

(CDE use only)  
Application #

**No Child Left Behind Act of 2001**  
**LOCAL EDUCATIONAL AGENCY PLAN**

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

**LEA Plan Information:**

Name of Local Educational Agency (LEA): Fuente Nueva Charter School

County/District Code: 12-62679-0109975

Dates of Plan Duration (should be five-year plan): 8/25/2008- 8/25/2013

Date of Local Governing Board Approval:

District Superintendent : **Beth Wylie**

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**Signatures** (Signatures must be original. Please use blue ink.)

The superintendent and governing board of the LEA submitting the application sign on behalf of all participants included in the preparation of the plan.

Beth A. Wylie

Printed or typed name of Superintendent                      Date                      Signature of Superintendent

John Reiss

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

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# **Part I**

## **Background and Overview**

*Background*

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

*Development Process for the LEA Plan*

*LEA Plan Planning Checklist*

*Federal and State Programs Checklist*

*District Budget for Federal and State Programs*

## ***Background***

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### ***Development Process for the LEA Plan***

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

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

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

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

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

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

#### Analyze Student Performance

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## FEDERAL AND STATE PROGRAMS CHECKLIST

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

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

## DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A *	-0-	\$18,000 *	\$17,000	94%
Title I, Part B, Even Start	-0-	-0-	-0-	-0-
Title I, Part C, Migrant Education	-0-	-0-	-0-	-0-
Title I, Part D, Neglected/Delinquent	-0-	-0-	-0-	-0-
Title II Part A, Subpart 2, Improving Teacher Quality *	-0-	\$650 *	\$650 *	100%
Title II, Part D, Enhancing Education Through Technology	-0-	-0-	-0-	-0-
Title III, Limited English Proficient	-0-	-0-	-0-	-0-
Title III, Immigrants	-0-	-0-	-0-	-0-
Title IV, Part A, Safe and Drug-free Schools and Communities	-0-	-0-	-0-	-0-
Title V, Part A, Innovative Programs – Parental Choice	-0-	-0-	-0-	-0-
Adult Education	-0-	-0-	-0-	-0-
Career Technical Education	-0-	-0-	-0-	-0-
McKinney-Vento Homeless Education	-0-	-0-	-0-	-0-
IDEA, Special Education	\$1387	\$11,500	\$9000	78%
21 <sup>st</sup> Century Community Learning Centers				
Other (describe)				
<b>TOTAL</b>		\$30150	\$26650	91%

\* Fuente Nueva is a single school district that has not received this funding prior as a district. Therefore these numbers are estimated projections of funding levels.

## DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
EIA – State Compensatory Education		\$9222 *	\$9222 *	100%
EIA – Limited English Proficient				
State Migrant Education				
School and Library Improvement Block Grant				
Child Development Programs				
Educational Equity				
Gifted and Talented Education				
Tobacco Use Prevention Education – (Prop. 99)				
High Priority Schools Grant Program (HPSG)				
School Safety and Violence Prevention Act (AB 1113)				
Tenth Grade Counseling				
Healthy Start				
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				
Other (describe)				
<b>TOTAL</b>		<b>\$9222 *</b>	<b>\$9222 *</b>	<b>100%</b>

\* As a charter school EIA funding is part of our Categorical Block Grant.

## **Part II**

## **The Plan**

### *Needs Assessments*

*Academic Achievement*

*Professional Development and Hiring*

*School Safety*

### *Descriptions – District Planning*

#### *District Profile*

#### *Local Measures of Student Performance*

#### *Performance Goal 1*

#### *Performance Goal 2*

#### *Performance Goal 3*

#### *Performance Goal 4*

#### *Performance Goal 5*

#### *Additional Mandatory Title I Descriptions*

## *Needs Assessment*

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

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

### Teacher Quality

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

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

### School Safety and Prevention

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

also provide useful information in this area. The Survey is available at [http://www.wested.org/pub/docs/chks\\_survey.html](http://www.wested.org/pub/docs/chks_survey.html).

### ***Descriptions – District Planning***

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

## ***District Profile***

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

### Fuente Nueva Program Description

Fuente Nueva is a K-5 public charter school with a single site in the Arcata School District offering small class sizes of 20 students or less through 3<sup>rd</sup> grade and 25 students or less in the 4<sup>th</sup> and 5<sup>th</sup> grade. Small class size along with mixed-age classrooms in our upper elementary classes and a safe and our supportive learning environment helps to educate the whole child. Fuente Nueva's unique program is based on the cornerstones of our mission: Partial Spanish immersion, diverse arts curriculum, multiculturalism, ecological awareness and social justice.

At Fuente Nueva, we respect and value the uniqueness of each of our students and the special talents that they bring to our school. We have the time to know each child and to create a nurturing environment in which each child's creativity, spirit and intellect can thrive. Fuente Nueva is a school committed to students' academic achievement and emotional well-being.

We ended our 3<sup>rd</sup> year of operation with 68 students in grades K-5. Our enrollment will continue to grow to 105 students within the next 5 years and will not exceed 110 students. Our small classroom size and overall enrollment size are a large asset in our goal of meeting the needs of every student. Our students are all native English speakers who are learning Spanish as a second language in a partial Spanish immersion program. The students learn two core content areas, math and science in the target language of Spanish. Art, PE, Spanish language development and communication are also taught in Spanish. English is the target language during language arts, social studies, music and movement.

Our student demographics are similar to that of our sponsoring district and the county with the majority of our students being Caucasian. Our largest minority population is Hispanic making up 15% of our total population. As previously stated all students come from homes where the primary language spoken is English although we have 4 students who come from homes where at least one parent is fluent in Spanish.

Research based state-adopted curriculum is used to teach all core content areas except social studies. Through loyal use of the research based curriculum and regular ongoing assessment and classroom observations we are able to monitor student progress closely and intervene as necessary. Close collaboration among our administration, teachers and resource teachers provides seamless support to the students who are at risk. Dibels Reading Assessment tool, the Lexile Framework for Reading, Read Naturally Assessment, classroom assessment, teacher observation, and the STAR test data are used to ensure that we have identified all students who are in need of intervention. Data is also used to modify instruction as needed.

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

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

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

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

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

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

a) Fuente Nueva Charter School (herein referred to as FNCS) will determine the success of students in meeting the State student achievement standards through a variety of measures. Student progress is monitored prior to being reported in trimester Student Progress reports through the use of regular classroom observation and summative and formative assessments.

Parents are kept informed of student progress towards the state standards through our standards based Student Progress Reports that are distributed at the end of each trimester. Two parent/teacher conferences are offered annually and all teachers make themselves available for additional conferences as needed. Student Success Team meetings are held when students are not making significant progress towards the standards and are at risk for falling below grade level. FNCS also has a Resource Teacher that collaborates regularly with classroom teachers to provide support for students receiving Special Education services and students that are identified as being at risk for retention.

Parents are also invited to meetings with the Title I teacher two times annually to receive a report of student progress. Home materials and programs are often coordinated by the Title I teacher.

Parents are given resources to take home and training on how to best support their students learning progress.

b) Our small school size is a large asset in our ability to meet the needs of low achieving students in order to meet the state standards. Our Charter and Single School Plan help shape the direction of instruction in order to meet the needs of our low performing students. Ongoing weekly collaboration time among our staff enables teachers to share their student's progress and make adjustments to the instruction as needed. State standards-based instruction is used to guide instruction to ensure that students are receiving a balanced and comprehensive education.

c) The *Cycle of Inquiry* will be utilized to assess the effectiveness of our Charter and Single School Plan. As a charter school we are required to renew the charter every five years. This provides an excellent opportunity to examine student success plans and make changes as necessary to best meet the needs of our changing student population.

d) The DIBELS Reading Assessment is given to; all students grades K-3, all students identified as at-risk regardless of grade level, and all newly enrolled students. This assessment is administered three times a year and is used along with in class assessment and observation to identify students who at risk for reading failure or are having difficulty with reading. The DIBELS assessment also helps monitor student progress and contributes to the decision to remove a student from reading intervention services once the student is at grade level.

In classroom assessments provided by state adopted curriculum are used to monitor progress at the end of each unit in Reading, Math and Science. Teachers develop similar assessments to accompany their standards based social studies curriculum. Teachers also regularly review students sample work to evaluate and monitor progress towards the state standards. Weekly minimum days allow teachers and administration the opportunity to collaborate on standards based teaching resources and strategies. The Title I Intervention teacher has weekly meetings with each classroom teacher to share progress on students and to make changes to the instruction as needed.

