

Local Education Agency Plan

Chicago Park School District

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Adoption: September 11, 2008

Duration: September 15, 2008 – June 30, 2013

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BOARD REVIEW: SEPTEMBER 2010

(CDE use only)
Application #

No Child Left Behind Act of 2001
LOCAL EDUCATION AGENCY PLAN

**Mail original and
two copies to:**

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

**Postmarked no later
than September 30, 2008**

LEA Plan Information:

Name of Local Education Agency (LEA): **Chicago Park School District**

County/District Code: **29-66316**

Dates of Plan Duration: **September 15, 2008 to June 30, 2013 (to be updated annually)**

Date of local governing board approval: **September 11, 2008**

District Superintendent: Dan Zeisler

Address: 15725 Mt. Olive Road

City: Grass Valley Zip code: 95945

Phone: (530) 346-2153 Fax: (530) 346-8559

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.

Dan Zeisler September 11, 2008

Printed or typed name of Superintendent Date Signature of Superintendent

Nancy Dewey September 11, 2008

Printed or typed name of Board President Date Signature of Board President
California Department of Education

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BACKGROUND AND OVERVIEW

Background

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

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

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

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

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

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

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

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

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

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

local education agency plans, professional development opportunities, and technical assistance all are moving toward a level of alignment and streamlining. The result of this consolidation will be to provide a cohesive, comprehensive, and focused effort for supporting and improving the state's lowest-performing schools and appropriate reporting mechanisms.

Descriptions of the Consolidated Application, the Local Education Agency Plan, and the Coordinated Compliance Review Process

In order to meet legislative requirements for specific state and federal programs and funding, California currently employs four major processes: the Consolidated State Application, the Local Education Agency Plan, the school-level Single Plan for Student Achievement, and the Coordinated Compliance Review. While inextricably linked, these four components of state and federal funding and accountability remain separate systems. Starting in 2003-04, however, California plans to move aggressively to more closely coordinate and streamline these processes to eliminate redundancies and make them less labor intensive for LEA's, while continuing to fulfill all requirements outlined in state and federal law.

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

The Consolidated Application (ConApp)

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

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

The Single Plan for Student Achievement (School Plan)

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

The Local Education Agency Plan (LEA Plan)

The approval of a Local Education Agency Plan is a requirement for receiving federal funding subgrants for NCLB programs. The LEA Plan includes specific descriptions and assurances as outlined in the provisions included in NCLB. In essence, LEA Plans describe the actions that LEA's will take to ensure that they meet certain programmatic requirements, including coordination of services, needs

assessments, consultations, school choice, supplemental services, services to homeless students, and others as required. In addition, LEA Plans summarize assessment data, school goals and activities from the *Single Plans for Student Achievement* developed by the LEA's schools.

California 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 by the Categorical Program Monitoring (CPM) Process (which replaces the old Coordinated Compliance Review, beginning the 2008-09 school year). The goal of the CPM is to promote the achievement of statutory desired outcomes and verify compliance with program requirements. It assures that categorical funds are used for authorized purposes, and that statutory performance goals are achieved.

Development Process for the LEA Plan

LEAs must develop a single, coordinated, and comprehensive Plan that describes the educational services for all students that can be used to guide implementation of federal and state-funded programs, the allocation of resources, and reporting requirements. The development of such a plan involves a continuous cycle of assessment, parent and community involvement, planning, implementation, monitoring, and evaluation. The duration of the Plan will be five years (September 15, 2008 through June 30, 2013); the Plan will be updated annually.

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

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

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

1. **Obtain input.** Seek the input of councils, committees, and community members (e.g., school site council; school health council; committees for Limited English Proficient, state compensatory education, gifted and talented education, special education, etc.).

The most effective plans are those supported by the entire LEA community. The integration of existing program plans, such as Immediate Intervention/Underperforming Schools Program, High Priority Schools Grant Program, Alternative Education Programs, and Focus on Learning: Secondary School Accreditation, and others does not eliminate any program requirements. The combined process must include the requirements of every program involved.

2. Review LEA characteristics. Include the LEA's vision and mission statements as well as a description or profile of the LEA.
3. Analyze student performance and other relevant data. Conduct a comprehensive data analysis of student achievement, including multiple measures of student performance. Identify all relevant assessments and apply thoughtful analyses of current educational practices to establish benchmarks aimed at raising academic performance for all students, especially identified student groups.
4. Analyze current educational practices, professional development, staffing, and parental involvement. Identify, review, and analyze data and related information on factors such as educational practices, parent and community involvement, professional development, support services, and resources that have an impact on student learning.
5. Establish LEA Plan performance targets. Using the five NCLB performance goals and indicators (see Appendix A), develop local performance targets that are: a) derived from group performance data and analysis of related, scientifically based educational practices; b) attainable in the period specified in this Plan and consistent with statewide targets for all students and subgroups; c) specific to the participants (i.e., students, teachers, administrators, paraprofessionals); and d) measurable.
6. Review available resources. Aside from fiscal resources available through federal and state funding, programmatic resources are available on the CDE Web site at <<http://www.cde.ca.gov>>. The Consolidated Application provides funding for district-operated programs (including reservations from Title I for various purposes, Title II, Title IV, and Tobacco-Use Prevention) as well as for school-operated programs (including Title I, Parts A and D, Title III, Title V, School Improvement, Economic Impact Aid, 10th Grade Counseling, and Miller-Unruh Reading programs).
7. Identify specific plans for improvement. For district-operated programs, identify the participants, expected performance gains, and means of evaluating gains. Indicate specific improvements and practical monitoring of their implementation and effectiveness. For school-operated programs, summarize those same elements from approved *Single Plans for Student Achievement*.
8. Obtain local governing board approval. The LEA Plan must be approved by the local governing board prior to submittal to CDE. Ensure that all required signatures are affixed.
9. Monitor progress. To verify achievement of performance targets, monitor areas such as: a) assignment and training of highly qualified staff; b) identification of participants; c) implementation of services; d) provision of materials and equipment; e) initial and ongoing assessment of performance; and f) progress made toward establishing a safe learning environment.
10. Evaluate the effectiveness of planned activities. The analysis of data (student, school-wide, support services, professional development) is part of the ongoing program monitoring and evaluation. When results are *not* as expected, it may be helpful to consider the following: a) How are performance targets and activities based on student performance and factual assessment of current educational practice? b) How educationally sound is the plan to help reach the targets? c) How timely and effectively is the plan being implemented? d) If the plan has not been implemented as written, what were the obstacles to implementation?
11. Modify the plan. The LEA Plan must be reviewed and updated annually. Consider factors that may indicate a need to amend the plan, such as: a) a major service or activity that proves ineffective; b) a program allocation is less or more than estimated; c) staff, equipment, or materials essential to the plan

cannot be procured; d) school boundaries or demographics suddenly change; e) an activity was found to be non-compliant; and f) a planned activity is not supported by staff, parents, or students.

PLANNING CHECK LIST FOR LEA PLAN DEVELOPMENT

x	LEA Plan – Comprehensive Planning Process Steps
x	1. Obtain input from councils, committees, and community members.
x	2. Include the LEA’s vision/mission statement, description/profile.
x	3. Analyze student performance data from multiple measures of relevant student assessment (both state- and local-level assessments).
x	4. Analyze current educational practices, professional development, staffing, and parental involvement.
x	5. Establish LEA performance targets derived from group performance data and scientifically based practices that are measurable, have a timeline, and identify participants.
x	6. Review all available resources from federal, state, and local levels.
x	7. Describe specific plans for improvement for identified participants stating expected performance gains and means of evaluating gains.
x	8. Obtain local governing board approval of the LEA Plan.
x	9. Establish a timely but specific monitoring process for the implementation of the LEA Plan.
x	10. Evaluate the effectiveness of planned improvements of LEA Plan implementation.
x	11. Modify and update the LEA Plan annually.

FEDERAL AND STATE PROGRAMS CHECKLIST

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

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

DISTRICT BUDGET FOR FEDERAL PROGRAMS – 2009-2010

Please complete the following table with information for your district.

Programs	2008-09 District Carryovers	2009-10 District Entitlements	Total Available	2009-10 Indirect Costs	2009-10 Direct Services to Students	2009-10 Direct Services (%)
Title I, Part A						
Title I, Part B, Even Start						
Title I, Part C, Migrant Education						
Title I, Part D, Neglected/Delinquent						
Title II Part A, Subpart 2, Improving Teacher Quality	\$760	\$6,791	\$7,551	\$734	\$6,817	90%
Title II, Part D, Enhancing Education Through Technology						
Title III, Limited English Proficient						
Title III, Immigrants						
Title IV, Part A, Safe and Drug-free Schools and Communities	\$0	\$245	\$245	\$4.90	\$240.10	2%
Title V, Part A, Innovative Programs – Parental Choice						
Adult Education						
Career Technical Education						
McKinney-Vento Homeless Education						
IDEA, Special Education	\$0	\$13,449	\$10,784	\$1048	\$21,446	90%
21 st Century Community Learning Centers						
Other (describe) REAP –Title VI	\$0	\$22,519	\$22,519	\$1073	\$21,466	95%
TOTAL	\$760	\$43,004	\$41,099	\$2,860	\$28,239	93%

DISTRICT BUDGET FOR STATE PROGRAMS – 2008-2010

Please complete the following table with information for your district.

