

Application #	
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No Child Left Behind Act of 2001
SINGLE SCHOOL DISTRICT PLAN

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

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

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

SSD Plan Information:

Name of Local Educational Agency (LEA): Rocketship Brilliant Minds

County/District Code: 43-10439; 0125781

Dates of Plan Duration (should be five-year plan): 2017-2022

Date of Local Governing Board Approval:

District Superintendent: Preston Smith

Address: 350 Twin Dolphin Dr. Suite 109

City: Redwood City

Zip code: 94065

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

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

Preston Smith

Printed or typed name of Superintendent

Date

Signature of Superintendent

Frederick J. Ferrer

Printed or typed name of Board President

Date

Signature of Board President

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Part I

Background and Overview

Background

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

Development Process for the Single School District Plan

Single School District Plan Planning Checklist

Federal and State Programs Checklist

District Budget for Federal and State Programs

Background

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

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

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

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

- 1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.**
- 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 2005-06, 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 (ED). 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 federal accountability. This framework provides the basis for the state's improvement efforts, informing policy decisions by 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 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, the single **plan for student achievement, local educational agency (LEA) plans**, professional development opportunities, and technical assistance all are moving toward a level of alignment and streamlining. The result of this consolidation will be 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, the Single Plan for Student Achievement, and 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 LEAs, 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 ConApp 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 ConApp 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 ConApp 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 Local Educational Agency Plan (LEA) Plan

The approval of the LEA Plan by the local school board and the 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 educational services, services to homeless students, and other services as required. In addition, LEA Plans summarize assessment data, school goals and activities from the *Single Plans for Student Achievement* developed by the LEAs schools.

The Single Plan for Student Achievement (SPSA)

State law requires that school-level plans for programs funded through the Consolidated Application be consolidated in a *Single Plan for Student Achievement (SPSA)* (*Education Code* Section 64001), developed by school site councils with the advice of any applicable school advisory committees. LEAs 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). LEAs 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.

Role of School Site Council

The California *Education Code (EC)*¹ requires the school site council to develop a SPSA for ConApp programs operated at the school or in which the school participates. In addition, Pupil Retention² and School and Library Improvement Block Grant programs³ operated at the school must be included in the SPSA. The school site council must approve the plan, recommend it to the local governing board for approval, monitor implementation of the plan, and evaluate the results. At least annually, the school site council must revise the plan, including proposed expenditures of funds allocated to the school through the ConApp, and recommend it to the local governing board for approval.

Composition of School Site Council

Composition of the school site council is specified in the California *Education Code* as follows:

- The school site council shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school;⁴ parents of students attending the school selected by such parents; and, in secondary schools, students selected by students attending the school.
- **At the elementary level**, the school site council shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel; and (b) parents or other community members selected by parents. In schools with fewer than three teachers, this requirement may be met by establishing a school site council that is composed of equal numbers of school staff and parents or other community members selected by parents.
- **At the secondary level**, the school site council shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) equal numbers of parents or other community members selected by parents and students.
- **At both the elementary and secondary levels**, classroom teachers shall comprise the majority of persons represented under subdivision (a) of this section.

¹ *EC* Section 64001(a), (d)

² *EC* Section 41507

³ *EC* Section 41572

⁴ For example, counselors, psychologists, social workers, nurses, instructional aides, library personnel, and clerks employed at the school

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. Through CPM, the state monitors one-fourth of all school districts each year. Monitoring visits are conducted 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 Single School District (SSD) 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.***

This SSD Plan template is an effort to further align and streamline the planning requirements for single school districts, which includes direct-funded charter schools. This document incorporates the required elements of both the SPSA and the LEA Plan. Use of this template meets all state and federal requirements for plans for categorical programs. More detailed information regarding the SPSA can be found at <http://www.cde.ca.gov/nclb/sr/le/singleplan.asp>. The complete guide and template for the LEA Plan can be found at <http://www.cde.ca.gov/nclb/sr/le/>.

In developing the SSD Plan, the SSD 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 SSD 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 SSD is expected to gather and review information from these resources and use it to inform the planning process.**

The SSD 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. **State and federal laws require that school site administrators, teachers, and parents from the SSD (which includes direct-funded charter schools) must be consulted in the planning, development, and revision of the SSD Plan.**

The SSD Plan can be completed through the use of a single template following the six steps outlined below. Because the SSD Plan combines the LEA Plan with the SPSA, it becomes the responsibility of the school site council to develop, approve and recommend the SSD Plan to the local governing board for approval.

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>
- Adequate Yearly Progress (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 (not required for single school districts)

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

These tools can be found under Improvement Tools 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

The school site council must seek the input of teachers, administrators, councils, committees, parents, and community members (e.g., school health council, committees for Limited English Proficient students, 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 all categorical programs, identify the participants, expected performance gains, and means of evaluating gains. Indicate specific improvements and practical monitoring of their implementation and effectiveness.

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 ConApp provides funding for the following programs: Title I, Parts A and D; Title II, Part A; Title III, Part A; Title IV, Part A; Title V, Part A; Title VI, subpart 2 (Rural Low-Income); School Safety and Violence Prevention; Cal-SAFE; Peer

Assistance Review; Tobacco-Use Prevention; Economic Impact Aid; and Middle and High School Supplemental Counseling Program.

Step Five: Local Governing Board Approval

The SSD Plan must be approved by the local governing board prior to submittal to CDE. Ensure that all required signatures are affixed. The SSD Plan must be reviewed and updated annually, and all subsequent amendments should be approved by the local governing board and kept on file with the original SSD 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 practices? 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 SSD PLAN DEVELOPMENT**
(Optional)

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

FEDERAL AND STATE PROGRAMS CHECKLIST

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

Federal Programs		State Programs	
√	Title I, Part A		Economic Impact Aid (EIA) – State Compensatory Education
	Title I, Part B, Even Start		EIA – Limited English Proficient
	Title I, Part C, Migrant Education		After-School Education and Safety Programs
	Title I, Part D, Neglected/Delinquent		School and Library Improvement Block Grant
√	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		High Priority Schools Grant Program
	Title IV, Part A, Safe and Drug-Free Schools and Communities		Tobacco Use Prevention Education (Prop 99)
	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
	Adult Education		School Safety and Violence Prevention Act (AB1113, AB 658)
	Career Technical Education		Healthy Start
	McKinney-Vento Homeless Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
√	<i>Individuals with Disabilities Education Act (IDEA), Special Education</i>		English Language Acquisition Program
	21 st Century Community Learning Centers		Community Based English Tutoring
	Other (describe):		Art/Music Block Grant
	Other (describe):		School Gardens
	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		\$175,642	\$175,642	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		\$2,245	\$2,245	100%
Title II, Part D, Enhancing Education Through Technology				
Title III, Limited English Proficient		\$27,789	\$27,789	100%
Title III, Immigrants		\$1,131	\$1,131	100%
Title IV, Part A, Safe and Drug-free Schools and Communities				
Title V, Part A, Innovative Programs – Parental Choice				
Adult Education				
Career Technical Education				
McKinney-Vento Homeless Education				
IDEA, Special Education		\$51,807	\$51,807	100%
21 st Century Community Learning Centers				
Other (describe)				
TOTAL		\$258,614	\$258,614	100%

DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Note: RBM does not receive any of these state-specific funds.