Results of individual and classroom assessments along with the loyal use of research-based, content standards materials provides the information necessary for teachers to create individualized programs for students who are at risk for not meeting the reading and math standards. Collaboration with the director, resource teacher and Title I teacher ensures it is a comprehensive and coordinated plan. State adopted texts are used along with supplementary materials such as Read Naturally, Wright Group Foundations, Wright Group Wildcats and Houghton Mifflin Math Counts to assist student progress towards educational goals. Hand-on manipulatives are an essential part of every classroom. Students learn through exploration as concepts are taught through personal experience.

Continued professional development including Beginning Teacher Support and Assessment (BTSA), on-site staff presentations and county workshops and trainings are examples of staff development used to address the needs of at-risk students.

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

**Planned Improvement in Student Performance in Reading**

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

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <p>FNCS will take the following steps to align instruction with content standards:</p> <ol style="list-style-type: none"> <li>1) Director will receive training on standards based instruction and how to coach and supervised teachers to align instruction with the standards</li> <li>2) Text books and supplemental materials align with the content standards</li> <li>3) All new teachers will participate in the BTSA, which focuses on content standards instruction</li> </ol>	<ol style="list-style-type: none"> <li>1) Director: by the end of 2009</li> <li>2) Director, Teachers, Board Members: ongoing</li> <li>3) New teachers, Director: ongoing</li> </ol>	<ol style="list-style-type: none"> <li>1) Training or Workshop fee</li> <li>2) Portion of Director/Teacher Salary</li> <li>3) In-Kind donation of Director's time/salary</li> </ol>	<ol style="list-style-type: none"> <li>1) \$1000</li> <li>2) \$6000</li> <li>3) \$2500</li> </ol>	<ol style="list-style-type: none"> <li>1) Charter School Block Grants</li> <li>2) Charter School Block Grants</li> <li>3) Charter School Block Grants</li> </ol>
<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>FNCS will take the following steps to use standards-aligned instructional materials and strategies:</p> <ol style="list-style-type: none"> <li>1) The purchase of materials on the State-Adopted list for K-5 for Reading.</li> <li>2) Teachers and administrator will retain a binder of content standards for grades and content areas they are responsible for.</li> <li>3) Student friendly standards will be posted and reviewed at the beginning of the lesson.</li> <li>4) Teacher lesson plans will make specific reference to the standards being taught and keeping track of standards taught over the course of the year.</li> </ol>	<ol style="list-style-type: none"> <li>1) Director, teachers, Board Members: ongoing</li> <li>2) Director, teachers: ongoing</li> <li>3) Teachers: ongoing</li> <li>4) Teachers: ongoing</li> </ol>	<ol style="list-style-type: none"> <li>1) Reading Instructional Materials</li> <li>2) No extra costs</li> <li>3) No extra costs</li> <li>4) No extra costs</li> </ol>	<ol style="list-style-type: none"> <li>1) \$45,000</li> <li>2) N/A</li> <li>3) N/A</li> <li>4) N/A</li> </ol>	<ol style="list-style-type: none"> <li>1) Lottery and Charter School Block Grants</li> <li>2) N/A</li> <li>3) N/A</li> <li>4) N/A</li> </ol>

<p>3. Extended learning time:</p> <p>FNCS will provide extended learning opportunities through the following:</p> <ol style="list-style-type: none"> <li>1) Homework club for students is provided for 1 hour Monday through Thursday as part of our Extended Day Program.</li> <li>2) Students can participate in sponsoring districts summer school program if students have been identified as at risk of retention.</li> <li>3) A Read Naturally lab and small group tutoring will be available three times a week after school for all students who have been identified for being at risk of failure in reading or as having difficulty in reading.</li> </ol>	<ol style="list-style-type: none"> <li>1) Extended day teacher and tutor: ongoing</li> <li>2) Teachers and sponsoring district staff: ongoing</li> <li>3) Title I teacher: In place by January 2009</li> </ol>	<ol style="list-style-type: none"> <li>1) Cost of salary for teacher and tutor</li> <li>2) Cost of summer school program</li> <li>3) Cost of teacher</li> </ol>	<ol style="list-style-type: none"> <li>1) \$5000</li> <li>2) \$20/day per student enrolled</li> <li>3) \$3000</li> </ol>	<ol style="list-style-type: none"> <li>1) Parent pay program with subsidized/free care for low income families</li> <li>2) Supplemental Hourly Instruction</li> <li>3) Title I/ supplemental hourly instruction</li> </ol>
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Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <p>1) Use of videos/DVDs to stimulate interest in unit studies  2) Use of listening centers in primary grades  3) Use of internet to do research and provide reading activities  4) Use of CD players for Read Naturally and Books on CD</p>	<p>1) Classroom teacher: ongoing  2) Teacher: ongoing  3) Teacher: ongoing  4) Title I teacher: ongoing</p>	<p>1) County Resource Center Contract  2) Purchase of listening centers and materials  3) Cost of internet connection and computers  4) CD Players, books on CD</p>	<p>1) \$1500  2) A. \$1100  B. \$900  3) \$7000  4) A. \$1000  B. \$500</p>	<p>1) Charter School Block Grants  2) A. Charter School Block Grants  2) B. Title I  3) Charter School Block Grants and K-12 Voucher  4) A. Charter School Block Grants  B. Title I</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>1) FNCS staff meet weekly during early dismissal days to collaborate and cross train on standards- based instructional materials and strategies.  2) Upon the purchase of new standards based reading instructional materials all teachers and the director will participate in professional development related to their use.  3) New teachers will participate in the BTSA program where activities focus on the use of standards-based reading materials.  4) Teachers will participate in SB 472 Reading First or an equivalent Training</p>	<p>1) Director, teachers: ongoing  2) Teachers: ongoing  3) New Teachers, Director  4) Teachers</p>	<p>1) No extra cost  2) Cost of training  3) Director Salary for in-kind cash match  4) Cost of Training</p>	<p>1) N/A  2) \$200/teacher  3) \$2500  4) \$800/teacher</p>	<p>1) N/A  2) Title II  3) Charter School Block Grants / BTSA  4) Charter School Block Grants / Title II</p>

<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <ol style="list-style-type: none"> <li>1) As a single site Charter School operating as a non-profit organization we maintain a Board of Directors titled the Fuente Nueva Charter Council (FNCC) is comprised of staff, parents and community members. Reports of general student assessment results are given to the board by teachers and the director. The board in turn contributes input into how to improve school reading programs.</li> <li>2) The Director notifies all parents of openings on the board or working committees via the weekly school newsletter, postings on the display board and email.</li> <li>3) The Director reports general student assessment to the community via the weekly school newsletter, postings on the display board and email.</li> <li>4) Each parent is sent student's individual assessment results with an explanation of how to interpret them.</li> <li>5) Each parent is invited to two parent/teacher conferences annually at which the student's progress is discussed and the parent view curriculum and learn about classroom strategies.</li> </ol>	<ol style="list-style-type: none"> <li>1) FNCC monthly meetings: Fall 2008</li> <li>2) Director, secretary, parents: ongoing</li> <li>3) Director, secretary, parents: ongoing</li> <li>4) Director, secretary: ongoing</li> <li>5) Teachers, individual parents: ongoing</li> </ol>	<ol style="list-style-type: none"> <li>1) No extra costs</li> <li>2) No extra costs</li> <li>3) No extra costs</li> <li>4) Cost of Mailing</li> <li>5) No extra costs</li> </ol>	<ol style="list-style-type: none"> <li>1) N/A</li> <li>2) N/A</li> <li>3) N/A</li> <li>4) \$75</li> <li>5) N/A</li> </ol>	<ol style="list-style-type: none"> <li>1) N/A</li> <li>2) N/A</li> <li>3) N/A</li> <li>4) Charter School Block Grants</li> <li>5) N/A</li> </ol>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <ol style="list-style-type: none"> <li>1) Title I teacher will provide additional instruction for strategic and intensive needs students</li> <li>2) Classroom Aides will work under the direction of teachers in all grade levels to help students acquire reading skills.</li> <li>3) Extended Day reading instruction will be provided for at risk students</li> <li>4) Title I aides will work in the classroom to assist the teacher in reading instruction</li> </ol>	<ol style="list-style-type: none"> <li>1) Title I teacher: ongoing</li> <li>2) Classroom aides: ongoing</li> <li>3) Title I teacher: January 2009</li> <li>4) Title I aides: January 2009</li> </ol>	<ol style="list-style-type: none"> <li>1) Salary of teacher</li> <li>2) Salary of aides</li> <li>3) Salary of teacher</li> <li>4) Salary of aides</li> </ol>	<ol style="list-style-type: none"> <li>1) \$7000</li> <li>2) \$23,000</li> <li>3) \$1000</li> <li>4) \$3000</li> </ol>	<ol style="list-style-type: none"> <li>1) Title I</li> <li>2) Charter School Block Grants</li> <li>3) Supplemental Hourly Instruction</li> <li>4) Title I</li> </ol>

