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| Application # | |
|---------------|--|

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): **Freshwater School District**

County/District Code: 12-62828

Dates of Plan Duration: 2010-11 to 2015-16

Date of Local Governing Board Approval: October 12, 2010

District Superintendent: **Thom McMahan**

Address: **75 Greenwood Heights Drive**

City: **Eureka**

Zip code: **95503**

Phone: **707-442-2969**

Fax: **707-442-9527**

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.

Thom McMahan

Printed or typed name of Superintendent

Date

Signature of Superintendent

Bridgette Mitchell

Printed or typed name of Board President

Date

Signature of Board President

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Part I

Background and Overview

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/improvttools.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 |
| | 1. Local governing board approval |
| | 2. 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 | |
|------------------|--|----------------|--|
| X | Title I, Part A | X | 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 | X | School and Library Improvement Block Grant |
| X | Title II, Part A, Subpart 2, Improving Teacher Quality | | Child Development Programs |
| X | 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): | X | Art/Music Block Grant |
| | Other (describe): | | School Gardens |
| | Other (describe): | | Other (describe): |
| | Other (describe): | | Other (describe): |

DISTRICT BUDGET FOR FEDERAL PROGRAMS

| Programs | Prior Year District Carryovers | Current Year District Entitlements | Current Year Direct Services to Students at School Sites (\$) | Current Year Direct Services to Students at School Sites (%) |
|--|--------------------------------------|--|---|--|
| Title I, Part A | 0 | 85,036 | 92,855 | 113% |
| 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 | 0 | 14,858 | 25,134 | 169% |
| Title II, Part D, Enhancing Education Through Technology | 0 | 817 | 817 | 100% |
| Title III, Limited English Proficient | | | | |
| Title III, Immigrants | | | | |
| Title IV, Part A, Safe and Drug-free Schools and Communities | | | | |
| Title V, Part A, Innovative Programs – Parental Choice | | | | |
| IDEA, Special Education | | 94,855 | 94,855 | 100% |
| 21 st Century Community Learning Centers | | | | |
| TOTAL | 0 | 195,566 | 213,661 | 109% |

DISTRICT BUDGET FOR STATE PROGRAMS

| Categories | Prior Year District Carryovers | Current Year District Entitlements | Current Year Direct Services to Students at School Sites (\$) | Current Year Direct Services to Students at School Sites (%) |
|---|--------------------------------------|--|---|--|
| EIA – State Compensatory Education | 0 | 8,775 | 14,087 | 160% |
| EIA – Limited English Proficient | | | | |
| School and Library Improvement Block Grant | 10,942 | 29,040 | 31,744 | 100% |
| 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) | | | | |
| 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 | 10,942 | 37,815 | 45,831 | 100% |

Part II The Plan

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.

Freshwater Elementary School Accountability Report Card Reported for School Year 2008-09 Published During 2009-10

I. Data and Access

DataQuest

DataQuest is an online data tool located on the CDE [DataQuest](#) Web page that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., Academic Performance Index [API], Adequate Yearly Progress [AYP]), test data, enrollment, graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

II. About This School

Contact Information (School Year 2009-10)

| School | | District | |
|------------------|--|----------------|--|
| School Name | Freshwater Elementary | District Name | Freshwater Elementary |
| Street | 75 Greenwood Heights Dr. | Phone Number | 707-442-2969 |
| City, State, Zip | Eureka , CA 95503-9569 | Web Site | www.humboldt.k12.ca.us/freshwater_sdc |
| Phone Number | 707-442-2969 | Superintendent | Thom McMahon |
| Principal | Thom McMahon | E-mail Address | tmcmahon@humboldt.k12.ca.us |
| E-mail Address | tmcmahon@humboldt.k12.ca.us | CDS Code | 12- 62828- 6007884 |

School Description and Mission Statement (School Year 2008-09)

School Description and Mission Statement (School Year 2008-09)

Freshwater School is the elementary school in the Freshwater School District, serving students from Kindergarten to grade six. The school district has an elected board of five trustees and has been providing education to children for over 125 years. In 2008-09, out of the 270 total students, the school served over 145 students from outside the district boundaries. Freshwater School has an experienced, dedicated staff of thirteen classroom teachers who are supported by a full time Reading Specialist, a Resource Specialist, a speech/language therapist, two music teachers, a PE specialist, 11 part-time aides, three full-time classified staff members, a part-time vice principal, and a superintendent/principal.

Mission Statement: The Freshwater School community provides a safe, caring, student-centered environment focused on learning for all.

Opportunities for Parental Involvement (School Year 2008-09)

Opportunities for Parental Involvement (School Year 2008-09)

Parent involvement makes Freshwater School one of the most outstanding schools in Humboldt County. Family members can become involved in a variety of ways, including helping in the classroom, serving on one of the four parent groups associated with the school, volunteering at special events, and gathering materials and supplies for the school. For example, families volunteer to help with the Garden of the Dolphins, monthly recycling, art projects, field trips, holiday parties, Family Fun Nights, school Science Fair, annual "School Beautification" days.

Student Enrollment by Grade Level (School Year 2008-09)

This table displays the number of students enrolled in each grade level at the school.

| Grade Level | Number of Students |
|------------------|--------------------|
| Kindergarten | 37 |
| Grade 1 | 41 |
| Grade 2 | 46 |
| Grade 3 | 24 |
| Grade 4 | 54 |
| Grade 5 | 37 |
| Grade 6 | 38 |
| Total Enrollment | 277 |

Student Enrollment by Group (School Year 2008-09)

This table displays the percent of students enrolled at the school who are identified as being in a particular group.

| Group | Percent of Total Enrollment |
|----------------------------------|------------------------------------|
| African American | 1.44 % |
| American Indian or Alaska Native | 4.33 % |
| Asian | 2.17 % |
| Filipino | % |
| Hispanic or Latino | 4.33 % |
| Pacific Islander | % |
| White (not Hispanic) | 87.36 % |
| Multiple or No Response | 0.36 % |
| Socioeconomically Disadvantaged | 25.00 % |
| English Learners | % |
| Students with Disabilities | 11.00 % |

Average Class Size and Class Size Distribution (Elementary)

This table displays by grade level the average class size and the number of classrooms that fall into each size category (a range of total students per classroom).

| Grade Level | 2006-07 | | | | 2007-08 | | | | 2008-09 | | | |
|--------------------|------------------------|-----------------------------|--------------|------------|------------------------|-----------------------------|--------------|------------|------------------------|-----------------------------|--------------|------------|
| | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | | Avg. Class Size | Number of Classrooms | | |
| | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ | | 1-20 | 21-32 | 33+ |
| K | 19.5 | 2 | | | 19.0 | 2 | | | 18.5 | 2 | | |
| 1 | 20.0 | 1 | | | 21.0 | | 2 | | 20.5 | 1 | 1 | |
| 2 | 20.0 | 2 | | | 20.0 | 1 | | | 21.5 | | 2 | |
| 3 | 19.0 | 1 | | | 20.0 | 1 | | | | | | |
| 4 | 29.0 | | 1 | | 29.0 | | 1 | | 27.0 | | 2 | |
| 5 | | | | | | | | | 28.0 | | 1 | |
| 6 | 27.0 | | 1 | | 24.0 | | 1 | | 24.0 | | 1 | |
| K-3 | 18.5 | 2 | | | 20.5 | 1 | 1 | | 18.0 | 2 | 1 | |

III. School Climate

School Safety Plan (School Year 2008-09) This section provides information about the school's comprehensive safety plan.

The School Safety Plan was last reviewed by the Board of Trustees in 2008-09. The School Safety Plan was last discussed with Staff on August 23, 2009.

Suspensions and Expulsions

This table displays the rate of suspensions and expulsions (the total number of incidents divided by the total enrollment) at the school and district levels for the most recent three-year period.

| Rate | School | | | District | | |
|-------------|---------|---------|---------|----------|---------|---------|
| | 2006-07 | 2007-08 | 2008-09 | 2006-07 | 2007-08 | 2008-09 |
| Suspensions | 0 | 0 | | 0 | 0 | |
| Expulsions | 0 | 0 | | 0 | 0 | |

IV. School Facilities

School Facility Conditions and Planned Improvements (School Year 2009-10)

This section provides information about the condition of the school's grounds, buildings, and restrooms, and a description of any planned or recently completed facility improvements.

