

(CDE use only)
Application #

No Child Left Behind Act of 2001
LOCAL EDUCATIONAL AGENCY PLAN

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

LEA Plan Information:

Name of Local Educational Agency (LEA): Triumph Academy

County/District Code: 19-64733

Dates of Plan Duration (should be five-year plan):

Date of Local Governing Board Approval:

District Superintendent: Ref Rodriguez or Jacqueline Elliot, Co-CEO's

Address: 111 North First Street, Suite 100

City: Burbank, Zip code: 91502

Phone: 818-559-7699 Fax: 818-559-8641

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.

Jacqueline Elliot 11/5/07
Printed or typed name of Superintendent Date Signature of Superintendent

Ref Rodriguez 11/5/07
Printed or typed name of Board President Date Signature of Board President

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Part I

Background and Overview

Background

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Federal and State Programs Checklist

District Budget for Federal and State Programs

Background

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The Consolidated Application (ConApp)

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

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

The Single Plan for Student Achievement (School Plan)

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

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

The Local Educational Agency Plan (LEA Plan)

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

Categorical Program Monitoring (CPM)

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

Development Process for the LEA Plan

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

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

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

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

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

Step One: Measure the Effectiveness of Current Improvement Strategies

Analyze Student Performance

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

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

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

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

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

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

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

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

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

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

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

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

Step Three: Develop or Revise Performance Goals

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

Step Four: Revise Improvement Strategies and Expenditures

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

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

Step Five: Local Governing Board Approval

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

Step Six: Monitor Implementation

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

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

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

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

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

FEDERAL AND STATE PROGRAMS CHECKLIST

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

Federal Programs		State Programs	
√	Title I, Part A	√	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

Please complete the following table with information for your district.

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

DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

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

Part II

The Plan

Needs Assessments

Academic Achievement

Professional Development and Hiring

School Safety

Descriptions – District Planning

District Profile

Local Measures of Student Performance

Performance Goal 1

Performance Goal 2

Performance Goal 3

Performance Goal 4

Performance Goal 5

Additional Mandatory Title I Descriptions

Needs Assessment

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

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

Academic Performance

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

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

Teacher Quality

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

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

School Safety and Prevention

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

also provide useful information in this area. The Survey is available at http://www.wested.org/pub/docs/chks_survey.html.

Descriptions – District Planning

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

District Profile

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

Partnerships to Uplift Communities, Inc. opened Triumph Academy in the Northeast San Fernando Valley to replicate the successful PUC Schools models currently operating at California Academy for Liberal Studies Charter Middle School, Lakeview Charter Academy and Community Charter Middle School. Triumph opened its doors on September 24, 2007 at 919 Eighth Street, San Fernando, CA 91340, in response to community demand. The school opened with an enrollment of 200 students; 100 in sixth grade and 100 in seventh grade.

Community Charter Middle School (CCMS) opened in September, 1999 through a charter sponsored by the Los Angeles Unified School District. The school has been very successful and the petition was renewed by LAUSD in 2004. Every year, the lottery for CCCMS has contained many more applicants than available spaces. In response to the overwhelming demand for another small charter middle school to serve the same community, PUC opened Lakeview Charter Academy in September, 2004. Despite this second middle school, the waiting lists for both schools continued to grow and the community continued to request additional small middle schools. In response to these requests, the founders of CCMS and Lakeview, both PUC Schools, proposed to open an additional charter middle school, Triumph Academy, for the students who reside in the Northeast San Fernando Valley. Like CCMS, the new middle school will offer a high quality, rigorous and standards based academic program focusing on the core content areas: mathematics, history, science, language arts, arts, and physical education.

Triumph will operate in a safe and caring environment where the entire community can learn, grow and live strong character values. It will provide ample opportunities for parents to be actively involved in the educational development of their children and will emphasize the concept of stewardship in its fiscal and organizational management.

PUC schools have a track record of success. Dedicated to serving students who live in the two geographic areas of NE Los Angeles and the NE San Fernando Valley, the first PUC school (Community Charter Middle School) was opened in the valley in 1999. The API score for the first year of operation was 528. The 2007 API score was 729, demonstrating growth of 201 points over the course of eight years of operation. California Academy for Liberal Studies (CALs) has experienced similar growth with an API score of 726 on the most recent state test. Lakeview Charter Academy, the second middle school opened in 2004 to serve the valley, earned a score of 708 in their first year of operation, a score of 754 in their second year and a 733 most recent round of testing. Milagro, PUC's elementary school (serving NE Los Angeles) scored 835 during their first year of operation. The API scores have consistently exceeded those of the schools in the same geographic areas. All PUC schools are school wide Title 1, with a large percentage of English language learners.

As a charter school, Triumph Academy

- will operate as a small community of learners
- will offer a challenging curriculum grounded in sound educational theory and enough support to ensure success
- will integrate the use of arts and technology into the curriculum
- will work with parents to develop their child’s character
- will support parents as partners in the educational development of their children
- will employ a committed and qualified teaching staff
- will implement a community based decision making structure, that honors the unique needs of the school community.
- will offer its teaching staff a standards based professional development program
- will offer students extended day enrichment and academic support programs
- will create bridges with local public and private elementary and high schools and local colleges and universities.
- will offer programs specifically designed to expose and prepare students for higher education

Triumph Academy will be located in and serve the communities of the Northeast San Fernando Valley, including Pacoima, Lakeview Terrace and San Fernando As a charter school Triumph Academy will offer the residents of Northeast San Fernando Valley an alternative to the overcrowded middle schools, which currently serve the area.

Community Demographics

Compiled from United States Department of Commerce Census Data

	Pacoima	San Fernando	Lakeview Terrace
<u>Total population</u>	97,300	33,373	81,970
<u>High school graduates</u>	26,567	7,306	28,591
<u>College Graduates</u>	3,083	932	6,004
<u>Hispanic</u>	80,361	29,560	53,869
<u>Below poverty level</u>	18,626	1,064	10,334

Area Middle School Profiles

Compiled from Data Obtained from Los Angeles Unified School District

By and large most of the middle school students who reside in the Northeast San Fernando Valley communities of Pacoima Lake View Terrace and Sylmar attend one of the three middle schools listed below. The feeder high schools include San Fernando High School and Sylmar High School.

MIDDLE SCHOOLS	<u>PUC Lakeview</u>	<u>PUC CCMS</u>	<u>Maclay M.S.</u>	<u>San Fernando M.S.</u>
API (2005-06)	754	664	586	577

API (2006-07)	733	729	588	597
API Rating (State Ranking) 05-06	4	3	1	1
API Rating (Similar Schools) 05-06	9	7	4	2

Primarily, Triumph will be a middle school that serves students in grades six, seven and eight. The following is a breakdown of how Triumph Academy intends to enroll students. However, enrollment and grade level configurations will be determined by the facility Triumph is able to secure, both short term and long term.

