

(CDE use only)  
Application #

**No Child Left Behind Act of 2001**  
**LOCAL EDUCATIONAL AGENCY PLAN**

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

**LEA Plan Information:**

Name of Local Educational Agency (LEA): Voices College-Bound Language Academy at Morgan Hill

County/District Code: 43-10439-0131748

Dates of Plan Duration (should be five-year plan): 2015-2019

Date of Local Governing Board Approval: 10-29-2015

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

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

Frances Teso

10/29/2015

Printed or typed name of Superintendent

Date

Signature of Superintendent

Cathy Holley

10/29/2015

Printed or typed name of Board President

Date

Signature of Board President

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# **Part I**

## **Background and Overview**

*Background*

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

*Development Process for the LEA Plan*

*LEA Plan Planning Checklist*

*Federal and State Programs Checklist*

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## ***Background***

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

#### ***The Consolidated Application (ConApp)***

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

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

#### ***The Single Plan for Student Achievement (School Plan)***

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

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

### ***The Local Educational Agency Plan (LEA Plan)***

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

### ***Categorical Program Monitoring (CPM)***

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

### ***Development Process for the LEA Plan***

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

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

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

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

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

### ***Step One: Measure the Effectiveness of Current Improvement Strategies***

#### Analyze Student Performance

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

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

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

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

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

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

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

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

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

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

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

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

### ***Step Three: Develop or Revise Performance Goals***

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

### ***Step Four: Revise Improvement Strategies and Expenditures***

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

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

### ***Step Five: Local Governing Board Approval***

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

### ***Step Six: Monitor Implementation***

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

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

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

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

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

## FEDERAL AND STATE PROGRAMS CHECKLIST

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

Federal Programs		State Programs	
√	Title I, Part A		EIA – State Compensatory Education
	Title I, Part B, Even Start		EIA – Limited English Proficient
	Title I, Part C, Migrant Education		State Migrant Education
	Title I, Part D, Neglected/Delinquent		School Improvement
√	Title II, Part A, Subpart 2, Improving Teacher Quality		Child Development Programs
	Title II, Part D, Enhancing Education Through Technology		Educational Equity
√	Title III, Limited English Proficient		Gifted and Talented Education
	Title III, Immigrants		Gifted and Talented Education
	Title IV, Part A, Safe and Drug-Free Schools and Communities		Tobacco Use Prevention Education (Prop 99)
	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
	Adult Education		School Safety and Violence Prevention Act (AB1113, AB 658)
	Career Technical Education		Tenth Grade Counseling
	McKinney-Vento Homeless Education		Healthy Start
√	IDEA, Special Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	21 <sup>st</sup> Century Community Learning Centers		Other (describe):
	Other (describe):		Other (describe):
	Other (describe):		Other (describe):

## DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A		35,425		
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		763		
Title II, Part D, Enhancing Education Through Technology				
Title III, Limited English Proficient		5,426		
Title III, Immigrants				
Title IV, Part A, Safe and Drug-free Schools and Communities				
Title V, Part A, Innovative Programs – Parental Choice				
Adult Education				
Career Technical Education				
McKinney-Vento Homeless Education				
IDEA, Special Education		11,250		
21 <sup>st</sup> Century Community Learning Centers		52,864		
Other (describe)				
<b>TOTAL</b>				

## DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

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

## **Part II The Plan**

### *Needs Assessments*

*Academic Achievement*

*Professional Development and Hiring*

*School Safety*

### *Descriptions – District Planning*

#### *District Profile*

#### *Local Measures of Student Performance*

#### *Performance Goal 1*

#### *Performance Goal 2*

#### *Performance Goal 3*

#### *Performance Goal 4*

#### *Performance Goal 5*

#### *Additional Mandatory Title I Descriptions*

## *Needs Assessment*

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

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

### Academic Performance

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

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

### Teacher Quality

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

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

### School Safety and Prevention

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

also provide useful information in this area. The Survey is available at [http://www.wested.org/pub/docs/chks\\_survey.html](http://www.wested.org/pub/docs/chks_survey.html).

### ***Descriptions – District Planning***

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

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## ***District Profile***

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

### **Mission**

Voices College-Bound Language Academy at Morgan Hill will prepare all students for the challenges of higher education through the context of an academically rigorous dual-language program. In addition we will ensure students demonstrate high academic achievement and apply critical thinking skills while making sense of their role within their own culture and the greater society.

### **Vision**

All students graduating from Voices College-Bound Language Academy at Morgan Hill will possess the knowledge, skills and confidence to succeed in any career path they choose to pursue in life by mastering academic standards and developing a deep understanding of subject matter. Students will have a heightened awareness of the endless possibilities for their future and will be able to think critically by asking the right questions, especially when confronted with the status quo.