<p>8. Monitoring program effectiveness:</p> <ol style="list-style-type: none"> <li>1) FNCS will maintain a Board of Directors (FNCC) comprised of staff, parent and community representatives who will monitor the effectiveness reading program.</li> <li>2) FNCS will participate in all phases of the state's standards-based assessment system, including the California Standards Tests.</li> <li>3) Test data and API results will be used to monitor programs and drive changes in instructional practice when needed.</li> <li>4) Classroom teachers will regularly assess students' mastery of content standards by examining student work and administering assessments. Review/re-teach or intervention materials are utilized when necessary.</li> <li>5) A Single Plan for Student Achievement will be created and monitored by the Director and Board of Directors.</li> </ol>	<ol style="list-style-type: none"> <li>1) FNCC members: ongoing</li> <li>2) Director, teachers: ongoing</li> <li>3) Director, teachers: ongoing</li> <li>4) Teachers: ongoing</li> <li>5) Director, FNCC members: October 2009</li> </ol>	<ol style="list-style-type: none"> <li>1) No extra costs</li> <li>2) No extra costs</li> <li>3) No extra costs</li> <li>4) No extra costs</li> <li>5) No extra costs</li> </ol>	<ol style="list-style-type: none"> <li>1) N/A</li> <li>2) N/A</li> <li>3) N/A</li> <li>4) N/A</li> <li>5) N/A</li> </ol>	<ol style="list-style-type: none"> <li>1) N/A</li> <li>2) N/A</li> <li>3) N/A</li> <li>4) N/A</li> <li>5) N/A</li> </ol>

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>1) Students in grades 2-5 scoring below the 50<sup>th</sup> percentile in reading will receive extra instruction from Title I teachers and classroom aides.</p> <p>2) Students who score as intensive on the DIBLES assessment will receive pull out/extended day instruction and classroom support from the Title I teacher and aides.</p> <p>3) Students who score as strategic on the DIBLES assessment will receive small group extended day or in class support from the Title I teacher and aides.</p>	<p>1) Title I teacher, classroom aides: ongoing</p> <p>2) Title I teacher, Title I Aides: ongoing, extended day 2009</p> <p>3) Title I teacher, Title I aide: ongoing, extended day 2009</p>	<p>1) Teacher salary, Aide salary</p> <p>2) Teacher salary, Aide Salary</p> <p>3) Teacher Salary, Aide Salary</p>	<p>1) \$31,000</p> <p>2) \$7000, \$3000</p> <p>3) \$7000, \$3000</p>	<p>1) Charter School Block Grants / Title I</p> <p>2) Title I</p> <p>3) Title I</p>

10. Any additional services tied to student academic needs:  N/A				
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**Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014.**

**Planned Improvement in Student Performance in Mathematics**

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

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <p>FNCS will take the following steps to align instruction with content standards:</p> <p>1) Director will receive training on standards-based instruction and how to coach and supervised teachers to align instruction with the standards</p> <p>2) Text books and supplemental materials align with the content standards</p> <p>3) All new teachers will participate in the BTSA, which focuses on content standards instruction</p>	<p>1) Director: by the end of 2009</p> <p>2) Director, Teachers, FNCC members: ongoing</p> <p>3) New teachers, Director: ongoing</p>	<p>1) Training or Workshop fee</p> <p>2) Portion of Director/Teacher Salary</p> <p>3) In-Kind donation of Director's time/salary</p>	<p>1) \$1000</p> <p>2) \$6000</p> <p>3) \$2500</p>	<p>1) Charter School Block Grants</p> <p>2) Charter School Block Grants</p> <p>3) Charter School Block Grants</p>
<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>FNCS will take the following steps to use standards-aligned instructional materials and strategies:</p> <p>1) The purchase of materials on the State-Adopted list for K-5 for Mathematics.</p> <p>2) Teachers and administrator will retain a binder of content standards for grades and content areas they are responsible for.</p> <p>3) Student friendly standards will be posted and reviewed at the beginning of the lesson.</p> <p>4) Teacher lesson plans will make specific reference to the standards being taught and keeping track of standards taught over the course of the year.</p>	<p>1) Director, teachers, FNCC members: ongoing</p> <p>2) Director, teachers: ongoing</p> <p>3) Teachers: ongoing</p> <p>4) Teachers: ongoing</p>	<p>1) Reading Instructional Materials</p> <p>2) No extra costs</p> <p>3) No extra costs</p> <p>4) No extra costs</p>	<p>1) \$45,000</p> <p>2) N/A</p> <p>3) N/A</p> <p>4) N/A</p>	<p>1) Lottery and Charter School Block Grants</p> <p>(2) N/A</p> <p>(3) N/A</p> <p>(4) N/A</p>

<p>3. Extended learning time:</p> <p>FNCS will provide extended learning opportunities through the following:</p> <ol style="list-style-type: none"> <li>1) Homework club for students is provided for 1 hour Monday through Thursday as part of our Extended Day Program.</li> <li>2) Students can participate in sponsoring districts summer school program if students have been identified as at risk of retention.</li> </ol>	<ol style="list-style-type: none"> <li>1) Extended day teacher and tutor: ongoing</li> <li>2) Teachers and sponsoring district staff: ongoing</li> </ol>	<ol style="list-style-type: none"> <li>1) Cost of salary for teacher and tutor</li> <li>2) cost of summer school program</li> </ol>	<ol style="list-style-type: none"> <li>1) \$5000</li> <li>2) \$20/day per student enrolled</li> </ol>	<ol style="list-style-type: none"> <li>1) Parent pay program with subsidized care for low income families</li> <li>2) Supplemental Hourly Instruction</li> </ol>
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Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <p>1) Use of videos/DVDs to stimulate interest in unit studies  2) Use of computer software to improve student success with basic math facts.  3) Use of internet to provide access to educational learning sites for mathematics  4) Use of overhead projectors for students to work as a class with manipulatives that make the learning more accessible for tactile learners</p>	<p>1) Classroom teacher: ongoing  2) Teacher: ongoing  3) Teacher: ongoing  4) Teacher: ongoing</p>	<p>1) County Resource Center Contract  2) Cost of software  3) Cost of internet connection and computers  4) Cost of Overhead projectors, carts and manipulatives</p>	<p>1) \$1500  2) \$500  3) \$7000  4) \$1500</p>	<p>1) Charter School Block Grants  2) Charter School Block Grants / Title I  3) Charter School Block Grants and K-12 Voucher  4) Title I / Charter School Block Grants</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>1) FNCS staff meet weekly during early dismissal days to collaborate and cross train on standards- based instructional materials and strategies.  2) Upon the purchase of new standards-based mathematics instructional materials all teachers and the director will participate in professional development related to their use.  3) New teachers will participate in the BTSA program where activities focus on the use of standards-based mathematics materials.  4) Teachers will participate in Kim Sutton’s Motivating Mathematics with meaning, a “hands on” approach to teaching the standards.</p>	<p>1) Director, teachers: Ongoing  2) Teachers: ongoing  3) New teachers, Director: ongoing  4) Teachers: 8/2009</p>	<p>1) No extra cost  2) Cost of training  3) Director Salary for in-kind cash match, BTSA training and mentor stipened  4) Cost of Training</p>	<p>1) N/A  2) \$200/teacher  3) \$2500  4) \$150/teacher</p>	<p>1) N/A  2) Charter School Block Grants / Title I / Title II  3) Charter School Block Grants, BTSA  4) Charter School Block Grant</p>