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				
School and Library Improvement Block Grant				
After School Education and Safety Program				
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)				
Healthy Start				
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				
English Language Acquisition Program				
Community Based English Tutoring				
Other (describe)				
TOTAL				

Part II

The Plan

Needs Assessments

Academic Achievement

Professional Development and Hiring

School Safety

Descriptions – Program 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 SSD Plan, the SSD should review its demographics, test results, and resources. The majority of such information is readily available on the SSD'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, California Basic Educational Data System (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 SSD is expected to gather and review its own information from these resources to determine strengths and needs and to shape the planning process.

The Sample School and Student Performance Data Forms provided with the suggested template for the SPSA are also attached to this document in Appendix F. These forms are provided for convenience only; their use is not required. The forms simply provide a suggested format for arraying the data that needs to be reviewed.

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 with 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 – Program 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 SSD will provide descriptions and information about how it plans to address the requirements of NCLB and the SPSA based upon results of the needs assessment.** Collectively, these descriptions, along with the Assurances in Part III of this document, comprise the SSD 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 SSD Plan.

Mission Statement

Rocketship Brilliant Minds (henceforth referred to as "RBM") will eliminate the achievement gap by graduating our students at or above grade level in Literacy and Math.

Goals

- RBM students will graduate RBM at or above grade level in all content areas.
- RBM students will become self-motivated, competent and lifelong learners.
- RBM students will develop a deep love of learning.
- RBM will provide parents with a path for their children to take in order to have the best chance to attend a four-year college.
- RBM will encourage our alumni both to become leaders in their community and help others achieve their goals.

Vision Statement

RBM seeks to create a future in which thousands of children from San Jose have graduated from four-year colleges and have come back to eradicate the last traces of the achievement gap.

Targeted School Populations

RBM is designed to serve Alum Rock Unified School District students who are or may be at risk of achieving below basic proficiency on state exams. RBM will attract children of Alum Rock families who are seeking an alternative to their current educational system, who desire an innovative educational approach, and who share the vision of RBM. RBM anticipates that it will enroll primarily students from Alum Rock Unified schools which are undergoing program improvement ("PI") in conjunction with the Federal No Child Left Behind regulations as well as a Free/Reduced Meal population above 50%. During the 2014-2015 school year, RBM enrolled 61% English Learner ("EL") and 86% Free and Reduced Lunch ("FRL").

Our average student is between one and two years behind. As such, we use the average of 1.5 years behind as our overall expectation of student achievement upon entry. We consider students who score proficient or its equivalent on the nationally-normed NWEA MAP assessment to be at grade level and operating at above the 50th

percentile. We consider students who score one grade level ahead to be advanced and operating at roughly the 75th percentile. We consider students who score one grade level behind to be below basic and in the third quartile and students who score two grade levels behind to be far below basic and in the fourth quartile. We believe that a focused intervention program like Rocketship can move students up approximately one quartile in achievement each year in school (a 25 percentile point gain).

To begin making an impact as early as possible, the Rocketship network actively participates in the Transitional Kinder program funded by the State of California. Rocketship had more than 150 students enrolled in the Transitional Kinder program for the 2014-2015 school year.

RBM Enrollment

During the 2014-2015 school year, RBM had a school enrollment of 502 students in grades TK-4. Attrition is primarily driven by families leaving the area and is similar to existing Rocketship Education schools and other high-performing charters in the area. To absorb expected attrition, we will continuously enroll vacated spaces to maintain the enrollment numbers. We believe that this is a critical choice as traditional neighborhood schools also regularly enroll students throughout the school year (new to the community, recently moved, etc.) and we want to ensure that we participate equitably in this enrollment of new students as well. Moreover, we want to ensure that we are able to contribute to the academic outcomes of students and families throughout the community, regardless of whether they enroll with RBM in the initial grades like Kindergarten or later in upper grades like 4th and 5th grade.

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 SSD 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.

Measurement and Use of Data

Assessment Assumptions

Our assessment methods are based on the following beliefs:

- In order to have a complete picture of a student's growth, differentiated assessment methods must be used. Assessments for individual students should focus on individual mastery of specific content standards and learning objectives.
- There should be an appropriate relationship between a desired student outcome and the means used to assess it. Assessments should be aligned to the prioritized standards and student objectives.

- Knowledge Targets (Stiggins, 2004) should be studied and aligned to student assessment. All assessment methods should be based on what we expect students to know and be able to do with specific information.
- Assessment should promote and support reflection and self-evaluation on the part of students, staff, and parents.

School Outcome Goals

RBM is dedicated to documenting student achievement of the state content standards each year through state-mandated pupil assessments. As is required by the California Department of Education Code Section 60605, students will participate in the California Assessment of Student Performance and Progress (CAASPP) and all other mandated accountability programs (CELDT, etc.). Through these assessments, RBM shall demonstrate student mastery of state standards. Standardized assessments allow us to compare our students' performance with students residing in the rest of the state. In the absence of a State mandated test in any year, RBM may administer another nationally standardized test. In addition, the school may provide internal learning performance accountability documentation. This internal documentation may include, but is not limited to, Strategic Teaching and Evaluation of Progress ("STEP") assessments, Individual Education Plan ("IEP") goals, and other methods by which student progress may be assessed.

Measuring Student Progress

RBM is a data-driven school. RBM uses Schoolzilla, a cloud-based data warehouse and reporting system, to collect, organize, and analyze data. Schoolzilla has the capacity to create a variety of reports on student achievement, including disaggregated data by content strand, student subgroup, grade-level, and classroom.

RBM students are assessed regularly throughout the school year in order to determine performance relative to grade level standards and national norms. CAASPP, CELDT, and data from the NWEA MAP are used at the beginning of the year to help teachers understand the baseline achievement of their students, along with specific areas of strength and weakness. We also use internally-created assessments and the STEP assessment developed by the University of Chicago to gauge independent and instructional reading levels. To correctly assess whether students are on track to meet their growth goals during the year, we also administer the NWEA and STEP assessments at the middle and end of each academic year and conduct bi-monthly assessments of each student in reading, writing and math using a variety of other assessments. We correlate these tightly with performance on end of year CAASPP and CELDT testing to correctly measure progress and give teachers detailed data about areas in which each student needs improvement.

Our staff is trained on how to interpret test data and is engaged in critical analysis of the data in order to determine how the school can address any performance deficiencies or negative trends. The data analysis will be tied to professional development on

instruction so that teachers can enhance their understanding of student performance in light of normative data and modify their instructional designs accordingly. In this way, staff will be continuously challenged to rethink current pedagogical practices to meet the changing needs of students.

Use and Reporting of Data

Teachers spend much of their professional development time gaining the expertise to use data to understand student challenges and then to develop the skills they need to address gaps and individualize instruction. Schoolzilla is used to track student data and is integrated with RBM's Student Information System. As discussed below in the section on at-risk students, this bi-monthly student data is used for early identification of struggling students.

Student progress towards mastery is documented throughout the year in report cards and progress reports. In addition, summary metrics in Literacy and Math based on our bi-monthly assessments aid parents in understanding where their children are on the path to reaching or exceeding grade level proficiency. Parent-teacher conferences are scheduled at least three times per school year and more often on an as-needed basis in which teachers share students' academic and socio-emotional progress with parents. Upper-grade students are given the opportunity to participate in conferences to reinforce participation in the learning process. Additionally, the school publishes student results annually through the School Accountability Report Card ("SARC"), in compliance with the California Constitution, California Education Code and NCLB.

Additionally, Rocketship Education's Board of Directors, Senior Leadership Team and school leadership teams regularly review progress toward these goals using our network health dashboards. These regular reviews help keep our schools on track to meet these goals.