	2007- 2008	2008- 2009	2009- 2010	2010- 2011	2011- 2012
6th Grade	100	100	100	100	100
7th Grade	100	100	100	100	100
8th Grade		100	100	100	100

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

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

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

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

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

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

Triumph Charter Academy believes that consistent data analysis is essential in closing the achievement gap for all students. Data-analysis is conducted on multiple levels: school-wide, at each grade-level, and in individual classroom. This data serve to drive instructional decision and to maximize student progress.

At Triumph Charter Academy:

- Multiple assessments are designed and implemented with regularity to ensure that all students are progressing toward mastery of the standards-aligned learning targets.
- Teachers are provided with time and supports to analyze the data yielded from these assessments and collaborate to define the instructional applications for their students.
- Teachers and administrators are aware of and apply appropriate, legal accommodations for testing students with special needs including Second Language Learners.
- All assessments are used as tools to adjust and modify curricula and instruction to meet the specific needs of our students not as a vehicle to deliver negative instructional consequences.

Forms of Assessment

We believe in an assessment process that fosters teacher collaboration, on-going inter and intra department communication, and supports on-going, authentic teacher/student communication to help students monitor their own progress and development. Because any one assessment measure is specific to a student's performance at that time, it is important that we regularly check progress towards state-content standards and expected student learning outcomes using multiple forms of assessments. In order to ensure continued growth for all students, Triumph Charter Academy assessment measures will take the following forms:

- **Standardized Tests:** Norm-reference and criteria-reference tests such as the CAT 6, the California Standards Test, and CELDT (for eligible students) will be administered annually. Results from these tests will be analyzed prior to the beginning of the subsequent school year to create school-wide, grade-level, and department-level instructional goals. These goals will drive professional development at the site.
- **School-wide Assessments:** Using standards-aligned, teacher-designed assessment measures in Math, Writing, and Reading Comprehension and Fluency, all Triumph Charter Academy students will be evaluated three times annually to ensure growth and to determine specific individual support for each student. These tests are initially administered in September to generate baseline data and then again in December and March.
- **Performance Assessments:** Performance assessments are projects, papers, or tasks that require students to produce a product. Triumph Charter Academy emphasizes authentic performance tasks or real-world application whenever possible and is developing benchmark assessments (exit exams) for every discipline at each grade level. Through this articulation, we can ensure that our students are not only ready to perform well on end of the year summative assessments, but will be prepared to enter college.
- **On-going Classroom Assessment:** On-going, periodic assessment is an integral part of the learning process for both teachers and students. Assessment of student progress will occur at the end of units of study, before, during, and after individual lessons, and as needed to check for understanding and to measure the internalization of new concepts and skills. In addition to measuring student growth, these assessments will serve as an important reflection tool for teachers to use in assessing the effectiveness and impact of their instruction
- **Rubrics and Criteria Charts:** Teacher and student-generated rubric and criteria charts are regularly utilized to evaluate student work. Rubrics may be tailored to a specific classroom assignment, correlate to a grade level benchmark assessment, or a school-wide assessment. Triumph Charter Academy places a high priority on the utilization of these tools to ensure that students have clear criteria for producing quality work and work to become self-regulated evaluators of their own performance.
- **Coaching Cycle:** At least one full-day professional development workshop annually is followed with a coaching cycle to support teachers in bridging strategies from pedagogy to practice and to measure the impact of these strategies on student achievement. The coaching cycle consists of the following components:
 - Grade-levels or departments collaborate in planning a lesson integrating the strategies from the professional development workshop.
 - The team that collaboratively plans the lesson observes the lesson being taught by a mentor teacher with their students. Following the observation, a debrief is held to determine the efficacy of the strategies.

- Individual teachers plan and deliver a similar lesson in their class observed by a mentor teacher followed by a lesson debrief.
- The grade-level or department continues to practice the strategies and gather samples of students work. The team analyzes the student work using a specific protocol to determine the overall impact the strategies had on effective instruction and on student growth.

The coaching cycle provides an opportunity gather authentic and timely data around the effectiveness of professional development and its impact on student achievement. Additionally, it promotes a collaborative school culture that is focused on powerful teaching and learning.

Professional Development

Triumph Charter Academy believes that professional development is the cornerstone for educational equity and academic achievement for all students. All professional development opportunities are designed in alignment with research-based guidelines.

At Triumph Charter Academy :

- Putting professional development at the center of the school culture is essential in developing a learning community for students, teachers, and administrators.
- Professional development is designed and delivered in response to specific teacher and student needs determined from data analysis. Professional development spans a broad range of job-embedded learning opportunities such as co-planning, observing and co-teaching model lessons, interactive application-based workshops, and analysis of student work.
- Developing internal capacity is a parallel objective for all professional development. The Director of Professional Development works with teacher leaders and administrators at the site level to collaboratively plan and facilitate all professional development opportunities.
- The following principles guide all professional development opportunities: Instructional change is a long multistage process; shared expertise is the driver of instructional change; the focus is on system-wide improvement; good ideas come from talented people working together; clear expectations and responsibility for achieving them are shared by all; instructional improvement occurs in an environment of collegiality, caring and respect for the students and the adults working to meet their needs; and the focus in on content and instruction. (Elmore, 1997)

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
<p>1. Alignment of instruction with content standards:</p> <p>Triumph Charter Academy will take the following steps to align instruction with content standards:</p> <ol style="list-style-type: none"> 1. Principal and Assistant Principal of the charter school will work with the Director of Professional Development to increase their knowledge of standards-based planning; and will receive training on how to coach, supervise and evaluate teachers according to their ability to teach the state approved content standards. 2. Teacher recruitment, hiring and evaluation will focus on the standards. 3. Experienced staff will receive training on how to mentor staff new to the charter school and/or teaching profession on how to utilize standards to plan, implement and assess curriculum. Peer review and cognitive coaching process will be utilized. 4. All textbooks and supplemental materials used will align with State and local school standards. 	<p>Principal, Director of Professional Development (PD) /ongoing</p> <p>Director & Personnel Committee/ongoing</p> <p>Teachers with 4 or more years of experience/ongoing</p> <p>Principal/ongoing</p>	<p>Workshops, stipend & travel arrangements.</p> <p>Consultant's Fee</p> <p>Consultant's Fee, stipends</p> <p>No related expenses</p>	<p>\$5,000.00</p> <p>\$2,500.00</p> <p>\$1,250.00</p> <p>N/A</p>	<p>Charter School Block Grant,</p> <p>Charter School Block Grant</p> <p>Charter School Block Grant</p> <p>N/A</p>