The Freshwater School District completed the modernization of 10 classrooms, the building of a new girls' restroom, the remodeling of three other restrooms, and the retrofit of the office area. The modernization gave the school a major "facelift", adding high quality carpets, safety glass windows, new electrical systems and data ports, and inside painting to all 10 classrooms. The new student restrooms are beautifully appointed with new fixtures and tile walls and floors. The office area gives additional space for the business functions of the District. The lighting in the classrooms was retrofitted in 2006. The school houses all of its students as well as providing a library, computer lab, meeting room, auditorium/cafeteria, music rooms, and Day Care. In September 2005, the new gymnasium was completed and has been a bonus for the entire school community.

In 2007/08 we added 196 solar panels that are expected to generate up to 70% of the school's electricity needs.

School Facility Good Repair Status (School Year 2009-10)

This table displays the results of the most recently completed school site inspection to determine the school facility's good repair status.

| System Inspected | Repair Status | | | | Repair Needed and Action Taken or Planned |
|---|---------------|------|------|------|---|
| | Exemplary | Good | Fair | Poor | |
| Systems: Gas Leaks, Mechanical/HVAC, Sewer | X | | | | |
| Interior: Interior Surfaces | X | | | | |
| Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation | X | | | | |
| Electrical: Electrical | X | | | | |
| Restrooms/Fountains: Restrooms, Sinks/ Fountains | X | | | | |
| Safety: Fire Safety, Hazardous Materials | X | | | | |
| Structural: Structural Damage, Roofs | X | | | | |
| External: Playground/School Grounds, Windows/ Doors/Gates/Fences | X | | | | |
| Overall Rating | Exemplary | | | | N/A |

V. Teachers

Teacher Credentials

This table displays the number of teachers assigned to the school with a full credential, without a full credential, and those teaching outside of their subject area of competence. Detailed information about teacher qualifications can be found on the CDE [DataQuest](#) Web page.

| Teachers | School | | | District |
|---|---------|---------|---------|----------|
| | 2006-07 | 2007-08 | 2008-09 | 2008-09 |
| With Full Credential | 15 | 16 | 16 | 18 |
| Without Full Credential | 0 | 0 | 0 | 0 |
| Teaching Outside Subject Area of Competence | | | | N/A |

Teacher Misassignments and Vacant Teacher Positions

This table displays the number of teacher misassignments (teachers assigned without proper legal authorization) and the number of vacant teacher positions (not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester). Note: Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

| Indicator | 2007-08 | 2008-09 | 2009-10 |
|--|----------------|----------------|----------------|
| Misassignments of Teachers of English Learners | 0 | 0 | 0 |
| Total Teacher Misassignments | 0 | 0 | 0 |
| Vacant Teacher Positions | 0 | 0 | 0 |

Core Academic Classes Taught by No Child Left Behind Compliant Teachers (School Year 2008-09)

This table displays the percent of classes in core academic subjects taught by No Child Left Behind (NCLB) compliant and non-NCLB compliant teachers in the school, in all schools in the district, in high-poverty schools in the district, and in low-poverty schools in the district. High poverty schools are defined as those schools with student participation of approximately 75 percent or more in the free and reduced price meals program. Low poverty schools are those with student participation of approximately 25 percent or less in the free and reduced price meals program. More information on teacher qualifications required under NCLB can be found on the CDE [Improving Teacher and Principal Quality](#) Web page.

| Location of Classes | Percent of Classes In Core Academic Subjects | |
|----------------------------------|---|--|
| | Taught by NCLB Compliant Teachers | Taught by Non-NCLB Compliant Teachers |
| This School | 100.0 | 0.0 |
| All Schools in District | 100.0 | 0.0 |
| High-Poverty Schools in District | | |
| Low-Poverty Schools in District | 100.0 | 0.0 |

VI. Support Staff

Academic Counselors and Other Support Staff (School Year 2008-09)

This table displays, in units of full-time equivalents (FTE), the number of academic counselors and other support staff who are assigned to the school and the average number of students per academic counselor. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

| Title | Number of FTE Assigned to School | Average Number of Students per Academic Counselor |
|--------------------|---|--|
| Academic Counselor | | |

| | | |
|------------------------------------|-----|-----|
| Library Media Teacher (Librarian) | | N/A |
| Psychologist | | N/A |
| Social Worker | | N/A |
| Nurse | | N/A |
| Speech/Language/Hearing Specialist | | N/A |
| Resource Specialist (non-teaching) | 1.0 | N/A |
| Other | | |

VII. Curriculum and Instructional Materials

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2009-10)

This table displays information about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school, and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

| Core Curriculum Area | Quality, Currency, and Availability of Textbooks and Instructional Materials | Percent of Pupils Who Lack Their Own Assigned Textbooks and Instructional Materials |
|--|--|---|
| Reading/Language Arts | All texts are state-aligned and good quality. | 0 |
| Mathematics | All texts are state-aligned and good quality. | 0 |
| Science | All texts are state-aligned and good quality. | 0 |
| History-Social Science | All texts are state-aligned and good quality. | 0 |
| Foreign Language | All texts are state-aligned and good quality. | 0 |
| Health | All texts are state-aligned and good quality. | 0 |
| Visual and Performing Arts | All texts are state-aligned and good quality. | 0 |
| Science Laboratory Equipment (grades 9-12) | All texts are state-aligned and good quality. | 0 |

VIII. School Finances

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2007-08)

This table displays a comparison of the school's per pupil expenditures from unrestricted (basic) sources with other schools in the district and throughout the state, and a comparison of the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding school expenditures can be found on the CDE [Current Expense of Education & Per-pupil Spending](#) Web page and teacher salaries can be found on the CDE [Certificated Salaries & Benefits](#) Web page.

| Level | Total Expenditures Per Pupil | Expenditures Per Pupil (Supplemental / Restricted) | Expenditures Per Pupil (Basic / Unrestricted) | Average Teacher Salary |
|---|------------------------------|--|---|------------------------|
| School Site | \$6,127 | | \$6,127 | \$52,528 |
| District | N/A | N/A | \$6,127 | \$52,528 |
| Percent Difference - School Site and District | N/A | N/A | | |
| State | N/A | N/A | \$5,512 | \$56,284 |
| Percent Difference - School Site and State | N/A | N/A | | |

Types of Services Funded (Fiscal Year 2008-09)

This section provides information about the programs and supplemental services that are available at the school and funded through either categorical or other sources.

The school shared funding for an instrumental music teacher, a half-time vice principal, a vocal music and dance instructor, a full-time reading specialist, 10 classroom aides, a PE teacher. The school also used funds to improved student safety and school climate.

Teacher and Administrative Salaries (Fiscal Year 2007-08)

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of a district's budget, and compares these figures to the state averages for districts of the same type and size based on the salary schedule. Detailed information regarding salaries may be found on the CDE [Certificated Salaries & Benefits](#) Web page.

| Category | District Amount | State Average For Districts In Same Category |
|----------|-----------------|--|
|----------|-----------------|--|

| | | |
|---|---------|-----------|
| Beginning Teacher Salary | \$34680 | \$38,481 |
| Mid-Range Teacher Salary | \$49550 | \$55,789 |
| Highest Teacher Salary | \$62500 | \$70,849 |
| Average Principal Salary (Elementary) | \$0 | \$88,862 |
| Average Principal Salary (Middle) | \$0 | \$94,015 |
| Average Principal Salary (High) | \$0 | \$97,594 |
| Superintendent Salary | \$82500 | \$110,994 |
| Percent of Budget for Teacher Salaries | 38.7 % | 37.20 % |
| Percent of Budget for Administrative Salaries | 4.1 % | 6.60 % |