Program Modification

RBM is a learning community with a focus on solving the problems of the most underserved low-income English Learners. We use NWEA MAP assessments to establish benchmark data for our students and set goals for future growth. Using this data and other measurement systems, our staff is able to identify specific and general challenges as they arise. For example, we use small guided reading groups to individualize instruction based on the current obstacles to success for each child in the group. By using interim assessments, teachers are able to focus their lessons on these issues. If a particular student or group of students does not demonstrate improvement, we work with the teacher to strengthen his or her instructional techniques in that area. If certain issues appear to be widespread, we will look to focus additional professional development and curriculum resources in these areas. All of our work is guided by frequent monitoring and assessments.

At-Risk Students

RBM serves all students, including those who would be at risk of achieving below basic proficiency on state exams. We identify at-risk students as those who are operating at least one year below grade level in reading, writing, math and oral language, as measured through our internal assessments and standardized tests. (The above section *Measuring Student Progress* provides details on the assessments we administer.)

RBM employs personalized and differentiated instruction to ensure that our students catch up to the point where they become proficient or advanced on state tests. Additionally, RBM uses a team-based, systematic early intervention process called Response to Intervention (RtI) to coordinate assessment, instruction, evaluation, and support services for students who continue to struggle. These students, accounting for roughly 20% of RBM's student population, receive additional targeted instruction designed to bring them up to grade level more quickly.

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

SCHOOL GOAL #1 (Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages) 56% at or above 50% percentile in NWEA reading	
Student groups and grade levels to participate in this goal: All students, particularly those below the 50th percentile Strategies: • Small groups, emphasized guided reading • After school literacy tutoring with humanities teachers • Parent participation • “reading marathon” • 80% club • Field trip to the library	Anticipated annual performance growth for each group: 5 percentage point increase
Means of evaluating progress toward this goal: Exit slip data, unit assessment data, STEP growth data, language board data	Data to be collected to measure academic gains: NWEA data

Planned Improvement in Student Performance in Reading -

Description of specific actions to improve student achievement in Reading and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: RBM curriculum follows the California adoption of the Common Core State Standards (“CCSS”). We have also examined the standards and identified those at the highest level of cognition so that teachers can best plan and prioritize instruction and build units around the most rigorous markers of student success.	Principal Teachers Ongoing – summer/school year	Professional development	\$33,000	LCFF, Charter Startup Grant

Students regularly participate in small group instruction focused on specific skills and strategies that are emphasized in the CCSS. All teachers receive professional development on specific strategies to improve student literacy. All teachers in all disciplines are expected to explicitly teach reading strategies, particularly as they apply to the specific reading demands of their subject area. All teachers also use scope and sequence maps as basic foundation for instruction. Science and Social Studies are embedded in Humanities instruction through the use of thematically integrated, standards-based Understanding by Design (UbD) units.				
2. Use of standards-aligned instructional materials and strategies: Textbooks and other instructional materials will be aligned with CCSS. All finals and final projects will be “mapped” back to CCSS. Our Humanities curricula will support a deeper focus on the three main genres of narrative, opinion and informational reading and writing while also providing a clear TK-5 continuum for craft, language skills, and genre study. Classroom libraries are leveled according to the STEP scale and aligned with a Balanced Literacy approach that includes leveled texts, culturally relevant titles, and genre requirements from CCSS.	Principal Teachers Ongoing	Purchase of textbooks and leveled reading books for Guided Reading	\$22,890	LCFF, Charter Startup Grant

3. Extended Day: Because we expect our typical students to be financially disadvantaged English Learners who arrive at Kindergarten 1.5 years behind their peers, RBM will operate the school from approximately 8am to 4pm each day to allow our students extra time to catch up academically.	Principal Individualized Learning Specialists Teachers Ongoing – school year	Compensation, including ILS, School Leaders and Teachers	\$100,000	Title I
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Description of specific actions to Improve Student Achievement in Reading and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
4. Increased access to technology: RBM uses online learning programs as part of its personalized learning approach to address students' specific needs and learning characteristics/modalities. Teachers and school staff use students' interim assessment results to create specific online intervention programs, which provide individualization opportunities across a set of lessons and assessments focused on literacy and math skills.	RSED IT Staff Individualized Learning Specialists Ongoing – school year	Hardware, software, and consulting expenses	\$120,000	LCFF, Charter Startup Grant
5. Staff development and professional collaboration aligned with standards-based instructional materials: Teachers receive professional development in using standards for curricular planning and instructional practice. Once per week, teachers and administrators have an early release day for professional development, planning, and analyzing student mastery of standards. Teachers work in grade-level teams and in content areas across the school to develop as professionals in using textbooks and integrating standards-aligned instructional materials into their lesson plans.	Principal Assistant Principal Ongoing – summer/school year	Professional development	\$32,800	LCFF, Charter Startup Grant

6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): RBM is committed to a high frequency and consistency of parent and family engagement in curricular and co-curricular activities. We encourage parents to serve as parent leaders, who help lead school events and serve as key liaisons within the community, and parent volunteers, who assist RBM with various school operations. Every grading period, teachers and school leaders meet with families and students who are not meeting academic standards in order to develop academic support plans. We strive for strong attendance and participation at events including community meetings, exhibition nights, and other school activities. We also translate all materials sent home into English, Spanish, and Vietnamese.	Principal Assistant Principal Office Manager Ongoing – school year	Translation and Administration of Additional Meetings, Parent Appreciation Materials	\$15,000	LCFF
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): We hold monthly Community Meetings, where we discuss topics such as report cards, literacy and math expectations, English Learner issues, and other community concerns with families. Teachers and school leaders also conduct home visits with every family every year and send home school and	Principal Assistant Principal Office Manager Ongoing – fall (home visits),	Administration of Additional Meetings	\$10,000	LCFF

classroom newsletters. To ease the transition into kindergarten, we invite families to monthly community meetings to learn more about RBM school culture and expectations and how to begin preparing for the transition to school. We provide families with a packet of instructional skills to work on at home with their pre-schooler and share recommendations about other learning materials and activities they can use at home to introduce their child to letter names and sounds, etc. RBM offers a network transitional kinder (TK) program for four year-olds in an effort to increase our programming for early childhood education. To ease the transition to middle school, we hold community meetings for our families in which we share information about their local middle school options. We also invite representatives from surrounding middle schools to come present and share information with our families. Through our focus on rigorous academic work, student independence, and responsibility, and based on the fact that our teachers work in teams to deliver instruction, we prepare our students for the academic demands and adaptability that interacting with multiple middle school teachers requires.	school year (community meetings), spring (transition meetings)			
8. Monitoring program effectiveness: RBM allots four structured Data Days across the year, during which teachers and administrators reflect on student growth and performance on	Principal Assistant Principal	Interim Assessments and Data Reporting System	\$28,900	LCFF

