

(CDE use only)
Application #

No Child Left Behind Act of 2001
LOCAL EDUCATION AGENCY PLAN

**For school districts and
county offices of education,
mail original and two copies to:**

**California Department of Education
School and District Accountability Division
1430 N Street, Suite 6208
Sacramento, California 95814-5901**

**For direct-funded charter
schools, mail original and two
copies to:**

**California Department of Education
Charter Schools Division
1430 N Street, Suite 5401
Sacramento, California 95814-5901**

LEA Plan Information:

Name of Local Educational Agency (LEA): Milagro Charter Elementary

County/District Code:

Dates of Plan Duration: **July 1, 2004 to June 30, 2008**

Date of Local Governing Board Approval: September 28, 2004

District Superintendent:: Ref Rodriguez

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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.

Ref Rodriguez, Executive Director

September 29, 2004

Printed or typed name of Superintendent

Date

Signature of Superintendent

Ref Rodriguez, President Board of Trustees

September 29, 2004

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 Education Agency Plan, the Single Plan for Student Achievement, and the Coordinated Compliance Review 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.

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

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

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

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

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

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

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

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

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

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

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

The Consolidated Application (ConApp)

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

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

The Single Plan for Student Achievement (School Plan)

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

Section 64001), developed by 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 Education Agency Plan (LEA Plan)

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

Coordinated Compliance Review (CCR)

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. The Coordinated Compliance Reviews are 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 will be five years (July 1, 2003 through June 30, 2008); the Plan will be updated annually.

In developing the Plan, the LEA will review its demographics, test results, performance, and resources. Given that the majority of such information is readily available in the School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the Academic Performance Index (API) results, and other data sources, the

LEA will find the data easy to access via the Internet. (See Appendix B for links to each of the web sites containing student and staff demographic information, SARC, STAR, and API data.) **The LEA is expected to gather and review its own information from these resources and use it to inform the planning process.**

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

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

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

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

2. Review LEA characteristics. Include the LEA's vision and mission statements as well as a description or profile of the LEA.
3. Analyze student performance and other relevant data. Conduct a comprehensive data analysis of student achievement, including multiple measures of student performance. Identify all relevant assessments and apply thoughtful analyses of current educational practices to establish benchmarks aimed at raising academic performance for all students, especially identified student groups.
4. Analyze current educational practices, professional development, staffing, and parental involvement. Identify, review, and analyze data and related information on factors such as educational practices, parent and community involvement, professional development, support services, and resources that have an impact on student learning.
5. Establish LEA Plan performance targets. Using the five NCLB performance goals and indicators (see Appendix A), develop local performance targets that are: a) derived from group performance data and analysis of related, scientifically based educational practices; b) attainable in the period specified in this Plan and consistent with statewide targets for all students and subgroups; c) specific to the participants (i.e., students, teachers, administrators, paraprofessionals); and d) measurable.

6. Review available resources. Aside from fiscal resources available through federal and state funding, programmatic resources are available on the CDE Web site at <<http://www.cde.ca.gov>>. The Consolidated Application provides funding for **district-operated programs** (including reservations from Title I for various purposes, Title II, Title IV, and Tobacco-Use Prevention) as well as for **school-operated programs** (including Title I, Parts A and D, Title III, Title V, School Improvement, Economic Impact Aid, 10th Grade Counseling, and Miller-Unruh Reading programs).
7. Identify specific plans for improvement. For **district-operated** programs, identify the participants, expected performance gains, and means of evaluating gains. Indicate specific improvements and practical monitoring of their implementation and effectiveness. For **school-operated programs**, summarize those same elements from approved *Single Plans for Student Achievement*.
8. Obtain local governing board approval. The LEA Plan must be approved by the local governing board prior to submittal to CDE. Ensure that all required signatures are affixed.
9. Monitor progress. To verify achievement of performance targets, monitor areas such as: a) assignment and training of highly qualified staff; b) identification of participants; c) implementation of services; d) provision of materials and equipment; e) initial and ongoing assessment of performance; and f) progress made toward establishing a safe learning environment.
10. Evaluate the effectiveness of planned activities. The analysis of data (student, school-wide, support services, professional development) is part of the ongoing program monitoring and evaluation. When results are **not** as expected, it may be helpful to consider the following: a) How are performance targets and activities based on student performance and factual assessment of current educational practice? b) How educationally sound is the plan to help reach the targets? c) How timely and effectively is the plan being implemented? d) If the plan has not been implemented as written, what were the obstacles to implementation?
11. Modify the plan. The LEA Plan must be reviewed and updated annually. Consider factors that may indicate a need to amend the plan, such as: a) a major service or activity that proves ineffective; b) a program allocation is less or more than estimated; c) staff, equipment, or materials essential to the plan cannot be procured; d) school boundaries or demographics suddenly change; e) an activity was found to be non-compliant; and f) a planned activity is not supported by staff, parents, or students.

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

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

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



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 st Century Community Learning Centers		Other (describe):
	Other (describe):		Other (describe):
	Other (describe):		Other (describe):

DISTRICT BUDGET FOR FEDERAL PROGRAMS – 2002-2003

Please complete the following table with information for your district.

****Special Note: School was not in operation until the 2004-2005 School Year.***

Programs	2001-02 District Carryovers	2002-03 District Entitlements	2002-03 Direct Services to Students at School Sites (\$)	2002-03 Direct Services to Students at School Sites (%)
Title I, Part A	0.00	0.00	0.00	0.00
Title I, Part B, Even Start	0.00	0.00	0.00	0.00
Title I, Part C, Migrant Education	0.00	0.00	0.00	0.00
Title I, Part D, Neglected/Delinquent	0.00	0.00	0.00	0.00
Title II Part A, Subpart 2, Improving Teacher Quality	0.00	0.00	0.00	0.00
Title II, Part D, Enhancing Education Through Technology	0.00	0.00	0.00	0.00
Title III, Limited English Proficient	0.00	0.00	0.00	0.00
Title III, Immigrants	0.00	0.00	0.00	0.00
Title IV, Part A, Safe and Drug-free Schools and Communities	0.00	0.00	0.00	0.00
Title V, Part A, Innovative Programs – Parental Choice	0.00	0.00	0.00	0.00
Adult Education	0.00	0.00	0.00	0.00
Career Technical Education	0.00	0.00	0.00	0.00
McKinney-Vento Homeless Education	0.00	0.00	0.00	0.00
IDEA, Special Education	0.00	0.00	0.00	0.00
21 st Century Community Learning Centers	0.00	0.00	0.00	0.00
Other (describe)	0.00	0.00	0.00	0.00
TOTAL	0.00	0.00	0.00	0.00

DISTRICT BUDGET FOR STATE PROGRAMS – 2002-2003

Please complete the following table with information for your district.