IX. Student Performance

Standardized Testing and Reporting Program

The Standardized Testing and Reporting (STAR) Program consists of several key components, including the California Standards Tests (CSTs); the California Modified Assessment (CMA), and the California Alternate Performance Assessment (CAPA). The CSTs show how well students are doing in relation to the state content standards. The CSTs include English-language arts (ELA) and mathematics in grades two through eleven; science in grades five, eight, and nine through eleven; and history-social science in grades eight, and ten through eleven. The CAPA includes ELA, mathematics, and science in grades two through eleven, and for science for grades five, eight, and ten. The CAPA is given to those students with significant cognitive disabilities whose disabilities prevent them from taking either the CSTs with accommodations or modifications or the CMA with accommodations. The CMA includes ELA and mathematics for grades three through eight and science in grade five and is an alternate assessment that is based on modified achievement standards. The CMA is designed to assess those students whose disabilities preclude them from achieving grade-level proficiency on an assessment of the California content standards with or without accommodations. Student scores are reported as performance levels. Detailed information regarding the STAR Program results for each grade and performance level, including the percent of students not tested, can be found on the CDE [Standardized Testing and Reporting \(STAR\) Results](#) Web site. Program information regarding the STAR Program can be found in the [Explaining 2008 STAR Program Summary Results to the Public guide](#). Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results for All Students - Three-Year Comparison This table displays the percent of students achieving at the Proficient or Advanced level (meeting or exceeding the state standards).

| Subject | School | | | District | | | State | | |
|------------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2006-07 | 2007-08 | 2008-09 | 2006-07 | 2007-08 | 2008-09 | 2006-07 | 2007-08 | 2008-09 |
| English-Language Arts | 66 | 68 | 74 | 67 | 69 | 75 | 43 | 46 | 50 |
| Mathematics | 69 | 66 | 70 | 68 | 66 | 67 | 40 | 43 | 46 |
| Science | 83 | 71 | 59 | 73 | 68 | 63 | 38 | 46 | 50 |
| History-Social Science | 0 | 0 | 0 | 61 | 67 | 68 | 33 | 36 | 41 |

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

Standardized Testing and Reporting Results by Student Group (School Year 2008-09) This table displays the percent of students, by group, achieving at the Proficient or Advanced level (meeting or exceeding the state standards) for the most recent testing period.

| Group | Percent of Students Scoring at Proficient or Advanced | | | |
|---|---|-------------|---------|------------------------|
| | English-Language Arts | Mathematics | Science | History-Social Science |
| African American | * | * | | |
| American Indian or Alaska Native | * | * | * | |
| Asian | * | * | * | |
| Filipino | | | | |
| Hispanic or Latino | * | * | * | |
| Pacific Islander | | | | |
| White (not Hispanic) | 75 | 71 | 64 | |
| Male | 75 | 80 | 64 | |
| Female | 73 | 62 | 53 | |
| Economically Disadvantaged | 65 | 50 | 27 | |
| English Learners | | | | |
| Students with Disabilities | 64 | 45 | * | |
| Students Receiving Migrant Education Services | | | | |

Note: Scores are not shown when the number of students tested is 10 or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

California Physical Fitness Test Results (School Year 2008-09)

The California Physical Fitness Test is administered to students in grades five, seven, and nine only. This table displays by grade level the percent of students meeting fitness standards for the most recent testing period. Detailed information regarding this test, and comparisons of a school's test results to the district and state levels, may be found on the CDE [Physical Fitness Testing \(PFT\)](#) Web page. Note: Scores are not shown when the number of students tested is ten or less because the number of students in this category is too small for statistical accuracy or privacy protection. In no case shall any group score be reported that would deliberately or inadvertently make public the score or performance of any individual student.

| Grade Level | Percent of Students Meeting Healthy Fitness Zones | | |
|-------------|---|-----------------------|----------------------|
| | Four of Six Standards | Five of Six Standards | Six of Six Standards |
| 5 | 24.3 | 35.1 | 16.2 |
| 7 | 0.0 | 0.0 | 0.0 |
| 9 | 0.0 | 0.0 | 0.0 |

X. Accountability

Academic Performance Index

The Academic Performance Index (API) is an annual measure of the academic performance and progress of schools in California. API scores range from 200 to 1,000, with a statewide target of 800. Detailed information about the API can be found on the CDE [Academic Performance Index \(API\)](#) Web page.

Academic Performance Index Ranks - Three-Year Comparison

This table displays the school's statewide and similar schools API ranks. The statewide API rank ranges from one to ten. A statewide rank of one means that the school has an API score in the lowest ten percent of all schools in the state, while a statewide rank of ten means that the school has an API score in the highest ten percent of all schools in the state. The similar schools API rank reflects how a school compares to 100 statistically matched "similar schools." A similar schools rank of one means that the school's academic performance is comparable to the lowest performing ten schools of the 100 similar schools, while a similar schools rank of ten means that the school's academic performance is better than at least 90 of the 100 similar schools.

| API Rank | 2006 | 2007 | 2008 |
|-----------------|------|------|------|
| Statewide | 9 | 9 | 8 |
| Similar Schools | 8 | 6 | 6 |

"N/A" means a number is not applicable or not available due to missing data.

"B" means this is either an LEA or an Alternative Schools Accountability Model (ASAM) school. Schools participating in the ASAM do not currently receive growth, target information, or statewide or similar schools rankings on this report in recognition of their markedly different educational missions and populations served.

ASAM schools are covered under the Alternative Accountability system as required by Education Code Section 52052 and not the API accountability system. However, API information is needed to comply with the federal No Child Left Behind (NCLB) law. Growth, target and rank information are not applicable to LEAs.

"C" means this is a special education school. Statewide and similar schools ranks are not applicable to special education schools.

" * " means this API is calculated for a small school or a small LEA, defined as having between 11 and 99 valid STAR Program test scores included in the API. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted. Similar schools ranks are not calculated for small schools.

Academic Performance Index Growth by Student Group - Three-Year Comparison

This table displays, by student group, the actual API changes in points added or lost for the past three years, and the most recent API score. Note: "N/A" means that the student group is not numerically significant.

| Group | Actual API Change | | | Growth API Score |
|----------------------------------|-------------------|---------|---------|------------------|
| | 2006-07 | 2007-08 | 2008-09 | 2009 |
| All Students at the School | -5 | -3 | 21 | 870 |
| African American | | | | |
| American Indian or Alaska Native | | | | |
| Asian | | | | |
| Filipino | | | | |
| Hispanic or Latino | | | | |
| Pacific Islander | | | | |
| White (not Hispanic) | -9 | 5 | 17 | 870 |
| Socioeconomically Disadvantaged | 16 | -20 | | |
| English Learners | | | | |
| Students with Disabilities | | | | |

"N/A" means a number is not applicable or not available due to missing data.

"*" means this API is calculated for a small school, defined as having between 11 and 99 valid Standardized Testing and Reporting (STAR) Program test scores included in the API. The API is asterisked if the school was small either in 2008 or 2009. APIs based on small numbers of students are less reliable and therefore should be carefully interpreted.

Adequate Yearly Progress

The federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) criteria:

- Participation rate on the state's standards-based assessments in ELA and mathematics
- Percent proficient on the state's standards-based assessments in ELA and mathematics
- API as an additional indicator
- Graduation rate (for secondary schools)

Detailed information about AYP, including participation rates and percent proficient results by student group, can be found on the CDE [Adequate Yearly Progress \(AYP\) Web page](#).

Adequate Yearly Progress Overall and by Criteria (School Year 2008-09)

This table displays an indication of whether the school and the district made AYP overall and whether the school and the district met each of the AYP criteria.

| AYP Criteria | School | District |
|--|--------|----------|
| Overall | Yes | Yes |
| Participation Rate - English-Language Arts | Yes | Yes |
| Participation Rate - Mathematics | Yes | Yes |
| Percent Proficient - English-Language Arts | Yes | Yes |
| Percent Proficient - Mathematics | Yes | Yes |
| API | Yes | Yes |
| Graduation Rate | N/A | N/A |

"Yes" Met 2009 AYP Criteria

"No" Did not Meet 2009 AYP Criteria

Federal Intervention Program (School Year 2009-10)

Schools and districts receiving federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (ELA or mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP. Detailed information about PI identification can be found on the CDE [Adequate Yearly Progress \(AYP\)](#) Web page.

| Indicator | School | District |
|---|-----------|-----------|
| Program Improvement Status | Not in PI | Not In PI |
| First Year of Program Improvement | | |
| Year in Program Improvement | | |
| Number of Schools Currently in Program Improvement | N/A | |
| Percent of Schools Currently in Program Improvement | N/A | |

XI. School Completion and Postsecondary Preparation

Dropout Rate and Graduation Rate

This table displays the school's one-year dropout and graduation rates for the most recent three-year period for which data are available. For comparison purposes, data are also provided at the district and state levels. Detailed information about dropout rates and graduation rates can be found on the CDE [DataQuest](#) Web page.

| Indicator | School | | | District | | | State | | |
|-----------------------|---------|---------|---------|----------|---------|---------|---------|---------|---------|
| | 2005-06 | 2006-07 | 2007-08 | 2005-06 | 2006-07 | 2007-08 | 2005-06 | 2006-07 | 2007-08 |
| Dropout Rate (1-year) | 0 | 0 | 0 | 0 | 0 | 0 | 3.5 | 4.4 | 3.9 |
| Graduation Rate | 0 | 0 | 0 | 0 | 0 | 0 | 83.4 | 80.6 | 80.2 |

XII. Instructional Planning and Scheduling

Professional Development This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Freshwater School dedicates 2 days to professional development.

