>	
	<p>Description of how the SSD is meeting or plans to meet this requirement:</p>
<p>Describe how the SSD will coordinate and integrate educational services to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:</p> <ul style="list-style-type: none"> <li>a. Even Start</li> <li>b. Head Start</li> <li>c. Reading First</li> <li>d. Early Reading First</li> <li>e. Other preschool programs</li> <li>f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities.</li> </ul> <p>Compare to programs listed on Page 11 of the SSD Plan to determine if all active programs have been addressed.</p>	<p>NA</p>

## **Part III**

### **Assurances and Attachments**

*Assurances*

*Signature Page*

*Appendix*

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

*Appendix B: Links to Data Web sites*

*Appendix C: Science-Based Programs*

*Appendix D: Research-based Activities*

*Appendix E: Promising or Favorable Programs*

## **ASSURANCES**

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

### **GENERAL ASSURANCES**

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

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

## **TITLE I, PART A**

The SSD, hereby, assures that it will:

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

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

#### **TITLE I, PART D – SUBPART 2**

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

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

## **TITLE II, PART A**

34. The SSD, hereby, assures that:

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

## **TITLE II, PART D**

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

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

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



### **TITLE III**

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

### **TITLE IV, PART A**

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

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

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

#### **TITLE IV, PART A, SUBPART 3**

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

#### **TITLE V, PART A**

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

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

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

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

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

### **New LEAP Assurances**

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

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

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

**Other**

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

---

Print Name of Superintendent

---

Signature of Superintendent

---

Date

## School Site Council Recommendations and Assurances

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

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

\_\_\_ School Advisory Committee for State Compensatory Education Programs

\_\_X\_ English Learner Advisory Committee (representative on the committee)

\_\_\_ Community Advisory Committee for Special Education Programs

\_\_\_ Gifted and Talented Education Program Advisory Committee

\_\_X\_ Other **(list)** (School Leadership Team)

4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council at a public meeting on:  
\_\_June 19, 2014\_\_.

Attested:

\_\_\_\_\_  
Typed name of school principal

\_\_\_\_\_  
Signature of school principal      Date

\_\_\_\_\_  
Typed name of SSC chairperson

\_\_\_\_\_  
Signature of SSC chairperson      Date

## APPENDIX A

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

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

### **California's NCLB Performance Goals and Performance Indicators**

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

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

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

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

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

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

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

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

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

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

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

## APPENDIX B

### *Links to Data Web sites*

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

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



## APPENDIX C

### Science-Based Programs

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

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

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

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

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

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

### School-Based Programs

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

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

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

## APPENDIX D

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

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

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

## APPENDIX E

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

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

## **APPENDIX F**

### **Appendix F: Sample School and Student Performance Data Forms**

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

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

**Table 1: Academic Performance by Ethnicity**

API PROFICIENCY LEVEL		ACADEMIC PERFORMANCE INDEX (API) DATA BY STUDENT GROUP																				
		All Students			White			African-American			Hispanic			Asian								
		Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3
Number (#) and Percent (%) At or Above Proficient	#																					
	%																					
Number and Percent At Basic	#																					
	%																					
Number and Percent Below Basic	#																					
	%																					
Number and Percent Far Below Basic	#																					
	%																					
TOTAL NUMBER AND PERCENT	#																					
	%																					

Conclusions indicated by the data:
1.
2.
3.



**Table 2: Academic Performance by Grade Level**

API PROFICIENCY LEVEL		ACADEMIC PERFORMANCE INDEX (API) DATA BY GRADE FOR _____ STUDENTS																				
		Grade: ____			Grade: ____			Grade: ____			Grade: ____			Grade: ____			Grade: ____			Grade: ____		
		Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3
Number (#) and Percent (%) At or Above Proficient	#																					
	%																					
Number and Percent At Basic	#																					
	%																					
Number and Percent Below Basic	#																					
	%																					
Number and Percent Far Below Basic	#																					
	%																					
TOTAL NUMBER AND PERCENT	#																					
	%																					

Conclusions indicated by the data:

- 1.
- 2.
- 3.

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

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP																										
	All Students			White			African- American			Asian			Hispanic			English Learners			Redesignated -Fluent English Proficient			Socioecon Disadv			Students w/Disabilities		
	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3
Participation Rate																											
Number At or Above Proficient																											
Percent At or Above Proficient																											
AYP Target																											
Met AYP Criteria																											

Conclusions indicated by the data:

1.

2.

3.

**Table 4: Mathematics Adequate Yearly Progress (AYP)**

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP																										
	All Students			White			African- American			Asian			Hispanic			English Learners			Redesignated -Fluent English Proficient			Socioecon Disadv			Students w/Disabilities		
	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3
Participation Rate																											
Number At or Above Proficient																											
Percent At or Above Proficient																											
AYP Target																											
Met AYP Criteria																											

Conclusions indicated by the data:

1.

2.

3.

**Table 5: California English Language Development (CELDT) Data**

Grade	California English Language Development Test (CELDT) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
<b>K</b>											
<b>1</b>											
<b>2</b>											
<b>3</b>											
<b>4</b>											
<b>5</b>											
<b>6</b>											
<b>7</b>											
<b>8</b>											
<b>9</b>											
<b>10</b>											
<b>11</b>											
<b>12</b>											
<b>Total</b>											

Conclusions indicated by the data:

- 1.
- 2.
- 3.

**Table 6: Multi-Purpose Form**

Academic, Demographic, Grade Span, or Program Area:

\_\_\_\_\_

Level Achieved	DATA BY _____																							
	Y r 1	Y r 2	Y r 3	Y r 1	Y r 2	Y r 3	Y r 1	Y r 2	Y r 3	Y r 1	Y r 2	Y r 3	Y r 1	Y r 2	Y r 3	Y r 1	Y r 2	Y r 3	Y r 1	Y r 2	Y r 3	Y r 1	Y r 2	Y r 3

Conclusions indicated by the data:
1.
2.
3.