****Special Note: School was not in operation until the 2004-2005 School Year.***

Categories	2001-02 District Carryovers	2002-03 District Entitlements	2002-03 Direct Services to Students at School Sites (\$)	2002-03 Direct Services to Students at School Sites (%)
EIA – State Compensatory Education	0.00	0.00	0.00	0.00
EIA – Limited English Proficient	0.00	0.00	0.00	0.00
State Migrant Education	0.00	0.00	0.00	0.00
School Improvement	0.00	0.00	0.00	0.00
Child Development Programs	0.00	0.00	0.00	0.00
Educational Equity	0.00	0.00	0.00	0.00
Gifted and Talented Education	0.00	0.00	0.00	0.00
Tobacco Use Prevention Education – (Prop. 99)	0.00	0.00	0.00	0.00
Immediate Intervention/ Underperforming Schools Program (II/USP)	0.00	0.00	0.00	0.00
School Safety and Violence Prevention Act (AB 1113)	0.00	0.00	0.00	0.00
Tenth Grade Counseling	0.00	0.00	0.00	0.00
Healthy Start	0.00	0.00	0.00	0.00
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)	0.00	0.00	0.00	0.00
Other (describe)	0.00	0.00	0.00	0.00
TOTAL	0.00	0.00	0.00	0.00

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

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

Academic Performance

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

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

Professional Development and Hiring

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

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

School Safety and Prevention

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

Descriptions – District Planning

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

District Profile

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 in order to provide background and a rationale for the descriptions included in the LEA Plan.

Overview

Milagro Charter School serves students Kindergarten through Fifth grade. The school will open with two full-day kindergarten classes, two first grade classes, and one second grade. Each year the school will add one grade level until it has reached its full capacity. Each class will have no more than 20 students in grades K- 3rd grade and no more than 25 students in grades 4 – 5. Milagro will serve students who reside in the communities of Northeast Los Angeles, including Cypress Park, Lincoln Heights, Highland Park, and Glassell Park. The school will operate on a traditional calendar of 180 days, beginning in September and ending in June. School days will be extended to provide professional development throughout the school year.

Milagro is committed to developing biliterate students through a high quality, rigorous standard-based curriculum. Each student who attends the school will receive instruction in both Spanish and English in all core subjects. Students language development needs will be closely monitor and continuously evaluate to support their academic progress in both languages.

Mission and Vision

Milagro is a safe and supportive learning community dedicated to developing the full potential of all students through high standards of learning and engaging curriculum and instruction.

Through the partnership of teachers, administration, families and community members, students are empowered to discover their unique gifts and talents.

High levels of achievement and the pursuit of life long learning goals is the shared responsibility of all stakeholders.

Guiding Principles for Learning

- Difference is not viewed as a deficit, but rather an asset for academic achievement and interpersonal success.
- Literacy is an essential tool for communication and learning across the curriculum.
- The ability to think and learn is not based on a fixed aptitude. There are multiple ways to represent meaning and demonstrate understanding.
- Students learn best when they:
 - Connect their learning to themselves and the world around them
 - Are engaged and motivated by meaningful curriculum
 - Are in a safe and supportive learning community
 - Collaborate to share ideas, understandings, and solve problems
 - Are given clear expectations for learning
 - Use the arts to develop new knowledge, demonstrate understanding, reflect, and connect experiences
 - Are recognized for quality thinking and their achievements are celebrated

Guiding Principles for Curriculum, Instruction, and Assessment

Standards-Based Teaching and Learning

Integrated, interdisciplinary standard-based curriculum, assessment, and instruction provide equitable and rigorous learning beyond the facts. Rigorous curriculum supports diverse student needs, facilitates deep understanding, and the transfer of knowledge.

Milagro students:

- Develop and deepen their knowledge and understanding through standards-based units in all content areas.
- Skill development and understanding is monitored and evaluated through multiple measures based on grade level standards.
- Are provided with multiple and diverse resources and tools for learning and developing an understanding of their world.

Milagro teachers are expected to:

- Collaboratively design standards-based units in all content areas to develop instruction and assessment.
- **Monitor and evaluate students' growth based on grade level standards, multiple assessment measures, and portfolios.**
- Use multiple resources and tools for learning.

Language Development

Speaking several languages develops cognitive, academic, and emotional intelligence **and increases one's understanding of self and others. Research shows that when a second (or third or fourth) language is learned in addition to, instead of as a replacement of, one's first language, a person's ability to think flexibly and creatively is enhanced.**

Milagro students:

- Develop literacy and academic language in both Spanish and English kindergarten through fifth grade.
- Develop linguistic awareness to reflect and understand the role language has in human life and think critically about how people are treated as a result of their language use.
- English language development is monitored and evaluated based on California English Language Development and Language Arts Standards.

Milagro teachers are expected to:

- Develop literacy and academic language in both Spanish and English kindergarten through fifth grade.
- **Develop students' metalinguistic understanding of language and their ability to communicate** in multiple forms and with diverse audiences.
- Monitor and evaluate students language development based on California English and Spanish Language Arts and Language Development Standards.

Inquiry-Based Instruction

Thinking critically and creatively to answer questions and solve problems are essential skills for the 21st century work force. **Inquiry-based learning develops students' ability to question, transfer their learning across content areas, and apply their understanding to real world contexts. The process of inquiry transfers the focus of learning from "what we know" to "how we come to know."**

Milagro students:

- Are engaged and challenged to ask and answer complex questions about both content and concepts across subject areas.
- Develop the ability access, evaluate, and use multiple resources for gathering and sharing information.
- Develop the ability to plan, monitor, reflect, and evaluate their own learning.
- Develop specific thinking strategies (i.e. visualizing, making connections, questioning, determining importance, synthesizing, and drawing inferences) to independently comprehend new information and effectively communicate their understanding across all content areas.

Milagro teachers are expected to:

- Organized instructional units to engage and challenge all students to ask and answer complex questions about both content and concepts across subject areas.
- **Support students' understanding to insure connections are made across content areas and to larger concepts outside classroom learning.**
- **Develop students' ability to use technology, the library, and informational texts to conduct and share research.**
- **Develop students' ability to plan, monitor, reflect, and evaluate their own learning** through clear expectations, teacher/student created criteria and rubrics, and constant feedback.

- Teach and develop specific thinking strategies (i.e. visualizing, making connections, questioning, determining importance, synthesizing, and drawing inferences) to support students' ability to independently comprehend new information and effectively communicate their understanding across all content areas.