<p>2. Use of standards-aligned instructional materials and strategies:</p> <ol style="list-style-type: none"> 1. The charter school will purchase materials on the State-adopted list aligned with state standards. Attention will be paid to articulation with materials adopted by the feeder middle school. 2. Teachers will make standards known to students in a variety of ways which may include posting them in every classroom, articulating them on assignment sheets and/or verbally explaining them to students. 3. Teachers will regularly examine student work samples at grade level meetings to ensure that students are mastering grade level standards and to identify gaps and create interventions. 	<p>Principal/ongoing</p> <p>Teachers/ongoing</p> <p>Teachers, Principal, Director of PD/ongoing</p>	<p>Reading instructional materials</p> <p>No related expenses</p> <p>Staff Development consultant for training purposes</p>	<p>\$8,600.00</p> <p>N/A</p> <p>\$5,000.00</p>	<p>Charter School Block Grant, Title V</p> <p>N/A</p> <p>Charter School Block Grant, Title II, Title V</p>
<p>3. Extended learning time:</p> <ol style="list-style-type: none"> 1. The charter school will offer an extended reading period of 70 minutes for all students including those reading on grade level. 2. Students identified as eligible for targeted assistance and/ or those who are reading below grade level will participate in an in-school and after school reading tutorial program. 3. The charter school will connect with local agencies and district schools to offer students reading below grade level and those identified eligible for Title I services summer courses and tutorials focusing on reading. 4. Grade level plans will be drafted and implemented to support reading instruction across the curriculum increasing total minutes of focused reading instruction. 	<p>Principal/ongoing</p> <p>Tutoring coordinator/ongoing</p> <p>Principal/ongoing (every summer)</p> <p>Principal and Director of PD/ongoing</p>	<p>No related expenses</p> <p>Hiring qualified after school and in-school tutors and aides.</p> <p>No related expenses</p> <p>No related expenses</p>	<p>N/A</p> <p>\$12,000.00</p> <p>N/A</p> <p>N/A</p>	<p>N/A</p> <p>Intersession funds where appropriate/Charter School Block</p> <p>Grant/fundraising, General Funds</p> <p>N/A</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <ol style="list-style-type: none"> 1. Use of Internet to locate interactive reading strategies 2. Use of video to stimulate interest in topics 	<p>Teachers/ongoing</p> <p>Teachers/ongoing</p>	<p>Technology work stations with internet access Video recorders and TV. No related costs</p>	<p>\$8,000.00</p> <p>\$860.00</p>	<p>Charter School Block Grant Charter School Block Grant</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <ol style="list-style-type: none"> 1. Principal and Director of Professional Development will guide teachers through data analysis of state standardized testing and local assessment results to develop cross curricular action plans in support of the reading standards and reading instruction. 2. All grade level reading standards will be deconstructed into measurable learning targets. 3. All teachers will be trained on how to use reading strategies across the curriculum, specifically in relation to accessing expository text. 4. Teachers and Administrators will participate in workshops dealing specifically with enhancing secondary students' ability to read expository texts. 5. Whenever the charter school adopts new standards-based reading materials, all teachers will participate in professional development related to their use. 	<p>Principal and Director of PD/ongoing</p> <p>Teachers, Director of PD/ongoing</p> <p>Teachers, Director of PD/ongoing</p> <p>Teachers & Admin, Director of PD/ongoing</p> <p>Principal & teachers/ linked to adoption cycle</p>	<p>No related expenses</p> <p>N/A</p> <p>Workshop consultants, travel, stipends</p> <p>Consultant/presenter fees</p> <p>No related expenses</p>	<p>N/A</p> <p>N/A</p> <p>\$6,000.00</p> <p>\$2,800.00</p> <p>N/A</p>	<p>N/A</p> <p>N/A</p> <p>General Fun/Staff Dev. Buy Back,</p> <p>Charter School Block Grant,</p> <p>N/A</p>

<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <ol style="list-style-type: none"> 1) The charter school will maintain an adhoc committee focused on Powerful Teaching & Learning. The committee 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 School Site Advisory Council on how to improve reading. 2) 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. 3) Each parent will be invited to two student led conferences, at which teachers will be available to discuss the assessment results and learning. 4) Parents will be invited to attend the Parent Institute for Quality Education workshops which include a module on how to engage and support secondary students to read for pleasure. 	<p>Adhoc Committee meetings/once a month</p> <p>Principal & Office Manager/once a year</p> <p>Teachers/twice a year</p> <p>Principal/Once a year</p>	<p>Mailing costs</p> <p>Mailing costs</p> <p>No related expenses</p> <p>Payment for Full program</p>	<p>\$250.00</p> <p>\$250.00</p> <p>N/A</p> <p>\$6,000.00</p>	<p>Charter School Block Grant</p> <p>Charter School Block Grant</p> <p>N/A</p> <p>Private fundraising</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <ol style="list-style-type: none"> 1. Credentialed teachers and qualified college tutors will work with students targeted for Title I services to acquire proficiency in reading skills. 2. The charter school will develop classroom libraries to promote reading for pleasure. 	<p>Title I tutors /daily</p> <p>Classroom teachers/ongoing</p>	<p>Salary/benefits of tutors and teachers</p> <p>Library books and shelves</p>	<p>\$15,000</p> <p>\$5,000 per year</p>	<p>Title I Funds</p> <p>Charter School Block Grant</p>