Categories	2008-09 District Carryovers	2009-10 District Entitlements	Total Available	2009-10 Indirect Costs	2009-10 Direct Services (\$)	2009-10 Direct Services (%)
EIA – State Compensatory Education	\$66	\$5,749	\$5,815	\$174	\$5,641	97%
EIA – Limited English Proficient						
State Migrant Education						
School Improvement/Library	\$0	\$12,655	\$12,655	Unrestricted Tier III	Unrestricted Tier III	Unrestricted Tier III
Child Development Programs						
Educational Equity						
Gifted and Talented Education	\$0	\$7,524	\$7,524	Unrestricted Tier III	Unrestricted Tier III	Unrestricted Tier III
Tobacco Use Prevention Education – (Prop. 99)	\$442.41	\$0	\$442.41	\$43	\$399.41	10%
Immediate Intervention/ Underperforming Schools Program (II/USP)						
School Safety and Violence Prevention Act (AB 1113)	\$0	\$5,740	\$5,740	Unrestricted Tier III	Unrestricted Tier III	Unrestricted Tier III
Targeted Instructional Block Grant	\$0	\$12,184	\$12,184	Unrestricted Tier III	Unrestricted Tier III	Unrestricted Tier III
Healthy Start						
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)						
Other (describe) State Special Education	\$0	\$51,926	\$51,926	\$5,047	\$46,879	90%
TOTAL	\$508	\$95,778	\$58,183 (R) \$38,103 (UR)	\$5,264	\$52,919	91%

Part II THE PLAN

Needs Assessment

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

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

Academic Performance

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

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

Professional Development and Hiring

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

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

School Safety and Prevention

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

Descriptions – District Planning

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

District Profile

Mission Statement

We are a school composed of students, parents, staff, and community who are committed to promoting independent thinking and life long learning for all. Our mission is to provide a program that respects the right of every student to a quality education in a positive environment while fostering the responsibilities that protect the rights of others.

School Profile

Chicago Park School is a community school that was established in 1898. It is located just off scenic Route 174 in the beautiful foothills of the Sierra Nevada Mountains Chicago Park School is a small public school for grades Kindergarten through Eighth.

The educational team of eleven certificated professionals is lead by the school's Superintendent/Principal. The team includes a lead teacher for grades K-5, two teachers cover grades 6-8 and we employ a part-time Special Education teacher, a part-time GATE instructor, part-time music director, and part-time school counselor. There are highly qualified Instructional Aides employed at Chicago Park School. The school is proud of its Gifted and Talented program as well as its success in providing intensive remedial support for struggling students.

The school serves families from Chicago Park, Grass Valley, Peardale, Colfax, Nevada City and Alta Sierra, offering a safe, single-school, high standards learning experience in which young people, staff members, and parents learn, teach, and coach in a focused environment.

The school's size and grade span result in a secure feeling for students of all abilities. The entire school assembles each Friday for a community flag salute, and monthly to cheer for "students of the month," sports teams, honor roll members, staff members, and for parents that volunteer time and/or resources to our school. Chicago Park School's single most important element is its positive, mutually supportive climate.

Demographic Information

Based on the 2009 California Basic Educational Data System (CBEDS), the racial ethnic make-up of 164 total students is as follows:

African American	5
American Indian or Alaskan	1
Asian American	5
Filipino American	2
Hispanic or Latino	14
White (not Hispanic)	116
Pacific Islander	2

ACADEMIC ACHIEVEMENT SUMMARY

Statewide Standards, Assessment and Accountability for LEA Plan

If an activity is checked “no”, indicating that an assurance cannot be made, provide a description for how the district will be able to make the assurance.

Statewide Standards

Yes ___ No a. The LEA has adopted academic achievement standards with content of the breadth and depth of the statewide academic achievement standards in reading and mathematics.

Statewide Assessments

Yes ___ No a. All students participate in the appropriate programs in the statewide assessment system

Yes ___ No b. The LEA reports student achievement using performance levels at least as rigorous as the statewide levels.

Yes ___ No c. The LEA has provided all necessary student information to ensure the academic achievement of all students including information disaggregated by program participation including ESEA subgroups.

Yes ___ No d. The LEA, if selected, would participate in the State National Assessment of Educational Progress (NAEP) in 4th and 8th grade reading mathematics.

Statewide Accountability

Yes ___ No a. All students enrolled in the LEA or schools participate in the appropriate statewide accountability system.

How We Compare

For the past Few years, Nevada County has posted the second highest STAR Test scores in the entire state of California. Chicago Park School takes great pride in contributing to those impressive statistics by posting results that place us in the upper half of schools located in our county. *Note: To protect student privacy, scores are not shown when the number of students tested is 10 or less.*

Language Arts

CALIFORNIA STANDARDS TEST SCORES

	2 nd		3 rd		4 th		5 th		6 th		7 th		8 th	
	2nd Grade		3rd Grade		4th Grade		5th Grade		6th Grade		7th Grade		8th Grade	
	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010	2009	2010
English Language Arts														
Students tested (08/09-09/10)	14	14	17	17	21	20	16	18	21	20	13	19	23	14
% of students testing as Advanced	14%	14%	29%	12%	60%	40%	31%	56%	19%	30%	69%	26%	57%	64%
% of students testing as Proficient	50%	50%	29%	24%	30%	10%	44%	28%	24%	35%	15%	32%	30%	14%
% of students testing as Basic	21%	21%	18%	29%	10%	30%	25%	11%	43%	30%	8%	37%	13%	14%
% of students testing as Below Basic	0%	14%	18%	24%	0%	5%	0%	6%	5%	5%	8%	5%	0%	7%
% of students testing Far Below Basic	14%	0%	6%	12%	0%	15%	0%	0%	10%	0%	0%	0%	0%	0%
Mathematics														
Students tested (08/09-09/10)	14	14	17	17	21	20	16	18	21	20	13	19	13	3
% of students testing as Advanced	50%	64%	47%	24%	40%	30%	31%	28%	14%	15%	8%	16%	8%	*
% of students testing as Proficient	29%	14%	29%	29%	40%	35%	31%	44%	48%	30%	42%	26%	69%	*
% of students testing as Basic	14%	7%	24%	18%	15%	30%	31%	17%	29%	35%	33%	42%	15%	*
% of students testing as Below Basic	0%	14%	0%	24%	5%	5%	6%	11%	5%	15%	17%	11%	8%	*
% of students testing Far Below Basic	7%	0%	0%	6%	0%	0%	0%	0%	5%	5%	0%	5%	0%	*

CALIFORNIA STANDARDS TEST SCORES	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade	7th Grade	8th Grade	
							2009	2010
Algebra								
Students tested							8	11
% of students testing as Advanced							*	9
% of students testing as Proficient							*	45
% of students testing as Basic							*	18
% of students testing as Below Basic							*	18
% of students testing Far Below Basic							*	9
History/Social Science								
Students tested							23	14
% of students testing as Advanced							35%	29%
% of students testing as Proficient							26%	36%
% of students testing as Basic							26%	21%
% of students testing as Below Basic							9%	0%
% of students testing Far Below Basic							4%	14%

Academic Performance Index (API)

The Academic Performance Index (API) has become an established part of the review our school undertakes each year to monitor the academic progress of all students. The API is the centerpiece of the statewide accountability system in California public education. It is based on a score scale of 200 to 1000 that annually measures the academic performance and progress of individual schools in California.

The Statewide Performance Target for all schools in California is to score 800. The 2008/09 API Growth Report represents the completion of the tenth API reporting cycle. A school's growth target is calculated by taking five percent of the distance between a school's 2009 API (Base) and the statewide performance target of 800. Any school with an API of 800 or more must maintain an API of at least 800. *Actual* growth is the number of API points a school gained between its base and growth years. Each annual API reporting cycle includes two reports: a base report, which appears after the first of the calendar year, and a growth report, which appears after school starts in the fall.

The Chicago Park School has consistently scored over 800 points since its base year in 2000.

Academic Performance Index History (2006/07-2008/09)			
	2006/07	2007/08	2008/09
Percentage tested	100%	100%	100%
BASE API Score	872	836	836
Growth Score	837	842	858
Actual GROWTH	-35 points	6 points	22 points
Growth Target Met	Yes	Yes	Yes

Local Measures of Student Performance

(other than State-level assessments)

Chicago Park School District is developing a comprehensive local assessment system to ensure that all students in grades K-8 are able to apply the skills that they have learned throughout each school year which will demonstrate their skills through application on the assessments developed locally. These assessments will be in the area of Mathematics (grades K-8) and Writing (grades 1-8). They will be administered to all students each Spring in each classroom by credentialed classroom and special education teachers (as appropriate per student IEP's), and will be scored at the end of each school year. The district will compile a summary of student results which will further enable an analysis of individual and group progress toward meeting district standards.

At Chicago Park there are many frequent articulation meetings throughout the school year between teachers and administration regarding all students. Teachers are working with fellow teachers in an ongoing basis, as the students move from grade to grade. The mathematics program used at Chicago Park School District is Saxon Math. The Language Arts program is Open Court. Teachers work together regarding the progression of each student in these areas. If a child has not passed the criteria outlined in the programs, they may be retained.

By the end of this current school year, 2008-09, the district will compile data in Math and writing, so that a formulated chart may be reviewed in the revised LEAP for 2009-10.