<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <ol style="list-style-type: none"> <li>1) As a single site Charter School operating as a non-profit organization we maintain a Board of Directors (FNCC) comprised of staff, parents and community members. Reports of general student assessment results are given to the board by teachers and the director. The board in turn contributes input into how to improve school mathematics programs.</li> <li>2) The Director notifies all parents of openings on the board or working committees via the weekly school newsletter, postings on the display board and email.</li> <li>3) The Director reports general student assessment to the community via the weekly school newsletter, postings on the display board and email.</li> <li>4) Each parent is sent student's individual assessment results with an explanation of how to interpret them.</li> <li>5) Each parent is invited to two parent/teacher conferences annually at which the student's progress is discussed and the parent view curriculum and strategies used in the classroom.</li> </ol>	<ol style="list-style-type: none"> <li>1) FNCC monthly meetings: Fall 2008</li> <li>2) Director, secretary, parents: ongoing</li> <li>3) Director, secretary, parents: ongoing</li> <li>4) Director, secretary: ongoing</li> <li>5) Teachers, individual parents: ongoing</li> </ol>	<ol style="list-style-type: none"> <li>1) No extra costs</li> <li>2) No extra costs</li> <li>3) No extra costs</li> <li>4) Cost of Mailing</li> <li>5) No extra costs</li> </ol>	<ol style="list-style-type: none"> <li>1) N/A</li> <li>2) N/A</li> <li>3) N/A</li> <li>4) \$75</li> <li>5) N/A</li> </ol>	<ol style="list-style-type: none"> <li>1) N/A</li> <li>2) N/A</li> <li>3) N/A</li> <li>4) Charter School Block Grants</li> <li>5) N/A</li> </ol>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <ol style="list-style-type: none"> <li>1) Title I teacher will provide additional instruction for strategic and intensive needs students</li> <li>2) Classroom Aides will work under the direction of teachers in all grade levels to help students acquire mathematics skills.</li> <li>3) Extended Day reading instruction will be provided for at risk students</li> <li>4) Title I aides will work in the classroom to assist the teacher in mathematics instruction</li> </ol>	<ol style="list-style-type: none"> <li>1) Title I teacher: ongoing</li> <li>2) Classroom aides: ongoing</li> <li>3) Title I teacher: January 2009</li> <li>4) Title I aides: January 2009</li> </ol>	<ol style="list-style-type: none"> <li>1) Salary of teacher</li> <li>2) Salary of aides</li> <li>3) Salary of teacher</li> <li>4) Salary of aides</li> </ol>	<ol style="list-style-type: none"> <li>1) \$7000</li> <li>2) \$23,000</li> <li>3) \$1000</li> <li>4) \$3000</li> </ol>	<ol style="list-style-type: none"> <li>1) Title I</li> <li>2) Charter School Block Grants</li> <li>3) Supplemental Hourly Instruction</li> <li>4) Title I</li> </ol>

<p>8. Monitoring program effectiveness:</p> <ol style="list-style-type: none"> <li>1) FNCS will maintain a Board of Directors (FNCC) comprised of staff, parent and community representatives who will monitor the effectiveness the math program.</li> <li>2) FNCS will participate in all phases of the state's standards-based assessment system, including the California Standards Tests.</li> <li>3) Test data and API results will be used to monitor programs and drive changes in instructional practice when needed.</li> <li>4) Classroom teachers will regularly assess students' mastery of content standards by examining student work and administering assessments. Review/re-teach or intervention materials are utilized when necessary.</li> <li>5) A Single Plan for Student Achievement will be created and monitored by the Director and Board of Directors.</li> </ol>	<ol style="list-style-type: none"> <li>1) FNCC members: Ongoing</li> <li>2) Director, Teachers: Ongoing</li> <li>3) Director, Teachers: Ongoing</li> <li>4) Teachers: Ongoing</li> <li>5) Director, FNCC members: October 2009</li> </ol>	<ol style="list-style-type: none"> <li>1) No extra costs</li> <li>2) No extra costs</li> <li>3) No extra costs</li> <li>4) No extra costs</li> <li>5) No extra costs</li> </ol>	<ol style="list-style-type: none"> <li>1) N/A</li> <li>2) N/A</li> <li>3) N/A</li> <li>4) N/A</li> <li>5) N/A</li> </ol>	<ol style="list-style-type: none"> <li>1) N/A</li> <li>2) N/A</li> <li>3) N/A</li> <li>4) N/A</li> <li>5) N/A</li> </ol>
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Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>1) Students in grades 2-5 scoring below the 50<sup>th</sup> percentile in mathematics will receive extra instruction from Title I teachers and classroom aides.</p> <p>2) Students who score far below grade level consistently on chapter assessments will receive pull out/extended day instruction and classroom support from the Title I teacher and aides.</p> <p>3) Students who score below grade level on end of chapter assessments will receive small group extended day or in class support from the Title I teacher and aides.</p>	<p>1) Title I teacher, classroom aides: Ongoing</p> <p>2) Teacher, Title I teacher, Title I aides: ongoing, Title I aide 2009</p> <p>3) Teacher, Title I teacher, classroom aide, Title I aide: ongoing, Title I aide 2009</p>	<p>1) Teacher salary, Aide salary</p> <p>2) Teacher salary, Aide Salary</p> <p>3) Teacher Salary, Aide Salary</p>	<p>1) \$31,000</p> <p>2) \$7000, \$3000</p> <p>3) \$7000, \$3000</p>	<p>1) Charter School Block Grants / Title I</p> <p>2) Title I</p> <p>3) Title I</p>

10. Any additional services tied to student academic needs:  N/A				
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**Performance Goal 2:** *All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.*

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

	Description of how the LEA is meeting or plans to meet this requirement.
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1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:
  - a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;
  - b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;
  - c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:
    - meeting the annual measurable achievement objectives described in Section 3122;
    - making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B));
    - annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1));
  - d. Describe how the LEA will promote parental and community participation in LEP programs.

- a. At which time FNCS enrolls Limited English Proficient (LEP) students we may provide the following basic instruction under the subgrant Title III.

**CELDT Testing Administration:** FNCS shall administer the CELDT exam to all incoming students who indicate a home language other than English is the primary language in the home.

**SDAIE Instruction:** All teachers are trained in the methods of SDAIE instruction that focuses on listening, speaking, reading and writing in English. The ELD instruction is targeted to the student's level in English proficiency and is based on the ELD standards.

**LEP Instruction In Class Support:** As a school that is teaching a second language through an immersion program, the classroom teacher regularly practices the strategies necessary to support students learning a second language. Materials will be purchased based on the needs of individual students and will emphasize skills needed to access the core content.

The District may use Title III funds to provide the following supplemental services to targeted LEP students:

**Tutorials** (before and after school hours)

- Hire personnel
- Purchase supplementary materials

**Intervention programs** (during the school day)

- Hire personnel
- Purchase supplementary materials

**Saturday school or before/after school programs**

- Hire personnel
- Purchase supplementary materials

**Offer summer school and/or intersession classes targeted to EL student needs**

- Hire personnel
- Purchase supplementary materials

b. FNCS will closely monitor student progress towards English proficiency and anticipates that students shall increase by one measure each year on the California Standards Test (CST) exam. For example in year one a Beginning level LEP student is expected to perform at Far Below Basic in Math and Language Arts on the CST exam. By the second year the student is expected to move up to an Early Intermediate LEP level and to perform at Below Basic in Math and Language Arts on the CST exam. Progress will continue until the student meets Fully English Proficient standards on the CELDT exam.

English Language Arts (ELA): progress in academic vocabulary development and reading comprehension, as measured by running records, Read Naturally, End of Unit Exams and teacher developed standards-based assessments. Results are reported three times a year in the Student Progress Report.

ELA: progress in writing, based on grade level writing application standards, as measured teacher developed rubrics that are standards-based and reported on three times a year in the Student Progress Report.

Math: progress in computation and concept attainment, as measured by the program assessments and grade level performance tasks. Results are reported three times a year in the Student Progress Report.

c. FNCS plans to use Title III funds to assist LEP students meet these measurable objectives by:

- Provide stipend to teachers, when funds are available, to further develop standards-based interim assessments in LEP, language arts and math.
- Provide stipend to teachers when, funds are available, to develop improved checklists or inventories that monitor student progress in these areas and provide guidance for instructional decisions in ELD, language arts and math.

Develop interventions for EL students who are not making adequate progress on interim benchmarks:

- Provide stipend to teachers, when funds are available, to research effective intervention programs
- Hire personnel to provide intervention programs
- Purchase supplementary materials
- Provide on-going professional development and coaching to teachers and administrators in providing high-quality, standards based instruction in ELD, language arts and math to LEP students.

