

(CDE use only)
Application #

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No Child Left Behind Act of 2001
SINGLE SCHOOL DISTRICT PLAN

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

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

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

SSD Plan Information:

Name of Local Educational Agency (LEA): Maple Creek Elementary School

County/District Code: 12-62935

Dates of Plan Duration (should be five-year plan): July 1st, 2010-June 15th 2015

Date of Local Governing Board Approval:

District Superintendent: Deirdre Amaro

Address: 15933 Maple Creek Rd.

City: Korbelt Zip code: 95550

Phone: (707) 668-5596 Fax: (707) 668-4132

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.

Deirdre Amaro

Printed or typed name of Superintendent Date Signature of Superintendent

Sarah Orzalli

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

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

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

FEDERAL AND STATE PROGRAMS CHECKLIST

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	X	Economic Impact Aid (EIA) – State Compensatory Education (7090)
	Title I, Part B, Even Start		EIA – Limited English Proficient
	Title I, Part C, Migrant Education		After-School Education and Safety Programs
	Title I, Part D, Neglected/Delinquent	X	School and Library Improvement Block Grant (7395)
X	Title II, Part A, Subpart 2, Improving Teacher Quality		Child Development Programs
	Title II, Part D, Enhancing Education Through Technology	X	Educational Equity
	Title III, Limited English Proficient	X	Gifted and Talented Education (7140)
	Title III, Immigrants		High Priority Schools Grant Program
	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	X	School Safety and Violence Prevention Act (AB1113, AB 658) (6405)
	Career Technical Education		Healthy Start
	McKinney-Vento Homeless Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
X	<i>Individuals with Disabilities Education Act (IDEA), Special Education</i>		English Language Acquisition Program
	21 st Century Community Learning Centers		Community Based English Tutoring
X	Other (describe): Class size reduction (1300)	X	Art/Music Block Grant (6760)
X	Other (describe):Spec. Ed. (Fed., 3310)		School Gardens
X	Other (describe):REAP (Fed., 5820)		Other (describe):
X	Other (describe): Spec. Ed. (State, 6500)	X	Other (describe):P.A.R. (7271)

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	0	0	
Title I, Part B, Even Start	0	0	0	
Title I, Part C, Migrant Education	0	0	0	
Title I, Part D, Neglected/Delinquent	0	0	0	
Title II Part A, Subpart 2, Improving Teacher Quality	0	662	662	100%
Title II, Part D, Enhancing Education Through Technology	0	0		
Title III, Limited English Proficient	0	0		
Title III, Immigrants	0	0		
Title IV, Part A, Safe and Drug-free Schools and Communities	0	0		
Title V, Part A, Innovative Programs – Parental Choice	0	0		
Adult Education	0	0		
Career Technical Education	0	0		
McKinney-Vento Homeless Education	0	0		
IDEA, Special Education	0	1939	1939	100%
21 st Century Community Learning Centers	0	0		
Other (describe) REAP RS 5820	0	19,407	19,407	100%
TOTAL	0	22,008	22,008	

DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
EIA – State Compensatory Education	0	5749	5749	97%
EIA – Limited English Proficient	0	0		
School and Library Improvement Block Grant	0	6695	6695	100%
After School Education and Safety Program	0	0		
Child Development Programs	0	0		
Educational Equity (RS 0200, old RS 7140) Gifted and Talented Education	0	*	*	*
Tobacco Use Prevention Education – (Prop. 99)	0	0		
High Priority Schools Grant Program (HPSG)	0	0		
School Safety and Violence Prevention Act (AB 1113)	0	0		
Healthy Start	0	0		
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)	0	0		
English Language Acquisition Program	0	0		
Community Based English Tutoring	0	0		
Other (describe) Lottery RS 1100 & IMF RS 7156	3314	900	2317	55%
TOTAL	3752.72	13,344	14,761	

Part II

The Plan

District Profile

Maple Creek School The mission of Maple Creek Elementary School District is to use available resources to provide an exemplary educational program for the students of Maple Creek School. Our program includes language arts, mathematics, social studies, science, physical education, communication skills, and visual and performing arts. Each student is provided with an individualized learning program with a broad range of additional assistance to any student that may need further assistance for success. This enables below grade level and at risk students the ability to achieve learning goals and reach proficiency. Students, teachers, and parents cooperate in a nurturing, interactive educational environment that emphasizes each child's unique qualities.