Local Standards-based Assessments

Yes
 No

a. There is a system of local standards-based assessments that measure the ongoing progress of all students in meeting the State academic content and performance standards.

Yes
 No

b. Ongoing information is provided to teachers, parents and students on the progress made by students in meeting the academic content and performance standards.

Yes
 No

c. There is a system that provides ongoing diagnostic information about the teaching and learning of academic content and performance standards.

Yes

d. Student achievement information is used to revise instruction and programs.

e. Local assessments are used to determine appropriate student services.

Local Accountability

Yes
 No

a. The district will use the results of the student standards-based assessments to review annually the progress of each school.

N/A
 No

b. The district has a system in place for providing assistance to Program Improvement schools to improve student achievement. Not applicable in CPS District at present time.

Yes
 No

c. The district provides the required public school choice and supplemental services in Program Improvement schools. Not applicable in any district schools at present time.

d. The district will provide results of standards-based assessments to parents and teachers in a timely manner and in an understandable and uniform format.

Coordination and Integration of Federal and State Educational Programs

Program Coordination and Integration

Yes No a.. All programs and program funds identified as being coordinated by the LEA Plan – see Single School Plans for Student Achievement (Appendices) are integrated into a cohesive instructional program, including support services, that ensures that all students will meet the challenging academic content and performance standards.

LEA Academic Assessment Plan

The LEA has an academic assessment plan, which includes both state assessments and local assessments, to monitor student progress toward meeting state academic standards. The assessment plan includes components a through d.

Yes
 No

a. Early screening for students at-risk for reading failure.

Yes
 No

b. Identification process for children most in need of services.

Yes
 No

c. Process for providing additional educational assistance to help students assessed as needing help in meeting the state academic standards.

Yes
 No

d. Description of how services will be coordinated and integrated at the LEA and school level to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program.

PROFESSIONAL DEVELOPMENT AND HIRING – NEEDS ASSESSMENT

LEA Staffing Needs Analysis

School	% Poverty	# Teachers	# Teaching Subjects out of Major	% of Non-Fully Credentialed teachers
Chicago Park	-0-	9	0	1

Summary of results: The district is fortunate that all certificated teachers are fully credentialed. The district will actively support any new teachers hired in the BTSA program and/or through the Peer Assistance Review program. The Superintendent/Principal is fully responsible to work on Professional Growth Plans with all certificated staff members to ensure that credentials remain renewed prior to their expiration.

Staffing Patterns for Programs Serving EL Students

Summary of results: Currently, Chicago Park School District has two English Learners, therefore, the need for such certification is very low. The district makes every effort to ensure that our English Learners are placed in regular education classrooms with teachers who possess CLAD or CTEL certification. The district supports teachers who wish to receive CLAD or CTEL certification and offers credit on the district’s salary schedule for the completion of this certification.

Professional Development Plan Checklist

High Quality Professional Development Characteristics	Yes	No
a. Professional development plan is 3-5 years in scope.		
b. Professional development activities are aligned with student learning needs	X	
c. Professional development activities are aligned with California Content Standards, Frameworks, California Standards for the Teaching Profession, and/or California Standards for Instructional Leaders	X	
d. Professional development activities are funded with local, state, and federal dollars	X	
e. For identified Program Improvement schools, at least 10% of Title II funds are used for high quality professional development activities for teachers, administrators, paraprofessionals and parents	NA	NA
f. Professional development needs and goals are determined by analyzing student assessment data	X	
g. Professional development activities are on-going, using proven, research- based adult learning pedagogy, with opportunities for follow-up and coaching provided. One-time, general interest or awareness-type of workshops are rarely used.	X	
h. Most of the professional development activities are job-embedded, making use of professional development buy-back days, grade-level meetings, staff meetings, peer observation, self-reflection, and group study. Collaboration and collegiality are evident. Group analysis of student work occurs many times throughout the year.	X	

i. District, school, department, teacher and student achievement goals are in alignment.	X	
j. Evaluation of professional development activities is planned as the professional development program is being developed, and includes evaluation before, during and after the training is completed.	X	
k. Professional development plans include strategies to ensure that 100% of teachers and paraprofessionals are highly-qualified by 2005-2006.	X	
l. Evidence of professional development in the use of technology to deliver standards-based instruction.	X	
m. Teachers, administrators and paraprofessionals actively participate in planning, providing and evaluating the professional development program.	X	
n. Teachers have individual professional growth plans that are designed to help them grow as professionals, building expertise in the subjects they teach. The California Standards for the Teaching Profession are used to identify strengths and areas for growth.	X	
o. New teachers and administrators receive on-going assistance and coaching from a mentor.	X	
p. Professional development activities include strategies to help teachers address the learning needs of special population, English Language Learners, and multicultural issues.	X	
q. Professional development activities are designed to build teacher capacity to use state-adopted instructional materials to deliver standards-based instruction.	X	
r. Site and district administrators attend professional development activities with teachers in order to provide support and adequate resources for full implementation.	X	
s. Professional development activities are clear statements of purpose and clear goals.	X	
t. Administrators provide adequate time and resources for teachers to work together to examine student work, collaborate on instructional issues, and to complete professional development activities.	X	

Summary of results: The district remains committed to professional growth within and outside of the school year. Certificated staff has a 183 day school year, with students attending 180 of these days. Professional development activities are planned for two or three additional days, with attendance optional. Paraprofessionals are provided professional development on an as needed basis as determined by the Superintendent/Principal. Mentor Teachers funded through BTSA are available to support first and second-year teachers. Teachers and paraprofessionals interested and motivated to attend professional training opportunities outside of the district calendar and outside of the district are encouraged to do so and are financially supported. Substitute teachers and other costs associated with professional growth opportunities are provided by the district. The Superintendent/Principal has the responsibility for ensuring that professional development opportunities are made available to all staff.

SCHOOL SAFETY AND PREVENTION NEEDS ASSESSMENT

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

1. Strengths and Needs Assessment – School Safety and Prevention

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

STRENGTHS	NEEDS
<ul style="list-style-type: none"> • Incidents of violence, alcohol, other drug use are very low. • Comprehensive School Safety Plans are in place and operational at the school site. Plans have been developed and are implemented with the cooperation and collaboration with local law enforcement • Chicago Park School is not defined as “persistently dangerous” per the NCLB definition. 	<ul style="list-style-type: none"> • There is a need to continue to seek strategies for ensuring that incidents of violence, alcohol, and other drug use continue to be very low. • The Comprehensive School Safety Plan is in need of consistent review and revision per new information and recommendations. Staff, student and parent training and input is essential • There is a need to continue to encourage our students to make appropriate good choices that will prevent high risk behaviors and decisions. • There is a need to ensure that our school is never designated as “persistently dangerous” per NCLB definitions.

PERFORMANCE GOALS

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

A minimum percentage of students at each school must perform at or above the “proficient” level each year in reading-language arts and math. The minimum percentage of students who are required to meet or exceed the proficient level each year applies separately to each subgroup, as well. To be considered significant, a subgroup must include at least 50 students and comprise 15% of the school population, or 100 students.

Performance Indicators 1.1 and 1.2 – Reading/Language Arts and Math

The percentage of students performing at and above the proficient level, on the California Standards Test (CST) for reading and math.

Please refer to pages 17-18. Chicago Park School District does not have a significant number of students to comprise any subgroup.

<i>Performance Indicators</i>	<i>#</i>	<i>%</i>
1.3. Adequate Yearly Progress Schools in District	1	100%
Title I schools	0	N/A
Title I PI schools	0	NA
Title I PI schools exiting	0	NA