A Data system will be used to disaggregate data and review to modify programs and instruction as needed.

d. FNCS is a small K-5 charter school with an anticipated enrollment below 110 students at all times. A school this size naturally draws in parent participation through several community events and opportunities to volunteer at the school. As a non-profit corporation, FNCS parents serve on the FNCC (Board of Directors), the governing board that oversees all fiscal and programmatic decisions of the school. Bilingual materials would be provided for Spanish speaking families and all meetings can easily be bilingual with a teacher representative to interpret.

Parents are encouraged to participate at FNCS and are asked to volunteer 4 hours per month for each family. Volunteer time can be used to participate on committees of the FNCC (Board of Directors) or Charter Director. All LEP program development would be done by such a committee and therefore parents would have the opportunity to have a direct impact on the quality of language instruction implemented. In addition to leadership contributions, parents are invited to volunteer in the classroom. Spanish speaking parents could volunteer during the English or Spanish portion of the day.

As a Spanish immersion school we aim to provide language instruction for English Language and Spanish Language Learning for adults. Evening classes will be offered on a sliding scale fee based system. Alternative funding would also be sought to reduce the cost to the participants.

	<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c) .</p> <p>The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> <li>• English proficiency; and</li> <li>• Academic achievement in the core academic subjects</li> </ul>	<p>2. FNCS provides daily ELD and SDAIE and/or primary language instruction in the core academic subjects in its students. Standards-aligned content curricula and instruction are utilized. The Spanish speaking LEP students are naturally confident in their language learning progress due to the nature of immersion education. Ongoing monitoring of student progress takes place 3 times a year, with close attention paid to the achievement of our annual CST API and AYP goals. Modifications and adjustments in program delivery will be made as dictated by the results of student progress reports.</p> <p>ELD: Each EL student, upon assessment for language proficiency level, receives daily, targeted instruction in ELD appropriate to his/her level of fluency in English. The format of the instruction would be varied between small group instruction and in class support. Appropriate materials would be purchased to meet the students' level of proficiency. All teachers instructing LEP students shall be highly qualified and hold the appropriate certificates.</p> <p>Title III funds would be used to provide release time for teachers to collaborate on development of LEP programs. Curricula, benchmark assessment tools and supplemental reading and intervention materials would be procured based on the needs of enrolled students. Release time would also be provided with funds in order for teachers to review student work and have adequate planning time for higher quality instruction. Ongoing professional development for teachers and administrators will be an integral piece of successful implementation of LEP programs. Teachers and administrators will receive necessary training to make loyal use of content standards based instructional materials and curricula.</p>
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		Description of how the LEA is meeting or plans to meet this requirement.	
Required Activities	<p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p> <p>a. designed to improve the instruction and assessment of LEP children;</p> <p>b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;</p> <p>c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children’s English proficiency or substantially increasing the teachers’ subject matter knowledge, teaching knowledge, and teaching skills;</p> <p>d. long term effect will result in positive and lasting impact on teacher performance in the classroom.</p>	<p>3. Title II funds will be used to support a professional development plan that will integrate research and scientifically-based theory with high quality instructional practices. The content of the professional development plan will include the development of:</p> <ul style="list-style-type: none"> <li>• the ability to design and implement differentiated, standards-based instruction in all academic areas, and how this intersects with the socioeconomic, cultural and linguistic diversity within the school community</li> <li>• Strategies to make connections between the primary language and English</li> <li>• vast repertoire of strategies for literacy instruction</li> <li>• “scientifically-based, research-based best practices” for reading comprehension</li> <li>• the ability to systematically identify and develop resources for differentiating instruction in the teaching of reading, writing, listening and speaking</li> <li>• an understanding of the role of assessment in guiding and evaluating instructional and programmatic practices</li> <li>• the ability to design and implement formal and informal assessment</li> <li>• the ability to use classroom data to differentiate instruction and evaluate the efficacy of instruction</li> </ul> <p>The professional development plan will provide extensive, on-going development activities for all teachers and administrators at all levels on the reading/language arts framework, ELA standards, ELD standards, California content standards, and adopted materials, and standards-based instructional materials.</p>	
Allowable Activities	<p>4. Upgrade program objectives and effective instruction strategies.</p>	<p><b>Yes or No</b> No</p>	<p><b>If yes, describe:</b></p>

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

		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families – <ul style="list-style-type: none"> <li>○ To improve English language skills of LEP children; and</li> <li>○ To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.</li> </ul>	<b>Yes or No</b> No	<b>If yes, describe:</b>
	9. Improve the instruction of LEP children by providing for – <ul style="list-style-type: none"> <li>○ The acquisition or development of educational technology or instructional materials</li> <li>○ Access to, and participation in, electronic networks for materials, training, and communication; and</li> <li>○ Incorporation of the above resources into curricula and programs.</li> </ul>	<b>Yes or No</b> No	<b>If yes, describe:</b>
	10. Other activities consistent with Title III.	<b>Yes or No</b> No	<b>If yes, describe:</b>

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

<p><b>Parents of Limited-English-Proficient students must be notified:</b> The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>
<p style="text-align: center; writing-mode: vertical-rl; transform: rotate(180deg);"><b>Required Activity</b></p> <ol style="list-style-type: none"> <li>1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):               <ol style="list-style-type: none"> <li>a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program;</li> <li>b. the child’s level of English proficiency, how such level was assessed, and the status of the student’s academic achievement;</li> <li>c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction;</li> <li>d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;</li> <li>e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;</li> <li>f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools;</li> <li>g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;</li> </ol> </li> </ol>	<p>The parents of newly enrolled FNCS students, and annually thereafter, will receive a written explanation of the following information:</p> <ol style="list-style-type: none"> <li>a. The reasons for the identification of their child as EL and in need of services (Home Language Survey response, score on initial CELDT test)</li> <li>b. The child’s level of English proficiency and how it was assessed (explanation of CELDT level, and explanation of CELDT exam), and the status of the student’s academic achievement.</li> <li>c. The method of instruction the student will receive:           <ul style="list-style-type: none"> <li>• Program description that includes information on time in ELD</li> <li>• Subjects to be taught in L1 (native language) or using SDAIE strategies/techniques</li> <li>• Materials to be used</li> <li>• Yearly goals explained to assist parents in monitoring yearly progress</li> </ul> </li> <li>d. How this program is designed to meet the needs of their child with reference to their child’s particular areas of strength and weakness and benchmark goals.</li> <li>e. Specific reclassification requirements and expected rate of promotion and graduation (If a student participates in this program. (If student is an under-schooled newcomer, he/she may need more instructional time to catch up with his/her peers.)</li> <li>g. If the student has a disability, an explanation will provide how services prescribed by the IEP work together with the program in which the student is enrolled to maximize his/her learning experiences</li> <li>h. Parents will be given their parental rights which include the right to:           <ul style="list-style-type: none"> <li>• Have their child removed from the program upon their request.</li> <li>• Their right to not enroll in the program or to ask for an alternative when available.</li> <li>• For the LEA to assist parents in selecting a program and method of instruction when more than one is available.</li> </ul> </li> </ol>

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activity	<ul style="list-style-type: none"> <li>h. information pertaining to parental rights that includes written guidance detailing –               <ul style="list-style-type: none"> <li>i. the right that parents have to have their child immediately removed from such program upon their request; and</li> <li>ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available;</li> <li>iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.</li> </ul> </li> </ul>	
<p><b>Note:</b> Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>		FNCS has adopted policies that ensure proper parent notification in the event that a child is receiving services.
<p><b>LEA Parent Notification Failure to Make Progress</b> If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>		FNCS has adopted policies that ensure proper parent notification in the event that the LEA fails to make progress on the annual measurable achievement objectives.