XIII. National Assessment of Educational Progress

National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP) is a nationally representative assessment of what America's students know and can do in various subject areas. Assessments are conducted periodically in mathematics, reading, science, writing, the arts, civics, economics, geography, and U.S. history. Student scores for reading and mathematics are reported as performance levels (i.e., basic, proficient, and advanced) and the participation of students with disabilities and English language learners is reported based on three levels (identified, excluded, and assessed). Detailed information regarding the NAEP results for each grade, performance level, and participation rate can be found on the [National Assessment of Educational Progress](#) Web page (Outside Source).

Note: Only a sample group of California's schools and districts participate in the NAEP testing cycle. Therefore, students in any particular school or district may not be included in these results. The NAEP reflects state test results and is not reflective of either the LEA or the individual school. Comparisons of student performance on the NAEP and student performance on the Standardized Testing and Reporting (STAR) Program assessments cannot be made without an understanding of the key differences between the two assessment programs. For example, the NAEP only assesses grades four, eight and twelve and for long-term trends assesses grades nine, thirteen, and seventeen. Additionally, the NAEP only provides state test results for grades four and eight. The California Standards Tests (CSTs) are based on a different set of standards than the NAEP assessments. For example, the NAEP is not aligned with California academic content and achievement standards and, therefore, does not necessarily reflect the curriculum and instruction to which students are exposed in the classroom. The NAEP assesses reading and writing separately, while the CSTs assess English-language arts (ELA), encompassing reading as well as writing conventions, spelling, and grammar. Scores on the CSTs and other assessments are not directly comparable to those on NAEP. The averages and percentages presented are estimates based on samples of students rather than on entire populations. Finally, the questions students respond to are only a sample of the knowledge and skills covered by the NAEP frameworks. Information on the differences between NAEP and CST can be found on the CDE [National Assessment of Educational Progress \(NAEP\)](#) Web page.

National Assessment of Educational Progress Reading and Mathematics Results by Grade Level - Aggregated

This table displays the scale scores and achievement levels on the National Assessment of Educational Progress Results for reading (2007) and mathematics (2009) for grades four and eight

| Subject and Grade Level | Average Scale Score | | State Percent at Achievement Level | | |
|---------------------------|---------------------|----------|------------------------------------|------------|----------|
| | State | National | Basic | Proficient | Advanced |
| Reading 2007, Grade 4 | 209 | 220 | 30 | 18 | 5 |
| Reading 2007, Grade 8 | 251 | 261 | 41 | 20 | 2 |
| Mathematics 2009, Grade 4 | 232 | 239 | 41 | 25 | 5 |
| Mathematics 2009, Grade 8 | 270 | 282 | 36 | 18 | 5 |

National Assessment of Educational Progress Reading and Mathematics Results for Students with Disabilities and/or English Language Learners by Grade Level - Aggregated

This table displays the state and national participation rates on the National Assessment of Educational Progress for reading (2007) and mathematics (2009) for students with disabilities and/or English language learners for grades four and eight.

| Subject and Grade Level | State Participation Rate | | National Participation Rate | |
|---------------------------|----------------------------|---------------------------|-----------------------------|---------------------------|
| | Students With Disabilities | English Language Learners | Students With Disabilities | English Language Learners |
| Reading 2007, Grade 4 | 74 | 93 | 65 | 80 |
| Reading 2007, Grade 8 | 78 | 92 | 66 | 77 |
| Mathematics 2009, Grade 4 | 79 | 96 | 84 | 94 |
| Mathematics 2009, Grade 8 | 85 | 96 | 78 | 92 |

Local Measures of Student Performance

(other than State-level assessments)

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

The following chart is a description of high-quality student academic assessments, in addition to the academic assessments described in the State Plan under section 1111(b) (3), that the local educational agency uses 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.

| | Writing | Reading | Math | Science/Social Studies | P.E. | Music | Art |
|-----------------------|---|--|---|---|--|--|--|
| Kindergarten | <ul style="list-style-type: none"> • Checklists • Rubrics | <ul style="list-style-type: none"> • Reading Observation • Running records • Detroit Quick Word • ABC sound/symbol check • Total Reading – comprehension & phonograms | <ul style="list-style-type: none"> • Math Their Way • End of Ch. Tests • Observations • Work Samples | <ul style="list-style-type: none"> • Thematic unit objective checklists • Observations | <ul style="list-style-type: none"> • Checklists | <ul style="list-style-type: none"> • Observations | <ul style="list-style-type: none"> • Work Samples |
| 1st | <ul style="list-style-type: none"> • Checklists • Rubrics | <ul style="list-style-type: none"> • Running records • Detroit Quick Word • ABC sound/symbol check • Total Reading – comprehension & phonograms | <ul style="list-style-type: none"> • District Assessment • End of Ch. Tests • Observations • Work Samples | <ul style="list-style-type: none"> • Thematic unit objective checklists • Observations | <ul style="list-style-type: none"> • Checklists | <ul style="list-style-type: none"> • Observations | <ul style="list-style-type: none"> • Work Samples |
| 2nd | <ul style="list-style-type: none"> • Writing Rubrics | <ul style="list-style-type: none"> • Houghton/Mifflin reading inventory • Detroit Quick Word • One on one reading evaluations for fluency & comprehension | <ul style="list-style-type: none"> • Unit tests | <ul style="list-style-type: none"> • Thematic unit objective checklists • Observations | <ul style="list-style-type: none"> • Checklists | <ul style="list-style-type: none"> • Observations | <ul style="list-style-type: none"> • Work Samples |
| 3rd | <ul style="list-style-type: none"> • Writing Rubrics | <ul style="list-style-type: none"> • Houghton/Mifflin reading inventory • Detroit Quick Word • One on one reading evaluations for fluency & comprehension | <ul style="list-style-type: none"> • Unit tests | <ul style="list-style-type: none"> • Thematic unit objective checklists • Observations | <ul style="list-style-type: none"> • Checklists | <ul style="list-style-type: none"> • Observations | <ul style="list-style-type: none"> • Work Samples |
| 4th | <ul style="list-style-type: none"> • Writing Rubrics | <ul style="list-style-type: none"> • Houghton/Mifflin reading inventory | <ul style="list-style-type: none"> • Unit tests | <ul style="list-style-type: none"> • Thematic unit projects • Observations • Science notebooks | <ul style="list-style-type: none"> • Checklists | <ul style="list-style-type: none"> • Observations | <ul style="list-style-type: none"> • Work Samples |
| 5th | <ul style="list-style-type: none"> • Writing Rubrics | <ul style="list-style-type: none"> • Houghton/Mifflin reading inventory | <ul style="list-style-type: none"> • Unit tests | <ul style="list-style-type: none"> • Thematic unit projects • Observations • Science notebooks | <ul style="list-style-type: none"> • Checklists | <ul style="list-style-type: none"> • Observations | <ul style="list-style-type: none"> • Work Samples |
| 6th | <ul style="list-style-type: none"> • Writing Rubrics | <ul style="list-style-type: none"> • Houghton/Mifflin reading inventory | <ul style="list-style-type: none"> • Unit tests | <ul style="list-style-type: none"> • Thematic unit projects • Observations • Science notebooks | <ul style="list-style-type: none"> • Checklists | <ul style="list-style-type: none"> • Observations | <ul style="list-style-type: none"> • Work Samples |

In addition to the above, teachers at all grade levels keep yearly portfolios, divided by tri-mester, with representative samples of student work in all subject areas.