multiple assessments, including an ELA and math benchmarks as well as the CCSS NWEA MAP. Teachers and administrators review and tailor lesson plans and unit plans to increase school-wide, grade-level, and teacher-specific effectiveness. We also analyze data for student sub-populations, such as special education students or students in our Response to Intervention program. Assistant Principals and Principals conduct bi-weekly coaching of all instruction, including classroom observations and one-on-one meetings with teachers to provide feedback.	Ongoing – school year			
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9. Targeting services and programs to lowest-performing student groups: RBM has a robust Response to Intervention (RtI) program, which uses a three-tiered model to assess, monitor, and serve our lowest-performing students. In Tier I, our teachers regularly differentiate content, convene leveled small groups for targeted instruction (such as Guided Reading), and use individualized online learning programs to address specific student needs. In Tier II, we provide intensive tutoring in small groups related to math, comprehension, fluency, and phonics. If a student receives Tier II services and continues to need support, as measured by frequent progress monitoring, he or she moves to Tier III, which includes more individualized interventions such as one-on-one tutoring, specific behavior support plans, or modified assignments. When a student still does not demonstrate adequate progress at this level, a special education evaluation may be conducted to determine eligibility for formal special education services. For further discussion, please see the section <i>At-Risk Students</i> in Part II above.	Assistant Principal Teachers Individualized Learning Specialists Ongoing – school year	Included in other sections listed above	N/A	LCFF
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10. Any additional services tied to student academic needs: RBM trains all teachers in teaching strategies for English Learners through Guided Language Acquisition Design (GLAD). We also provide materials to teachers and tutors for Response to Intervention-funded through Title I.	Assistant Principal Individualized Learning Specialists Teachers Ongoing – summer	Project GLAD training and RtI curriculum	\$35,000	Title III Title I
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Performance Goal 1B: *All students will reach high standards, at a minimum, attaining proficiency or better in mathematics by 2013-2014.*

SCHOOL GOAL #2 (Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages) 68% of students will be at or above the 50th percentile in reading	
Student groups and grade levels to participate in this goal: All students, particularly ones below the 50th percentile	Anticipated annual performance growth for each group: 5 percentage point growth in students at or above 50th percentile
Means of evaluating progress toward this goal: Exit slip data, unit assessment data, teacher reflection	Data to be collected to measure academic gains: NWEA MAP data

Planned Improvement in Student Performance in Mathematics

Description of specific actions to Improve Student Achievement in Mathematics and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: At RBM, we focus on mastery of the basic skills, computational fluency, and conceptual understanding required by the CCSS. Additionally, as called for by CCSS, our instruction emphasizes placing mathematical content in the context of real-world situations and using mathematics to solve problems. We provide mathematics instructors with professional development experiences centered on understanding the demands of the CCSS and their implications for instruction. We also provide mathematics instructors with a math planning module for every common core standard, which includes information about which skills	Principal Teachers Ongoing - summer	Professional development in Math Instruction strategies	\$32,300	LCFF, Charter Startup Grant

and understandings are necessary for mastery. Our teachers are trained to use math scope and sequence maps, which are aligned to CCSS. We also use the CCSS-aligned NWEA MAP, with which we will assess students three times per year. All RBM teachers hold appropriate credentials and will be assigned to teach in either Humanities or Math/Science classrooms.				
2. Use of standards-aligned instructional materials and strategies: Our mathematics instructors will develop units that are backwards-planned according to a centrally-developed scope and sequence based on CCSS for each grade. Textbooks and other instructional materials purchased will be aligned with Common Core State Standards. Additionally, all finals and final projects will be “mapped” back to Common Core State Standards. We provide staff development and professional collaboration on standards-based instructional materials.	Principal Teachers Ongoing - summer	Purchase of textbooks	\$22,900	LCFF, Charter Startup Grant
3. Extended Day Because we expect our typical students to be financially disadvantaged English Learners who will enter Kindergarten 1.5 years behind their peers, RBM will operate the school from approximately 8am to 4pm each day to give our students time to catch up academically.	Principal Individualized Learning Specialists Teachers Ongoing – school year	Compensation, including ILS, School Leaders and Teachers	\$100,000	Title I

Description of specific actions to Improve Student Achievement in Mathematics and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
4. Increased access to technology: RBM;s math curriculum will be based on the rigorous, CCSS-aligned Singapore Math. Two of Singapore Math's key approaches that Rocketship teachers are trained to incorporate into their instruction are a concrete to pictorial to abstract trajectory when teaching concepts, and bar modeling to help illustrate and solve word problems. To supplement this and further build mathematical knowledge and understanding, RBM will use online learning programs as part of its personalized learning approach to address students' specific needs and learning characteristics/modalities. Such programs will include ST Math, DreamBox, and iReady for Math. Teachers and school staff will use students' interim assessment results to create specific online intervention programs, which will provide individualization opportunities across a set of lessons and assessments focused on literacy and math skills.	RSED IT Staff Individualized Learning Specialists Ongoing – school year	All personalized learning expenses including hardware, software, and consulting expenses	\$120,000	LCFF, Charter Startup Grant
5. Staff development and professional collaboration aligned with standards-based instructional materials: Teachers receive professional development in using standards for curricular planning and instructional practice. Once per week, teachers and administrators have an early release day for professional development, planning, and analyzing student mastery of standards. Teachers work in grade-level teams and in content areas across the school to develop as professionals in using	Principal Assistant Principal Ongoing – summer and school year	Professional development in Math Instruction and Backwards Mapping	\$32,800	LCFF, Charter Startup Grant

textbooks and integrating standards-aligned instructional materials into their lesson plans.				
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): RBM is committed to a high frequency and consistency of parent and family engagement in curricular and co-curricular activities. We encourage parents to serve as parent leaders, who help lead school events and serve as key liaisons within the community, and parent volunteers, who assist RBM with various school operations. Every grading period, teachers and school leaders meet with families and students who are not meeting academic standards in order to develop academic support plans. We strive for strong attendance and participation at events including community meetings, exhibition nights, and other school activities. We also translate all materials sent home.	Principal Office Manager Ongoing – school year	Translation and Administration of Additional Meetings, Parent Appreciation Materials	\$15,000	LCFF
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): We hold monthly Community Meetings, where we discuss topics such as report cards, literacy and math expectations, English Learner issues, and other community concerns with families. Teachers and school leaders also conduct home visits with every family every year. To ease the transition into kindergarten, we invite	Principal Assistant Principal Office Manager Ongoing – fall (home visits), school year (community meetings), spring (transition	Administration of Additional Meetings	\$10,000	LCFF

families to monthly community meetings to learn more about RBM school culture and expectations and how to begin preparing for the transition to school. We provide families with a packet of instructional skills to work on at home with their pre-schooler and share recommendations about other learning materials and activities they can use at home to introduce their child to letter names and sounds, etc. RBM offers a network transitional kinder (TK) program for four year-olds in an effort to increase our programming for early childhood education. To ease the transition to middle school, we hold community meetings for our families in which we share information about their local middle school options. We also invite representatives from surrounding middle schools to come present and share information with our families. Through our focus on rigorous academic work, student independence, and responsibility, and based on the fact that our teachers work in teams to deliver instruction, we prepare our students for the academic demands and adaptability that interacting with multiple middle school teachers requires.	meetings)			
8. Monitoring program effectiveness: RMS allots four structured Data Days across the year, during which teachers and administrators reflect on student growth and performance on multiple assessments, including an ELA and math benchmarks as well as the CCSS NWEA MAP. Additionally, RBM will participate in the California Assessment of Student Performance and Progress (CASPP) assessments. Teachers and administrators review and tailor lesson plans and unit plans to increase school-wide, grade-level, and teacher-specific effectiveness. Staff and administrators analyze data for student sub-populations,	Principal Assistant Principal Ongoing	Interim Assessments and a Data Reporting System	\$28,900	LCFF