<p>3. After-school tutoring will be provided to support students in the successful completion of both their coursework.</p> <p>4. Students will enroll in appropriate language arts summer courses, as appropriate.</p> <p>5. Student orientation will be held each summer to administer assessment/placement tests and to take interest inventories</p>	<p>Reading specialist, teachers/ongoing</p> <p>Principal, annually</p> <p>Principal, teachers/annual</p>	<p>Reading specialist FTE salary and materials</p> <p>N/A</p> <p>N/A</p>	<p>\$7,500.00</p> <p>\$6,000</p> <p>N/A</p>	<p>Charter School Block Grant</p> <p>Private fundraising</p> <p>N/A</p>
<p>8. Monitoring program effectiveness:</p> <p>1. The charter school and its Board of Trustees will fully support the Public School Accountability Act.</p> <p>2. The charter school will participate in all phases of the State's standards-based assessment system, including the California Standards Tests.</p> <p>3. Test data and API results will be used to monitor programs and drive changes in instructional practice.</p> <p>4. 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.</p> <p>5. Classroom teachers will regularly assess students' mastery of standards by examining student work; and re-teaching when needed.</p> <p>6. Data analysis and reading action plans generated by grade level teams during professional development will be revisited twice annually. Teachers will use this on-going data as a means to adjust reading instruction to maximize student growth.</p>	<p>Board President and Leadership Team/ongoing Principal & Teachers/ongoing</p> <p>Principal & Teachers/ongoing</p> <p>Principal, teachers, adhoc committee/annual</p> <p>Teachers/ongoing</p> <p>Director of Professional Development , Principal, teachers/bi-annually</p>	<p>No related expenses</p> <p>No related expenses</p> <p>No related expenses</p> <p>No related expenses</p> <p>No related expenses</p> <p>No related expenses</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. Targeting services and programs to lowest-performing student groups:</p> <ol style="list-style-type: none"> 1. Analysis of CST Reading and Internal Benchmark Assessment scores will be completed by each grade level team before the opening of school each year. The grade level team will develop a targeted action plan to address gaps in reading skills across disciplines. 2. Students identified as eligible to receive Title I services and those scoring Below Basic or Far Below Basic on the ELA CST or who do not score a passing rate on the Internal Benchmark Assessment in reading, as well as for Level 1& 2 English Language Learners will receive extra help from tutors. 3. Summer school remedial classes will be offered for students entering 8th grade who are reading below 8th grade level and those students identified as eligible to receive Title I services. 4. After school tutoring program will assist students who are not making adequate gains in reading comprehension and those identified as eligible to receive Title I services. 	<p>Director of PD, Principal, teachers/ongoing</p> <p>Asst. Principal/ongoing</p> <p>Summer School Reading teacher</p> <p>Tutoring Coordinator & Classroom teachers/ongoing</p>	<p>No related expenses</p> <p>Asst. Principal & tutors salary & Benefits</p> <p>Salary & Benefits for summer reading teacher</p> <p>Tutoring coordinator salary and tutors</p>	<p>N/A</p> <p>\$9,000.00</p> <p>\$8,000.00</p> <p>\$7,000.00</p>	<p>N/A</p> <p>Title I</p> <p>Summer School Funds</p> <p>Title I, and intercession Funds</p>

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

Planned Improvement in Student Performance in Mathematics

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

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <p>Triumph Charter Academy will take the following steps to align instruction with content standards:</p> <ol style="list-style-type: none"> 1. Principal and Assistant Principal of charter school will work with the Director of Professional Development and the Director of Math Instruction to increase their knowledge of standards-based planning; and will receive training on how to coach, supervise and evaluate teachers according to their ability to teach the state approved content standards. 2. Teacher recruitment, hiring and evaluation will focus on the standards. 3. Experienced staff will receive training on how to mentor staff new to the charter school and/or teaching profession on how to utilize standards to plan, implement and assess curriculum. Peer review and cognitive coaching process will be utilized. 4. All textbooks and supplemental materials used will align with State and local school standards. 	<p>Principal, Director of PD, Director of Math Instruction /ongoing</p> <p>Director & Personnel Committee/ongoing</p> <p>Teachers with 4 or more years of experience/ongoing</p> <p>Principal/ongoing</p>	<p>Workshops, stipend & travel arrangements.</p> <p>Consultant's Fee</p> <p>Consultant's Fee, stipends</p> <p>No related expenses</p>	<p>\$5,000.00</p> <p>\$2,500.00</p> <p>\$2,000.00</p> <p>N/A</p>	<p>Charter School Block Grant</p> <p>Charter School Block Grant, Title II</p> <p>Charter School Block Grant, Title II</p> <p>N/A</p>

<p>2. Use of standards-aligned instructional materials and strategies:</p> <ol style="list-style-type: none"> 1. The charter school will purchase materials on the State-adopted list aligned with state standards. Attention will be paid to articulation with materials adopted by the feeder middle school. 2. Teachers will make standards known to students in a variety of ways which may include posting them in every classroom, articulating them on assignment sheets and/or verbally explaining them to students. 3. Teachers will regularly examine student work samples at grade level meetings to ensure that students are mastering grade level standards and to identify gaps and create interventions. 	<p>Principal/ongoing</p> <p>Teachers/ongoing</p> <p>Teachers, Principal, Director of PD/ongoing</p>	<p>Math instructional materials</p> <p>No related expenses</p> <p>Staff Development consultant for training purposes</p>	<p>\$8,600.00</p> <p>N/A</p> <p>\$1,200.00</p>	<p>Charter School Block Grant</p> <p>N/A</p> <p>Charter School Block Grant</p>
<p>3. Extended learning time:</p> <ol style="list-style-type: none"> 1. The charter school will offer extended periods in mathematics (70 minutes, 5 times a week) for all students. 2. Math lab courses, 70 extra minutes, will be made available to students who require additional focus on mastery to close the achievement gap. 3. Students identified eligible for Title I services and those who have been identified to have trouble mastering grade level standards in mathematics will be referred to the after school tutoring program. 4. The charter school will connect with local agencies and district schools to offer students who are progressing appropriately in mastery of mathematics standards summer courses. 	<p>Principal/ongoing</p> <p>Director of Math Instruction, Principal, Teachers/ongoing</p> <p>Asst. Principal, Teachers/ongoing</p> <p>Principal/ongoing (every summer)</p>	<p>No related expense</p> <p>Restructuring course assignments</p> <p>Hiring qualified after school and in-school tutors and aides.</p> <p>No related expenses</p>	<p>N/A</p> <p>N/A</p> <p>\$9,000.00</p> <p>N/A</p>	<p>N/A</p> <p>N/A</p> <p>Title I, Intersession funds where appropriate/ Charter School Block Grant /fundraising</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> <ol style="list-style-type: none"> 1. Use of Internet to locate application-based math strategies 2. Use of video to stimulate interest in topics 3. Charter school will continue to utilize technology in the form of the distance learning opportunities in Math to enhance students' mathematics abilities. This program will continue to be used to exclusively augment the existing math program. 	<p>Teachers/ongoing</p> <p>Teachers/ongoing</p> <p>Principal</p>	<p>Technology work stations with internet access</p> <p>Video recorders and TV</p> <p>No related expenses</p>	<p>\$14,000.00</p> <p>\$860.00</p> <p>N/A</p>	<p>Charter School Block Grant</p> <p>Charter School Block Grant</p> <p>N/A</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <ol style="list-style-type: none"> 1. Principal and Director of Mathematics Instruction will guide teachers through data analysis of state standardized testing and local assessment results to develop cross curricular action plans in support of the math standards and math instruction. 2. All grade level math standards will be deconstructed into measurable learning targets. 3. Teachers and Administrators will participate in workshops dealing specifically with enhancing students' ability to master Algebra I standards by the end of the 9th grade and to engage students in higher level mathematics coursework. 4. Whenever the charter school adopts new standards-based mathematics materials, all teachers will participate in professional development related to their use. 	<p>Principal & Director of Math Instruction/ongoing</p> <p>Teachers & Director of Math Instruction</p> <p>Teachers & Director of Math Instruction/ongoing</p> <p>Principal & teachers/linked to adoption cycle</p>	<p>No related expenses</p> <p>No related expenses</p> <p>Workshop consultants, travel, stipends</p> <p>Consultant/presenter fees</p>	<p>N/A</p> <p>N/A</p> <p>\$3,000.00</p> <p>\$2,800.00</p>	<p>N/A</p> <p>N/A</p> <p>General Fund/Staff Dev. Buy Back General Fun/Staff Dev. Buy Back</p> <p>Charter School Block Grant</p>