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <p>a) Administrator will receive training on standards and how to coach, supervise and evaluate teachers (Professional Development through ACSA and other means, including Curriculum Leaders Committee (CLC) through NCSOS.)</p> <p>b) Evaluations will focus on the mastery of standards-based contents</p> <p>c) All textbooks and supplemental materials align with the standards</p> <p>d) All first and second year teachers in the district will participate in BTSA, which focuses on content standards</p>	<p>b) Standards-based evaluations for staff to be conducted every other year by administrator on an on-going basis</p> <p>c) on-going</p> <p>d) on-going</p>	<p>b) Admin. Workshop on Standards-based evaluations</p> <p>c) The purchase of new books and supplementary materials</p> <p>d) BTSA Training for new teachers</p>	<p>b) \$100</p> <p>c) \$2,059</p> <p>d) \$ 500 per teacher</p>	<p>b) General Fund</p> <p>c) K-8 Instructional Materials</p> <p>d) Title II</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>a) The district will purchase materials on the State-Adopted List (K-8)</p> <p>b) A copy of grade level reading standards will be sent home with parents at the first trimester conferences in mid-September.</p> <p>c) Teachers will regularly examine student work samples at articulation meetings to ensure that students are mastering grade level standards. Work samples will be gathered 3x a year and kept on file.</p> <p>d) Teachers will create timelines at the beginning of the year clearly depicting how and when they plan on teaching each required grade level standard.</p>	<p>a) Administrator by 7/1 each year</p> <p>b) Administrator/ Office Secretary— Back to school packets</p> <p>c) Administrator and Staff— Articulation meetings after school every other week, September-May</p> <p>d) Administrator and Staff—Timeline review meetings with each teacher done by 9/15</p>	<p>a) K-8 Instructional Reading Materials</p> <p>b) 170 copies of grade level reading standards</p> <p>c) No extra cost</p> <p>d) No extra cost</p>	<p>a) \$2,059</p> <p>b) \$20</p> <p>c) \$0</p> <p>d) \$0</p>	<p>a) K-8 State Adopted Materials Reading List using Open Court</p> <p>b) General Fund</p> <p>c) N/A</p> <p>d) N/A</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. Extended learning time:</p> <p>a) The district will support Parent Club efforts to conduct a reading incentive program for students of all grade levels to do at home</p> <p>b) An after school Homework Club is established four days a week with a certificated teacher available to assist students with their reading skills.</p> <p>c) Extended day reading support for students who need it in grades 1-3 (by teacher recommendation).</p>	<p>a) Administrator and teachers (for promotion). Parents to implement</p> <p>b) Administrator, teacher – Sept-May</p> <p>c) Primary Grade Teacher</p>	<p>a) reading charts sent home to track monthly progress</p> <p>b) Staff stipend</p> <p>c) None</p>	<p>a) \$20</p> <p>b) \$1750</p> <p>c) \$0</p>	<p>a) Parent Club</p> <p>b) Lottery</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <p>a) Access to a technologically-based library circulation and cataloging system.</p> <p>b) Use of cassette players to support <i>Read Naturally</i> reading program.</p> <p>c) Use of internet to access interactive reading activities/games.</p> <p>d) Use of age appropriate interactive web site</p> <p>e) Use of skill specific software for remediation and enrichment for identified RSP and low-end learners</p>	<p>a) Multi-Media Technician ongoing</p> <p>b) Instructional Aides-ongoing</p> <p>c) Multi-Media Technician and Teachers-ongoing</p> <p>d) Multi-Media Technician and Teachers-ongoing</p> <p>e) Multi-Media Technician, Teachers, and Resource Teacher - ongoing</p>	<p>a) Automated Library System</p> <p>b) Cassette tape players, and headphones</p> <p>c) Internet Connectivity</p> <p>d) Education City</p> <p>e) Teacher Mates</p>	<p>a) \$550 annual fee to maintain</p> <p>b) \$200</p> <p>c) \$3000 year</p> <p>d) \$750</p> <p>e) \$1500</p>	<p>a) GF</p> <p>b) GF</p> <p>c) GF</p> <p>d) parent donation</p> <p>e) GF</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>a) At least half of one of our staff development days will be devoted to reading improvement by aligning state standards to specific reading curriculum including remedial strategies at all grade levels.</p> <p>b) New teachers will participate in BTSA, with activities that focus on the use of standards-based reading materials.</p> <p>c) Whenever the district adopts new standards-based reading materials, all teachers will participate in professional development related to their use.</p>	<p>a) Administrator/ Teachers- ongoing</p> <p>b) New Teachers when hired – three year commitment</p> <p>c) All teachers and principal/linked to adoption cycle</p>	<p>a) Consultant and possible materials fees</p> <p>b) BTSA stipends and other costs</p> <p>c) Consultant and/or presenter fees</p>	<p>a) \$500</p> <p>b) \$500</p> <p>c) \$500</p>	<p>a) GF</p> <p>b) Title II</p> <p>c) GF</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>a) Chicago Park School will maintain its Reading Incentive Program by honoring all students who meet their reading objectives on a monthly basis.</p> <p>b) Chicago Park School will mail each parent his/her student's individual STAR assessment results, with an explanation of how to interpret them.</p> <p>c) Each parent will be invited to at least one scheduled parent conference per year, at which teachers discuss the reading program and any relevant assessment results.</p> <p>d) The Board of Trustees will annually receive a comprehensive report detailing student achievement in reading and all areas of assessment.</p> <p>e) The Superintendent/Principal will prepare and send bi-weekly newsletter to parents containing information that periodically includes hints for success in working with their child in reading.</p>	<p>a) Parent Club volunteers, Principal, at monthly Student of the Month Assemblies</p> <p>b) School principal and secretaries – annually</p> <p>c) Individual parents and teachers – September, and as needed</p> <p>d) Superintendent/Principal September Board meeting</p> <p>e) Superintendent/Principal in every Friday folder</p>	<p>a) Awards</p> <p>b) Postage</p> <p>c) No extra costs</p> <p>d) No extra costs</p> <p>e) Copying of newsletter</p>	<p>a) \$450</p> <p>b) \$50</p> <p>c) N/A</p> <p>d) N/A</p> <p>e) \$250 year</p>	<p>a) Parent Club</p> <p>b) GF</p> <p>c) N/A</p> <p>d) N/A</p> <p>e) GF</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>a) RSP teacher will work directly with students in reading on a pull-out basis and supervise Instructional Reading Assistants who serve children in the classroom.</p> <p>b) Instructional Reading Assistants will work in K-8 classrooms to assist teachers in helping students acquire and/or supplement reading skills.</p>	<p>a) RSP teacher – daily</p> <p>b) Instructional Reading Assistants</p>	<p>a) Salary and benefits of part-time RSP teacher</p> <p>b) Salaries and benefits of Instructional Assistants</p>	<p>a) \$16, 889</p> <p>b) Two Instructional Assistants at a cost of \$ 27,759</p>	<p>a) Sp. Ed</p> <p>b) Sp. Ed/EIA</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>8. Monitoring program effectiveness:</p> <p>a) The district board and administrator will fully support the Public School Accountability Act.</p> <p>b) The district will participate in all phases of the state’s standards-based assessment system, including the California Standards tests.</p> <p>c) Test data and API results will be used to monitor programs and drive changes in instructional practice.</p> <p>d) CPS will use this document as a Single Plan for Student Achievement, and the Principal and Site Council have the responsibility for monitoring progress and making needed revisions.</p> <p>e) Classroom teachers will regularly assess students’ mastery of reading standards.</p>	<p>a) Board and Superintendent/Principal - ongoing</p> <p>b) Administrator and Teachers-ongoing</p> <p>c) Administrator and Teachers-ongoing</p> <p>d) Superintendent/Principal and Site Council - ongoing</p> <p>e) Teachers – ongoing</p>	<p>a) No extra cost</p> <p>b) No extra cost</p> <p>c) No extra cost</p> <p>d) No extra cost</p> <p>e) No extra cost</p>	<p>a) N/A</p> <p>b) N/A</p> <p>c) N/A</p> <p>d) N/A</p> <p>e) N/A</p>	<p>a) N/A</p> <p>b) N/A</p> <p>c) N/A</p> <p>d) N/A</p> <p>e) N/A</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source

<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>a) Students in grades K-8 identified as low level readers by their teachers, will receive extra support through RTI (Response to Intervention).</p> <p>b) Struggling students will be able to piggy back on with RSP students for assistance in reading in a pull-out learning center model.</p>	<p>a) Selected teachers assigned to do RTI from 2:05-3:00 M-Th</p> <p>b) RSP teacher</p>	<p>a) No cost. Done during contracted work time.</p> <p>b) No cost. Done during contracted work time.</p>	<p>a) N/A</p> <p>b) N/A</p>	<p>a) N/A</p> <p>b) N/A</p>
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Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>10) Any additional services tied to student academic needs:</p> <p>a) Middle school students with high reading scores will be eligible to participate in a peer reading program in grades 2-3 as a community service elective.</p> <p>b) The <i>Read Naturally</i> Program will be implemented in grades 2-8 to improve attitudes toward reading and levels of reading fluency.</p>	<p>a) Teachers - ongoing</p> <p>b) RSP teacher and aides – ongoing</p>	<p>a) No extra cost to district</p> <p>b) Reading Assistant salaries</p>	<p>a) N/A</p> <p>b) \$16, 581</p>	<p>a) N/A</p> <p>b) Sp. Ed/EIA</p>

Performance Goal 1: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14

**Planned Improvement in Student Performance in Mathematics
(Summarize information from district-operated programs and approved**

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <p>a) Administrator will coach, supervise, and evaluate teachers in effectively teaching math in collaboration with the state standards</p> <p>b) Evaluations will focus on the mastery of standards-based contents</p> <p>c) All textbooks and supplemental materials align with the standards</p> <p>d) All first through third year teachers in the district will participate in BTSA, which focuses on content standards</p>	<p>a) Administrator and teachers ongoing – staff meeting and staff development days</p> <p>b) Standards-based evaluations for staff to be completed by administrator every other year beginning in 6/03</p> <p>c) on-going</p> <p>d) on-going</p>	<p>a) Staff Development</p> <p>b) Admin. Workshop on Standards-based evaluations</p> <p>c) The purchase of new books and supplementary materials</p> <p>d) BTSA Training for new teachers</p>	<p>a) \$542</p> <p>b) \$100</p> <p>c) \$7031</p> <p>c) \$ 500 per teacher</p>	<p>a) GF</p> <p>b) GF</p> <p>c) K-8 Instructional Materials</p> <p>d) Title II</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>a) The district will purchase materials on the State-Adopted List (K-8)</p> <p>b) A copy of grade level math standards will be sent home to parents at the beginning of the school year.</p> <p>c) Teachers will regularly examine student work samples at staff meetings to ensure that students are mastering grade level standards.</p> <p>d) Teachers will create timelines at the beginning of the year clearly depicting how and when they plan on teaching each required grade level standard.</p>	<p>a) Administrator by 7/1 each year</p> <p>b) Administrator / Office Secretary— Back to school packets</p> <p>c) Administrator and Staff—Staff meetings before school every week, August-May</p> <p>d) Administrator and Staff— Timeline review meetings with each teacher done by 9/15</p>	<p>a) K-8 Instructional Math Materials</p> <p>b) 160 copies of grade level math standards</p> <p>c) No extra cost</p> <p>d) No extra cost</p>	<p>a) \$7031</p> <p>b) \$16</p> <p>c) No extra cost</p> <p>d) No extra cost</p>	<p>a) K-8 State Adopted Materials Mathematics List</p> <p>b) GF</p> <p>c) N/A</p> <p>d) N/A</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source