Maple Creek School Needs Assessments

Review of Data

There are only 10 students in our school for the 2010-2011 school year. Low enrollment creates a situation that we need to use caution in reporting and analyzing scores to protect student confidentiality.

2010: Reviewing CST scores from 2009 reveals a need for more instruction and experience in writing.

2010: The School Site Council recommended that most categorical funds continue to be spent on teachers to reduce the number of grades the teachers are assigned. The Staff and Board are in agreement with the recommendation. Staff is in agreement that all students' need more focused instruction to increase writing scores.

Teacher Quality

All teachers meet NCLB requirements as highly qualified. Hiring is done with the assistance of Humboldt County Office of Education. New teachers are enrolled in the BTSA Program. All teachers are participating in high quality staff development in E/LA and Math.

School Safety and Prevention

Maple Creek School does not participate in SDFS or TUPE and does not give the California Healthy Kids Survey due to issues related to student confidentiality. The campus is safe as evidenced by no suspensions or expulsions. There have not been any incidences of alcohol, tobacco or other illegal drug use on campus.

Maple Creek School uses a variety of multiple measures for 2-8. Staff utilizes writing samples, adopted textbook assessments and teacher made quizzes and tests to gather information on the progress students are making toward meeting state standards in reading and language arts. Macmillan/McGraw-Hill Diagnostic Assessment is administered to K-2 students for early identification of students who may be at risk for reading failure or to pinpoint specific weaknesses for those students who are having difficulty learning to read. Adopted textbook quizzes and assessments are regularly given to students in grades 1-8 to monitor their progress in math. Staff reviews all assessments, including STAR-testing scores, to determine weaknesses in the educational program or for individual students to determine changes in the instructional program. Staff collaborates to find solutions to ensure that every student is successful.

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

<p>SCHOOL GOAL # 1A- Reading__ No student will score "Below Basic" on the CST by 2013-2014. Less than 10 percent of students will be at "Basic" by 2013-2014. All students who have been at Maple Creek School for 3 or more years will score "Proficient" or "Advanced" on CST by 2013-2014.</p>	
<p>Student groups and grade levels to participate in this goal: 2-8</p>	<p>Anticipated annual performance growth for each group: The percentage of students scoring below Proficient will decrease each year by 10 percent.</p>
<p>Means of evaluating progress toward this goal: Review of STAR/CST scores</p>	<p>Data to be collected to measure academic gains: STAR/CST scores</p>

Planned Improvement in Student Performance in Reading -

Description of specific actions to improve student achievement in Reading and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Use of standards aligned instructional materials and strategies. District Continue to use the new Language Arts Adoption of Macmillan/McGraw-Hill (2010) for K-6th and McGraw-Hill/Glencoe (2010) for 7th-8th grades</p>	<p>John Cromwell, Wendy Orlandi, and Deirdre Amaro 2010</p>	<p>Staff Salaries</p>	<p>\$</p>	<p>Instructional Materials Fund Gen. Fund</p>
<p>2. Use of standards-aligned instructional materials and strategies: Staff will utilize standards-based E/LA test review materials that follow STAR format. Staff will be hired with categorical funds to allow for smaller class size configurations. Staff will provide small group instruction and offer one-on-one tutoring to students with reading difficulties.</p>	<p>John Cromwell, Wendy Orlandi, and Deirdre Amaro 2010</p>	<p>Staff Salaries</p>	<p>\$</p>	<p>Gen. Fund</p>

Description of specific actions to Improve Student Achievement in Reading and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
3. Increased access to technology: Students have access to the internet for research and current events. Phonics and writing programs are utilized by students grades K-8	Wendy Orlandi By 2010		\$`	
4. Staff development and professional collaboration aligned with standards-based instructional materials: Teachers will attend workshops as they are needed and as they are available with focus on reading comprehension, writing and vocabulary development. Staff will utilize the books and resources available for check out from the HCOE Library and Media Collection.	Wendy Orlandi/John Cromwell 2011		\$200	P.A.R. EIA
5. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): Parents receive report cards triennially and have two parent teacher conferences a year. Parents/Guardians receive CST scores at the end of summer. Teachers review these scores collaboratively to devise intervention strategies if need Parents will listen to their children read aloud nightly and sign reading and/or homework logs. Students will be provided with individualized homework packets based on parent requests. Books from the school library are available for students to borrow.	Wendy Orlandi, John Cromwell, Deirdre Amaro Annually	(Stamps)	\$20	Gen. Fund EIA
6. Auxiliary services for students and parents (including transition from preschool, elementary, or middle school): Maple Creek School will host a parent operated, one day a week pre-school on Mondays starting in year 2010/2011. The primary and middle grade students will join together for	Wendy Orlandi 2010/2011		\$	