<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <ol style="list-style-type: none"> 1. 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 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 mathematics instruction. 2. The charter school will send each parent his/her individual child's results on the STAR/CAHSEE testing and an explanation on how to interpret them. 3. Each parent will be invited to two student led conferences, at which teachers will be available to discuss the math program and assessment results. 4. Parents will be invited to attend the Parent Institute for Quality Education workshops which include a module on how to engage and support of mathematics at home. 	<p>Adhoc Committee meetings/once a month</p> <p>Principal & School</p> <p>Secretary/once a year Teachers/twice a year</p> <p>Principal/Once a year</p>	<p>Mailing costs</p> <p>Mailing costs</p> <p>No related expenses</p> <p>Payment for Full program</p>	<p>\$250.00</p> <p>\$250.00</p> <p>N/A</p> <p>\$6,000.00</p>	<p>Charter School Block Grant</p> <p>Charter School Block Grant</p> <p>N/A</p> <p>Private fundraising</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <ol style="list-style-type: none"> 1. Credentialed teachers and qualified tutors will work with students identified eligible for Title I services master math standards 2. Teachers will develop hands-on learning experiences for students in mathematics. 3. Summer school math courses will be provided for students identified eligible for Title I services and those who have not been identified eligible but have failed the Mathematics portion of the CST Algebra test and/or the Internal Benchmark Assessment. 	<p>Teachers and tutors/daily</p> <p>Classroom teachers/ongoing</p> <p>Principal/annually</p>	<p>Salary/benefits of Title I Aides</p> <p>Stipends for math teachers to meet and create lessons</p> <p>Salary and benefits of summer school staff</p>	<p>\$15,000</p> <p>\$1,500.00</p> <p>\$6,000.00</p>	<p>Title I Funds</p> <p>Charter School Block Grant</p> <p>Charter School Block Grant, Summer School, Title I</p>

<p>8. Monitoring program effectiveness:</p> <ol style="list-style-type: none"> 1. The charter school and its Board of Trustees will fully support the Public School Accountability Act 2. The charter school will participate in all phases of the State's standards-based assessment system, including the California Standards Tests 3. Test data and API results will be used to monitor programs and drive changes in instructional practice 4. Each year, teachers and administrators will make a data driven decision on a mathematics focus area for all students and will collaboratively implement effective strategies. 5. Math teachers will regularly assess students' mastery of standards by examining student work; and re-teaching when needed. 6. Data analysis and reading action plans generated by grade level teams during professional development will be revisited twice annually. Teachers will use this on-going data as a means to adjust reading instruction to maximize student growth. 	<p>Board President and Lead. Team/ongoing</p> <p>Administrators & Teachers/ongoing</p> <p>Admin. & Teachers/ongoing</p> <p>Admin., teachers, adhoc committee/annual</p> <p>Teachers/ongoing</p> <p>Director of Professional Development , teachers/bi-annually</p>	<p>No related expenses</p> <p>No related expenses</p> <p>No related expenses</p> <p>No related expenses</p> <p>No related expenses</p> <p>No related expenses</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>	<p>N/A</p> <p>N/A</p> <p>N/A</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>9. Targeting services and programs to lowest-performing student groups:</p> <ol style="list-style-type: none"> 1. Analysis of CST and Internal Benchmark Assessment Math scores will be completed by each grade level team before the opening of school each year. The grade level team will develop a targeted action plan to address gaps in math skills across disciplines. Additionally, internal assessments within the math department will measure ongoing growth for low-performing student groups. 5. Students identified eligible for Title I services and those students scoring Below Basic or Far Below Basic on the CST in Algebra or who <u>do not receive a passing score</u> on the Internal Math Benchmark Assessment will receive extra help from Title I Aides. 2. Summer school remedial classes will be offered for students entering 8th grade who are not ready to begin Algebra I. 3. After school tutoring program will assist students identified eligible for Title I services and those who are not making adequate gains in mathematics mastery. 	<p>Director of Math Instruction, Principal, teachers/ongoing</p> <p>Asst. Principal /ongoing</p> <p>Summer School Algebra teacher</p> <p>Tutoring Coordinator & Classroom teachers/ongoing</p>	<p>No related expenses</p> <p>Title I Aide Coordinator's & Aides salary & Benefits</p> <p>Salary & Benefits for summer Math teacher</p> <p>Tutoring coordinator salary and tutors</p>	<p>N/A</p> <p>\$8,000.00</p> <p>\$6,000.00</p> <p>\$15,000.00</p>	<p>N/A</p> <p>Title I & Charter School Block Grant</p> <p>Summer School Funds</p> <p>Title I & Intercession Funds</p>
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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	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. 	
	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: <ul style="list-style-type: none"> • English proficiency; and • Academic achievement in the core academic subjects 	

		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. 		
Allowable Activities	4. Upgrade program objectives and effective instruction strategies.	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; 	

		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"> • Literacy instruction training and support • Classroom management training and support • Peer coaching • Providing mind engaging instruction • Implementing student led conference model • Meeting individual student needs • Providing accommodations for the special needs students • Working in collaboration as teaching teams • Utilizing backward planning to align instruction with the state content standards. • Use of Performance Lists to inform students of explicit learning outcomes. 	<ul style="list-style-type: none"> • Mathematics program implementation • Effective use of technology in the classroom • Managing more challenging students • Purposeful integration of writing standards across the curriculum • Using varied types of assessments to ensure 100% mastery of grade level concepts by the end of the school year • Accelerated course for teachers in need of full credential coursework. • Increase the variety of assessment tools to help students become more independent monitors of their learning.