such as special education students or students in our Response to Intervention program. Assistant Principals and Principals conduct bi-weekly coaching of all instruction, including classroom observations and one-on-one meetings with teachers to provide feedback.				
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9. Targeting services and programs to lowest-performing student groups: RBM will have a robust Response to Intervention (RtI) program, which will use a three-tiered model to assess, monitor, and serve our lowest-performing students. All of RBM's students will be assessed upon initial enrollment in school (using the CCSS-aligned NWEA MAP and other internal formative assessments). Those students assessed as currently below grade level standards are eligible for services under the RtI model. The RtI Team uses current assessment data to determine need based upon relation to grade level standard, to develop instructional and support strategies, and as the next priority to determine eligibility for formal special education services. Students are also assessed regularly and systematically throughout the school year. In Tier I, our teachers will regularly differentiate content and use individualized online learning programs to address specific student needs. In Tier II, we will provide intensive tutoring in small groups related to math, comprehension, fluency, and phonics. If a student receives Tier II services and continues to need support, as measured by frequent progress monitoring, he or she will move to Tier III, which includes more scripted interventions. If a student still does not demonstrate adequate progress at this level, a special education evaluation may be conducted to determine eligibility for formal special education services.	Assistant Principal Teachers Ongoing	Included in other sections listed above	N/A	LCFF
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10.	Any additional services tied to student academic needs: RBM trains all teachers in teaching strategies for English Learners through Guided Language Acquisition Design (GLAD). We provide materials to teachers and tutors for Response to Intervention-funded through Title I.	Assistant Principal Individualized Learning Specialists Teachers Ongoing - summer	GLAD training and RtI curriculum	\$35,000	Title III Title I
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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.*

SCHOOL GOAL # 3 (Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages) Meet 83.3% on CELDT annual progress	
Grade levels to participate in this goal: • Targeted intervention for ELL students • Targeted PD (professional development) for teachers to encourage more rigorous opportunities for student practice and extension work in class • Increased goal-awareness in the learning lab to encourage deeper levels of student ownership and engagement in online learning opportunities	Anticipated annual performance growth: 1 percentage point increase in CELDT improvement
Means of evaluating progress toward this goal: Reviewing student achievement data Teacher feedback on PD	Data to be collected to measure academic gains: Collect and reflect on end of year CELDT data.

Planned Improvement in Programs for LEP Students and Immigrants (Title III and EIA/LEP)

Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed):		Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
Required Activities	1. The programs and activities to be developed, implemented, and administered and how the SSD will use the these funds to meet all annual measurable achievement objectives described in Section 3122				
	2. How the SSD will hold elementary and secondary schools receiving funds under this subpart accountable for: - meeting the annual measurable achievement objectives described in Section 3122 - making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)) - annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1))				
	3. How the SSD will promote parental and community participation in LEP programs				

	4. How the SSD 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: • English proficiency • Academic achievement in the core academic subjects				
Required Activities	5. High quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel: 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	Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed):	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
	1. Upgrade to program objectives and effective instructional strategies, if applicable				
	2. Any: a. tutorials and academic or vocational education for LEP students and/or b. intensified instruction				
	3. How programs for English Learners are coordinated with other relevant programs and services				
	4. Any other activities designed to improve the English proficiency and academic achievement of LEP children				
	5. Community participation programs, family literacy services, and parent outreach and training activities provided to LEP children and their families – a. To improve English language skills of LEP children b. To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children				
	6. Efforts to improve the instruction of LEP children by providing for – a. The acquisition or development of educational technology or instructional materials b. Access to, and participation in, electronic networks for materials, training, and communication c. Incorporation of the above resources into curricula and programs				
	7. Other activities consistent with Title III or EIA/LEP funds				

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

Parents of Limited-English-Proficient students must be notified: outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents. Describe how you will meet these requirements		Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
Required Activities	1. SSD informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB): 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				

		Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
Required Activities	h. information pertaining to parental rights that includes written guidance detailing – i. the right that parents have to have their child immediately removed from such program upon their request 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 SSD assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the SSD				
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 school 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.					
SSD Parent Notification Failure to Make Progress If the SSD fails to make progress on the annual measurable achievement objectives, it will inform parents of a child identified for participation in such program, or participating in such program, of such failure not later than 30 days after such failure occurs.					

Plans to Provide Services for Immigrants

IF the SSD is receiving or planning to receive Title III Immigrant supplemental funding, complete this table (per Sec. 3115(e)). Please describe:		Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
Allowable Activities	1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children.				
	2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth.				
	3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth.				
	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds.				
	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.				
	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.				
	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.				

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

Summary of Needs and Strengths for Professional Development

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

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

STRENGTHS	NEEDS
In the first year of operations, RBM teachers were hired based upon the following criteria: • Possess a State recognized Teaching Credential. • Have an understanding of state standards in all subject areas. • Demonstrate good classroom management, instructional planning, and effective instructional practices. • Have begun to develop the teaching and subject matter expertise that could allow them to successfully later demonstrate leadership, whether at the school level or within their content or grade-level team.	Our professional development focuses on the following objectives: • A focus on the pedagogy which shapes the curriculum in their department. • An understanding of the instructional techniques used and how to use them. • Building an understanding of how to use student data to identify learning challenges. • Developing techniques for individualizing their planning and instruction. • The ability to work productively as a team with other teachers to share knowledge, coach, and provide input and feedback on their teaching.

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

SCHOOL GOAL # 4

(Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages)

All teachers will average greater than one grade level growth for their students for each school year on the NWEA for both math and reading.

Student groups and grade levels to participate in this goal:

All

Student groups and grade levels to participate in this goal:

All

Means of evaluating progress toward this goal:

Teacher feedback on efficacy of surveys

Means of evaluating progress toward this goal:

Teacher feedback on efficacy of surveys

Planned Improvements for Professional Development (Title II)

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
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: All teachers are expected to develop and maintain a culture of high expectations in order to meet the school's mission to prepare students who will be the first in their family to attend college to thrive at a four-year university. As previously mentioned, staff development revolves around aligning curriculum with standards and collaboration over curricula in order to maximize student achievement. All RBM teachers	Principal Assistant Principal Teaching Staff Ongoing	Professional Development	\$32,800	LCFF

create a standards map for their courses, which indicates which standards are addressed, mastered, and omitted. Every teacher is expected to teach every class using the state standards as a blueprint for instruction. Teachers are trained to “map backwards” from the standards to design finals, final projects, units, and lessons.				
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: RBM's criteria for choosing curricula and professional development are in alignment with state standards and a field research base that shows success with our population of students. To develop the necessary subject expertise for our teachers as well as provide ongoing support for Assistant Principals, we partner with several outside professional development organizations and higher education institutions to conduct in-depth professional development in literacy and math. We constantly reflect on student achievement data and teacher instructional needs in order to further develop the professional development program and coordination of resources to ensure that all student, teacher, and school needs are addressed.	Principal Assistant Principal Ongoing	Research and implementation time	\$10,000	LCFF