<p>3. Extending Learning Time</p> <p>a) An after school Homework Club is established four days a week with a certificated teacher available to assist students with their math skills.</p> <p>b) Extra periods of afternoon math support for students who qualify for RSP or by teacher recommendation.</p> <p>c) Math Incentive Challenge Problems for students of all ages will appear monthly (January-May) in the school newsletter</p>	<p>a) Administrator, teacher – Sept-May</p> <p>b) RSP teacher, August-June</p> <p>c) Administrator</p>	<p>a) Teacher Stipend</p> <p>b) Teacher Salary</p> <p>c) Prizes for those who participate</p>	<p>a) \$1750</p> <p>b) \$4209</p> <p>c) \$240</p>	<p>a) GF</p> <p>b) Special Ed</p> <p>c) Parent Club</p>
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Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <p>a) Use of internet to access interactive web-based math program for grades K-5</p> <p>b) Use of skill specific software for remediation and enrichment for RSP students</p>	<p>a) Multi-Media Technician and teachers – ongoing</p> <p>b) Multi-Media Technician, Classroom teachers, and RSP Teacher-ongoing</p>	<p>a) Internet connectivity and Education City</p> <p>b) Skill-specific Math software</p>	<p>a) \$3750 year</p> <p>b) \$1000</p>	<p>a) GF and parent donation</p> <p>b) Special Ed Funding</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>a) At least half of one of our staff development days will be devoted to mathematics improvement by aligning state standards to specific math curriculum including remedial strategies at all grade levels.</p> <p>b) New teachers will participate in BTSA, with activities that focus on the use of standards-based mathematics materials.</p> <p>c) As the district adopts new standards-based mathematics materials, all teachers will participate in professional development related to their use.</p> <p>d) All teachers participate in weekly staff meetings where they receive specific training and information and have the opportunity for collaboration.</p>	<p>a) Administrator/ Teachers- ongoing</p> <p>b) New Teachers when hired – two year commitment</p> <p>c) All teachers and principal/linked to adoption cycle</p> <p>d) Administrator and teachers - ongoing</p>	<p>a) No costs to district</p> <p>b) BTSA stipends and other costs</p> <p>c) Adopted textbook purchases</p> <p>d) No cost to district</p>	<p>a) N/A</p> <p>b) \$500 per year per teacher</p> <p>c) Large variation of cost dependent on specific adoption</p> <p>d) N/A</p>	<p>a) N/A</p> <p>b) Title II</p> <p>c) State Textbook Adoption allocations, GF</p> <p>d) N/A</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6. Involvement of staff, parents and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>a) Chicago Park School will maintain a Site Council with staff, parent, and possibly community representatives. The Council receives reports on overall student assessment results in, and communicates the results to the entire school community. Site Council also contributes input on how to improve all math programs.</p> <p>b) Parents will receive updates through conferences and/or written reports regarding math progress with individual assessment results. Daily grades will be available on-line.</p>	<p>a) Site Council members – monthly meetings</p> <p>b) Individual parents and teachers – every six weeks (mid-point and end of each trimester)</p>	<p>a) Site Council printing costs</p> <p>b) School costs to print progress reports, report cards, and assessment results</p>	<p>a) \$10</p> <p>b) \$100</p>	<p>a) GF</p> <p>b) GF</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source

<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>a) RSP Teacher will work directly with students in math on a pull-out and/or in-class basis and supervise all instructional aides.</p> <p>b) Instructional Aides will work in K-8 classrooms to assist teachers in helping students acquire and/or supplement math skills.</p> <p>c) After school math tutoring 2x a week for one hour a session.</p>	<p>a) RSP teacher – daily</p> <p>b) Instructional Aides</p> <p>c) Hired math specialist</p>	<p>a) Salary and benefits of RSP Teacher and aides</p> <p>b) Salaries and benefits of Instructional Aides</p> <p>c) Scholarships</p>	<p>a) \$26,112</p> <p>b) \$27,759</p> <p>c) \$50 per student per trimester paid by parents</p>	<p>a) Special Ed/EIA</p> <p>b) Special Ed/EIA</p> <p>c) GF (scholarships)</p>
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Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>8. Monitoring program effectiveness:</p> <p>a) The district board and administrator will fully support the Public School Accountability Act.</p> <p>b) The district will participate in the state’s standards-based assessment system, including the California Standards tests.</p> <p>c) Test data and API results will be used to monitor programs and drive changes in instructional practice.</p> <p>d) CPS will have a Single Plan for Student Achievement.</p> <p>e) Classroom teachers will regularly assess students’ mastery of standards by examining student work; re-teaching occurs as needed.</p>	<p>a) Board and Administrator-ongoing</p> <p>b) Administrator and Teachers-ongoing</p> <p>c) Administrator and Teachers-ongoing</p> <p>d) Administrator and Site Council-ongoing</p> <p>e) Teachers – ongoing</p>	<p>a) No extra cost</p> <p>b) No extra cost</p> <p>c) No extra cost</p> <p>d) No extra cost</p> <p>e) No extra cost</p>	<p>a) N/A</p> <p>b) N/A</p> <p>c) N/A</p> <p>d) N/A</p> <p>e) N/A</p>	<p>a) N/A</p> <p>b) N/A</p> <p>c) N/A</p> <p>d) N/A</p> <p>e) N/A</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
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<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>a) Students in grades 2-8 scoring below the 50th percentile in math on their most recent State test scores will receive extra help from Instructional Aides.</p> <p>b) Teacher recommended students will receive extra support in reading, language arts, math, and study skills (RTI)</p>	<p>a) Instructional Aides serving identified students by 9/1.</p> <p>b) Selected teachers assigned to do RTI from 2:05-3:00 M-Th</p>	<p>a) Instructional Aides' salaries and benefits</p> <p>b) No cost. Done during contracted work time.</p>	<p>a) \$32,973</p> <p>b) N/A</p> <p>c) N/A</p>	<p>a) Special Ed /EIA</p> <p>b) N/A</p> <p>c) N/A</p>
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Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>10) Any additional services tied to student academic needs:</p> <p>a) Middle school students with high math scores will be eligible to participate in a peer math program in grades 2-3 as a community service elective.</p> <p>b) Advanced math services (Geometry, Transitions to Algebra II) for students that prove mastery of Algebra I by 8th grade.</p>	<p>a) Teachers - ongoing</p> <p>b) Math Teacher, Instructional Aide</p>	<p>a) No extra cost to district</p> <p>b) classified salary</p>	<p>a) N/A</p> <p>b) \$5,214</p>	<p>a) N/A</p> <p>b) GF</p>

PERFORMANCE GOAL 2: *All Limited English proficient (LEP) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.*

Performance Indicator 2.1 – English Proficiency of LEP Students: Indicate the percentage of LEP students, determined by cohort, who have attained English proficiency by the end of the school year.

Historically, the Chicago Park School District has had very few English Learners enrolled in its school. Currently, there are two EL students attending Chicago Park School and no data available in regards to Performance Indicator 2.1. Chicago Park School District does not receive Title III funding. After speaking with Lucille Gonzalez from the State Department of Education, it is the district’s understanding that Performance Goal 2 in the LEAP is **not applicable** for Chicago Park School District

PERFORMANCE GOAL 3: *By 2006-07 all students will be taught by highly qualified teachers*

Performance Indicator 3.1—Highly Qualified Teachers: Indicate the percentage of classes being taught by highly qualified personnel by 2005-06 in the aggregate and in high poverty schools.

Classes Taught by Highly Qualified Staff	2008-2009 %	2009-2010 %	2010-2011 %	2011-2012 %
Aggregated	100%	100%	100%	100%
High Poverty Schools	N/A	N/A	N/A	N/A

Performance Indicator 3.2—Professional Development: Indicate the percentage of teachers and administrators receiving high quality professional development.