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

| | |
|--|--|
| <p>SCHOOL GOAL # 1A - Reading The number of students scoring at the proficient level or above on the Reading/Language Arts strand of the California Standardized Testing and Reporting Program (STAR) Test will increase by 20% from the May 2009 testing to the May 2014 testing.</p> | |
| <p>Student groups and grade levels to participate in this goal: K-6</p> | <p>Anticipated annual performance growth for each group: By the end of the year, 90% of the students will be proficient or beyond grade level as evidenced by local measures of performance (grades K-6) and CST results (grades 2-6).</p> |
| <p>Means of evaluating progress toward this goal: District adopted assessments and CST data</p> | <p>Data to be collected to measure academic gains: CST results, Phonemic Awareness Assessment, Detroit Quick Words, Houghton/Mifflin Reading Inventory, running records</p> |

Planned Improvement in Student Performance in Reading -

| Description of specific actions to improve student achievement in Reading and reach the goals stated above for the SSD and each applicable student subgroup: | Persons Involved and Timeline | Related Expenditures | Estimated Cost | Funding Source |
|--|--|--|----------------------|---|
| <p>1. Use of standards-aligned instructional materials and strategies: Review and adopt new State adopted reading program</p> | <p>Sandra Wile, classroom teachers Principal By July, 2009</p> | <p>Substitute Pay Staff Salaries</p> | <p>\$300</p> | <p>General Fund SIP</p> |
| <p>2. Staff development and professional collaboration to continue ensuring alignment of instruction with content standards: Teachers will attend adoption training sessions necessary to implement new state materials; weekly and monthly curricular collaboration meetings between all teachers; new teacher mentorship</p> | <p>Sandra Wile, classroom teachers Principal Ongoing and by August, 2009</p> | <p>Substitute Pay</p> | <p>\$2000</p> | <p>General Fund</p> |

| Description of specific actions to improve student achievement in Reading and reach the goals stated above for the SSD and each applicable student subgroup: | Persons Involved and Timeline | Related Expenditures | Estimated Cost | Funding Source |
|---|---|---|---|---|
| 3. Increase use of assessments and instructional time to effectively promote the skill of phonemic awareness of Kindergarten, First Grade and Second Grade Students. | Sandra Wile, Amy Carlstad Classroom teachers Classroom aides Ongoing | Classroom Aide Wages Staff Salaries Materials Purchase | \$3200 | General Fund RS 0001 |
| 4. The district will implement the use of phonemic awareness assessments for all Kindergarteners at the beginning, middle and end of the school year. The assessment tool used will be the <u>Houghton Mifflin Harcourt School Publishers (HSP) California Excursions California Kindergarten Assessment for Phonemic Awareness</u> . The results of these assessments will be used by Kindergarten teachers to target instruction in areas of need for each student. | Sandra Wile, Amy Carlstad Classroom teachers Classroom aides Ongoing | Classroom Aide Wages Staff Salaries Materials Purchase | \$2800 \$1000 \$1574 | REAP General fund Sp. Ed & Title I |
| 5. First Grade teachers will continue to assess students who have not scored in the proficient range of phonemic awareness, using the HSP phonemic awareness assessment. Instruction will continue to target areas of need, according to the assessments. | Classroom teachers Classroom aides | Classroom Aide Wages Staff Salaries Materials Purchase | \$1500 | General Fund |
| 6. Second Grade teachers will continue to assess students who have not scored in the proficient range of phonemic awareness, using the HSP phonemic awareness assessment. Instruction will continue to target areas of need, according to the assessments. | Classroom teachers Classroom aides | Staff salaries Substitute Pay | \$200 \$100 | General Fund |
| 7. K-2 teachers will increase time spent on whole class phonemic awareness instruction by a minimum of 30 minutes per week, with an additional 30 minutes per week for those students not scoring in the proficient range. | Classroom teachers Classroom aides | Staff salaries | \$1500 | General Fund |

| 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 |
|---|--|--|--|---|
| <p>8. Monitoring program effectiveness: Assessment results; CST test results (MMRS); weekly and monthly curricular meetings; parent survey; teacher evaluations; new teacher mentorship</p> | <p>Sandra Wile, Amy Carlstad Classroom teachers Site Council Principal Ongoing</p> | <p>Staff salaries CO-OP fees Mailings</p> | <p>\$2055 \$500 \$500</p> | <p>General Fund PAR (RS 7271) Title II General Fund PAR (RS 7271) Title II</p> |
| <p>9. Targeting services and programs to lowest-performing student groups: Homework help; classroom aides; identification of low performing students and scheduling of student study teams as needed and recommended by classroom teachers</p> | <p>Sandra Wile, Amy Carlstad Classroom teachers Instructional Aides Ongoing</p> | <p>Staff salaries Lynn wage Aide wages</p> | <p>\$2000 \$3200 \$1605 \$5906</p> | <p>General Fund CORE Title I EIA</p> |
| <p>10. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): CST test results are sent out to parents/guardians of each student who took the test, daily reading homework, all students will receive library card, staff provides ongoing support for parents, retired members of the community are encouraged volunteer to listen to children read aloud</p> | <p>Sandra Wile, Amy Carlstad Classroom teachers Instructional Aides Community Volunteers Librarian Ongoing</p> | <p>Staff salaries Mailings Aide wages Librarian wage</p> | <p>\$500 \$500 \$1605 \$5906 \$3078</p> | <p>General Fund General Fund Title I EIA REAP & Block Grant (RS 7394)</p> |

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| <p>SCHOOL GOAL # 1B – WRITING The number of students scoring at the proficient level or above on the Writing subtests of the California Standardized Testing and Reporting Program (STAR) Test will increase by 20% from the May 2009 testing to the May 2014 testing.</p> | |
| <p>Student groups and grade levels to participate in this goal: K-6</p> | <p>Anticipated annual performance growth for each group: By the end of the 2013-14 school year, 90% of the students will be proficient or beyond grade level. Ninety percent of fourth graders will score proficient or better on the CST writing test.</p> |
| <p>Means of evaluating progress toward this goal: STAR Reading/Language Arts writing subtests of Writing Conventions and Writing Strategies. Group data needed to measure academic gains: STAR score levels from 2009-2014.</p> | <p>Data to be collected to measure academic gains: District adopted rubric results, 4th grade CST writing test results, individual grade level assessments</p> |

Planned Improvement in Student Performance in Writing -

| Description of specific actions to improve student achievement in Writing and reach the goals stated above for the SSD and each applicable student subgroup: | Persons Involved and Timeline | Related Expenditures | Estimated Cost | Funding Source |
|--|--|---|----------------------|---|
| <p>1. Instruction will be aligned with California Writing Standards and Written and Oral English Language Conventions Standards. Kindergarten: 1.0 – 1.8. First Grade: 1.0 – 1.6 and 2.0 – 2.4 Second Grade: 1.0 - 1.9 and 2.0 – 2.2 Third Grade: 1.0 – 1.9 and 2.0 – 2.3 Fourth Grade: 1.0 – 1.9 and 2.0 – 2.4 Fifth Grade: 1.0 – 1.6 and 2.0 – 2.4 Sixth Grade: 1.0 – 1.6 and 2.0 – 2.4</p> | <p>Classroom teachers Classroom aides ongoing</p> | <p>Purchase additional materials</p> | <p>\$1500</p> | <p>SIP State Instructional materials Lottery</p> |

| Description of specific actions to Improve Student Achievement in Writing and reach the goals stated above for the SSD and each applicable student subgroup: | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|--|--|--|---|--|
| <p>2. Staff development and professional collaboration to continue ensuring alignment of instruction with content standards: K-6 teachers will collaborate to study their students' most recent scores on the California Standardized Testing and Reporting Program (STAR) Test subtests of Writing Strategies, Writing Conventions and, when available, Writing Applications. K-6 teachers will collaborate to study Writing Rubrics and determine the most helpful Rubrics to use at each grade level. K-6 teachers will collaborate to study the California Standards, the Writing Strand of the state adopted reading series and the supplemental materials mentioned above.</p> | <p>Classroom teachers Classroom aides</p> | <p>Substitutes, presenters</p> | <p>\$2500</p> | <p>General Fund</p> |
| <p>3. Extended learning time: K-6 teachers will increase time spent on whole class writing instruction by a minimum of one hour per week.</p> | <p>Classroom teachers Classroom aides</p> | <p>Wage</p> | <p>\$3022</p> | <p>General Fund</p> |
| <p>4. Increased access to technology: K-6 teachers will increase the use of Writing Rubrics to assess students' writing to determine areas of instructional need and to document growth.</p> | <p>Classroom teachers Classroom aides</p> | <p>Staff Salaries Materials Purchase Aide wages</p> | <p>\$600 \$1000 \$1000</p> | <p>General Fund General Fund EIA SIP</p> |
| <p>5. K-6 teachers will share the results of the Writing Rubrics assessments with certificated support staff to help them to plan effective instruction. K-6 teachers will share the results of the Writing Rubrics assessments with parents at the November and March Parent-Teacher Conferences. K-6 teachers will guide paraprofessionals and community volunteers to work with individuals or small groups of children to promote specific writing skills that need to be improved.</p> | <p>Classroom teachers Classroom aides Parents Ongoing</p> | <p>Staff salaries Mailings</p> | <p>\$600 \$200</p> | <p>General Fund General Fund</p> |