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
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: RBM is a data-driven school. We administer frequent interim assessments and analyze the results to find areas for improvement for students, teachers, and the school as a whole. Our professional development is chosen to strengthen areas where teachers demonstrate need for additional instruction. Please see the above section <i>Measuring Data</i> for more details on our assessment and data analysis process.	Principal Assistant Principal Teaching Staff Ongoing	See Math and Reading sections for details		LCFF
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: As a charter school, RBM decides on the focus of all professional development activities. All decisions about what to include in professional development are made on the basis of what best serves the needs of the RBM target student. We will develop a professional development plan that incorporates the activities authorized under Title II, Part A, Subpart 2 with the needs of first-generation students, their teachers, and the leadership team.	Principal Assistant Principal Teaching Staff Ongoing	See Math and Reading sections for detail		LCFF
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	Principal Assistant Principal	See Math and Reading sections for detail		LCFF

met: Professional development activities include literacy, EL, and data analysis training as well as math training for math teachers.	Teaching Staff Ongoing			
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: RBM plans to integrate funds to further develop comprehensive dashboards that contain student academic data, technology training plans for staff, and plans for a student and staff “helpdesk” and IT maintenance.	RSED IT Staff Ongoing	Technology consultants	\$10,000	LCFF
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.): As further discussed in the section on Performance Goal 1 above, all RBM students have daily access to customized online learning programs. RBM is also working to develop a technology plan for the school and a technology training plan for staff.	RSED IT Resource Ongoing	Technology consultants	\$10,000	LCFF
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: RBM collaborates with parents and school personnel through staff meetings, community meetings, and focus groups in the development of reports, curricular and co-curricular activities, and	Principal	Time to organize meetings and review	\$5,000	LCFF

other decision-making.				
Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
9. How the SSD will provide training to enable teachers to: □ Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; □ Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; □ Involve parents in their child's education; and □ Understand and use data and assessments to improve classroom practice and student learning. Since RBM and its target student are unique, continue school-wide focus of designing accessible, engaging, curricula for all students. RBM also will continue to provide teachers training, both in staff development and through ongoing coaching, on how to approach students with high expectations and develop a culture of achievement in the classroom. We center our instruction on focused and systematic data analysis. We meet early and regularly with students and families who have trouble adjusting to the academics and culture of Rocketship. We encourage and monitor parent and family engagement in curricular and co-curricular activities.	Principal Assistant Principal Special Education Staff	Time to set up intervention processes and SPED	\$30,000	IDEA and LCFF
10. How the SSD will use funds under this subpart to meet the requirements of Section 1119: All RBM staff are expected to attend and participate in staff development activities.	Principal	Time to create staff plan	\$5,000	LCFF

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

STRENGTHS	NEEDS
We believe that our school is well-designed to provide the intensive support students need. Because we are very high engagement with Monthly Community Meetings and are a school of choice, we believe that we will face fewer attendance and mobility issues than typical district schools. Our teachers are trained in solid classroom management skills, and the school has good procedures for behavior throughout the school. Individualized attention for students struggling with academics and behavior through our Response to Intervention program will help us work with each child.	Our needs will be driven based on our experiences with students and families and concerns they voice as well as the data we collect in our assessment system.

Environments Conducive to Learning (Activities):

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

ACTIVITIES

- **Learning Lab:** Students have the opportunity to work closely with teachers, tutors, and peers to complete work on skills on our computers, read independently, and develop their thinking skills. This engages students with individualized content teaching basic skills, and allows teachers to get to higher order skill in the classroom. Students in our Response to Intervention program benefit from the opportunity to further connect with an adult who keeps tabs on their academic progress throughout the year, informing parents of both problems and successes.
- **Parent Outreach:** Parent Outreach, organized and directed by the Principal, takes several forms, including regular bilingual grade-level and school-wide meetings about academic issues, student academic and Science/Social studies exhibitions, one-on-one academic and counseling sessions with Rocketship teachers, administrators, or the staff, as well as parent involvement in all key decision-making, including hiring and discipline. Parents are also deeply involved in the discipline process for their own students; students who struggle to meet the schools code of conduct have a series of family meetings culminating in a discipline committee meeting for students who continue to fail to meet the school's standards of conduct. To further increase parent involvement, teachers and school leaders conducts home visits, requires volunteer hours, and provides opportunities for parent ownership of school-wide initiatives, activities and events.
- **Extended Day:** Because our typical students will be financially disadvantaged English Learners, an extended day from approximately 8 a.m. to 4 p.m. will give our students extra time to catch up academically. We expect students to make more than one year of growth for each year at RBM and, at graduation, leave RBM at or above grade level.

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

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

STRENGTHS	NEEDS
▪ Connection with students, families The tight-knit RBM community is one where students are well-known and feel able to confide in adults. The same goes for families, who come in often to share concerns or discuss how life outside school is impacting student achievement. As a result of this close connection, RBM staff are able to work closely with students and families on discipline issues as well as problems stemming from drug and alcohol abuse. ▪ Well-designed discipline system The discipline system at RBM puts a strong emphasis on communicating high standards of conduct to students and then holding them to those standards. Administrators and teachers are constantly meeting with students and their families regarding disruptive behavior, or absenteeism. Students know that staff and teachers communicate closely regarding warning signs in student behavior, clothing, etc., and parents and students alike have a clear sense of the consequences for disrupting the learning environment, cutting school, or engaging in violent behavior.	▪ Seminars, learning opportunities for students, families Much of the outreach at RBM happens through one-on-one consultation and family meetings. The next step for the school is to weave outside expertise into the school programs through the adoption of best practices and further partnerships with community organizations, especially those with experience in dealing with gang-related issues. ▪ Expanded teacher training, sharing of best practices While the close relationship between teachers and students and families can often assist in finding solutions to problems arising from drug or alcohol abuse, too often RBM staff must create ad hoc solutions. There is not a clear process (except for the disciplinary process) at the school for how to work with these students, nor is there sufficient resources for teachers to develop techniques and expertise in identifying and supporting students whose academic achievement is being disrupted by these factors.

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 SSD 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 __ %

The percentage of students that feel very safe at 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 have been afraid of being beaten up during the past 12 months will decrease biennially by:	7 th — % 9 th — % 11 th — %	7 th — % 9 th — % 11 th — %
Truancy Performance Indicator		
The percentage of students who have been truant will decrease annually by _____ from the current LEA rate shown here. 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.	_____%	_____%
Protective Factors Performance Measures from the California Healthy Kids Survey	Most recent date: _/_/_ Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by:	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 high expectations from a teacher or other adult 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 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 (Process to Collect Data)	Performance Indicator Goal	Baseline Data
None		

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
RBM is committed to a healthy and safe environment for all of our community and we address these issues throughout our culture and curriculum. However, as we are not accepting TUPE or Safe and Drug Free School and Community funding, we have chosen to opt out of selecting and delivering Science-Based programs to our students.						

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.

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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 SSD's analysis of CSS, CHKS, and CSSA data related to why the LEA selected these programs and activities for implementation.

RBM is committed to a healthy and safe environment for all of our community and we address these issues throughout our culture and curriculum. However, as we are not accepting TUPE or Safe and Drug Free School and Community funding, we have chosen to opt out of selecting and delivering Science-Based programs to our students.

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

Provide a description for how the LEA will conduct regular evaluations of the effectiveness of the SSD'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.

RBM is committed to a healthy and safe environment for all of our community and we address these issues throughout our culture and curriculum. However, as we are not accepting TUPE or Safe and Drug Free School and Community funding, we have chosen to opt out of selecting and delivering Science-Based programs to our students.

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.

N/a.

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

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

N/a.

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.

N/a.

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.

N/a.

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.

N/a.

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: <i>All students will graduate from high school.</i>
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Planned Improvements: High School Graduation Rates, Dropouts, and AP

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

This page does not apply to districts with no secondary students.