High Quality Professional Development	2008-2009 %	2009-2010 %	2010-2011 %	2011-20012 %
Teachers	100%	100%	100%	100%
Administrators	100%	100%	100%	100%

Performance Indicator 3.3—Qualified Paraprofessionals: Indicate the percentage of paraprofessionals who are qualified (excluding those with sole duties as translators and parent involvement assistants)

Qualified Paraprofessionals	2008-2009 %	2009-2010 %	2010-2011 %	2011-2012 %
Qualified Paraprofessionals	100%	100%	100%	100%

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

STRENGTHS	NEEDS
<p>Student achievement data indicate teacher strength in all areas of the curriculum, reading language arts and mathematics.</p> <p>100% of all teachers have completed or are currently enrolled in CLAD training to increase their ability to teach English Learners that may enroll, a standards-based curriculum in English.</p> <p>100% of our certificated staff receives up-to-date and standards-focused professional training on a regular basis. This is done through providing opportunities to attend professional development workshops, bringing consultants to our site, and staff meetings with administrator four times a month.</p>	<p>There is a need to ensure that our highly qualified teachers continue to grow professionally to always serve the needs of our identified low end learners and GATE students to the best of their abilities. All school and district professional development will focus on teaching students to meet or exceed grade-level standards in reading, language arts and math.</p>

Planned Improvements for Professional Development (Title II)

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State’s challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards.</p> <p>The district administrator will conduct regular professional needs assessments of teachers and support staff in relation to the criteria for highly qualified educators. Trends in data on formative and summative assessments of student progress in relation to State content and academic achievement standards will be an important tool in the administrative evaluation process. School and district professional development goals will be created to assist district staff to move toward proficiency in standards for all students. Professional development activities will be designed and selected based on staff strengths and needs in relation to student achievement results. NOTE – This part of the plan will not be implemented in 2010-11 and perhaps in future years until adequate funding is reestablished by the state to allow us to put Professional Development back into the budget. This holds true for #1-10 in this section of the plan.</p>	<p>Administrator-ongoing</p>	<p>Professional Development Workshops on and off campus</p>	<p>\$1900</p>	<p>Title II</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<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>The district administrator will review research on professional development activities that assist teachers, administrators and support staff to ensure all students will meet or exceed State content and academic achievement standards. The district administrator will pay special attention to those topics and formats that have the greatest positive impact on teachers' ability to accelerate the learning of students in the lowest-performing groups. A system will then be designed to provide professional development that is both coherent and differentiated based on teacher effectiveness and assignment. This system will focus on improving student achievement. Professional development resources will be concentrated where they are needed most.</p>	Administrator-ongoing	Professional Development Workshops on and off campus	\$1900	Title II

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <p>In designing and then assessing the formative impact of the professional development system, the administrator will concentrate on the degree to which the system does five things:</p> <p>1) How well does it focus on students meeting/exceeding key/essential standards through the use of State-adopted/standards-based materials and formative assessments?</p> <p>2) How close to the instructional work of teachers is the professional development situated?</p> <p>3) To what degree is the system built on the strengths and needs of the staff in relation to academic learning strengths and needs of the student populations in teachers' classrooms?</p>	Administrator-ongoing	None at this time	N/A	N/A

<p>4) How well do selected professional development resources apply to particular under-performing student populations (e.g. RSP and Title I students)?</p> <p>5) How well integrated are materials adoption/selection, intervention approaches, and family and community relations with the professional development system?</p>			
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Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State and local programs:</p> <p>The district administrator will ensure that professional development activities are coordinated to address staff needs in assisting all students to meet or exceed State academic achievement standards. Activities will be designed to help teachers integrate standards-based curriculum, instructional practice, assessment and understanding of the strengths and needs of the student populations in their classes. Classroom management, interventions, and working with students' families, and other topics required by funding sources will be addressed within the context of ensuring that all students meet or exceed State content and academic achievement standards.</p>	Administrator-ongoing	None at this time	N/A	N/A

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>5. The professional development activities that will be made available to teachers and the principal and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and the principal will be met:</p> <p>a) Teachers will be taught a format for use of collaboration time focused on coordinating the teaching and assessing of key/essential standards in the strands/subject matter areas of most needed improvement.</p>	a) All certificated teaching staff/format is refined on an ongoing basis	a) No extra costs	a) N/A	a) N/A

<p>b) Teacher collaboration time will focus on selecting benchmark assessments for key/essential standards, joint review of student work on those assignments, and planning for revising/ reviewing/re-teaching/moving on—staff meetings</p> <p>c) Staff development days will focus on practicing core research-based practices used in the standards-based materials in the strands/subject matter areas of most needed improvement.</p> <p>d) Principals’ professional development will combine the leaders’ roles in supporting standards implementation, organization and management for continuous improvement, and addressing diverse needs of student, particularly students in the lowest-performing groups in the district.</p>	<p>b) All teachers – ongoing</p> <p>c) All teachers – 3 days each year or however many buyback days are funded by the State</p> <p>d) Administrator-attend monthly CTC meeting at County Office and middle school principal’s forums</p>	<p>b) No extra costs</p> <p>c) No extra costs</p> <p>d) No extra costs</p>	<p>b) N/A</p> <p>c) N/A</p> <p>d) N/A</p>	<p>b) N/A</p> <p>c) N/A</p> <p>d) N/A</p>
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Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6. How the LEA will integrate funds under this subpart with funds received under Part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <p>The Administrator and the Technology Committee will ensure that technology-related professional development links to other district and school professional development activities that are coordinated to address staff needs in assisting all students to meet or exceed State academic achievement standards.</p>	<p>Administrator, Technology Committee – ongoing</p>	<p>None at this time</p>	<p>N/A</p>	<p>N/A</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development)</p>				

<p>a) Individualized Learning Plans will be developed for each teacher to guide technology staff development. These plans will be based on each teacher's technology skill needs, as identified by annual CTAP2 "Level of Proficiency" online assessment.</p> <p>b) The district will continue with its implementation of the goals of the District Technology Plan that was approved in Spring, 2006.</p> <p>c) Online professional development in the effective use of technology to support standards-based practices will be available throughout the district. Teacher licenses to access this resource from district equipment and resources will be available. Teachers will gain credit toward salary increases by completing online professional development courses in the use of technology and demonstrating increased effective use of technology resources in ensuring that all students meet or exceed standards.</p>	<p>a) Teachers-ongoing</p> <p>c) Administrator, Multi-Media Technician-ongoing</p> <p>d) Administrator, Teachers</p>	<p>a) No extra costs</p> <p>b) Costs associated with moving forward with District Tech Plan</p> <p>c) Column increases for teachers in regards to salary</p>	<p>a) N/A</p> <p>b) \$20,500</p> <p>c) \$500 annually</p>	<p>a) N/A</p> <p>b) Ed Tech Grant</p> <p>c) General Fund</p>
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Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</p> <p>a) Through a combination of certificated staff meetings, technology committee meetings, and Site Council meetings, collaboration regarding the planning of professional development activities in conjunction with the LEA Plan will take place.</p> <p>b) A bi-annual needs assessment is conducted through discussions with the School Site Council and teaching staff to establish professional development goals that are tied to improving (1) teachers' and principals' knowledge and skill; (2) organizational support for improved teaching and learning; (3) teachers' and principals' use of knowledge and skill; (4) student achievement, design/select professional development activities and strategies to accomplish the goals, monitor the impact of the activities, and adjust as needed.</p>	<p>a) Administrator, Teaching Staff, School Site Council – ongoing</p> <p>b) Administrator, Teaching Staff, School Site Council-every September</p>	<p>a) No costs</p> <p>b) No costs</p>	<p>a) N/A</p> <p>b) N/A</p>	<p>a) N/A</p> <p>b) N/A</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
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<p>9. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; <input type="checkbox"/> Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; <input type="checkbox"/> Involve parents in their child’s education; and, <input type="checkbox"/> Understand and use data and assessments to improve classroom practice and student learning. <p>a) Teacher collaboration time focused on selecting benchmark assessments for key/essential standards and joint review of student work on those assignments, includes planning for addressing diverse student needs, student behavior management, and working with families.</p> <p>b) Staff development days focused on practicing core research-based practices used in the standards-based materials in the strands/subject matter areas of most needed improvement also includes planning for addressing diverse student needs, student behavior management, and working with families.</p> <p>c) Principals’ professional development will combine the leaders’ roles in supporting standards implementation, organization and management for continuous improvement with behavior management, working with students’ families, and addressing diverse needs of students, particularly students in the lowest-performing groups in the district, especially for new principals and those whose schools do not make AYP.</p>	<p>a) Administrator, Teaching Staff – ongoing</p> <p>b) Administrator-ongoing</p> <p>c) Administrator–CLC</p>	<p>a) No costs</p> <p>b) No costs</p> <p>c) No costs</p>	<p>a) N/A</p> <p>b) N/A</p> <p>c) N/A</p>	<p>a) N/A</p> <p>b) N/A</p> <p>c) N/A</p>
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Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <p>a) The district will enter into partnership with two Schools of Education to provide course work for multiple and single subject credentials in English/language arts, mathematics, science, and English language development.</p>	<p>a) Administrator-ongoing</p>	<p>a) Professional development opportunities for teachers</p>	<p>a) \$1000</p>	<p>a) GF</p>

<p>b) The district will enter into partnership with our local Community College to provide course work and tutoring locally in subject matter competency in English/language arts, mathematics, science and English language development.</p>	<p>b) Administrator-ongoing</p>	<p>b) Professional development opportunities for teachers</p>	<p>b) \$1000</p>	<p>b) GF</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.*

Environments Conducive to Learning (Strengths and Needs):

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

STRENGTHS	NEEDS
<p>Appropriate and effective school policies regarding student and staff conduct, bullying and violence prevention, and disciplinary procedures.</p> <p>School counselor on site twice a week</p> <p>School safety plans updated annually with participation from parents and students.</p>	<p>There is a need to continually ensure that all components of the School Safety Plan are operational and workable given any new information that has become available.</p> <p>There is a need to continue to ensure that students are aware of the policies and practices with respect to conduct, bullying, violence prevention and disciplinary procedures.</p> <p>There is a need for the parents to continue to be partners in our quest for safe and drug free schools.</p>

Environments Conducive to Learning (Activities):

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

ACTIVITIES
<ol style="list-style-type: none"> 1 Professional development is available and encouraged for all instructional and administrative staff in the areas of youth asset development, bullying and violence prevention, health and nutrition, substance use prevention, HIV prevention, and other resiliency building programs. 2. Prevention activities that are designed to maintain safe, disciplined, and drug-free environments, including participation in Red Ribbon Week activities, and staff development and teacher training in research based programs and practices. 3. An active Student Council that promotes positive youth development, student leadership, and alcohol, tobacco, drug, and violence prevention. 4. After-school courses are offered at school to provide academic enrichment and social skills building. 5. Students receive information and referral to the partnering agencies throughout Nevada and Placer Counties for student, parent and staff participation in school-based, cross-age, or community mentoring services. 6. Tobacco intervention and/or cessation information available to students. 7. The district supports a two-day per week counseling position which serves all students in grades K-8 that are teacher referred and have parental permission.