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| 7. Auxiliary services for students and parents (including transition from preschool, elementary, or middle school): Three writing samples per school year will be saved in individual student portfolios that will be passed on to the next teacher. The completed Writing Rubrics for those same pieces will be saved in a separate folder to be passed on to the next teacher. | Sandra Wile, Amy Carlstad Classroom teachers Parents | Staff salaries Substitute Pay | \$200 \$100 | General Fund General Fund |
| 8. Monitoring program effectiveness: The district will implement the use of Writing Rubrics to assess students' writing samples once each trimester. An individual recording sheet will be used to monitor needs and growth of individual students. Teachers will focus instruction on those areas where students are not scoring at the top of the rubrics. | Sandra Wile, Amy Carlstad Classroom teachers Instructional Aides Principal Site Council Ongoing | Staff salaries Diana wage CO-OP fees Mailings | \$600 \$2055 \$500 \$200 | General Fund PAR (RS 7271) Title II General Fund |
| Description of specific actions to Improve Student Achievement in Writing and reach the goals stated above for the SSD and each applicable student subgroup: | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
| 6. Targeting services and programs to lowest-performing student groups: Homework help; classroom aides; identification of low performing students and scheduling of student study teams as needed and recommended by classroom teachers | Sandra Wile, Amy Carlstad Classroom teachers Instructional Aides Ongoing | Staff salaries Aide wages | \$600 \$3022 \$1605 \$5906 | General Fund General Fund Title I EIA |

Performance Goal 2: All students will reach high standards, at a minimum, attaining proficiency or better in mathematics by 2013-2014.

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| <p>SCHOOL GOAL # 2 The number of students scoring at the proficient level or above on the Math subtests of Number Sense 1 and Number Sense 2 on the California Standardized Testing and Reporting Program (STAR) Test will increase by 20% from the May 2009 testing to the May 2014 testing.</p> | |
| <p>Student groups and grade levels to participate in this goal: K-6</p> | <p>Anticipated annual performance growth for each group: By the end of the year, 90% of the students will be proficient or beyond grade level as evidenced by local measures of performance (grades K-6) and CST results (grades 2-6).</p> |
| <p>Means of evaluating progress toward this goal: STAR Math subtests of Number Sense 1 and Number Sense 2.</p> | <p>Data to be collected to measure academic gains: CST results; unit test results; work samples</p> |

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 |
|--|--|----------------------------------|----------------------|---|
| <p>Instruction will be aligned with California Mathematics Standards subtests of Number Sense 1 and Number Sense 2.</p> <p>Kindergarten: 1.0 – 1.3 , 2.0-2.1 and 3.0 First Grade: 1.0 – 1.5, 2.0 – 2.7 and 3.0 Second Grade: 1.0 - 1.3, 2.0 – 2.3, 3.0 – 3.3, 4.0 – 4.3, 5.0 – 5.2 and 6.0 – 6.1 Third Grade: 1.0 – 1.5, 2.0 – 2.8 and 3.0 – 3.4 Fourth Grade: 1.0 – 1.9, 2.0 – 2.2, 3.0 – 3.4 and</p> | <p>Classroom teachers Classroom aides Principal ongoing</p> | <p>Materials Purchase</p> | <p>\$1500</p> | <p>State Instructional Material Fund</p> |

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| 4.0 – 4.2 Fifth Grade: 1.0 – 1.5 and 2.0 – 2.5 Sixth Grade: 1.0 – 1.4 and 2.0 – 2.4 | | | | |
| 2. Use of standards-aligned instructional materials and strategies: <ul style="list-style-type: none"> K-6 teachers will use the two newly adopted math series to plan effective instruction. K-3 teachers will use the <u>Houghton Mifflin California Math 09</u> series. 4-6 teachers will use the <u>Scott Foresman-Addison Welsey enVision Math California 09</u> <u>Creative Mathematics</u> materials from Kim Sutton | Classroom teachers Classroom aides Principal ongoing | Materials Purchase | \$1500 | State Instructional Materials Fund |
| 3. Extended learning time: K-6 teachers will increase time spent on number sense instruction by a minimum of one hour per week. Those students who have not mastered the previous grade level’s standards of math fact acquisition will receive an additional 30 minutes a week of practice developing this skill | Americorps Classroom teachers Classroom aides ongoing | Wage | \$3022 | General Fund |
| 4. Increased access to technology: New math adoptions came with assessment discs & student reinforcement programs, links to web help which are aligned with units being studied. Students have access to this technology 1-3 times per week in class. | Classroom teachers Classroom aides ongoing | Staff salaries Tech teacher wage Aid wages | \$600 \$2800 \$5906 | General Fund REAP EIA |
| 5. Staff development and professional collaboration aligned K-6 teachers will collaborate to study their students’ most recent scores on the California Standardized Testing and Reporting Program (STAR) Test subtests of Number Sense I and Number Sense 2. K-6 teachers will collaborate to study the newly adopted math series and prioritize those activities that will help students to improve their number sense. K-6 teachers will collaborate to develop or locate | Classroom teachers Classroom aides Principal ongoing | Staff salaries Sub wages | \$600 \$300 \$2055 | General Fund PAR |

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| Math Raps or songs, where students learn a chant to help them memorize math facts. | | | | |
| 6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): K-6 teachers will share the results of math assessments, including documentation of math fact acquisition, with parents at the November and March Parent-Teacher Conferences. K-6 teachers will guide paraprofessionals and community volunteers to work with individuals or small groups of children to promote specific math number sense skills that need to be improved. | Classroom teachers Classroom aides Principal ongoing | Staff salaries Mailings | \$600 \$200 | General Fund General Fund |
| 7. Auxiliary services for students and parents (including transition from preschool, elementary, or middle school): K-6 teachers will collaborate to develop a clear and concise method of assessing and documenting math fact acquisition for individual students. This documentation will be kept in a folder and given to the next year's teachers. | Classroom teachers Classroom aides ongoing, | Staff salaries | \$600 | General Fund |
| 8. Monitoring program effectiveness: K-6 teachers will assess acquisition of math facts, for the standards at grade level, at least once each trimester. Students who have not mastered the standards of previous grade levels will be assessed for those standards also. Clear and concise records will kept in order to determine instructional needs. Students who have not mastered the previous grade level's standards for math fact acquisition will receive extra instructional support and practice, as well as extra homework practice. | Classroom teachers Classroom aides Principal Sandy Wilde Amy Carlstad | Staff salaries | \$600 \$2055 | General Fund PAR |

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| <p>9. Targeting services and programs to lowest-performing student groups: Homework help; classroom aides; identification of low performing students and scheduling of student study teams as needed and recommended by classroom teachers</p> | <p>Classroom teachers Classroom aides Principal Sandy Wilde Amy Carlstad</p> | <p>Staff salaries</p> | <p>\$600 \$3022 \$1605 \$5906</p> | <p>General Fund REAP Title I EIA</p> |
|--|---|------------------------------|---|--|

Performance Goal 3: Social & Emotional

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| <p>SCHOOL GOAL # 3 <i>All students will be educated in & participate in learning environments that are safe, drug free, healthy and conducive to learning.</i></p> | |
| <p>Grade levels to participate in this goal: K-6</p> | <p>Anticipated annual performance growth: Students will demonstrate improved citizenship in the classroom and on the playground after learning skills and strategies that contribute to positive school community. School administration will see a 70% decrease in behavior referrals by the 2012/13 school year.</p> |
| <p>Means of evaluating progress toward this goal: Monthly citizenship self assessments by students,; Character Education; discussions regarding student social issues at weekly Management Team meetings.</p> | <p>Data to be collected to measure gains: Counselor, staff anecdotal evidence, tracking of student referrals to office</p> |