Learner-Centered Classroom Community

Each and every learner, regardless of her/his age, ability, language, and cultural background, family makeup, history, and social conditions are capable of achieving. Diverse learning styles and abilities are supported and celebrated. Difference is not viewed as a deficit, but rather an asset for learning. Fun, joy, and rigor are incorporated into all learning experiences to support the cognitive and emotional growth of all learners.

Milagro students:

- Learn to listen and respond to each other in respectful and thoughtful ways.
- Are provided the time and tools to think for themselves, to pose and solve problems, share feelings and emotions, and make informed decisions about their learning.
- Learn about diversity in order to respect and appreciate various cultures, traditions, languages, religions, and ways of thinking.

Milagro teachers are expected to:

- Provide a safe and supportive learning environment that promotes respect and supports all students' **social and academic needs**.
- **Provide students' with the time and tools to think for themselves, to pose and solve problems,** and to make informed decisions about their learning.
- **Develop and deepen students' understanding and appreciation for diversity** within society, the classroom, and the world.

Arts-In-Service of Learning

Arts are an essential tool for providing access for all learners and bringing state content standards to life in the classrooms. Learning in and through the arts provides learners multiple tools for communicating understanding and exploring their world.

Milagro students:

- Diverse learning styles are developed, supported, and valued through the integration of the arts across the curriculum.
- Participate and learn with artist in residents to deepen and develop their understanding of all art forms.

Milagro teachers are expected to:

- Integrate the arts throughout the process and assessment of learning to develop, support, and value the diverse learning styles and needs of the Milagro student population.
- Participate, learn, and plan with artist in residents to deepen and develop their understanding of all art forms.

Family and Community Engagement

Implementing a school's vision for student success takes the combined effort of teachers, students, administration, families, and community members. Milagro Charter Elementary recognizes family members as educators, as individuals with experiences to offer, capable of constructing and sharing knowledge. It is essential for student achievement that the worlds of school and home see, know, respect, and learn from each other.

Milagro students:

- Interact and learn with their family through homework, home projects, student and teacher lead conferences, and school-based learning celebrations.
- Are supported through constant communication between the classroom teacher and family.

Milagro teachers are expected to:

- Encourage and support families in becoming partners in the child's learning through interactive homework, home projects, student and teacher lead conferences, volunteering, and school-based learning celebrations.
- Support the "Family Reading Program" on a daily basis by providing literature and a supportive environment for both students and families.
- Communicate monthly through classroom newsletters to inform parents of classroom activities and celebrate students learning.
- Conduct a minimum of two academic teacher/student lead conferences a year.

Collaborative, Professional Learning Community

Student achievement is the responsibility of all those who participate in the school community. All participants have leadership. This leadership is built through focused collaboration.

Milagro teachers are expected to:

- Work in collaboration with colleagues in and across grade levels to intentionally design meaningful, standards-based units and multi-age learning experiences.
- Collaboratively analyze lesson designs and resulting student work to inform their planning and instruction in order to support high student achievement.
- Work together to analyze multiple forms of data to make informed decisions about instruction and school-based programs and services.
- Participate in professional development throughout the school year.

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

Per NCLB Section 1112 regarding Local Education 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.

Dominie Press Assessment Portfolio: Reading, Writing, Spelling, and Phonics (English and Spanish)

- One-on-One research-based assessment system given for baseline, benchmark, and final grade level results. It includes the following: writing words, reading words, letter knowledge, phonic segmentation and phoneme deletion, sentence writing and spelling, miscue analysis, fluency, and comprehension.

The Oral Language Acquisition Inventory (OLAI) (Research-Based)

- One-on-One research-based assessment system given for baseline, benchmark, and final grade level result of oral language development.

Standards-Based Culminating Assessments

- Working in collaboration, grade level teams develop standards-based culminating assessment for each of their units across content areas. Each assessment is evaluated and student progress is monitored through the use of standard-based rubrics developed by both teachers and students.

6 Week Portfolio Evaluation

- Every six weeks teachers evaluate student portfolio based on specific standards-based grade level learning targets. Teachers work in teams to analyze student work for grade level quality and next steps for instruction.

Running Records/Miscue Analysis, Interactive Journals, and Readers and Writers Conferences

- During students daily Reading and Writing Workshop teachers meet with students on an individual basis to assess students' literacy development. Students are assessed at least once a week on an individual basis.

Formal and Informal Observations

- Students are observed on a formal basis once a week by the school's Inclusion Specialist to determine students' instructional needs and modification necessary for success. The Inclusion Specialist meets with each teacher on a weekly basis to discuss modification and develop learning plans for identified students with special needs.
- Teachers collect data on a weekly basis about students learning styles and work habits through informal and formal observations using specific school criteria and anecdotal records.

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 Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: <ul style="list-style-type: none"> ▪ All teachers will deconstruct their grade level language arts standards in both English and Spanish to create grade level learning targets. ▪ Teacher will create backwards planned units using their learning targets. ▪ Teachers will be trained to conduct daily readers and writers workshops that support their language arts units. ▪ Teachers will be trained to conduct a variety of assessments to evaluate students' progress in meeting the grade level learning targets. 	Teachers Director of Instruction Ongoing	<ul style="list-style-type: none"> • Professional Development • Assessment Portfolio Kits 	<ul style="list-style-type: none"> • \$5,000 	<ul style="list-style-type: none"> • Charter School Block Grant • Title I
2. Use of standards-aligned instructional materials and strategies: <ul style="list-style-type: none"> ▪ Teachers will be trained to use guiding reading sets and classroom libraries to support readers and writers workshop. ▪ Teachers will be trained to conduct running records, reading and writers conferences, interactive writing, shared reading, literature circles, and critical dialogues. ▪ Materials will be purchased based on their researched-based results and standards-based alignment. 	Teachers Director of Instruction Literacy Consultant Ongoing	<ul style="list-style-type: none"> ▪ Guided Reading Sets in both English and Spanish ▪ Classroom Libraries in both English and Spanish ▪ Poetry and Song Books in both English and Spanish ▪ Literacy Consultant's Fee ▪ Professional Development ▪ Literacy Consultant's Fees 	<ul style="list-style-type: none"> ▪ \$20,000 	<ul style="list-style-type: none"> • Charter School Block Grant • Title I • Fundraising