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

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

STRENGTHS	NEEDS
<p>The District has benefited from coordination of the CHKS countywide to obtain reliable data for both the District and the County.</p> <p>As noted in our CHKS findings (Spring 2010) there were no incidents at Chicago Park School regarding alcohol, tobacco, or drug use at school, and extremely low incidents in regards to violence (fights). This trend has continued into the 2009-10 year with no incidents of any kind being reported including violence.</p> <p>Our School Counselor is highly trained in methods for reducing risk behaviors.</p>	<p>The District would benefit from partnering with community agencies and county services to enhance prevention education and intervention to maintain the positive environment that exists today.</p> <p>The instructional and administrative staff would take advantage of updated training in the areas of resiliency and encouraging healthy lifestyles.</p> <p>Updated curriculum to support healthy lifestyles and making positive choices, especially among our middle grade students.</p>

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

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

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

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

- **NOTE – Though we continue to participate in the Healthy Kids Survey, we no longer receive disaggregated results for our district based on our small size. Therefore, the most recent results printed here are seven years old.**

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: Fall, 2003 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will decrease biennially by:	7 th 10%	7 th 2%
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by:	7 th 10%	7 th 2%
The percentage of students that have used marijuana will decrease biennially by:	7 th 0%	7 th 2%
The percentage of students that have used alcohol within the past 30 days will decrease biennially by:	7 th 0%	7 th 2%
The percentage of students that have used marijuana within the past 30 days will decrease biennially by:	7 th 0%	7 th 2%
The percentage of students that feel very safe at school will increase biennially by:	7 th 34%	7 th 5%
The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by:	7 th 10%	7 th 5%

Truancy Performance Indicator		
<p>The percentage of students who have been truant will decrease annually by _____ from the current LEA rate shown here.</p> <p>NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.</p>	__0__%	__2__%
Protective Factors Performance Measures from the California Healthy Kids Survey	Most recent date: 02/01/02 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by:	7 th N/A	7 th N/A
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by:	7 th N/A	7 th N/A
The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by:	7 th N/A	7 th N/A
The percentage of students that report high levels of school connectedness at their school will increase biennially by:	7 th N/A	7 th N/A

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

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

Science-Based Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase date	Staff Training Date	Start Date
Steps to Respect Second Step	ATODV	3-5 K-2/6-8	60 90	August, 08 August, 10	August 11, 08 August 12, 10	August 18, 2008 August 18, 2010

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	N/A	4-8
	Conflict Mediation/Resolution		
X	Early Intervention and Counseling	ATODV	K-8
	Environmental Strategies		
X	Family and Community Collaboration	ATODV	K-8
	Media Literacy and Advocacy		
X	Peer-Helping and Peer Leaders	N/A	K-8
	Positive Alternatives		
X	School Policies	ATODV	K-8
X	Service-Learning/Community Service	N/A	7-8
	Student Assistance Programs		
	Tobacco-Use Cessation		
X	Youth Development Caring Schools Caring Classrooms	ATODV	K-8
X	Other Activities – Red Ribbon Week	ATOD	K-8

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
<input checked="" type="checkbox"/>	After School Programs	N/A	4-8
	Conflict Mediation/Resolution		
<input checked="" type="checkbox"/>	Early Intervention and Counseling	ATODV	K-8
	Environmental Strategies		
<input checked="" type="checkbox"/>	Family and Community Collaboration	ATODV	K-8
	Media Literacy and Advocacy		
	Mentoring		
<input checked="" type="checkbox"/>	Peer-Helping and Peer Leaders	N/A	K-8
	Positive Alternatives		
<input checked="" type="checkbox"/>	School Policies	ATODV	K-8
<input checked="" type="checkbox"/>	Service-Learning/Community Service	N/A	7-8
	Student Assistance Programs		
	Tobacco-Use Cessation		

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

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

The purpose of adopting the **Steps to Respect** and **Second Step** programs and training our teachers is to make sure that we continue to maintain and enhance the positive, healthy school environment that exists at Chicago Park School. **Steps to Respect and Second Step** does provide a self-esteem component that will fill a curricular niche we currently don’t have formally covered at CPS. CHKS data clearly shows that we have virtually no issues pertaining to alcohol, tobacco, or drug use in our school or immediate community by the students who attend CPS, and we only experience minor activities of violence once in a while. At this time, our “Community of Caring” Character Education program adequately meets the current needs of alcohol, tobacco, drug, and violence education. We are also looking at implementing the **Olweus Bullying Prevention Program in 2010-11.**

Likewise, all programs checked in Appendix D have been put into place to enrich the lives of our youngsters, create a safer, more nurturing campus environment, and minimize the possibilities of experimentation with alcohol, tobacco, and drugs

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

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

The district will regularly participate in the California Healthy Kids Survey that is administered to fifth and seventh grade students (with parent permission) every year for the next four years and every other year thereafter. The results of the survey are no longer available to be reviewed and evaluated by the staff, governing board, School Site Council and community. Therefore, data collected through school site discipline referrals regarding the incidents of drug, alcohol, other drug and violent acts will be regularly and routinely reviewed and analyzed to ensure that the district's rate of incident continues to be at the current low level. It is the goal to maintain the near non-existent incidences of alcohol, tobacco, other drug and violence on our school campus.

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 district will continue to report progress toward attaining performance measures for the SDFSC and TUPE programs through specific reports made at regular meetings of the Board of Trustees and regularly scheduled School Site Council Meetings. These meetings are publicly noticed as required by law with specific and detailed agendas posted 72 hours in advance of all meetings.

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

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

At risk students at Chicago Park School are at a minimum and are dispersed throughout grades K-8. SDFSC funds coming into the district amount to less than \$300 per year. These funds are used to support counseling services that are available to students one day per week.

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.

The district will make sure that the counselor who is paid for with our SDFSC funds, works closely with the NCSOS, the CDE, and any other federal and state agencies to ensure that our SDFSC funds are being used in a manner that meets or exceeds the requirements of participation. The district will be committed to support our counselor to be an active participant in professional development activities that would enhance the knowledge of our staff and community, as well.

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.

Parent involvement in all aspects of our program is of great importance throughout our district. We will continue to seek creative and effective methods for ensuring that parents are informed and notified per the requirements under NCLB Title IV, Part A – SDFSC program using regular communications such as weekly newsletters, presentations at School Site Council meetings and meetings of the Governing Board, and other community group meetings, including the Parent Club. In addition, the district’s website located at www.chicagoparkschool.org is an excellent resource for posting information that would be available to parents. Throughout the school year, parents are strongly encouraged to volunteer in their child’s classroom.

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.

Over the past several years, TUPE funds have averaged \$280 a year in income to the Chicago Park School District. However, we no longer receive any TUPE funding. When we did, these monies are packaged with other sources of categorical funds to help pay for a counselor to be on campus one day a week. If ever there were a need for pregnant minor or tobacco-use prevention services, it would be coordinated through our school counselor. We currently have no need to participate in Cal-SAFE, AFLP, or Cal-Learn.

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	.08 (no longer funded with TUPE \$)

PERFORMANCE GOAL 5: *All students will graduate from high school.*

Not applicable in the Chicago Park School District (K-8)

Additional Mandatory Title I Descriptions

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

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

If Title I funding is ever reestablished at Chicago Parks School, the district will use either the CalWorks or the Free/Reduced lunch calculations to determine the appropriate rankings of schools to be served by Title I. If Chicago Park School were eligible in the previous year, but not eligible for the current year, we would exercise the “grandfather” provision to continue eligibility for services to ensure continuity of program for students. Currently, CPS offers no formal Title I program, but does support helping those that would qualify by employing a part-time certificated teacher and two part-time paraprofessional aides. All staff employed are fully and highly qualified.

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

When there was a Title I program, Chicago Park School District used the national percentile ranking from SAT/9 test at grades 2-8 (students scoring at or below the 40th percentile in reading and/or mathematics) as one measure of determining Title I eligibility. If ever funded again, we would now incorporate CST scores as the major identifier for Title I eligibility. Teacher recommendation that a student could benefit from support services may be referred to the Title I program as well. Parents were offered the opportunity to come to a Parent Advisory Meeting held at least once annually to provide input and suggestions for program improvement, and the summaries of these meetings were presented to the School Site Council, to the Governing Board, and were noted in our school newsletter. Each participating student in Title I had to have a signed authorization from their parent/guardian providing approval for their participation.