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

Planned Improvements for Professional Development (Title II)

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

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State’s challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <p>1. All instruction at Triumph Charter Academy utilizes materials and approaches that are aligned with the state standards. During the summer months, two weeks are spent in staff development training, during which time teachers are engaged in developing scope and sequences for their content, developing standards-aligned instructional units, and deepening their understanding of instructional pedagogy, including methods of assessment with an emphasis on meeting the needs of English Language Learners.</p> <p>2. School-wide and classroom assessments are thoroughly explained and discussed, so that by the time the regular school year begins, teachers have a comprehensive plan for classroom implementation of standards aligned instruction and related assessment administration for the entire school year. Additionally, on-going assessments designed and delivered on-site are analyzed and used to modify instruction to ensure student mastery of state standards.</p> <p>3. Throughout the school year, student work is examined by teacher teams, to determine student achievement towards mastery of the standards. Through this examination, it is made evident which students are in need of individual intervention and also what school-wide or classroom modifications and measures must be implemented in order to meet the desired goals of content state standards mastery.</p>	<p>Director of Professional Development and Math Instruction/Annual Summer</p> <p>Director of PD and Math Instruction, and Principal/ Annual Summer and ongoing</p> <p>Principal, Classroom teachers / ongoing</p>	<p>Summer Stipends, workshop presenters</p> <p>Summer stipends, workshop presenters</p> <p>No related expenses</p>	<p>5 days at \$1000 per teacher, \$5,000</p> <p>Refer to above</p> <p>N/A</p>	<p>Charter School Block Grant & Staff Dev. Buy Back, EIA</p> <p>Charter School Block Grant & Staff Dev. Buy Back</p> <p>N/A</p>

<p>4. Teachers will also receive staff development training in all areas identified as needs, during the summer weeks and ongoing throughout the school year, including the coaching cycle – a professional development model utilizing collaborative lesson planning, peer observations and debriefs, goal setting, and student work analysis.</p> <p>5. All teachers co-design a professional growth plan with the site principal aligned with the California Standards for the Teaching Profession (CSTP) and National Board Teaching Standards. The principal provides teachers with opportunities to meet these professional growth goals through on-going professional development, one-on-one mentoring opportunities, and other activities coordinated through the Directors of Professional Development and Math Instruction.</p>	<p>Director of PD and Math Instruction, Principal / ongoing</p> <p>Director of PD and Math Instruction, Teachers, and Principal/ Annual Summer and ongoing</p>	<p>Conference registration & Travel</p> <p>No related expenses</p>	<p>5 teachers @600.00 = \$3,000</p> <p>N/A</p>	<p>Charter School Block Grant & Staff Dev. Buy Back</p> <p>N/A</p>
<p>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</p> <p>1. The AdHoc Committee on Powerful Teaching and Learning along with the Leadership Team will review research on professional development activities that assist teachers and administrators to ensure all students meet or exceed State content and academic achievement standards. These committees will pay special attention to those topics and formats that have the greatest impact on teachers’ abilities to accelerate the learning of all students and in particular those identified as low performing.</p> <p>2. Triumph Charter Academy will conduct an annual, year-end Self Study consisting classroom observations, surveys, and focus groups designed to gather the degree to which current classroom instruction is aligned to best practices (aligned with current research). The information from this Self Study is used to develop specific professional development plans for Triumph Charter Academy teachers and to monitor annual teacher growth and its correlation to increases in student achievement.</p>	<p>Executive Director, Principal & Selected Teacher-Leaders</p> <p>Director of PD, Principal/annual</p>	<p>Stipends for Personnel to participate in ongoing meetings, discussion, research and planning</p> <p>No related expenses</p>	<p>\$500.00 annual stipend</p> <p>N/A</p>	<p>Charter School Block Grant & Gear Up Grant Funds</p> <p>N/A</p>

<p>3. The Triumph Charter Academy mathematics, science, social studies and language arts programs all utilize assessment based, data driven approaches. The instruction modules for all areas are grounded in the state standards. As teachers master the implementation of the instructional components in the classrooms and develop their skills at determining needed interventions and modifications, per the assessment and student work examination data, student achievement will increase. The work of Linda Darling Hammond from Stanford University is also incorporated in the approach to assessment and evaluation.</p>				
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Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <p>Approximately 89% of the students enrolled at Triumph Charter Academy qualify for the federal free and reduced lunch program. 94 % 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 is low-income.</p> <p>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 yield 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>	<p>Director of PD and Math Instruction Principal & 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> <p>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 Triumph Charter Academy. 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.</p> <p>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>	<p>Executive Director, Principal & 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>All Triumph Charter Academy teachers, administrators and students will participate in Quantum Learning professional development workshops in order to achieve effective classroom management, increased student learning and achievement and a united and strong sense of community among all stakeholders.</p>	<p>All administrators, teachers and students. Summer.</p>	<p>Fee for Quantum Learning Trainers and teachers stipends.</p>	<p>\$32,000</p>	<p>Charter school Implementation 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> <p>Teacher collaboration time will focus on selecting benchmark assessments for key/essential standards, joint review of student work on those assignments, and planning for revising/reviewing/re-teaching/moving on.</p> <p>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 as identified by the annual Self Study. Additionally, professional development workshop agendas will be differentiated to meet the individual needs of teachers as identified in their professional growth plans.</p> <p>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>	<p>All teachers at minimum 2 times a month.</p> <p>All teachers, 8 days per year</p> <p>Leadership Institute (3 days) and monthly meetings with local peers</p>	<p>No related expenses</p> <p>Provided through pupil free day – no extra cost</p> <p>No related expenses</p>	<p>N/A</p> <p>N/A</p> <p>N/A</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>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> <ol style="list-style-type: none"> 1. Technology is utilized as a “tool for learning” in the charter school. During the summer week of training and ongoing year round, 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 Triumph, Microsoft Word and PowerPoint and participate in multi-media presentations. 2. In addition, teachers will receive training on how to incorporate computer and internet-based programs to increase their own efficiency as instructors, including the use of PowerSchool and PowerGrade as a tool for data analysis and communication with parents and students. 3. 	<p>Technology support personnel, Teacher leader in technology integration / ongoing</p> <p>Technology support personnel/ongoing</p>	<p>Salary for tech support throughout the school year. Stipend for teacher leader</p> <p>Salary for tech support</p>	<p>\$6,000</p> <p>\$2,500</p> <p>\$6,000</p>	<p>Charter school Block grant & Title II, Part D</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> <ol style="list-style-type: none"> 1. Each year, Triumph Charter Academy will purchase and implement the use of a variety of technology. Further computers will be added throughout the years and more are necessary. It is the intent of the Board to purchase more computers in the upcoming school years. Our technology plan calls for a ratio of 1 computer for every 4 students enrolled at the charter school. 	<p>Technology support personnel, Teacher leader in technology integration/ ongoing</p>	<p>Salary for tech support throughout the school year. Stipend for teacher leader.</p>	<p>\$6,000</p> <p>\$2,500</p>	<p>Charter school Block grant & Title II, Part D</p>

<p>As indicated above, technology training has been planned for the summer training session and support will be given to all teachers and staff, year round.</p>				
<p>8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</p> <p>1. The following is a brief description of how Triumph Charter Academy 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 numbers of stakeholders are represented.</p>	<p>Executive Director, Principal & 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>
<p>Please provide a description of:</p>	<p>Persons Involved/ Timeline</p>	<p>Related Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>9. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; <input type="checkbox"/> Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; <input type="checkbox"/> Involve parents in their child’s education; and <input type="checkbox"/> Understand and use data and assessments to improve classroom practice and student learning. 				