<p>3. Extended learning time:</p> <ul style="list-style-type: none"> ▪ Students are provided 2 hours and 30 minutes of language arts instruction daily to support them in meeting state standards. ▪ Modifications are made for individual students based on the school's Inclusion Specialist observations and assessment. ▪ Reading and writing are integrated into all subject areas across the school day. ▪ Student performance will be maximized through a variety of groupings (flexible, whole-group, homogeneous) determined by standards-based learning targets and student instructional needs. Readers and writers workshop will be built into daily language arts instruction to develop and support the needs of all learners. ▪ The school will develop an after school tutorial program with the local charter high school and middle school to support students working below grade level 	<p>Teachers Director of Instruction Inclusion Specialist After School Coordinator</p> <p>Ongoing</p>	<ul style="list-style-type: none"> ▪ After School Coordinator ▪ Professional Development 	<ul style="list-style-type: none"> ▪ \$15,000 	<ul style="list-style-type: none"> • Charter School Block Grant • Fundraising
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Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <ul style="list-style-type: none"> ▪ Students will learn word processing to publish their own books. ▪ Each student will learn how to use and critical analyze information on the internet. ▪ Students will learn how to use word processing and Power Point to present researched information. ▪ Teachers will be trained on strategies and programs to incorporate technology throughout their curriculum to support inquiry and literacy development 	<p>Teacher Director of Instruction Director of Technology</p>	<ul style="list-style-type: none"> ▪ Computers ▪ Instructional computer programs ▪ Professional Development 	<ul style="list-style-type: none"> ▪ \$35,000 	<ul style="list-style-type: none"> • Charter School Block Grant
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <ul style="list-style-type: none"> ▪ Teachers will receive a minimum of 16 days of professional development a year to learn and expand their understanding of the reading process and strategies to support all learning styles. ▪ Teacher will be provided time to collaborate for a minimum of two hours per week to develop standards-based curriculum and instruction and analyze student work. 	<p>Teachers Director of Instruction</p> <p>Ongoing</p>	<ul style="list-style-type: none"> ▪ Professional Development 	<ul style="list-style-type: none"> ▪ \$10,000 	<ul style="list-style-type: none"> • Charter School Block Grant • Staff Dev. Buy Back
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <ul style="list-style-type: none"> ▪ The charter school will maintain an adhoc committee focused on Powerful Teaching & Learning selected by the Board of Trustees with staff, parent and community representatives. The committee 	<p>Teachers Director of Instruction Inclusion Specialist Parents</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

<p>will receive reports on overall results in reading, and is responsible for communicating results to the entire school community. The committee will also make recommendations to the Board of Trustees on how to improve reading.</p> <ul style="list-style-type: none"> ▪ The charter school will send each parent his/her individual child's results on the STAR testing and an explanation on how to interpret them. ▪ Each parent will be invited to two student led conferences, at which teachers will be available to discuss the reading program and assessment results. 	Ongoing			
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <ul style="list-style-type: none"> ▪ Title I Aides will work with classroom teachers in helping students acquire reading skills ▪ After school program for tutoring in need skills 	<p>Teachers Instructional Aides After school Coordinator Director of Instruction</p> <p>Ongoing</p>	<ul style="list-style-type: none"> • After school coordinators salary • Instructional Aide salary 	\$35,000	<ul style="list-style-type: none"> • Charter School Block Grant • Fundraising
<p>8. Monitoring program effectiveness:</p> <ul style="list-style-type: none"> ▪ The charter school and its Board of Trustees will fully support the Public School Accountability Act ▪ The charter school will participate in all phases of the State's standards-based assessment system, including the California Standards Tests ▪ Test data and API results will be used to monitor programs and drive changes in instructional practice ▪ Each year, teachers and administrators will make a data driven decision on a reading focus area for all students and will collaboratively implement effective strategies. ▪ Classroom teachers will regularly asses students' mastery of standards by examining student work; and re-teaching when needed. 	<p>Board Administration Director of Instruction Teachers Inclusion Specialist</p> <p>Ongoing</p>	N/A	N/A	N/A

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. Targeting services and programs to lowest-performing student groups:</p> <ul style="list-style-type: none"> All students at Milagro will be expected to achieve at high standards. Differentiated instruction will be used to optimize learning opportunities and outcomes for all students by tailoring instruction to meet their needs. Students with reading difficulties or disabilities will be provided with intensive, systematic teaching and practices to learn the skills and strategies need for meeting grade level standards. Teachers will strive to stimulate and extend the proficiency of all learners through engaging, and open-ended learning opportunities both in and outside the classroom. 	<p>Teachers Inclusion Specialist Director of Instruction</p> <p>Ongoing</p>	<ul style="list-style-type: none"> Professional Development (understanding learning disabilities, differentiated instruction) 	<p>\$1,000</p>	<ul style="list-style-type: none"> School Block Grant Title 1
<p>10. Any additional services tied to student academic needs:</p>				

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 Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <ul style="list-style-type: none"> ▪ Curriculum and instruction will be designed to engage all students in earning tasks focused on student mastery of grade level standards. ▪ Learning tasks will connect the standards to the basic question of why mathematical ideas are true and important. Students will constantly be exposed to new information while practicing skills and reinforcing their understanding of information introduced previously. ▪ Instructional content will focus on key standards identify by the California Mathematics Framework (2000) in the five mathematical strands (number sense, algebra and functions, measurement and geometry, statistics, data analysis, and probability, and mathematical reasoning). Student will use thinking strategies to comprehend and demonstrated their understanding of theses concepts and procedure in both English and Spanish. 	<p>Teachers Director of Instruction</p>	<ul style="list-style-type: none"> • Professional Development Stipends for Teachers 	<p>\$1,000</p>	<ul style="list-style-type: none"> • Block Grant • Title 1