Planned Improvement in Student Performance in Social & Emotional

| Describe the following specific activities addressing the above social & emotional goals: | Persons Involved and Timeline | Related Expenditures | Estimated Cost | Funding Source |
|---|------------------------------------|--|---|---|
| <p>1. All credentialed staff will create a cohesive learning environment that is consistent in language, management techniques & daily schedule.</p> | <p>Entire Staff ongoing</p> | <p>Workshop Registration Fees</p> <p>Travel Expenses</p> | <p>\$3400</p> <p>\$3000</p> | <p>Title II</p> <p>Professional Development Block Grant</p> |

| Describe the following specific activities addressing the above social & emotional goals: | Persons Involved and Timeline | Related Expenditures | Estimated Cost | Funding Source |
|---|--|--|---|--|
| <p>2. We will schedule the Healthy Play trainers to come in & train staff & students in Healthy Play techniques. Follow up training will include parents at a Curricular Night.</p> <p>http://www.joyinlearning.com/play.html</p> | <p>All staff All students Parents</p> <p>Fall 2009</p> | <p>Staff salaries and wages</p> <p>Workshop Expenditures</p> | <p>\$1200</p> <p>\$2000</p> | <p>General Fund</p> <p>Title II Professional Development Block Grant</p> |
| <p>3. All credentialed staff will continue to utilize techniques to encourage students to be self directed in their learning goals.</p> | <p>Entire Staff ongoing</p> | <p>Materials</p> | <p>\$500</p> | <p>Title II</p> |
| <p>4. All students will participate in red ribbon week to increase awareness of choosing healthy, drug free lifestyles.</p> <p>http://www.redribboncoalition.com/</p> | <p>All staff All students</p> <p>Yearly</p> | <p>Supplies</p> | <p>\$300</p> | <p>General Fund</p> |
| <p>5. Freshwater School will continue to maintain a low pupil to adult ratio (20:1 in grades K-3 & 25:1 in grades 4-6), in order to provide the individualized instructional support necessary for academic success.</p> | <p>Entire Staff ongoing</p> | <p>Staff salaries</p> | <p>\$146,000</p> | <p>Class Size Reduction</p> <p>General Fund</p> |

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|---|------------------------------------|--------------------------------|---------------------|---|
| <p>6. Freshwater School will continue to bring character education and anti-bullying programs and performances such as Qwack & Wabbit to perform for students at all grade levels.</p> | <p>Entire Staff ongoing</p> | <p>Performance fees</p> | <p>\$800</p> | <p>Grants Community Club</p> |
|---|------------------------------------|--------------------------------|---------------------|---|

Performance Goal 4: Visual & Performing Arts

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|---|---|
| <p>SCHOOL GOAL # 4 <i>Master grade level standards in visual & performing arts (i.e. learning the discrete disciplines, their relationships to each other, and, when appropriate, integrate with core subjects and themes).</i></p> | |
| <p>Grade levels to participate in this goal: K-6</p> | <p>Anticipated annual performance growth: Every student will participate in instruction in the principles and elements of the visual and performing arts. As students progress through the grades, students will demonstrate a deeper understanding and more sophisticated application of the visual and performing arts through their works, performances and critiques.</p> |
| <p>Means of evaluating progress toward this goal: Report card evaluation from the visual art and music teachers. Staff developed rubrics. Self evaluation by the students.</p> | <p>Data to be collected to measure gains: Student portfolios, music and theatrical performances; rubrics; written evaluations from teachers and students.</p> |

Planned Improvement in Student Performance in Visual & Performing Arts

| Describe the following specific activities addressing the above visual & performing arts goals: | Persons Involved and Timeline | Related Expenditures | Estimated Cost | Funding Source |
|---|---|-----------------------|-----------------------------|--|
| 1. Students will be instructed by a music teacher two times per week for .5 (K-1) & .75 (2-6) hours. | Ronite Gluck Janet Beckstead | Staff salary | \$34,000 \$19000 | SIP Lottery |
| 2. Students will be instructed by a visual arts teacher for 1.5 hours per week. | Varies | Staff salaries | \$3300 | Art & Music Block Grant General Fund |

| Describe the following specific activities addressing the above visual & performing arts goals: | Persons Involved and Timeline | Related Expenditures | Estimated Cost | Funding Source |
|---|--|--|-------------------------------|---|
| 3. Credentialed staff will attend NCAP (Northern California Arts Project) training. | TBD Summer 2012 | Workshop Registration Fees Travel Expenses | \$4000 \$2000 | Title II Professional Development Block Grant |
| 4. All students will participate in theatrical productions (i.e in- class, whole school, and/or for the public). | Entire Staff ongoing | Staff salaries Instructional materials | \$600 \$600 | Lottery |
| 5. Students will apply their knowledge of the principles and elements of art, reflecting upon and critiquing artistic pieces and performances – their own and the works of others. | Entire Staff Students parents ongoing | Staff salaries Instructional Materials | \$600 \$600 | Arts Block Grant |

Performance Goal 5: By 2011-12, 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 |
|---|--|
| <ul style="list-style-type: none"> • All credentialed teaching staff are highly qualified, including P.E. and Music teachers • All certificated staff are CLAD/CELDT certified • New teachers are currently in the BTSA program • Majority of credentialed staff and one classified staff member have completed Healthy Play training • Administration and School Board are highly supportive of professional development • Staff meets twice per month to discuss curriculum, social issues, plans for future events, etc... | <ul style="list-style-type: none"> • Credentialed and administrative staff need to complete Responsive Classroom II training • Classified staff, two teachers need to take Healthy Play training • Entire staff could benefit from refresher on Healthy Play • Money to pay for further professional development needs – including comprehensive trainings, such as RC II, and day workshops at the County Office of Education • Ongoing training in best uses of technology in the classroom |

Performance Goal 5: *By 2011-12, all students will be taught by highly qualified teachers.*

SCHOOL GOAL # 5

All students will continue to be taught by highly qualified teachers according to NCLB standards.

Student groups and grade levels to participate in this goal:

K-6; all teaching staff

Anticipated annual performance growth for each group:

The district will continue to hire only Highly Qualified Teachers and will provide professional development opportunities to ensure that teachers remain highly qualified (if reassignment is necessary). All staff will participate in professional development activities that increase their abilities to offer Freshwater students a strong, standards based curriculum aligned to the needs of all students, as well as a strong social curriculum.

Means of evaluating progress toward this goal:

District adopted assessments and CST data; Staff professional needs surveys; Staff evaluations; parent feedback.

Data to be collected to measure academic gains:

CST results; unit test results; work samples; API & AYP results

Staff anecdotal evidence

Planned Improvements for Professional Development (Title II)

| Please provide a description of: | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|--|--|--|----------------------|---|
| <p>1. How the professional development activities are aligned with the State’s challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <p>Professional development courses at HCOE are standards aligned. New teachers participate in BTSA program and work with highly qualified mentor teachers. New text adoption trainings are standards aligned.</p> | <p>Certificated Staff</p> <p>Ongoing</p> | <p>Workshop Registration Fees</p> | <p>\$2000</p> | <p>Title II</p> <p>Professional Development Block Grant</p> <p>PAR</p> |

| Please provide a description of: | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|---|--|---|---|---|
| <p>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</p> <p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <p>Findings have associated the Responsive Classroom approach with higher student test scores, better social skills, and fewer problem behaviors. For teachers, findings show an increased sense of efficacy and more high-quality instruction.</p> | <p>Certificated Staff</p> <p>Summer 2012</p> | <p>Workshop Registration Fees</p> <p>Travel Expenses</p> | <p>\$3400</p> <p>\$3000</p> | <p>Title II</p> <p>Professional Development Block Grant</p> |
| <p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <p>All professional development opportunities are funded by a variety of sources, as each source is not individually sufficient to fund many or sometimes even one professional development activity.</p> | <p>Certificated Staff</p> <p>Ongoing</p> | <p>Workshop Registration Fees</p> | <p>\$500</p> | <p>Title II</p> <p>Professional Development Block Grant</p> |
| <p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <p>HCOE offers a variety of courses in all curricular areas. HSU offers opportunities for professional development through workshops and graduate studies. New teacher is involved in BTSA program and works with a mentor teacher. Administrative staff attends regional, state and web conferences.</p> | <p>Certificated Staff</p> <p>Ongiong</p> | <p>Workshop & conference registration fees</p> <p>Travel expenses</p> | <p>\$2000</p> <p>\$1000</p> | <p>Title II</p> <p>Professional Development Block Grant</p> <p>PAR</p> |