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

Additional Mandatory Title I Descriptions

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

Please provide a general description of the nature of the programs to be conducted by the SSD under Sections 1114, "Schoolwide Programs," and/or Section 1115, "Targeted Assistance Schools." 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 SSD is meeting or plans to meet this requirement:
For schoolwide programs (SWP), describe how the SSD will bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as: • 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 under served 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	In 2014-15, 89.2% of our students were eligible for free or reduced lunch. With a high percentage of socioeconomically disadvantaged students, operating a schoolwide Title I program will enable Rocketship to provide a higher level of instruction for all students. A focus on inclusion will be at the core of schoolwide Title I program reform strategies. From special education, to ELL strategies, and Title I interventions, all these efforts will be provided in the same learning environments as all students. As a schoolwide program, Rocketship will be able to better serve students' unique needs. Our objective every day is to get the right lesson to the right child at the right time. The Rocketship model, which is informed by eight years of operating schools and peer-reviewed published literature, combines traditional classroom instruction with blended learning, enabling highly personalized instruction through online adaptive technology, small group instruction and tutoring. Rocketship's instructional model is a robust Response to Intervention (RtI) program. As described above

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 childhood programs to elementary school programs. • Timely and effective additional assistance to students who experience difficulty mastering state standards.	in Performance Goal 1, Rtl is a three-tiered model used to assess, monitor, and serve our lowest-performing students and we currently provide materials to teachers and tutors for Rtl through Title I. Rocketship believes that our programs will be most effective when implemented schoolwide, without having to differentiate between our students that do and do not receive Title I services. A schoolwide program will foster an environment in which students can move fluidly through tiers. Further, 61.2% of our students are English Learners. We train all teachers in teaching strategies for English Learners through Guided Language Acquisition Design (GLAD), enabling teachers to successfully provide students with explicit instruction in the linguistic features of academic English. Rocketship is committed to high-quality instruction for all students. The school's strategy is to create a comprehensive program for recruiting and training highly qualified teachers to make significant academic gains with high-poverty students. Title I dollars are used primarily to fund intervention programs provided by our instructional staff, and Title II dollars fund specific professional development associated with teaching methods most effective at overcoming specific problems in our student population. All Rocketship teachers are credentialed or being actively coached to complete their credential, and both our teachers and paraprofessionals are highly qualified according to ESEA regulations. Our teachers receive regular one-on-one coaching from school leaders and weekly professional development that ranges from analyzing assessment data to teaching strategies for English Learners. Because we expect our typical students to be financially disadvantaged English Learners who will enter Kindergarten 1.5 years behind their peers, Rocketship will operate the
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	school from approximately 8am to 4pm each day to give our students time to catch up academically. Parents will be involved in the discussion of schoolwide priorities and strategies to reach the goals of the school. Rocketship staff will engage parents on opportunities to get involved in their student's learning through community meetings, parent conferences, assisting in the classroom, parent coffees, home visits, and literacy/homework nights. To ease the transition into kindergarten, we provide families with a packet of instructional skills to work on at home with their pre-schooler and share recommendations about other learning materials and activities they can use at home to introduce their child to letter names and sounds, etc. The Rocketship Title I Schoolwide program is designed to support all students. Operating under a schoolwide program will create an environment of high expectations for all our students to achieve at their highest capabilities while more effectively using Title I funds in conjunction with other funding sources.
For targeted assistance programs (TAS), describe how the SSD will identify participating students most at risk of failing to meet state standards and help those students to meet the State's challenging academic standards. The description should include activities such as: • 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.	N/a

• 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.	
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Additional Mandatory Title I Descriptions

(continued)

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.	
	Description of how the SSD is meeting or plans to meet this requirement:
Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should: - 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.	We will identify at-risk students based on standardized tests and our interim assessments, as further discussed in the above section Measuring Data. For students in grades K-2, who are not administered standardized assessments, our evaluation criteria will include teacher observations, parent interviews, and our CCSS-aligned internal assessments. (For example, we use a data-tracking platform called Illuminate through which educators are able to select and create their own standards-aligned assessment questions.) For students in all grades, we will also take into account feedback from other sources including teacher judgment, Student Success Team meetings, special education IEPs, parent-teacher conferences, and classroom grades. Through constant data analysis, we will isolate specific challenges for each at-risk student and personalize instruction for them to become not just proficient, but advanced proficient on state tests.
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.	Rocketship Education's Regional Director of Operations will serve as the school/district liaison responsible for complying with all state required processes and policies associated with homeless students who attend the school and work with school Principal to ensure that students are smoothly

	integrated into the RBM culture. All Federal and state homeless enrollment guidelines like the development of alternative caretaker forms, accepting school records directly from caretakers if necessary, etc. will be followed at RBM. If necessary, Title I funds may be used to meet the basic needs of homeless students (clothing, supplies, health). Title I funds may also be used to provide tutoring and/or outreach services to students living in shelters, transitional living programs, motels and other temporary residences.
The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.	

Additional Mandatory Title I Descriptions (continued)

Please describe the actions the SSD will take to obtain assistance if identified under Section 1116, "Academic Assessment and Local Educational Agency and School Improvement," as in need of improvement. Note that the federal guidance indicates that in the case of direct-funded charter schools, the charter authorizer should play a role in providing this assistance.

	Description of how the SSD is meeting or plans to meet this requirement:
If the SSD is a PI school(s), describe technical assistance activities the SSD will obtain, such as the following: • 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	If RBM were to fall into Program Improvement, we would comply with all state and federal Program Improvement guidelines and implement all required program components and interventions. Technical assistance activities that RBM would implement may include reviewing the LEA Plan and tracking performance data (student achievement, professional development,

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.	parental involvement, etc.) to the goals outlined in each section of the plan. We would then perform a gap analysis to determine where the school plan would need to be revised and new strategies to improve delinquent performance areas. Years 1-3 of Program Improvement strategies would include: <i>Year 1</i> ▪ Revising the LEA plan within 3 months of PI identification ▪ Consultation with parents, school staff, the Rocketship Education Board of Directors and others in development of a plan ▪ Implement a plan immediately in current year following plan development ▪ Reserve no less than 10% of Title I, Part A funds for high-quality professional development <i>Year 2:</i> Implement plan designed in Year 1 <i>Year 3</i> ▪ Take at least one corrective action: ○ Defer programmatic funds or reduce administrative funds ○ Institute new curriculum and professional development ○ Replace or re-structure RBM staff Authorize students transfers (note: because RBM is a choice charter school, school transfers are always an option)
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Additional Mandatory Title I Descriptions

(continued)

Please describe the actions the SSD 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 SSD 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.	If RBM were to fall into PI status, we would send out notification letters as required, including identification of other local schools not in PI. We would also direct 10% of Title I funds to additional staff professional development
Describe how the SSD will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	If RBM were to fall into PI status, we would notify parents of students' eligibility for supplemental services as required and provide services to any child whose family requested it. Students at RBM are free to disenroll at any time.

Additional Mandatory Title I Descriptions

(continued)

Please describe the strategy the SSD 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 in accordance with Section 1118, "Parental Involvement," and Section 1119, "Qualifications for Teachers and Paraprofessionals."	
	Description of how the SSD is meeting or plans to meet this requirement:
Describe the SSD's strategies for coordinating resources and efforts to retain, recruit and increase the number of highly qualified teachers, principals, and other staff.	The school's strategy is to create a comprehensive program for recruiting and training highly qualified teachers to make significant academic gains with high-poverty students. Title I dollars are used primarily to fund intervention programs provided by these teachers, and Title II dollars fund specific professional development associated with teaching methods most effective at overcoming specific problems in our student population.
Describe the SSD's strategies for coordinating resources and efforts to prepare parents to be involved in the school and in their children's education.	Please see Part II above on involving parents in the schools and their children's education.