<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>Conceptual, procedural, and mathematical reasoning competence will be developed through a “Three-Phase Model” of instruction.</p> <ul style="list-style-type: none"> • First Phase: Teachers introduce, demonstrate, or explain new concepts or strategies, ask questions, and check for understanding based on a selected central focus. All students are actively involved in the instructional process (i.e. thinking, responding, etc.). • Second Phase: Teachers help students gradually make the transition for “teacher-regulation” to “self-regulation”. The various instructional strategies that will be implemented as this phase include coaching, prompting, and cueing. Teachers informally monitor student performance to provide feedback and plan instruction based on students’ progress. • Third Phase: Students work independently. This phase serves as an assessment of the extent to which students understand what they are learning and how they will use their knowledge or skills in the larger scheme of mathematics. Closure of the lessons help students the mathematical task in all three phases to the central goal of instruction. If students do not perform well during this phase they will receive more guided practice and opportunities for application. 	<p>Teachers Director of Instruction</p> <p>Ongoing</p>	<ul style="list-style-type: none"> • Professional Math Resources • Manipulatives • Student Materials 	<p>\$10,000</p>	<ul style="list-style-type: none"> • Charter School Block Grant • Title 1 Funding
<p>3. Extended learning time:</p> <ul style="list-style-type: none"> ▪ Students will work in both cooperative and flexible groups according to their instructional needs. All learners will receive 75 minutes of daily instruction (50 minutes in Kindergarten). Extended learning will occur through homework and home projects. 	<p>Teachers Parents Director of Instruction</p> <p>On-going</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <ul style="list-style-type: none"> • Staff will create a technology plan with the Director of Technology that will allow the school to apply for grants, develop a professional development plan based on instructional needs, and purchase appropriate programs. 	<p>Teachers Director of Instruction Director of Technology</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <ul style="list-style-type: none"> ▪ Teacher professional development will be focused on enhancing their proficiency in mathematics and providing pedagogical tools that ensure all students meet or exceed standards. To support student learning, teachers will work collaboratively to develop curriculum, instruction, and assessment through lesson analysis, classroom observations, peer coaching, and studying student work. Lesson studies will be conducted within and across grade levels to strengthen teachers' content knowledge and inform instruction. Teachers will be trained to implement problem solving strategies, math journals, manipulatives, and design authentic culminating performance tasks. 	<p>Teachers Director of Instruction</p>	<ul style="list-style-type: none"> • Professional Resources • Professional Development Stipend 	<p>\$1,000</p>	<ul style="list-style-type: none"> • Block Grant Funding
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <ul style="list-style-type: none"> ▪ Families will receive training to understand the importance of mathematical thinking and how to support student learning at home. Through student and teacher-led conferences, parents will develop an understanding of their child's ability level and how to best support their achievement. Community resources will be used to provide examples of why and how mathematics is important in work, thinking, and daily life. 	<p>Teachers Parents Director of Instruction</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

<p>8. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <ul style="list-style-type: none"> ▪ Title I Aides will work with classroom teachers in helping students acquire reading skills ▪ After school program for tutoring in need skills 	<p>Teachers Instructional Aides After school Coordinator Director of Instruction</p> <p>Ongoing</p>	<ul style="list-style-type: none"> • After school coordinators salary • Instructional Aide salary 	<p>\$35,000 (Repeated Expense from Reading)</p>	<ul style="list-style-type: none"> • Charter School Block Grant • Fundraising
<p>8. Monitoring program effectiveness:</p> <ul style="list-style-type: none"> ▪ Assessment in mathematics will be a balance between computational and procedural skills, conceptual understandings, and problem solving. Student understanding will be monitored using observations, quizzes, and culminating performance tasks. Rubrics and portfolios will be used to track students' progress in meeting grade level standards. Teachers will use the data provided from these assessments to plan curriculum and instruction. 	<p>Teachers Director of Instruction Inclusion Specialist</p> <p>Ongoing</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p>Description of Specific Actions to Improve Education Practice in Mathematics</p>	<p>Persons Involved/ Timeline</p>	<p>Related Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>9. Targeting services and programs to lowest-performing student groups:</p> <ul style="list-style-type: none"> ▪ Students will be engaged in both directed and explorative learning experiences. Learners struggling to meet grade level standards will be provided additional support during and after school. All students will be challenged to connect their understanding of mathematical concepts and procedures to “real life” applications. Performance tasks will be open ended and allow students to demonstrate understanding in a variety of ways. 	<p>Teachers Director of Instruction Inclusion Specialist After School Coordinator</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

10. Any additional services tied to student academic needs:				
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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.
Required Activities	<ol style="list-style-type: none"> 1. (Per Sec. 3116(b) of NCLB, this Plan must include the following: <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> ▪ meeting the annual measurable achievement objectives described in Section 3122; ▪ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)); ▪ annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1)); d. Describe how the LEA will promote parental and community participation in LEP programs. 	<ul style="list-style-type: none"> ▪ Assessments in ELD will measure student progress in meeting both English Language Art standards and English Language Development standards. Teachers will implement diverse strategies to provide equitable assessment opportunities for all students to demonstrate what they have learned. Student data gathered from these assessments will help to monitor student progress and inform both curriculum and instruction. Student struggling to acquire English will be supported through an after-school intervention program. ▪ Initial assessment will be given to identify students' levels of English fluency through a Home Language Survey, the CELDT, and other forms of assessment. ▪ Students will work in cooperative, flexible groups to develop English language proficiency. Instruction will occur daily for a minimum of 60 minutes. Teachers will rotate their schedules to support students in proficiently meeting grade level social studies, science, and visual and performing arts standards. ▪ Differentiated Instruction will allow diverse learners at multiple ELD levels access to the curriculum. Teachers will plan scaffolded standards-based lessons that access and assess students prior knowledge, link new knowledge to prior knowledge, allow students to demonstrate their understanding in multiple ways, evaluate their work, reflect, and transfer learning to other contexts ▪ To support students' development of academic proficiency in English, family and community members will be used as resources to honor students' home language and culture. School-based activities will be developed to support family English language development.

	<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c) . The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> • English proficiency; and • Academic achievement in the core academic subjects 	<p>Using assessment data, ELD and ELA standards teachers will plan curriculum and instruction that will support and develop students' ability to progress through the ELD levels. Students will acquire English language skills in reading, writing, listening, speaking, viewing, and thinking to proficiently meet grade level ELA standards.</p> <p>The English Language Development program at Milagro will incorporate the most current research in language acquisition. Curriculum and instruction will be guided by these researched best practices:</p> <ul style="list-style-type: none"> • Scaffolded and differentiated instruction • Integrated, inquiry-based content area learning • Dual development of both basic interpersonal communication skills and cognitive academic language proficiency • Valuing of primary language and home culture as resources. <p>Students will develop academic language skills as they develop English proficiency. ELD instruction will occur during social studies, science, and visual and performing arts learning. In third through fifth grade ELD instruction will also be integrated into the language arts instruction period. Primary language support will be provided to allow all students access to the curriculum.</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> <ul style="list-style-type: none"> a. designed to improve the instruction and assessment of LEP children; b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students; c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children’s English proficiency or substantially increasing the teachers’ subject matter knowledge, teaching knowledge, and teaching skills; d. long term effect will result in positive and lasting impact on teacher performance in the classroom. 	<ul style="list-style-type: none"> ▪ Teachers will work collaboratively to continuously deepen their understanding of strategies that support and develop students’ English language proficiency. In grade level and cross-grade level groups teachers will design curriculum that integrates standards and analyze resulting student data to refine instruction. Teachers will be trained to determine the language demands of their units and lessons in order to scaffold their instruction accordingly, monitor and assess students’ language levels, and to use and implement research-based strategies (i.e. “total physical response”, interactive journals, visual displays, etc.) proven to support second language acquisition. 	
Allowable Activities	<p>4. Upgrade program objectives and effective instruction strategies.</p>	Yes or No	If yes, describe:

		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.	Yes or No	If yes, describe:
	6. Develop and implement programs that are coordinated with other relevant programs and services.	Yes or No	If yes, describe:
	7. Improve the English proficiency and academic achievement of LEP children.	Yes or No	If yes, describe:

		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"> ○ To improve English language skills of LEP children; and ○ To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. 	Yes or No	If yes, describe:
	9. Improve the instruction of LEP children by providing for – <ul style="list-style-type: none"> ○ The acquisition or development of educational technology or instructional materials ○ Access to, and participation in, electronic networks for materials, training, and communication; and ○ Incorporation of the above resources into curricula and programs. 	Yes or No	If yes, describe:
	10. Other activities consistent with Title III.	Yes or No	If yes, describe:

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

<p>Parents of Limited-English-Proficient students must be notified: 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);">Required Activity</p> <ol style="list-style-type: none"> 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"> a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; b. the child’s level of English proficiency, how such level was assessed, and the status of the student’s academic achievement; c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; 	<ul style="list-style-type: none"> ▪ Parent conferences twice a year ▪ Report cards based on state standards three times a year ▪ Progress Reports based on need ▪ Informal parent/teacher conferences ▪ Parent meetings (Back to School Night, Celebrations of Learning, Open House, Parent Advisory Community) ▪ Assessment data from the CELDT, STAR, and school-based assessments will be explained and given to the parents ▪ Milagro Charter Elementary is a Dual Language program across all classroom and grade levels. All classroom instruction is designed to support all levels of student language proficiency. The goal is for students to become academically proficient in both English and Spanish.

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activity	<ul style="list-style-type: none"> h. information pertaining to parental rights that includes written guidance detailing – <ul style="list-style-type: none"> i. the right that parents have to have their child immediately removed from such program upon their request; and ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA. 	
<p>Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the 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>		
<p>LEA Parent Notification Failure to Make Progress 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>		

Plans to Provide Services for Immigrants

<p>IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).</p>		<p>Description of how the LEA is meeting or plans to meet this requirement.</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Allowable Activities</p>	<p>1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:</p>	<p>Yes or No</p>	<p>If yes, describe:</p>
	<p>2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:</p>	<p>Yes or No</p>	<p>If yes, describe:</p>
	<p>3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;</p>	<p>Yes or No</p>	<p>If yes, describe:</p>

Allowable Activities	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	Yes or No	If yes, describe:
	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:	Yes or No	If yes, describe:
	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:	Yes or No	If yes, describe:

Allowable Activities	<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>	Yes or No	If yes, describe:
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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"> ▪ Weekly collaborative planning ▪ Weekly teacher/Director of Instruction conferences ▪ 16 days of Professional Development (summer and full-day workshops) ▪ Monthly professional development (half-day workshops) ▪ Inclusion Specialist and Director of Instruction professional trained in staff development ▪ Co-planning and teaching with the Director of Instruction ▪ Peer Coaching (observation and feedback) 	<ul style="list-style-type: none"> ▪ Extend literacy training (focusing on the reading process and instructional strategies) ▪ Spanish language development for Native Spanish speakers (staff)

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> <ul style="list-style-type: none"> ▪ The ongoing, continuous professional development of the Milagro staff will be dedicated to student learning and achievement. Teachers will work collaboratively, on a weekly basis, to reflect, discuss, analyze, and refine their own professional practices and plan and refine instruction accordingly. Teachers will engage in the process of lesson studies to deepen their content knowledge, and strengthen curriculum and instructional practices. Through the lesson study process teachers and administration will determine professional develop goals based on instructional and student achievement gaps. All teachers will be required to create a balanced literacy program and will be trained in guided, shared, and interactive reading; strategic thinking; readers and writers workshop; phonics instruction; interactive and shared writing; running records; and using criteria and rubrics for monitoring and evaluating student achievement. ▪ Teachers will work collaboratively to continuously deepen their understanding of strategies that support and develop students’ English language proficiency. In grade level and cross-grade level groups teachers will design curriculum that integrates standards and analyze resulting student data to refine instruction. Teachers will be trained to determine the language demands of their units and lessons in order to scaffold their instruction accordingly, monitor and assess students’ language levels, and to use and implement research-based strategies (i.e. “total physical response”, interactive journals, visual displays, etc.) proven to support second language acquisition. 	<p>Teachers</p> <p>Director of Instruction</p> <p>Literacy Consultants</p>	<ul style="list-style-type: none"> • Conferences • Professional Development Workshops • Literacy Consultant Fees • Teacher Stipends • Professional Resources 	<ul style="list-style-type: none"> • \$25,000 	<ul style="list-style-type: none"> • Charter Schools Block Grant • NCLR (National Council of La Raza) Grant • Fundraising