Please provide a general description of the nature of the programs to be conducted by the LEA’s schools under Sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.

The Title I program used to serve students in the subject areas of reading, language arts and mathematics whose scores on standardized tests are at or below the 40th percentile. Currently the district has no students enrolled in local institutions for neglected or delinquent children in community day programs, or any known homeless children.

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

At present, Chicago Park School is not a low achieving school identified under Section 1116. However, if in the future the district must implement the requirements under this section, we will respond with full intent to comply with all requirements of the intent of the law. Public school choice and supplemental services will be offered to all students in attendance and there will be a goal to ensure that the school and its students meet their Adequate Yearly Progress in subsequent years.

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

As mentioned in the previous section, the district will ensure that all requirements are satisfied and parents are provided with the appropriate school choices and supplemental services as outlined by NCLB.

Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA-level staff in accordance with sections 1118 and 1119.

The Chicago Park School District will strive to coordinate all professional development through the use of Title II and General Funds to fully develop the capacity and professional training for all certificated teachers and paraprofessionals. Additionally, Title II funds will be used to support appropriate professional development opportunities for administrators, parents and other staff serving the needs of our students. A myriad of opportunities would be available to the interested staff and community, from sessions held within the district and in neighboring districts and county offices of education to privately provided professional training sessions. Each of these activities and trainings would focus upon high quality skills that would be able to be used in our classrooms in terms of instructional strategies and methods for ensuring the continued success of our students.

Coordination of Educational Services

In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as:

Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.

The Chicago Park School District will make sure that all services are fully coordinated on our school campus to ensure that our programs are effective, and that duplication and/or fragmentation of the instructional program does not occur. The RTI and Special Education (RSP) programs and services will be operated and supervised by one highly qualified teacher as well as the site administrator. Programs will be designed to meet the specific needs of our students as identified by their IEP's (Special Ed) and test scores indicating their areas of specific weakness (RTI).

Part III

ASSURANCES AND ATTACHMENTS

ASSURANCES

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

GENERAL ASSURANCES

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

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

TITLE I, PART A

The LEA, hereby, assures that it will:

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

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

TITLE I, PART D – SUBPART 2

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

TITLE II, PART A

34. The LEA, hereby, assures that:

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

TITLE II, PART D

35. The LEA has an updated, local, long-range, strategic, educational technology plan in place that includes the following:
 - Strategies for using technology to improve academic achievement and teacher effectiveness.
 - Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
 - Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
 - Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.

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

- Any LEA that does receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

TITLE III

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

TITLE IV, PART A

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

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

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

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

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

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

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

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

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

New LEAP Assurances

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

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

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

Other

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

SIGNATURE PAGE

Dan Zeisler
Print Name of Superintendent

Signature of Superintendent

Date

APPENDIX A

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

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

California's NCLB Performance Goals and Performance Indicators

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

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

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

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

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

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

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

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

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

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

APPENDIX B

Links to Data Web sites

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

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

APPENDIX C

Science-Based Programs

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

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

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

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

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

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

School-Based Programs

Intended program outcomes and target grade levels. See research for proven effectiveness							
Name	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Across Ages	4 to 8	x	x	x		x	C,
All Stars™	6 to 8	x	x	x			A, C, D, E
ATLAS (Athletes Training and Learning to Avoid Steroids)	9 to 12	x		x			A, B, C, D,
Border Binge Drinking Reduction Program	K to 12	x			x		C,
Child Development Project/Caring School Community	K to 6	x		x	x	x	A, B, C, D, E
Cognitive Behavioral Therapy for Child Sexual Abuse	Families				x		C
Cognitive Behavioral Therapy for Child Traumatic Stress	Families				x		C
Coping Power	5 to 8			x	x		C
DARE To Be You	Pre-K	x		x	x	x	A, C,
Early Risers Skills for Success	K to 6				x		C,
East Texas Experiential Learning Center	7	x	x	x	x	x	C
Friendly PEERsuasion	6 to 8	x					C
Good Behavior Game	1 to 6				x		B, C
High/Scope Perry Preschool Project	Pre-K				x	x	B, C, E
I Can Problem Solve	Pre-K				x		A, B, D
Incredible Years	K to 3				x	x	B, C,
Keep A Clear Mind	4 to 6	x	x				A, C,
Leadership and Resiliency	9 to 12					x	C,
Botvin's LifeSkills™ Training	6 to 8	x	x	x	x		A, B, C, D, E
Lions-Quest Skills for Adolescence	6 to 8					x	D, C, E
Minnesota Smoking Prevention Program	6 to 10		x				A, D, E
Olweus Bullying Prevention	K to 8				x		B, C, E
Positive Action	K to 12	x	x	x	x	x	C, D,
Project ACHIEVE	Pre-K to 8				x	x	A, C, E
Project ALERT	6 to 8	x	x	x			A, C, D, E
Project Northland	6 to 8	x		x			A, B, C, D, E
Project PATHE	9 to 12					x	B, E
Project SUCCESS	9 to 12	x	x	x			C,
Project Toward No Drug Abuse (TND)	9 to 12	x	x	x	x		C,
Project Toward No Tobacco Use (TNT)	5 to 8		x				A, C, D, E
Promoting Alternative Thinking Strategies (PATHS)	K to 6				x		A, B, C, D,
Protecting You/Protecting Me	K to 5	x					C,
Quantum Opportunities	9 to 12					x	B, E
Reconnecting Youth	9 to 12	x		x	x	x	A, C, E
Responding in Peaceful and Positive Ways	6 to 12			x	x		C, D, E
Rural Educational Achievement Project	4				x		C
School Violence Prevention Demonstration Program	5 to 8				x		C
Second Step	Pre-K to 8				x		A, C, D,

Skills, Opportunities, and Recognition (SOAR): Seattle Social Development Project:	K to 6	x			x	x	B, C, D, E
SMART Leaders	9 to 12			x			C
Social Competence Promotion Program for Young Adolescents (SCPP-YA)	5 to 7			x			C
Start Taking Alcohol Risks Seriously (STARS) for Families	6 to 8	x					C,
Students Managing Anger and Resolution Together (SMART) Team	6 to 9				x		C, D,
Too Good for Drugs	K to 12	x	x	x	x		C
Community and Family-based Programs							
Intended program outcomes and target setting. See research for proven effectiveness							
Name	Target Population	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Big Brothers Big Sisters	Community					x	B, E
Brief Strategic Family Therapy	Families			x			B, C,
CASASTART	Community			x	x		B, C, D,
Communities Mobilizing for Change	Community	x					C
Creating Lasting Family Connections	Families (6 to 12)	x		x		x	A, C, D,
Families And Schools Together (FAST)	Families				x		C,
Family Development Research Project	Families				x		C
Family Effectiveness Training	Families				x		C,
Family Matters	Families	x	x				C
FAN (Family Advocacy Network) Club	Families			x		x	C
Functional Family Therapy	Families	x		x	x		B, E
Home-Based Behavioral Systems Family Therapy	Families				x		C
Houston Parent-Child Development Program	Parents					x	C
Multisystemic Therapy	Parents			x	x		B, C, E
Nurse-Family Partnership	Parents		x				B, C,
Parenting Wisely	Parents				x		C,
Preparing for the Drug Free Years	Parents (4 to 7)	x		x		x	A, B, C, D,
Project Star (Students Taught Awareness and Resistance): Midwestern Prevention Project	Community	x	x	x			B, D, C, E
Schools and Families Educating Children (SAFE Children)	Families					x	C
Stopping Teenage Addiction to Tobacco	Community		x				C
Strengthening Families Program	Families (4 to 6)	x		x	x	x	A, C, D,

APPENDIX D

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

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

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

APPENDIX E

Promising or Favorable Programs

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.

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

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

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

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

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

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
<u>Basement Bums</u>	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
<u>Personal/Social Skills Lessons</u>	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

<u>Project Life</u>	9 to 12		x				A
Project PACE	4					x	C
<u>Project SCAT</u>	4 to 12		x				A
Project Status	6 to 12			x	x	x	B
Safe Dates	School				x		B
Say It Straight (SIS) Training	6 to 12	x					D
School Transitional Environmental Program	9 to 12			x	x	x	B
<u>Smokeless School Days</u>	9 to 12		x				A
Social Decision Making and Problem Solving	1 to 6	x			x		D
Social Decision Making and Problem Solving Program (SDM/PS)	K to 5					x	B
Socio-Moral Reasoning Development Program (SMRDP)	School				x		B
Storytelling for Empowerment	6 to 8	x		x			C
Strengthening Hawaii Families	Families			x			C
Strengthening the Bonds of Chicano Youth & Families	Communities	x		x			C
Syracuse Family Development Program	Family				x		B
Teams-Games-Tournaments Alcohol Prevention	10 to 12	x					C
Teenage Health Teaching Modules	6 to 12		x				C, D
Teens Tackle Tobacco! - Triple T	6 to 12		x				A
The Scare Program	School				x		D
The Think Time Strategy	K to 9				x		D
Tinkham Alternative High School	9 to 12					x	C
<u>Tobacco-Free Generations</u>	8 to 12		x				A
Viewpoints	9 to 12				x		B
Woodrock Youth Development Project	K to 8	x	x	x		x	C
Yale Child Welfare Project	Families				x		B