**Plans to Provide Services for Immigrants**

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

Allowable Activities	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	<b>Yes or No</b> n/a	<b>If yes, describe:</b>
	5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:	<b>Yes or No</b> n/a	<b>If yes, describe:</b>
	6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:	<b>Yes or No</b> n/a	<b>If yes, describe:</b>

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

**Summary of Needs and Strengths for Professional Development**

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

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

STRENGTHS	NEEDS
<ul style="list-style-type: none"> <li>• As of September 2008 100% of teachers and paraprofessionals at Fuente Nueva meet the NCLB requirements of being highly qualified.</li> <li>• All classroom teachers hold a certification to provide instruction to English language learners.</li> <li>• Eighty percent of the teaching staff is bilingual in English and Spanish.</li> <li>• As a Spanish immersion program 60% of the teachers are trained in language instruction strategies for the world language learner.</li> <li>• At present 75% teachers who instruct in language arts have attended at minimum 40 hours of additional training specialized for the state-adopted curriculum used in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• The data from the CST exams shows a need for professional development for writing strategies. School-wide surveys with teachers also indicated a need. All teachers will attend Step Up to Writing training by the summer of 2010.</li> <li>• The director of the district shall receive training in data driven decision making by June 2009.</li> <li>• Along with collaboration from the director, teachers create a professional growth plan that is based on student achievement data and performance evaluation findings. Areas of need identified vary from year to year. Standards-based and replicable training opportunities are identified and made available to each teacher and administrator on an annual basis.</li> </ul>

**Performance Goal 3: *By 2005-06, all students will be taught by highly qualified teachers.***

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

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

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <p>The primary source for development activities is with the Humboldt County Office of Education (HCOE). Professional development opportunities that are offered through HCOE are geared to meet the needs of today's teacher. Activities are chosen that are aligned with the state content standards, state-wide assessments, curriculum assessments and individual teacher's professional growth plan. On-site staff development is provided based on teacher needs assessment survey and student achievement. Other development activities are chosen that are scientifically research-based and are of equal or greater quality than what is offered through HCOE.</p> <p>BTSA is required for all first and second year or out of state teachers. BTSA trainings emphasis the following content:</p> <ul style="list-style-type: none"> <li>• K-5 Core Academic Content and Subject Specific Pedagogy</li> <li>• Using technology to Support Student Learning</li> <li>• Supporting Equity, Diversity and Access to the Core Curriculum</li> <li>• Creating a Supportive and Healthy Classroom Environment</li> <li>• Teaching English Language Learners</li> <li>• Teaching Special needs students</li> </ul>	<p>Director Teachers HCOE staff BTSA</p>	<p>BTSA stipend Cost of trainer Cost of training and substitute</p>	<p>\$3000</p>	<p>BTSA Charter School Block Grants Title II part A</p>
<p>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</p>	<p>Director Teachers BTSA</p>	<p>BTSA stipend Substitute</p>	<p>\$1500</p>	<p>BTSA Charter School</p>

<p>Staff plays an integral role in the creation of staff development plans and individual teacher professional growth plans. All staff development and individual professional development are research based and are linked to the challenging state content standards, student achievement and school goals. Development opportunities are selected based on:</p> <p><u>Student Achievement Data:</u> Teachers and administrator use the data collected from state-wide CST exams and other local assessment tools to measure the success of individual and organizational learning.</p> <p><u>Teacher Evaluations:</u> All staff is formally evaluated by the director and a teaching peer once annually. Two additional informal evaluation/observations are performed a year. Products of these evaluations are professional development goals for every employee.</p> <p><u>Director Evaluation:</u> The director is evaluated once a year by the teachers and two charter council members. Professional development goals are chosen based on the highest needs in the learning community.</p> <p><u>BTSA:</u> All out of state, first and second year teachers are required to enroll in the BTSA induction program. As stated in question 1 this training is research based and has proven to improve teacher performance and longevity which in turn improves student achievement.</p> <p>This careful and intimate decision making process of what development opportunities to seek is directly linked to student need and therefore will improve student achievement. Only development opportunities that can prove that they are research based are chosen for attendance. HCOE continues to provide ample opportunities to attend research based professional development sessions.</p>	<p>Charter Council members</p>			<p>Block Grants</p>
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Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <p>With the careful selection of staff development and individual professional development trainings the activity will help to educate the teacher on the best way to meet the diverse needs of their students. Teachers attend trainings with their own goals in mind which enables them to experience a richer understanding of the content being provided.</p> <p>After attending development activities director and teachers will assess the effectiveness of the training based on the following areas of consideration:</p> <p><u>Students Achievement:</u> Is the focus of the training on students meeting/exceeding state standards through the use of research-based curriculum and assessment.</p> <p><u>Professional Relevance:</u> Is the training directly tied to their daily job and/or is it a goal identified in their professional growth plan and/or staff development plan.</p> <p><u>School Culture:</u> How well the training prepares the teacher to meet the needs of the diverse student population and to create a healthy classroom environment.</p> <p><u>Under performing students:</u> How well does the development apply to under-performing populations (low income, disabilities)</p> <p>Annual evaluation surveys are also used to track the effectiveness of our professional development and staff development plans with regards to meeting the needs of all students to eliminate the achievement gap. This along with careful analysis of CST scores enables us to measure the positive impact development activities have on students.</p>	<p>Director Teachers</p>	<p>Ongoing/ No additional cost</p>	<p>n/a</p>	<p>n/a</p>
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p>				

<p>Activities provided through alternative Federal, State and local programs will be coordinated to meet the needs of our students and staff as identified by needs assessment. All activities funded through Title II, Part A Subpart 2 will be focused on standards based instruction, the use of research based curriculum, the California State standards for teachers, the needs of all students and differentiated instruction, formative and summative assessment techniques, the needs of the English language learner, the integration of standards based instruction, and classroom design and implementation for the most effective learning environment for all students. Teachers and principals will also have access to development that promotes the use of state and local data for program analysis and application. All development opportunities will be attended based on highest need first. Successful teachers and directors shall act as a mentor to other teachers.</p>	<p>Director Teachers</p>	<p>No cost</p>	<p>n/a</p>	<p>n/a</p>
<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <p>All first year teachers are enrolled in our local mentor program, BTSA which provides a format for collaboration and staff development.</p> <p>Weekly early dismissal days provide an opportunity for staff development and collaboration. Staff development activities will take place weekly and will be held on topics agreed upon as the highest needs area. Staff development will be aligned with the diverse needs of every child and will be researched based and content standards driven. Identified areas of need as of September 2008 are formative and summative student assessment, content curriculum assessment and data collection, the needs of the special education students, meeting the needs of the advanced learner, school-wide behavior plan and writing strategies. Presenters that are not staff members are required for only 10% of these development activities. Successful staff are presenters for all other staff development activities.</p>	<p>Director Resource Teacher Teachers BTSA</p>	<p>Presenter fee</p>	<p>\$1000</p>	<p>Charter School Block Grants Title I Title II BTSA</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>Technology integration is prevalent in most professional and staff development opportunities offered through the county. Annual staff surveys are used to collect data on which areas of need are the highest. Technology tools needed for the most successful integration of technology into the curriculum are identified. Support is given to teachers to maintain a proficient level of technology literacy through staff development and mentorship. Integration of technology into curricula is an ongoing goal of our staff development plan.</p> <p>The K-12 Microsoft Voucher reimbursement program will provide funding to upgrade our technology tools for teachers and students in the classroom. Continued pursuit of additional funding for technology will be explored with organizations such as CTAP. CTAP also continues to provide opportunities for staff development in the integration of technology with content standards.</p>	<p>Director Technology committee CTAP Teacher</p>	<p>No cost</p>	<p>n/a</p>	<p>n/a</p>
<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <p>Fuente Nueva will ensure that access to technology upgrades and professional development for staff is available on an ongoing basis. CTAP will be utilized to remain up to date on funding opportunities available to our school. Humboldt County Office of Education and Humboldt State University will be used to ensure that professional development opportunities are available for all staff.</p>	<p>Director Technology committee Teachers</p>	<p>Cost of technology equipment</p>	<p>\$4500</p>	<p>K-12 Voucher Microsoft voucher program, Charter School Block Grants Parent generated funds</p>

<p>8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</p> <p>The Fuente Nueva teachers, parents, staff and charter council members all took part in the development of the LEA plan and professional development activities via surveys and collaboration at meetings. All members of our community have an annual opportunity to identify areas of need within the school including professional development needed. Feedback from these surveys is used in the creation of development plans and the LEA plan. All Fuente Nueva staff provides ongoing input to areas of development need by listing areas of development need on a clipboard in the staff area and by discussing requested development trainings at weekly staff meetings. The creation of the LEA plan took part over several months with collaboration from teachers, paraprofessionals, parents and the charter council. The plan was discussed at several (4) meetings of the governing board, the charter council. Each meeting was held in a public setting and in compliance with the Brown Act. This easily enabled collaboration in the preparation of the LEA plan.</p> <p>Ongoing review of the plan will occur twice a year and will align with the results of parent/staff surveys and the beginning of the school year.</p>	<p>Director Teacher Parents Charter Council</p>	<p>No Cost</p>	<p>n/a</p>	<p>n/a</p>
<p>Please provide a description of:</p>	<p>Persons Involved/ Timeline</p>	<p>Related Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>9. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> <li><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;</li> <li><input type="checkbox"/> Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn;</li> <li><input type="checkbox"/> Involve parents in their child's education; and</li> <li><input type="checkbox"/> Understand and use data and assessments to improve classroom practice and student learning.</li> </ul>				