<ol style="list-style-type: none"> 1. All teachers and support personnel participate in the professional development opportunities starting with the 1-week summer institute and on-going professional development opportunities. 2. More staff members will work with less experienced staff members by providing coaching and mentoring specifically dealing with classroom management, engaging students and developing relationships with students and their families to increase achievement. 3. Teachers will analyze data year round, on an ongoing basis and receive ongoing staff development from administrators and consultants on effective analysis and utilization of the data. 4. Family Support Teams (FST) comprised of principal, teachers, support personnel, and parents work to find solutions to improve student behavior and identify early and appropriate interventions for students. FST have monthly follow-up meetings to ensure appropriate growth toward goals set in the initial meeting. 5. Counseling interns guided by a full time mental health counselor a full time mental health counselor increase the services available to the students. 6. Triumph Charter Academy will partner with local health, welfare and social services agencies in order to provide wrap around services for students and families with particular needs. 	<p>Director of PD/ Annually, ongoing</p> <p>Lead teachers, administrators /on going</p> <p>Director of PD, teachers, principals/ ongoing</p> <p>Principal, teachers/ongoing</p> <p>Principal/ongoing</p> <p>Principal/ongoing</p>	<p>No extra costs</p> <p>No extra costs</p> <p>No extra cost</p> <p>No extra cost</p> <p>No extra cost</p> <p>No extra cost</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>	<p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p> <p>N/A</p>
<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <p>Triumph Charter Academy 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>Triumph Charter Academy will seek collaboration with Institutions of Higher Education who have teacher credentialing programs to provide coursework</p>	<p>Executive Director</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>

<p>locally for multiple and single subject credentials in English/Language Arts, Mathematics, Science and English Language Development. Higher Ed partners will be selected because of their expertise in standards-based practice with the student populations in our schools.</p>				
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Performance Goal 4: *All students will be educated in learning environments that are safe, drug-free, and conducive to learning.*

Environments Conducive to Learning (Strengths and Needs):

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

STRENGTHS	NEEDS

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)):

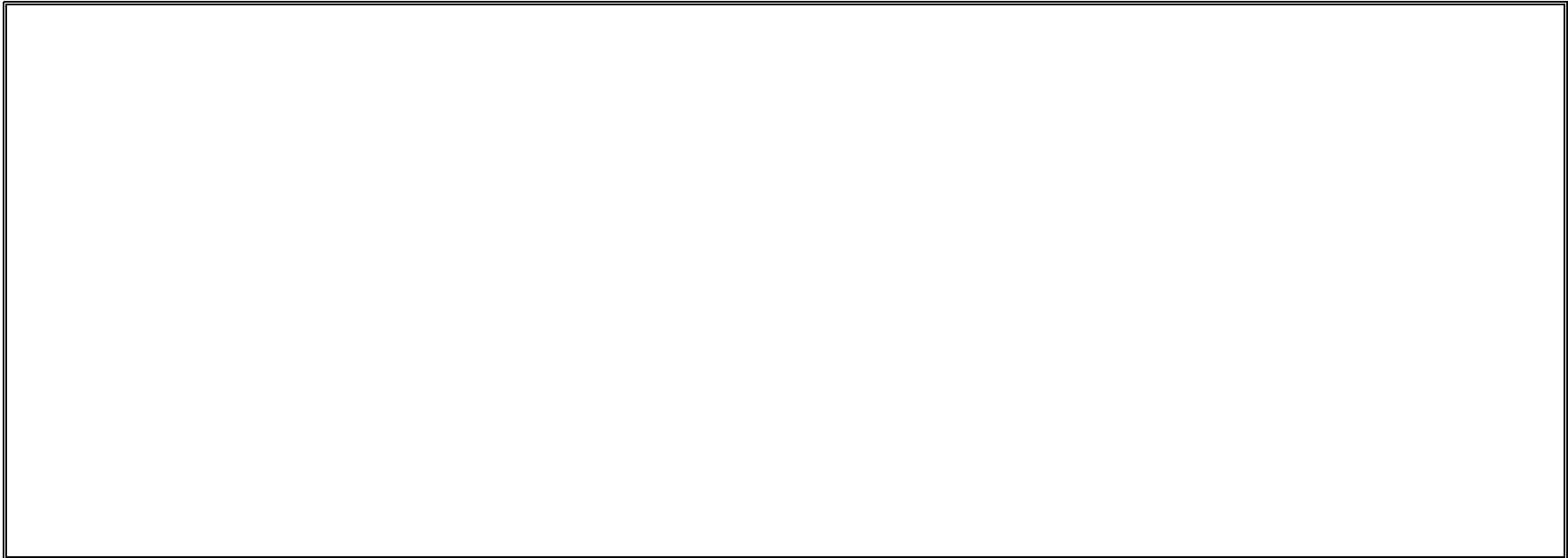
Provide a detailed, but brief, explanation of how the LEA will coordinate SDFSC funded alcohol, tobacco, other drug and violence prevention programs with other federal state and local prevention programs.

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.

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.

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

**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, "Schoolwide Programs," and/or Section 1115, "Targeted Assistance Schools." Direct-funded charters and single school districts, if conducting a schoolwide program authorized under Section 1114, may attach a copy of the Schoolwide Plan or Single Plan for Student Achievement in lieu of this description. All ten of the required components must be addressed. (For more information on Schoolwide, please go to <http://www.cde.ca.gov/sp/sw/rt>; for Targeted Assistance go to <http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp>).