enrichment classes and fieldtrips. Assistance to Eighth grade students will be provided for high school visitation.				
7. Monitoring program effectiveness: There is an annual review of each program by staff and School Site Council. Parent input is collected through a parent survey. The administrator gives a summary to the Board. Communication of changes or new programs is provided to parents through newsletters, phone calls and talking to parents at spring conferences.	Wendy Orlandi, John Cromwell, Deirdre Amaro. Annual/Biannual	Staff salary	\$	Gen. Fund
8 Targeting services and programs to lowest-performing student groups: At risk students will receive additional tutoring and small group instruction. Student success teams and possible I. E .P. assessments if needed or recommended by parent or teachers.	Wendy Orlandi, John Cromwell, Deirdre Amaro. Annually	Staff salary	\$	Gen Fund

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

SCHOOL GOAL # _1_ No students will score "Below Basic" on the CST by 2013-2014. Less than 10 percent of students will be at "Basic" y 2013-2014. All students who have been at Maple Creek School for 3 or more years will score at "Proficient" or Advanced" on CST by 2013-2014.	
Student groups and grade levels to participate in this goal: 2-8	Anticipated annual performance growth for each group: The percentage of student scoring below Proficient will decrease each year by 10 percent.
Means of evaluating progress toward this goal: Review of STAR/CST scores	Data to be collected to measure academic gains: STAR/CST scores

Planned Improvement in Student Performance in Reading - Writing

Description of specific actions to improve student achievement in Reading and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Use of standards aligned instructional materials and strategies. District Continue to purchase and review the new Language Arts Adoption of Macmillan/McGraw-Hill (2010) for K-6 th and McGraw-Hill/Glencoe (2010) for 7 th -8 th grades	John Cromwell, Wendy Orlandi, and Deirdre Amaro 2010	Staff Salaries	\$	Gen. Fund
2. Use of standards-aligned instructional materials and strategies: Staff will utilize standards based E/LA test review materials that follow STAR format. Staff will be hired with categorical funds to allow for smaller class size configurations. Staff will provide small group instruction and offer one-on-one tutoring to students with writing weaknesses. Highly qualified teachers will provide individual and small group instruction to strengthen writing skills and help students advance in the curriculum and cover all content.	John Cromwell, Wendy Orlandi, and Deirdre Amaro 2010	Staff salaries	\$	Gen. Fund

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Description of specific actions to Improve Student Achievement in Reading and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
3. Staff development and professional collaboration aligned with standards-based instructional materials: Staff will attend writing workshops to implement and utilize standards-based instruction materials and develop hands-on learning experiences.	Wendy Orlandi/John Cromwell Summer 2011		\$200	P.A.R.
4. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):	Wendy Orlandi, John Cromwell, Deirdre Amaro	(Stamps)	\$20	Gen. Fund

Parents receive report cards triennially, have two parent teacher conferences a year, and receive a monthly newsletter. Parents/Guardians receive CST scores at the end of summer. Teachers review these scores collaboratively to devise intervention strategies if needed. A savings account program created by partnering a local bank with a parent volunteer will be established by 2011-2012 school year.	Annually			
5. Auxiliary services for students and parents (including transition from preschool, elementary, or middle school): Maple Creek School will host a parent operated, one day a week pre-school on Mondays starting in year 2010/2011. The primary and middle grade students will join together for enrichment classes and fieldtrips. Assistance to Eighth grade students will be provided for high school visitation.	Wendy Orlandi 2010/2011		\$	
6. Monitoring program effectiveness: There is an annual review of each program by staff and the School Site Council. Parent input is collected through a parent survey. The administrator gives a summary to the Board. Communication of changes or new programs is provided to parents through newsletters, phone calls and talking to parents at conferences.	Wendy Orlandi, John Cromwell, Deirdre Amaro. Annual/Biannual	Staff salaries	\$	Gen. Fund
7. Targeting services and programs to lowest-performing student groups: At risk students will receive additional tutoring and small group instruction. Student study teams and possible I.E.P. assessments if needed or recommended by parent or teachers.	Wendy Orlandi, John Cromwell, Deirdre Amaro. On-going	Staff salaries	\$	Gen Fund