<p>(1) Each teacher is entitled to at least two days of professional development per year as per our employment agreement. Weekly early dismissal days allow for weekly staff development and collaboration. Teachers pay close attention to refining their skills to meet the needs of all learners with all learning styles. Resource teachers are given opportunities to share strategies to meet the needs of the challenged student with disabilities and special learning needs. Collaboration amongst staff provides opportunities for teachers to share differentiated instruction strategies that have proven to work. Additional training on differentiated instruction is available through the county office and is selected for teachers or administrators when it is identified as an area of need in their professional growth plan or based on student need.</p> <p>(2) School-wide behavior plans that are monitored for effectiveness and revised as needed are a strong asset in the promotion of positive student behavior. Additional collaboration among staff and trainings offered through the county office are selected for employees when it is identified in their professional growth plan or based on student need.</p> <p>(3) Parents are in general very involved in their child's education at a charter school. Everything about our school climate engages parents to get involved and participate in the education of their child. Parents are well informed with a weekly newsletter. They are involved in the school by providing an average of 4 hours of volunteer time a month per family. This volunteer time is fulfilled with tasks varying from classroom assistance to laundry to serving on the charter council or one of its committees. As a small school we are able to easily identify when home support in a child's education is not optimal and needs some improvement. Meetings with parents, teachers and the director present are held to initiate the Student Success Team (SST) process. These meetings produce a common goal and language that strengthens the home-to-school connection and gives parents the tools they need to assist their child's learning at home.</p> <p>(4) Professional development for teachers and director shall be provided in the use of data assessment tools to improve student learning. These opportunities are provided through annual charter school conferences, the county office of education and on-site staff development.</p>	<p>(1) Director, Teacher</p> <p>(2) Director, Teacher, Charter Council Members</p> <p>(3) Director, Teachers</p> <p>(4) Director, Teachers, Charter Council Members</p>	<p>(1) cost of training and substitutes</p> <p>(2) No cost</p> <p>(3) No cost</p> <p>(4) cost of training</p>	<p>(1) \$3250</p> <p>(2) n/a</p> <p>(3) n/a</p> <p>(3) n/a</p> <p>(4) \$1000</p>	<p>(1) Charter School Block Grants, Title II</p> <p>(2) n/a</p> <p>(3) n/a</p> <p>(4) Charter School Block Grants, Title II</p>
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<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <p>The funds will be utilized to ensure that we continue to employ teachers and paraprofessionals that meet the federal definition of highly qualified. When this is not the case FNCS will work with our sponsoring district, the county office of education and our local university to ensure that employees are highly qualified prior to employment.</p>	<p>Director</p>	<p>None any units earned will be reflected in salary schedule</p>	<p>n/a</p>	<p>n/a</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
Fuente Nueva Charter School is not applying for these funds	

**Environments Conducive to Learning (Activities):**

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

ACTIVITIES

**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.

<b>STRENGTHS</b>	<b>NEEDS</b>

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

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

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

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

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

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

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

**Other Performance Measures**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**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.

**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.

**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])

**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.

**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.

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

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



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

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

Position/Title	Full time equivalent

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

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

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

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

## Additional Mandatory Title I Descriptions

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

Describe the measure of poverty that will be used to determine which schools are eligible for Title I funding in accordance with Section 1113, "Eligible School Attendance Areas."	
	Description of how the LEA is meeting or plans to meet this requirement:
<p>Identify one of the following options as the low-income measure to identify schools eligible for Title I funding:</p> <ul style="list-style-type: none"> <li>• Number of children in families receiving assistance under the CalWorks program;</li> <li>• Number of children eligible for Free/Reduced Price Lunch programs;</li> <li>• Number of children ages 5-17 in poverty counted by the most recent census data;</li> <li>• Number of children eligible to receive medical assistance under the Medicaid program;</li> <li>• Or a composite of the above.</li> </ul>	<p>Fuente Nueva Charter School will utilize the number of children eligible for Free/Reduced Price Lunch program.</p>
<p>Describe how the low-income measure described above is used to rank and select schools to receive Title I funds</p> <ul style="list-style-type: none"> <li>• All schools with a 75% or above poverty level are funded</li> <li>• All other schools are funded by poverty ranking district wide or by grade span.</li> </ul>	<p>n/a single school LEA</p>

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

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

<p>childhood programs to elementary school programs.</p> <ul style="list-style-type: none"> <li>• Timely and effective additional assistance to students who experience difficulty mastering state standards.</li> </ul>	
<p>For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State’s challenging academic standards. The description should include activities such as:</p> <ul style="list-style-type: none"> <li>• Effective methods and instructional strategies based on scientifically-based research.</li> <li>• Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.</li> <li>• Strategies that minimize removing children from the regular classroom during regular school hours for instruction.</li> <li>• Instruction by highly qualified teachers.</li> <li>• Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff.</li> <li>• Strategies to increase parental involvement.</li> </ul>	<p>Fuente Nueva has a systematic approach to identifying students who are at risk of failing to meet the state standards.</p> <p>Identification:</p> <ol style="list-style-type: none"> <li>(1) Every child who is in kindergarten through third grade is given a reading assessment (DIBELS) three times a year. Students already identified as being at-risk or newly enrolled students in the fourth and fifth grade also receive this assessment. The results are shared with the director and classroom teacher.</li> <li>(2) The loyal use of a research-based curriculum for all students in the content areas is practiced in all grades. Through unit assessments and observation of student work, teachers identify students who may need classroom intervention in order to meet the state standards. A conference is held with the reading teacher, director and classroom teacher to determine if Title I intervention outside of the classroom is also needed. If necessary the Student Success Team (SST) process is initiated by the classroom teacher.</li> <li>(3) CST scores are used to determine if a student is in need of Title I services. If a child is below proficient they are target to receive services.</li> <li>(4) Students who are homeless or otherwise identified as being at-risk due to home life are monitored closely by classroom teacher and director. Close communication and collaboration is utilized to ensure that the child is meeting state standards. When necessary Title I services are provided.</li> </ol>

	<p>Implementation:</p> <ol style="list-style-type: none"><li>(1) All teachers and paraprofessionals who work with at-risk students are trained in research-based instructional strategies. The trainings are as discussed in performance goal 3.</li><li>(2) All teachers and paraprofessionals are highly qualified.</li><li>(3) Students are given small group and individual instruction within the classroom by the reading teacher. Instruction is given based on collaboration between the regular classroom teacher and the reading teacher.</li><li>(4) When in-class support is not proving to provide adequate support students are given 1-1 instruction during an extended day program.</li><li>(5) Parents are given trimester progress reports and the reading teacher invites parents to meet with her at least twice per year. Parents are encouraged to take part in their child's education in many ways at our school. We are a small community which enables clear and consistent communication.</li><li>(6) When needed an SST meeting is called in order to monitor the student's progress and involve the parent in their child's education.</li></ol>
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## Additional Mandatory Title I Descriptions

(continued)

<p>Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115, “Targeted Assistance Schools,” will identify the eligible children most in need of services under this part. <b>Please note that multiple, educationally related criteria must be used to identify students eligible for services.</b> Where applicable, provide a description of appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</p> <ul style="list-style-type: none"> <li>• Identify children who are failing or most at risk of failing to meet the state academic content standards.</li> <li>• Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades.</li> <li>• Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds.</li> </ul>	<p>Fuente Nueva has a systematic approach to identifying students who are at risk of failing to meet the state standards.</p> <p>Identification:</p> <ol style="list-style-type: none"> <li>(1) Every child who is in kindergarten through third grade is given a reading assessment (DIBELS) three times a year. Students already identified as being at-risk or newly enrolled students in the fourth and fifth grade also receive this assessment. The results are shared with the director and classroom teacher.</li> <li>(2) The loyal use of a research-based curriculum for all students in the content areas is practiced in all grades. Through unit assessments and observation of student work, teachers identify students who may need classroom intervention in order to meet the state standards. A conference is held with the reading teacher, director and classroom teacher to determine if Title I intervention outside of the classroom is also needed. Parents may also initiate this conference if they have concerns about their child’s academic success. If necessary the Student Success Team (SST) process is initiated by the classroom teacher.</li> </ol>

	<p>(3) CST scores are used to determine if a student is in need of Title I services. If a child is below proficient they are target to receive services.</p> <p>(4) Students who are homeless or otherwise identified as being at-risk due to home life are monitored closely by classroom teacher and director. Close communication and collaboration is utilized to ensure that the child is meeting state standards. When necessary Title I services are provided.</p>
The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.	As a single site Charter School the Director acts as the appointed liaison for services for homeless students.
The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.	