<ul style="list-style-type: none"> ▪ Teacher professional development will be focused on enhancing their proficiency in mathematics and providing pedagogical tools that ensure all students meet or exceed standards. To support student learning, teachers will work collaboratively to develop curriculum, instruction, and assessment through lesson analysis, classroom observations, peer coaching, and studying student work. Lesson studies will be conducted within and across grade levels to strengthen teachers' content knowledge and inform instruction. Teachers will be trained to implement problem solving strategies, math journals, manipulatives, and design authentic culminating performance tasks. ▪ Teachers will receive training to implement both primary and secondary resources, strategies (i.e. research process, dramatizations, etc.) that will support both the inquiry process and social studies content, how to integrate literacy into all aspects of their instruction, and how to analyze standards to determine the critical content and concepts that need to be included in their curriculum and instruction. Teachers will work on a monthly basis to design integrated standards-based units of study, plan instruction, and analyze student work. ▪ Teachers will be provided professional development opportunities to expand their knowledge of science content, the nature of science, and methods of scientific inquiry. Collaborative planning and analysis of student data will occur on a monthly basis to determine both student and faculty development needs. ▪ Teachers will receive training in the four arts forms and learn strategies to integrate the arts into every aspect of the learning cycle. Partnerships with outside organizations will provide coaching and content support. Collaborative planning and analysis of student work will be conducted on a weekly basis to develop curriculum and instruction. ▪ Teachers will receive training to deepen their understanding of both physical education and health content. Teachers will work in collaboration with outside resources to design both curriculum and instruction. ▪ Teachers will receive training to enhance their curriculum and instruction through the use of technology. Teacher will work in collaboration to share effective strategies for integrating technology into the teaching and learning process. 				
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<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> <ul style="list-style-type: none"> ▪ All professional development activities are based on extensive research from a variety of sources (i.e., Marzano, Schomoker, Diamond-Hammond, WestEd, 90,90,90 Schools Study). ▪ All professional development is data-driven. Student work and assessments are analyzed to determine instructional strengths, needs, and gaps. ▪ Teachers are held accountable for implementing new and expanded learnings gained from professional development workshops, dialogues, and planning sessions. Each week teachers are required to meet with the Director of Instruction to discuss their weekly lesson plans and justify how and why their plan will support students in meeting grade level standards. 	<p>Teachers Director of Instruction</p> <p>Ongoing</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</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> <ul style="list-style-type: none"> ▪ Approximately 90% of the students enrolled at Milagro Charter Elementary qualify for the federal free and reduced lunch program. 95% of all students enrolled are of Latino background. At this time we do not have a gap because all of our students are minority and a high percentage are low-income. ▪ However, the described activities will result in effective implementation of an assessment based, data driven curriculum that is aligned to the standards. In addition, the response to the resulting data will be an ongoing practice of individual tutoring, before and after school clinics and adjustment and modifications to classroom instruction, as determined by the assessment results and examination and analysis of student work and data. 	<p>Executive Director, Director of Instruction & Teacher-Leaders</p>	<p>Stipends for regular meetings, planning, researching and discussion</p>	<p>\$500.00 annual stipend for each member of the staff involved at this level.</p>	<p>Charter School Block Grant</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> <ul style="list-style-type: none"> ▪ Administrators will be responsible to make known to staff further opportunities for professional development. Administrators and teachers will attend and participate in local, state and federal meetings, conferences and workshops that relate to, enhance and expand the approaches at Milagro Charter Elementary. Special interest will be given to activities that are designed to help teachers integrate standards-based curriculum and assessment and understanding the strengths and needs of the student population at the charter school. ▪ Classroom management, interventions and working with students' families and other topics required by funding sources will be addressed within the context of ensuring that all students meet or exceed State content and academic achievement standards. 	<p>Executive Director, Director of Instruction & Teacher-Leaders</p>	<p>Stipends for regular meetings, planning, researching and discussion</p>	<p>\$500.00 annual stipend for each member of the staff involved at this level.</p>	<p>Charter School Block Grant</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> <ul style="list-style-type: none"> ▪ Teacher collaboration time will focus on selecting benchmark assessments for key/essential standards, joint review of student work on those assignments, and planning for revising/reviewing/reteaching/moving on. ▪ Staff development days will focus on practicing core research-based practices used in the standards based materials in the stands/subject matter areas of most needed improvement. ▪ Administrator’s professional development will combine the leaders’ role in supporting standards implementation, organization and management for continuous improvement, and addressing diverse needs of student, particularly students with special needs. 	<p>All teachers at minimum 2 times a month.</p> <p>All teachers, 7 days per year</p> <p>Leadership Institute (3 days) and monthly meetings with local peers</p>	<p>No extra related costs</p> <p>Stipends for staff development days not included in calendar</p> <p>No extra cost</p>	<p>N/A</p> <p>3 days @150.00 per day per teacher</p> <p>N/A</p>	<p>Charter School Block Grant</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> <ul style="list-style-type: none"> ▪ Technology is utilized as a “tool for learning” in the charter school. Teachers will be provided intensive training on how to utilize the computers in their classrooms for the students to access data through the Internet, display the data via Excel, Microsoft Word and PowerPoint and participate in multi-media presentations. In addition, teachers will receive training on how to incorporate computer and internet based programs to increase their own efficiency as instructors. 	<p>Technology support personnel. Teacher expert in integration of technology into instruction in the classroom.</p>	<p>Salary for tech support throughout the school year. Stipend for teacher to provide training and support in summer training and throughout the school year.</p>	<p>\$6,000</p> <p>\$2,500</p>	<p>Charter school Block grant & Title II, Part D</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> <ul style="list-style-type: none"> ▪ Each year, Milagro Charter Elementary will purchase and implement the use of a variety of technology. It is the intent of the Board to purchase more computers each year a new grade level is added to the school community to provide 1 computer for every 2 students enrolled at the charter school. ▪ Technology training has been planned for the summer training session and support will be given to all teachers and staff, year round. 	<p>Technology support personnel. Teacher expert in integration of technology into instruction in the classroom.</p>	<p>Salary for tech support throughout the school year. Stipend for teacher to provide training and support in summer training and throughout the school year.</p>	<p>\$6,000 \$2,500</p>	<p>Charter school Block grant & Title II, Part D</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: The following is a brief description of how Milagro Charter Elementary invited and obtained information from all stakeholders to articulate the professional development activities for the upcoming year and in preparation of the LEA Plan:</p> <ul style="list-style-type: none"> • Survey was sent out to all teachers/administrators • Face to face meetings with selected members of the teaching staff. • Interviews with interested parents and students • Meetings with the Ad Hoc Committee on Powerful Teaching and Learning • Board of Trustees • Referred to the school's charter petition <p>This process will continue to be refined annually to ensure the maximum number of stakeholders are represented.</p>	<p>Executive Director, Director of Instruction & Teacher-Leaders, Parent Representative on Board of Trustees and Student Council Representative</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> □ 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; □ Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; □ Involve parents in their child’s education; and □ Understand and use data and assessments to improve classroom practice and student learning. <p>▪ The ongoing, continuous professional development of the Milagro staff will be dedicated to student learning and achievement. Teachers will work collaboratively, on a weekly basis, to reflect, discuss, analyze, and refine their own professional practices and plan and refine instruction accordingly. Teachers will engage in the process of lesson studies to deepen their content knowledge, and strengthen curriculum and instructional practices. Through the lesson study process teachers and administration will determine professional develop goals based on instructional and student achievement gaps. All teachers will be required to create a balanced literacy program and will be trained in guided, shared, and interactive reading; strategic thinking; readers and writers workshop; phonics instruction; interactive and shared writing; running records; and using criteria and rubrics for monitoring and evaluating student achievement.</p> <p>▪ Teachers will work collaboratively to continuously deepen their understanding of strategies that support and develop students’ English language proficiency. In grade level and cross-grade level groups teachers will design curriculum that integrates standards and analyze resulting student data to refine instruction. Teachers will be trained to determine the language demands of their units and lessons in order to scaffold their instruction accordingly, monitor and assess students’ language levels, and to use and implement research-based strategies (i.e. “total physical response”, interactive journals, visual displays, etc.) proven to support second language</p>	<p>Teachers Director of Instruction</p>	<p>(refer to #1)</p>	<p>(refer to #1)</p>	<p>(refer to #1)</p>