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.*

SCHOOL GOAL # __ Since the Maple Creek School District does not receive Title III funding this section of the NCLB Plan does not apply. There are no English Learners. However, all teachers are CLAD certified should ELLs enter the district.	
Grade levels to participate in this goal: N/A	Anticipated annual performance growth: N/A
Means of evaluating progress toward this goal: N/A	Data to be collected to measure academic gains: N/A

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

Summary of Needs and Strengths for Professional Development

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

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

STRENGTHS	NEEDS
<p>All teachers are highly qualified</p> <p>District Policy states that only highly qualified staff will be hired.</p>	

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

SCHOOL GOAL # ___
 N/A All teachers meet NCLB requirements as highly qualified.

Student groups and grade levels to participate in this goal:

Anticipated annual performance growth for each group:

Means of evaluating progress toward this goal:

Data to be collected to measure academic gains:

Planned Improvements for Professional Development (Title II)

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <p>Courses and workshops offered at HCOE allow staff to improve instruction of academic content standards. Focus will be on classes that help staff target the needs of at risk and/or below grade level students.</p>	2010-2011			
<p>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</p> <p>Staff will collaborate daily on methods to target at risk and below grade level students. Strategies and skills will be shared to bring these students up to grade level.</p>	2010-2011	Staff Salaries		Title II

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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>Staff collaborates weekly to develop, monitor and adjust learning plans to assist at risk students. Staff to share professional development trainings at monthly meetings.</p>	On going 2011-2012	Staff Salaries		
<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>General funds are utilized for professional development.</p>	On-going			PAR
<p>6. How the SSD will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <p>Substitute time will be paid in order for teachers to attend professional development or to visit another local school.</p>	2010-2011	Substitute pay		
<p>7. How the SSD, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the SSD Plan:</p> <p>The School Site Council, Board and Staff reviewed this new template and gave input. Parents provided input through parent survey.</p>				
Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source

<p>8. How the SSD will provide training to enable teachers to:</p> <p>a. 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</p> <p>There are no English Language learners. However, all teachers have CLAD certification. Staff has received training in differentiated instruction to meet the learning needs of both students with disabilities and students who are gifted and talented (GATE). There is a Resource Specialist Teacher on site for 1 afternoon a week and she guides and works closely with teachers to monitor and guide instruction of students with disabilities. She attends trainings and shares new strategies and materials with staff.</p> <p>b. Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn</p> <p>Staff has received training in management strategies. The Principal closely monitors student behavior and makes ongoing recommendation to staff. The school population is so small that the Principal can monitor all student behavior and make recommendations to staff on a daily basis.</p> <p>All students participate in a communications class once a week that include peer mediation and conflict resolution. Fieldtrips and special events occur at a minimum of once a month to reward behavior and class work.</p> <p>c. Involve parents in their child's education and</p> <p>Parents are involved by attending two conferences each year, receiving informative monthly newsletters and progress reports, phone calls, notes home, and participation in school events. The school has an open door policy allowing for parents to visit or participate in classrooms at any time. Parent volunteering on campus is actively encouraged and recognized.</p> <p>d. Understand and use data and assessments to improve classroom practice and student learning</p> <p>Staff reviews test data before each school year. Student success meetings are held as needed so that academically at-risk students'</p>	<p>Amaro On-going</p> <p>See above</p> <p>See above</p>			<p>District General fund</p> <p>See above</p>
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<p>needs are reviewed, monitored and evaluated. Assessments guide instruction. Practice test materials are utilized on an on-going basis to monitor student progress. Texts and supplemental material are aligned with state standards.</p>	<p>See above</p>			
<p>9. How the SSD will use funds under this subpart to meet the requirements of Section 1119:</p> <p>All teachers are highly qualified.</p>				

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

Environments Conducive to Learning (Strengths and Needs):