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

Please describe the actions the LEA will take to assist in its low-achieving schools identified under Section 1116, “Academic Assessment and Local Educational Agency and School Improvement,” as in need of improvement.	
	Description of how the LEA is meeting or plans to meet this requirement:
<p>If the LEA has a PI school(s), describe technical assistance activities the LEA will provide to help the PI school, such as the following:</p> <ul style="list-style-type: none"> <li>Assistance in developing, revising, and implementing the school plan.</li> </ul>	n/a single school district, not a PI school

<ul style="list-style-type: none"><li>• Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas.</li><li>• Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI.</li><li>• Assistance in analyzing and revising the school budget so the school's resources are used effectively.</li></ul>	
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## Additional Mandatory Title I Descriptions

(continued)

<p>Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, “Academic Assessment and Local Educational Agency and School Improvement.”</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe the process for parent notification of the school’s identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.</p>	<p>n/a not a PI school</p>
<p>Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.</p>	<p>As a charter school all of our students are enrolled due to parent choice. In the event that we become a Program Improvement School, we will notify parents in writing of their right to choose a different school in the district, prior to the start of the school year and during the open enrollment period. Information about the reasons for Program Improvement identification will be provided as well as our plan to address the area(s) where Adequate Yearly Progress was not made. Transportation options will be explained for those interested. The letter will also be posted on our website. Supplemental Educational Services will be offered to all students. Should demand be greater than the set-aside funds for this purpose, we will prioritize services to students who are identified as eligible for Free or Reduced lunches, our poverty indicator. If there more SED students wishing SES services than funds can support, we will serve those most at-risk, as defined by lower performance on the CST (Far Below Basic and Below Basic) and other local assessment measures.</p>



## Additional Mandatory Title I Descriptions

(continued)

Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA-level staff in accordance with Section 1118, “Parental Involvement,” and Section 1119, “Qualifications for Teachers and Paraprofessionals.”	
	Description of how the LEA is meeting or plans to meet this requirement:
Describe the LEA’s strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.	All teachers at Fuente Nueva shall be highly qualified and hold appropriate teaching credentials. Additionally all our paraprofessional staff meet the definition of highly qualified. As a Spanish Immersion school 80% of our teachers are bilingual and all are trained in scientifically proven strategies for English language learners. As an immersion charter school we attract teachers who are dedicated to their field and interested in a chance to take part in a school environment where they have an opportunity to play a leadership role in its development. This creates a feeling of ownership by all employees. Retention of staff in this climate is a natural occurrence. Additionally the staff continues to work with the governing board to improve salary and benefits as the school grows in order to provide more incentive for teachers to remain in their positions.
Describe the LEA’s strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children’s education.	Parent involvement in our school is highly encouraged and comes naturally as a small rural charter school. Parents take part in everything from serving on our governing board and assisting in the classroom to doing the laundry. Our community is at the heart of our school and is parent involvement is a core piece to our success. Multiple references to this effort are made through out this document.

## Additional Mandatory Title I Descriptions

(continued)

<b><i>Coordination of Educational Services</i></b>	
<p>In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:</p> <ol style="list-style-type: none"> <li>a. Even Start</li> <li>b. Head Start</li> <li>c. Reading First</li> <li>d. Early Reading First</li> <li>e. Other preschool programs</li> <li>f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities.</li> </ol> <p>Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.</p>	<p>As a small single school district with 70 students this is a seamless effort to provide consistency across the grades and through out the school.</p>

## **Part III**

### **Assurances and Attachments**

*Assurances*

*Signature Page*

*Appendix*

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

*Appendix B: Links to Data Web sites*

*Appendix C: Science-Based Programs*

*Appendix D: Research-based Activities*

*Appendix E: Promising or Favorable Programs*

## **ASSURANCES**

To assure the 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 4<sup>th</sup> and 8<sup>th</sup> grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the 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

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Print Name of Superintendent

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Signature of Superintendent

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

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

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

### School-Based Programs

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

Project ALERT	6 to 8	x	x	x			A, C, D, E
Project Northland	6 to 8	x		x			A, B, C, D, E
Project PATHE	9 to 12					x	B, E
Project SUCCESS	9 to 12	x	x	x			C,
Project Toward No Drug Abuse (TND)	9 to 12	x	x	x	x		C,
Project Toward No Tobacco Use (TNT)	5 to 8		x				A, C, D, E
Promoting Alternative Thinking Strategies (PATHS)	K to 6				x		A, B, C, D,
Protecting You/Protecting Me	K to 5	x					C,
Quantum Opportunities	9 to 12					x	B, E
Reconnecting Youth	9 to 12	x		x	x	x	A, C, E
Responding in Peaceful and Positive Ways	6 to 12			x	x		C, D, E
Rural Educational Achievement Project	4				x		C
School Violence Prevention Demonstration Program	5 to 8				x		C
Second Step	Pre-K to 8				x		A, C, D,
Skills, Opportunities, and Recognition (SOAR): Seattle Social Development Project:	K to 6	x			x	x	B, C, D, E
SMART Leaders	9 to 12			x			C
Social Competence Promotion Program for Young Adolescents (SCPP-YA)	5 to 7			x			C
Start Taking Alcohol Risks Seriously (STARS) for Families	6 to 8	x					C,
Students Managing Anger and Resolution Together (SMART) Team	6 to 9				x		C, D,
Too Good for Drugs	K to 12	x	x	x	x		C
<b>Community and Family-based Programs</b>							
Intended program outcomes and target setting. See research for proven effectiveness							
Name	Target Population	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Big Brothers Big Sisters	Community					x	B, E
Brief Strategic Family Therapy	Families			x			B, C,
CASASTART	Community			x	x		B, C, D,
Communities Mobilizing for Change	Community	x					C
Creating Lasting Family Connections	Families (6 to 12)	x		x		x	A, C, D,
Families And Schools Together (FAST)	Families				x		C,
Family Development Research Project	Families				x		C
Family Effectiveness Training	Families				x		C,
Family Matters	Families	x	x				C
FAN (Family Advocacy Network) Club	Families			x		x	C
Functional Family Therapy	Families	x		x	x		B, E
Home-Based Behavioral Systems Family Therapy	Families				x		C
Houston Parent-Child Development Program	Parents					x	C
Multisystemic Therapy	Parents			x	x		B, C, E
Nurse-Family Partnership	Parents		x				B, C,
Parenting Wisely	Parents				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>	
<b>Activities</b>	<b><i>Research Summaries Supporting Each Activity:</i></b>
After School Programs	Getting Results Part I, page 77-78
Conflict Mediation/Resolution	Getting Results Part I, page 63-65 Getting Results Part I, page 127-129
Early Intervention and Counseling	Getting Results Part I, page 72 Getting Results Part I, page 100-101 Getting Results Part I, page 106-107
Environmental Strategies	Getting Results Part I, page 73-75 Getting Results Part II, page 47-48 Getting Results Part II, page 76-79 Getting Results Part II, page 89-94
Family and Community Collaboration	Getting Results Part I, page 104-105 Getting Results Part II, page 26-28 Getting Results Part II, page 33
Media Literacy and Advocacy	Getting Results Part II, page 45 Getting Results Update 3, page 22-24
Mentoring	Getting Results Part I, page 49
Peer-Helping and Peer Leaders	Getting Results Part I, page 104-106 Getting Results Update 3, page 43-45
Positive Alternatives	Getting Results Part I, page 79-81 Getting Results Part I, page 104-106 Getting Results Part I, page 108-109
School Policies	Getting Results Part I, page 66-72 Getting Results Part II, page 22-23
Service Learning/Community Service	Getting Results Part I, page 81-83 Getting Results Part II, page 46-47
Student Assistance Programs	Getting Results Part I, page 89-90
Tobacco-Use Cessation	Getting Results Part II, page 28 Getting Results Part II, page 42-43 Getting Results Part II, page 72-74
Youth Development/Caring Schools/Caring Classrooms	Getting Results Part I, page 121-123 Getting Results Part I, page 136-137 Getting Results Part II, page 28 Getting Results Update 1

## APPENDIX E

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

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