	Description of how the LEA is meeting or plans to meet this requirement:
<p>For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:</p> <ul style="list-style-type: none"> • A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards. • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Proven strategies that address the needs of historically underserved students, low achieving students, and those at risk of not meeting state standards. • Instruction by highly qualified teachers and strategies to attract and keep such teachers. • High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff. • Strategies to increase parental involvement. • Assistance to preschool children in transitioning from early 	<ul style="list-style-type: none"> • Prior to the onset of the school year, the MAP assessment is administered to all incoming students in order to identify their proficiency levels in all strands of the California state language arts standards. Instruction is planned according to the data gathered from this assessment. MAP is administered two more times throughout the school year in order to evaluate progress and instruction is aligned accordingly, in the daily classroom and also in extended day programs. MAP math testing is also utilized in addition to the administration of the school's own mathematics benchmark assessments that have been designed by PUC staff. This internal benchmark assessment is administered four times per year. • All teachers utilize the learning cycle which is based on research regarding how the brain learns and retains information. The school utilizes strategies from Quantum Learning Network, all of which are based on research. The strategies combine both kinesthetic and visual techniques as a way for students to connect to the material they are learning. Active reading strategies are also incorporated across all content areas. These active reading strategies are based on the Strategies That Work text which have been proven through research to be successful. In mathematics, the school utilizes a variety of numeracy strategies that have statistically been proven to achieve results.

<p>childhood programs to elementary school programs.</p> <ul style="list-style-type: none"> • Timely and effective additional assistance to students who experience difficulty mastering state standards. 	<ul style="list-style-type: none"> • The school has an extended day program every day of the week in language arts and mathematics. These programs are designed to fill learning gaps and increase students' proficiency levels. Summer school will also be provided, as needed in math and language arts. • Proven strategies that are utilized to address historically underserved students and low achieving students include the strategies listed above but also include targeted intervention with selected students based on MAP proficiency. This occurs on a daily basis. • The school administrators continuously build a culture of cooperation, collaboration, relationship building and respect for and with their staff, all of whom are highly qualified. Great care is taken to treat all teachers as exemplary professionals whose voices and opinions are valued. • As part of the network of PUC schools, all employees engage in ongoing professional development beginning in the summer prior to the onset of each school year. Subsequent professional development is provided throughout the year. In addition, teacher staff meetings are held weekly that always include a strong professional development focus. Teacher coaching takes place consistently and is provided by Triumph's instructional leader, as part of ongoing professional development. School administrators are provided with professional development on a weekly basis when they meet with the network of PUC schools' site administrators. School administrators also receive ongoing coaching from a leadership coach. • In order to increase parental involvement, regular parent meetings are held that build a sense of community among parents and staff and educate the parents regarding their critical role in supporting the education of their children. Parents have ongoing access to their child's progress via PowerSchool. Parents are asked to spend a full day on campus, moving
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	<p>through the day with their child in order to deepen their understanding of the school. Parent committees have been formed for various purposes. In addition, each parent is requested to review their child’s agenda each evening, discuss the day’s learning and review homework. The parent then signs the agenda and writes comments to the teachers regarding their conversation with the child.</p>
<p>For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State’s challenging academic standards. The description should include activities such as:</p> <ul style="list-style-type: none"> • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Strategies that minimize removing children from the regular classroom during regular school hours for instruction. • Instruction by highly qualified teachers. • Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement. 	

Additional Mandatory Title I Descriptions

(continued)

<p>Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115, “Targeted Assistance Schools,” will identify the eligible children most in need of services under this part. Please note that multiple, educationally related criteria must be used to identify students eligible for services. Where applicable, provide a description of appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.</p>	
	Description of how the LEA is meeting or plans to meet this requirement:
<p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</p> <ul style="list-style-type: none"> • Identify children who are failing or most at risk of failing to meet the state academic content standards. • Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. • Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds. 	N/A
<p>The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.</p>	N/A
<p>The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.</p>	N/A

Additional Mandatory Title I Descriptions

(continued)

Please describe the actions the LEA will take to assist in its low-achieving schools identified under Section 1116, “Academic Assessment and Local Educational Agency and School Improvement,” as in need of improvement.

	Description of how the LEA is meeting or plans to meet this requirement:
<p>If the LEA has a PI school(s), describe technical assistance activities the LEA will provide to help the PI school, such as the following:</p> <ul style="list-style-type: none"> • Assistance in developing, revising, and implementing the school plan. • Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas. • Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI. • Assistance in analyzing and revising the school budget so the school’s resources are used effectively. 	<p>N/A</p>

Additional Mandatory Title I Descriptions

(continued)

Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, “Academic Assessment and Local Educational Agency and School Improvement.”	
	Description of how the LEA is meeting or plans to meet this requirement:
Describe the process for parent notification of the school’s identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.	N/A
Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	N/A

Additional Mandatory Title I Descriptions

(continued)

<p>Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA-level staff in accordance with Section 1118, “Parental Involvement,” and Section 1119, “Qualifications for Teachers and Paraprofessionals.”</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe the LEA’s strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.</p>	<p>Meaningful and relevant professional development workshops are provided for all teaching staff on an ongoing basis. These workshops take place during the summer prior to the onset of each school year, weekly, and during eight pupil free days during the school year. Professional development is provided by the Director of Professional Development of PUC, school administrators and outside sources as deemed appropriate. Teachers are also coached on an ongoing basis by the school’s instructional leader in order to enhance and develop their teaching skills.</p>
<p>Describe the LEA’s strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children’s education.</p>	<ul style="list-style-type: none"> • School administrators and teaching staff provide parents with critical and meaningful information that support their involvement in the school and in the education of their children. One venue for this provision of information is in regularly held parent meetings, which have on average a 90% attendance rate. In these meetings, parents learn what is being taught, what they should expect their children to bring home for homework, projects, etc. Parents are told that they are expected to read their child’s agenda each night, discuss the day’s learning and check homework. The parent then signs the agenda and writes a few sentences regarding what he/she discussed with his/her child. School staff follows up with notes back and will call parents on the phone if they observe that a

	<p>child's agenda does not have parent comments included.</p> <ul style="list-style-type: none">• The school counselor also delivers education sessions to parents regarding the developmental stages of their children and how parents can best communicate with their children during these stages. These sessions address parenting skills and how to best support children in their learning.• Student Led Conferences are also held at the school site, in which parents engage with their children in reviewing school work and setting goals that include how the parent can best provide an environment at home conducive to completing homework and completing assignments.
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Additional Mandatory Title I Descriptions

(continued)

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

Part III

Assurances and Attachments

Assurances

Signature Page

Appendix

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

Appendix B: Links to Data Web sites

Appendix C: Science-Based Programs

Appendix D: Research-based Activities

Appendix E: Promising or Favorable Programs

ASSURANCES

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

GENERAL ASSURANCES

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

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

TITLE I, PART A

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 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