<p>acquisition.</p> <ul style="list-style-type: none"> ▪ Teacher professional development will be focused on enhancing their proficiency in mathematics and providing pedagogical tools that ensure all students meet or exceed standards. To support student learning, teachers will work collaboratively to develop curriculum, instruction, and assessment through lesson analysis, classroom observations, peer coaching, and studying student work. Lesson studies will be conducted within and across grade levels to strengthen teachers' content knowledge and inform instruction. Teachers will be trained to implement problem solving strategies, math journals, manipulatives, and design authentic culminating performance tasks. ▪ Teachers will receive training to implement both primary and secondary resources, strategies (i.e. research process, dramatizations, etc.) that will support both the inquiry process and social studies content, how to integrate literacy into all aspects of their instruction, and how to analyze standards to determine the critical content and concepts that need to be included in their curriculum and instruction. Teachers will work on a monthly basis to design integrated standards-based units of study, plan instruction, and analyze student work. ▪ Teachers will be provided professional development opportunities to expand their knowledge of science content, the nature of science, and methods of scientific inquiry. Collaborative planning and analysis of student data will occur on a monthly basis to determine both student and faculty development needs. ▪ Teachers will receive training in the four arts forms and learn strategies to integrate the arts into every aspect of the learning cycle. Partnerships with outside organizations will provide coaching and content support. Collaborative planning and analysis of student work will be conducted on a weekly basis to develop curriculum and instruction. ▪ Teachers will receive training to deepen their understanding of both physical education and health content. Teachers will work in collaboration with outside resources to design both curriculum and instruction. ▪ Teachers will receive training to enhance their curriculum and instruction through the use of technology. Teacher will work in collaboration to share effective strategies for integrating technology into the teaching and learning 				
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process.				
<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <p>Milagro does not intent to apply for funds under the Title II, Part A. However we do intend to focus efforts on assisting our teachers become highly qualified. In order to accomplish this goal, we intend to do the following:</p> <p>Milagro will seek a partnership with the sponsoring district, Los Angeles Unified School District to allow teachers who are working on their credentials the opportunity to participate in the district’s teacher intern program.</p> <p>Milagro will seek collaboration with Higher Education who have teacher credentialing programs to provide coursework locally for multiple = subject credentials. Higher Ed partners will be selected because of their expertise in standards-based practice with the students populations in our schools.</p>	Executive Director	N/A	N/A	N/A

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

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.

STRENGTHS	NEEDS

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 decrease biennially by:	5 th _ % 7 th _ %	5 th _ % 7 th _ %
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by:	7 th _ % 9 th _ % 11 th _ %	7 th _ % 9 th _ % 11 th _ %
The percentage of students that have used marijuana will decrease biennially by:	5 th _ % 7 th _ %	5 th _ % 7 th _ %
The percentage of students that have used alcohol within the past 30 days will decrease biennially by:	7 th _ % 9 th _ % 11 th _ %	7 th _ % 9 th _ % 11 th _ %
The percentage of students that have used marijuana within the past 30 days will decrease biennially by:	7 th _ % 9 th _ % 11 th _ %	7 th _ % 9 th _ % 11 th _ %

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

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

Other Performance Measures

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

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

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

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

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

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.

* Milagro Charter Elementary only serves students through the fifth grade.

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

Additional Mandatory Title I Descriptions

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

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

N/A , district has less than 1,000 students

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

N/A – Schoolwide Program

Additional Mandatory Title I Descriptions

(continued)

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

Schoolwide Program: All students receive differentiated instruction. Students with identified needs receive additional support and modifications to support academic progress from both the classroom teacher and the Inclusion Specialist. Students with identified needs from neglect, homeless or other such conditions are referred to the school counselor for counseling and community services.

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

N/A – no program improvement schools

Additional Mandatory Title I Descriptions
(continued)

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

N/A – no program improvement schools

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

Single School – all programs are integrated (refer to professional development and parental involvement goals of the plan.)

Additional Mandatory Title I Descriptions

(continued)

Coordination of Educational Services

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

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

Milagro Charter Elementary is a single school district. All programs are schoolwide. Students with identified needs from neglect, homeless or other such conditions are referred to the school counselor for counseling and community services.

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

Appendix F: NCLB Legislation, Sections 1111 through 1120

ASSURANCES

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

GENERAL ASSURANCES

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

- 9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.
10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The LEA, hereby, assures that it will:

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

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

TITLE I, PART D – SUBPART 2

31. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.

32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.
33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A

34. The LEA, hereby, assures that:

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

TITLE II, PART D

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

- Strategies for using technology to improve academic achievement and teacher effectiveness.
- Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
- Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
- Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
- Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.

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

TITLE III

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

TITLE IV, PART A

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

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

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

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

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

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

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

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

- will be used to make decisions about appropriate changes in programs for the subsequent year;

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

New LEAP Assurances

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

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

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

Other

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

SIGNATURE PAGE

Print Name of Superintendent

Signature of Superintendent

Date

APPENDIX A

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

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

California's NCLB Performance Goals and Performance Indicators

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

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

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

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

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

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

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

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

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

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

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

APPENDIX B

Links to Data Web sites

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

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

APPENDIX C

Science-Based Programs

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

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

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

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

D: < <http://www2.edc.org/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
Community and Family-based Programs							
	Intended program outcomes and target setting. See research for proven effectiveness						
Name	Target Population	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Big Brothers Big Sisters	Community					x	B, E
Brief Strategic Family Therapy	Families			x			B, C,
CASASTART	Community			x	x		B, C, D,
Communities Mobilizing for Change	Community	x					C
Creating Lasting Family Connections	Families (6 to 12)	x		x		x	A, C, D,
Families And Schools Together (FAST)	Families				x		C,
Family Development Research Project	Families				x		C
Family Effectiveness Training	Families				x		C,
Family Matters	Families	x	x				C
FAN (Family Advocacy Network) Club	Families			x		x	C
Functional Family Therapy	Families	x		x	x		B, E
Home-Based Behavioral Systems Family Therapy	Families				x		C
Houston Parent-Child Development Program	Parents					x	C
Multisystemic Therapy	Parents			x	x		B, C, E
Nurse-Family Partnership	Parents		x				B, C,
Parenting Wisely	Parents				x		C,

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

APPENDIX D

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

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

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

APPENDIX E

Promising or Favorable Programs							
<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: < http://www.californiahealthykids.org > (California Healthy Kids Resource Center)</p> <p>B: < http://www.colorado.edu/cspv/blueprints/model/overview.html > (University of Colorado: Blueprints)</p> <p>C: < http://modelprograms.samhsa.gov/model_prog.cfm > (Center for Substance Abuse Prevention)</p> <p>D: < http://www2.edc.org/msc/model.asp > (United States Department of Education: Expert Panel)</p> <p>E: < http://www.gettingresults.org/ > (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