| Please provide a description of: | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|--|---|--|--|--|
| <p>6. How the SSD will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <p>The funds the school receives as Title II, Part D is insufficient for much professional development. The school hires a technology teacher to work with students weekly. Computers are kept up to date and new machines replace old ones on a five year cycle.</p> | <p>Certificated Staff</p> <p>Lynn Liebig</p> | <p>Workshop registration fees</p> <p>Technology teacher wage</p> <p>Equipment purchases</p> | <p>\$600</p> <p>\$2800</p> | <p>Title II, Part D Title II</p> <p>Professional Development Block Grant</p> <p>REAP</p> |
| <p>8. How the SSD, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the SSD Plan:</p> <p>. Site Council writes SSD Plan and includes professional development plans based on recommendations of Superintendent and survey results.</p> | <p>Certificated Staff</p> <p>Site Council</p> <p>Parents</p> | <p>Mailings</p> | <p>\$200</p> | <p>General Fund</p> |

| Please provide a description of: | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|--|---|--|--|--|
| <p>9. How the SSD will provide training to enable teachers to:</p> <p>a. Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency HCOE workshops; mentor teacher; management team meetings; contract with experts such as resource specialists and psychologists</p> <p>b. Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn Mentor teacher; contract with experts such as resource specialists and psychologists</p> <p>c. Involve parents in their child’s education and Mailings, curricular nights, parent survey, weekly notes from teachers with suggestions, monthly school newsletter, volunteer opportunities, parent teacher conferences (1 required, 2 optional and by request at any time of the year)</p> <p>d. Understand and use data and assessments to improve classroom practice and student learning Administrative staff and CST coordinator ongoing training by HCOE staff in interpreting test results from MMRS. Classroom teachers using Accelerated Reader. Staff is researching standards based software such as Pearson’s Successmaker as an additional assessment tool.</p> | <p>Certificated Staff</p> <p>HCOE staff & specialists</p> <p>Ongoing</p> | <p>Workshop & conference registration fees</p> <p>Travel expenses</p> <p>Diana wage</p> <p>Contract rates COOP fees</p> <p>Mailings</p> | <p>\$2000</p> <p>\$1000</p> <p>\$2055</p> <p>\$400</p> | <p>Title II</p> <p>Professional Development Block Grant</p> <p>PAR</p> <p>General Fund</p> |
| <p>10. How the SSD will use funds under this subpart to meet the requirements of Section 1119: N/A – All certificated and paraprofessional staff meet NCLB Highly Qualified requirements.</p> | | | | |

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.

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|---|---|
| <p>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).</p> | |
| | <p>Description of how the SSD is meeting or plans to meet this requirement:</p> |
| <p>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:</p> <ul style="list-style-type: none"> • A comprehensive needs assessment of the entire school in relation to state standards. School wide 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 | <p>Not applicable- Freshwater is not an SWP.</p> |

| | |
|--|--|
| <p>teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff.</p> <ul style="list-style-type: none"> • Strategies to increase parental involvement. • Assistance to preschool children in transitioning from early childhood programs to elementary school programs. | |
| <p>For targeted assistance programs (TAS), describe how the SSD will identify participating students most at risk of failing to meet state standards and help those students to meet the State’s challenging academic standards. The description should include activities such as:</p> <ul style="list-style-type: none"> • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Strategies that minimize removing children from the regular classroom during regular school hours for instruction. • Instruction by highly qualified teachers. • Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement. | <p>Freshwater is a single school district with approximately 275 students enrolled K-6. A comprehensive needs assessment of the entire school in relation to the state standards occurs at the beginning of each school year when CST results are posted, and mid-year as we revisit and revise the goals of this plan. Based on the CST results, the management team plans and initiates strategies to help all students attain proficiency or better (ex. After School Intervention, extra time with classroom aides). Technology support is provided in each classroom.</p> <p>Freshwater provides intensive academic support with a credentialed Reading Specialist teacher, 2-3 times a week for students scoring below proficiency, and daily for all students (including at risk) in our regular after school program.</p> <p>All teachers are highly qualified. New teachers are involved in the BTSA program and are mentored by veteran teachers. All staff members, teaching, administrative and paraprofessional, participate in ongoing workshops, conferences and training to enhance professional development.</p> <p>Parents are encouraged to attend curricular nights and various after school opportunities. Weekly notes home offer strategies for parents to help students learn at home. Parent conferences are held three times per school year and are available anytime by appointment.</p> |

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: |
|--|--|
| <p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</p> <ul style="list-style-type: none"> Identify children who are failing or most at risk of failing to meet the state academic content standards. Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. <p>Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds.</p> | <p>Freshwater has a team referred to as our "Student Study Team" which consists of our Reading Specialist, Resource Teacher, Counselor, Principal and classroom teachers. Parents are also invited to attend when their child is referred.</p> |
| <p>The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.</p> | <p>District Liaison: Amy Carlstad. We also set aside Title I funds for mileage, etc.</p> |
| <p>The description should include services to children in a local institution for neglected or delinquent children and youth or</p> | <p>N/A</p> |

| | |
|--|--|
| attending a community day program, if appropriate. | |
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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: |
|---|---|
| <p>If the SSD is a PI school(s), describe technical assistance activities the SSD will obtain, such as the following:</p> <ul style="list-style-type: none"> • Assistance in developing, revising, and implementing the school plan. • Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas. • Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI. • Assistance in analyzing and revising the school budget so the school’s resources are used effectively. | <p>Not applicable; Freshwater has not been identified as a PI school.</p> |

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. | Not applicable; Freshwater has not been identified as a PI school. |
| Describe how the SSD will provide school choice and supplemental services to eligible children, including the selection of the children to receive services. | Not applicable; Freshwater has not been identified as a PI school. |

Additional Mandatory Title I Descriptions

(continued)

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| <p>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."</p> | |
| | <p>Description of how the SSD is meeting or plans to meet this requirement:</p> |
| <p>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.</p> | <p>See Goal 5, sections 1,4, & 5. All staff are already highly qualified. Staffing is adequate for the current number of students and there are no plans, nor is there funding, to increase the number of staff.</p> |
| <p>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.</p> | <p>Parent/teacher conferences are held at the end of the first two trimesters and parents are encouraged to schedule conferences as needed. Parent volunteerism is high at Freshwater in all grade levels. Each teacher sends home a weekly letter addressing the academic goals and units of study in all curricular areas.</p> <p>Prospective Kindergarten students and their parents have scheduled observations in January, a Kindergarten visitation day in May, and a new parent orientation evening in May.</p> <p>Exiting 6th grade students and their parents are informed about and encouraged to attend Middle School/Jr. High orientations and visitation days.</p> |

Additional Mandatory Title I Descriptions

(continued)

| <i>Coordination of Educational Services</i> | |
|--|---|
| <p>In the space below, please describe how the LEA will coordinate and integrate educational services to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.</p> | |
| | <p>Description of how the SSD is meeting or plans to meet this requirement:</p> |
| <p>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:</p> <ol style="list-style-type: none"> a. Even Start b. Head Start c. Reading First d. Early Reading First e. Other preschool programs f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities. <p>Compare to programs listed on Page 11 of the SSD Plan to determine if all active programs have been addressed.</p> | <p>Although no students from category “f” are currently enrolled at Freshwater, the school is prepared and all staff are qualified to meet the needs of such students.</p> <ul style="list-style-type: none"> • All credentialed staff are CLAD/CELDT certified. • Facility is ADA approved. • Speech and Special Education teachers are highly qualified and hold appropriate credentials to meet special student needs. • Free and Reduced lunches are available for eligible students. • As mentioned in Goals 1A, 1B, & 2, extra support is available to students from classroom aides, after school, and in technology. • School coordinates with HCOE regarding homeless & migrant students and will contract services from HCOE as needed. |

Part III Assurances and Attachments

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.

Thom McMahon
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:

Thom McMahon
Typed name of school principal

Signature of school principal Date

Tim Gomersall
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/>