Additional Mandatory Title I Descriptions

(continued)

Coordination of Educational Services	
In the space below, please describe how the LEA will coordinate and integrate educational services 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.	
	Description of how the SSD is meeting or plans to meet this requirement:
Describe how the SSD will coordinate and integrate educational services to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as: - Even Start - Head Start - Reading First - Early Reading First - Other preschool programs - 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. Compare to programs listed on Page 11 of the SSD Plan to determine if all active programs have been addressed.	RBM is deeply committed to ensuring the coordination and integration of educational services. All RBM teachers engage in weekly professional development sessions. During this time, they meet as a grade-level to prepare lessons and units, discuss student progress, and plan and coordinate interventions. For students who need additional services, such as students identified as being at-risk, RBM will form a specialized team comprised of teachers, parents and specialists (if necessary) to plan and coordinate targeted interventions. The team will meet regularly to track student progress, set and update goals, and communicate thoughts or concerns. Additionally, the Principal will oversee the integration and coordination of school services, such as transportation, operations, meals, parent communications, administrative and operational services. The Principal will be assisted by a Business Operations Manager as well as an Office Manager.

	The Principal will also be responsible for coordinating additional educational services for our families. Based on our high levels of interaction with students and parents, we will work with community-based organizations to refer and support our families for additional services as we identify additional student and family health, safety, and life needs.
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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 SSD's eligibility for funds included in this Plan, the Superintendent must provide an original signature below attesting to compliance with all of the following statements.

GENERAL ASSURANCES

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

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

TITLE I, PART A

The SSD, hereby, assures that it will:

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

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

TITLE I, PART D – SUBPART 2

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

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

TITLE II, PART A

34. The SSD, hereby, assures that:

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

TITLE II, PART D

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

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

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

TITLE III

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

TITLE IV, PART A

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

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

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

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

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

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

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

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

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

New LEAP Assurances

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

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

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

Other

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

Print Name of Superintendent

Signature of Superintendent

Date

School Site Council Recommendations and Assurances

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

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

___ School Advisory Committee for State Compensatory Education Programs

___ English Learner Advisory Committee

___ Community Advisory Committee for Special Education Programs

___ Gifted and Talented Education Program Advisory Committee

___ Other **(list)**

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

Attested:

Typed name of school principal

Signature of school principal Date

Typed name of SSC chairperson

Signature of SSC chairperson Date

APPENDIX A

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

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

California's NCLB Performance Goals and Performance Indicators

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

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

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

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

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

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

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

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

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

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

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

APPENDIX B

Links to Data Web sites

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

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

APPENDIX 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. Web sites 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 SSD must designate and list the research-based activities (strategies and activities developed by the SSD to supplement the science-based programs listed above) selected from below:

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

APPENDIX E

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

Lion's Quest Working Toward Peace	5 to 9				x		D
Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health Education	K to 12	x	x	x			D
Open Circle Curriculum	K to 5				x	x	D
Parent-Child Assistance Program (P-CAP)	Families	x		x			C
PeaceBuilders	K to 8				x		D
Peacemakers Program	4 to 8				x		D
Peer Assistance and Leadership	9 to 12			x	x		C
Peer Coping Skills (PCS)	1 to 3				x		B
Peers Making Peace	K to 12				x		D
<u>Personal/Social Skills Lessons</u>	6 to 12		x				A
Preventive Intervention	6 to 8			x			B
Preventive Treatment Program	Parents			x	x		B
Primary Mental Health Project	Pre k to 3						D
<u>Project Alive</u>	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
<u>Project SCAT</u>	4 to 12		x				A
Project Status	6 to 12			x	x	x	B
Safe Dates	School				x		B
Say It Straight (SIS) Training	6 to 12	x					D
School Transitional Environmental Program	9 to 12			x	x	x	B
<u>Smokeless School Days</u>	9 to 12		x				A
Social Decision Making and Problem Solving	1 to 6	x			x		D
Social Decision Making and Problem Solving Program (SDM/PS)	K to 5					x	B
Socio-Moral Reasoning Development Program (SMRDP)	School				x		B
Storytelling for Empowerment	6 to 8	x		x			C
Strengthening Hawaii Families	Families			x			C
Strengthening the Bonds of Chicano Youth & Families	Communities	x		x			C
Syracuse Family Development Program	Family				x		B
Teams-Games-Tournaments Alcohol Prevention	10 to 12	x					C
Teenage Health Teaching Modules	6 to 12		x				C, D
Teens Tackle Tobacco! - Triple T	6 to 12		x				A
The Scare Program	School				x		D
The Think Time Strategy	K to 9				x		D
Tinkham Alternative High School	9 to 12					x	C
<u>Tobacco-Free Generations</u>	8 to 12		x				A
Viewpoints	9 to 12				x		B
Woodrock Youth Development Project	K to 8	x	x	x		x	C
Yale Child Welfare Project	Families				x		B

APPENDIX F

Appendix F: Sample School and Student Performance Data Forms

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

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

Table 1: Academic Performance by Ethnicity

API PROFICIENCY LEVEL		ACADEMIC PERFORMANCE INDEX (API) DATA BY STUDENT GROUP																				
		All Students			White			African-American			Hispanic			Asian								
		Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3
Number (#) and Percent (%) At or Above Proficient	#																					
	%																					
Number and Percent At Basic	#																					
	%																					
Number and Percent Below Basic	#																					
	%																					
Number and Percent Far Below Basic	#																					
	%																					
TOTAL NUMBER AND PERCENT	#																					
	%																					

Conclusions indicated by the data:
1.
2.
3.

Table 2: Academic Performance by Grade Level

API PROFICIENCY LEVEL		ACADEMIC PERFORMANCE INDEX (API) DATA BY GRADE FOR _____ STUDENTS																				
		Grade: ____			Grade: ____			Grade: ____			Grade: ____			Grade: ____			Grade: ____			Grade: ____		
		Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3
Number (#) and Percent (%) At or Above Proficient	#																					
	%																					
Number and Percent At Basic	#																					
	%																					
Number and Percent Below Basic	#																					
	%																					
Number and Percent Far Below Basic	#																					
	%																					
TOTAL NUMBER AND PERCENT	#																					
	%																					

Conclusions indicated by the data:

- 1.
- 2.
- 3.

Table 3: English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP																										
	All Students			White			African-American			Asian			Hispanic			English Learners			Redesignated-Fluent English Proficient			Socioecon Disadv			Students w/Disabilities		
	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3
Participation Rate																											
Number At or Above Proficient																											
Percent At or Above Proficient																											
AYP Target																											
Met AYP Criteria																											

Conclusions indicated by the data:

1.

2.

3.

Table 4: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP																										
	All Students			White			African-American			Asian			Hispanic			English Learners			Redesignated -Fluent English Proficient			Socioecon Disadv			Students w/Disabilities		
	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3	Yr 1	Yr 2	Yr 3
Participation Rate																											
Number At or Above Proficient																											
Percent At or Above Proficient																											
AYP Target																											
Met AYP Criteria																											

Conclusions indicated by the data:

- 1.
- 2.
- 3.

Table 5: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K											
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
Total											

Conclusions indicated by the data:

- 1.
- 2.
- 3.

Table 6: Multi-Purpose Form

Academic, Demographic, Grade Span, or Program Area:

Level Achieved	DATA BY _____																							
	Y r 1	Y r 2	Y r 3	Y r 1	Y r 2	Y r 3	Y r 1	Y r 2	Y r 3	Y r 1	Y r 2	Y r 3	Y r 1	Y r 2	Y r 3	Y r 1	Y r 2	Y r 3	Y r 1	Y r 2	Y r 3	Y r 1	Y r 2	Y r 3

Conclusions indicated by the data:
1.
2.
3.