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

STRENGTHS	NEEDS
<p>There have not been any incidences of alcohol, tobacco or other illegal drug use on campus.</p> <p>There have been no expulsions or truancy.</p> <p>NOTE: The Maple Creek School District does not receive any funds from TUPE (Tobacco Use Prevention Education) or SDFSC (Safe and Drug Free Schools)</p> <p>Maple Creek School does not give the California Healthy Kids Survey due to issues related to student confidentiality.</p>	<p>Positive student behavior needs to be recognized and reinforced.</p> <p>Healthy outdoor recreation activities need to be modeled and taught to students to increase healthy activity choices.</p> <p>Conflict resolution and communications skills need to be taught to address teasing amongst students.</p> <p>Cooperative games and school events are needed to encourage community support for one another.</p> <p>Incentives are needed to improve attendance.</p> <p>Student enrollment and diversity of student population needs to increase.</p> <p>Due to our small student population and rural location an outreach to the greater community is needed to provide cultural awareness and experiences.</p>

Environments Conducive to Learning (Activities):

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

ACTIVITIES			
Activity	Timeline	Budget	Fund
Teachers will assist students in conflict Management strategies.	On-going	\$	
A class to improve communications skills And conflict management strategies will Occur once a week for all grades.	On-going	\$	staff salary
The principal will reward students for Their efforts in improving peer relationships.	On-going	\$	general fund
Swimming instructors will provide swim Lessons to all students.	On-going	\$	general fund
Recreational/PE equipment will be Purchased for use throughout the school Year.	On-going	\$100	RS 6761
Staff will be trained as needed to facilitate Outdoor recreational activities and Cooperative games.	On-going	\$	general fund
Fieldtrips will be linked to good behavior and Attendance as well as completion of assigned Work. Fieldtrips will provide students with Cultural experiences in the broader community.	On-going	\$500	general fund

Principal will supervise any student who is
Struggling with behavior, attendance, or
Being able to complete class work and
And develop a strategy so that the student
Can be successful.

On-going \$0

The school newsletter will include
Broader community information's.

On-going \$20 general fund

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

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

STRENGTHS	NEEDS
N/A see above	N/A see above

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

This page does not apply to districts without any secondary students.

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.1 (High School Graduates)	Since the Maple Creek School District is a K-8 only district this section does not apply.				
5.2 (Dropouts)	N/A				

5.3 (Advanced Placement)	N/A				
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Additional Mandatory Title I Descriptions

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

Since Maple Creek School District does not receive Title I funds this section of the NCLB does not apply.	
	Description of how the SSD is meeting or plans to meet this requirement:
<p>For targeted assistance programs (TAS), describe how the SSD will 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"> • Effective methods and instructional strategies based on scientifically based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Strategies that minimize removing children from the regular classroom during regular school hours for instruction. • Instruction by highly qualified teachers. • Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement. 	N/A Maple Creek School is not a TAS

ASSURANCES

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

GENERAL ASSURANCES

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

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

TITLE I, PART A

The SSD, hereby, assures that it will:

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

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

TITLE I, PART D – SUBPART 2

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

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

TITLE II, PART A

34. The SSD, hereby, assures that:

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

TITLE II, PART D

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

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

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

TITLE III

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

TITLE IV, PART A

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

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

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

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

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

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

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

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

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

New LEAP Assurances

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

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

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

Other

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

Deirdre Amaro

Print Name of Superintendent

Signature of Superintendent

Date

School Site Council Recommendations and Assurances

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

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

___ School Advisory Committee for State Compensatory Education Programs

___ English Learner Advisory Committee

___ Community Advisory Committee for Special Education Programs

___ Gifted and Talented Education Program Advisory Committee

___ Other (*list*)

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

Attested:

Deirdre Amaro

Typed name of school principal

Sarah Orzalli

Typed name of SSC chairperson

Signature of school principal

Date

Signature of SSC chairperson

Date

APPENDIX A

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

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

California's NCLB Performance Goals and Performance Indicators

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

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

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

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

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

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

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

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

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

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

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

APPENDIX B

Links to Data Web sites

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

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

APPENDIX F

Appendix F: Sample School and Student Performance Data Forms

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

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

Due to the very small size of Maple Creek School District no valid API scores are provided by CDE.

Tracking student achievement data is done individually; reporting results by grade is not possible due to confidentiality concerns in posting numbers which would be publicly be attributed to individual students.