With the guidance of teachers who are dedicated to being active participants in a professional learning community driven by student learning and parents who work in partnership with the Charter School, students will have a lifelong intrinsic desire to learn and a sense of social responsibility to make their communities better for those that come after them.

Ultimately Voices College-Bound Language Academy at Morgan Hill will be a place where:

1. All adults believe **all** students can learn and achieve at high academic levels
2. All students are achieving at levels superior to state standards
3. All students are bilingual, bi-literate and bicultural
4. All students are strong communicators
5. All students realize their power to construct a new reality for themselves and their communities
6. All teachers provide differentiated instruction that is standards based and founded on best practices
7. All teachers' collaboration, planning, and instruction is driven by analysis of student achievement data.

## **Student Population**

Voices MH plans to serve approximately 504 students in grades Transitional Kindergarten (“TK”) -8 with full build out in year 8, and will open with students in grades TK/Kinder and first grade. After year one, we intend to grow by one grade level per year to serve students in grades TK/Kinder to eighth grade. The Charter School intends to open with 56 TK/kindergarten students and 56 first graders (charter schools are not bound by the LCFF grade span adjustment model). Nonetheless, we mitigate class sizes by providing an Associate Teacher (paraprofessional) in all classes TK/K-4th grades, which decreases the adult/student ratios. This growth plan will allow the Charter School to create a cohesive culture and coherent curriculum and instructional program.

The student population enrolled at Voices MH will be representative of Morgan Hill’s general population. As such, Voices MH will strive to reflect Morgan Hill’s diversity, from socioeconomic, racial, linguistic, and cultural perspectives and will support and build community.

Per the Morgan Hill Unified School District (MHUSD) website<sup>1</sup> in 2013-14, 50% of the district student population is Hispanic, 35% is White, 9% is Asian, 2% is African American, and 4% is other or declined to state.

The CALPADS report indicates that 18% of MHUSD students were English Learners in 2012-13<sup>2</sup>. And per MHUSD,<sup>3</sup> 87% of its EL’s are Spanish speakers, 4% Vietnamese, 1% Cantonese, and 8% other language.

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<sup>1</sup> <http://www.mhu.k12.ca.us/About-MHUSD/index.html>

<sup>2</sup> <http://data1.cde.ca.gov/dataquest/Acnt2013/2013GrowthDstApiDC.aspx?allcds=4369583>

<sup>3</sup> <http://www.mhu.k12.ca.us/About-MHUSD/index.html>

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

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

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

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

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

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

Voices MH will use information gathered from all mandated state tests as well as local curriculum-based and standards-based assessment data to measure students' progress in achieving California Common Core State Standards, and other locally established goals. In addition to the standardized measurements, students will demonstrate their knowledge and ability through school designed interim assessments and a variety of teacher designed means which may include performance assessments, public exhibition projects, teacher created tests, essays, etc. Additionally, we use surveys such as the Student Observation Checklist of Civic Skills and Behaviors to measure character development. Assessments are formative and summative, holistic and standardized, criterion- and norm-referenced, paper and pencil, and online and include any assessments applicable to students in non-charter public schools. Students must demonstrate mastery of grade level standards and skills when measured against multiple measures. Assessment will both improve learning and provide accountability.

Voices MH shall adhere to all state testing requirements, including provisions of AB 484 (2012) and any revisions of the Education Code that are applicable to charter schools. As established in the previous section, Voices MH will be utilizing diverse assessments that are aligned with the

curriculum and instructional program, compliant with state expectations. They will be administered according to the assessment cycle below:

**Corresponding Assessments for School Outcomes**

Multiple Measures and Frequency		
Assessment	Description	Assessment Schedule
State required tests	STAR (science) PFT CELDT CAASPP CAPA ELPAC	Annually, as available
Placement exams	CELDT/ ELPAC  Voices Diagnostic Assessments (see below)  LAS Links online Español	Annually, as available
Diagnostic	Concepts of Print (CAPS)  Phonemic Awareness  Letter/sound ID (Eng/Sp)  ADEPT  CELD (Curriculum Associates)  Spelling Inventory  Sight Words (Eng/Sp)	Tri-annually
Formative Assessments: Teacher/grade level designed assessments	Tests Quizzes Projects Performance-based assessments Writing prompts Presentations Surveys Checklists	Ad-hoc, weekly, bi-weekly, monthly

	Rubrics	
Interim Benchmark Assessments (aligned to Big Goals or IEP)	Fiction and Non-fiction Reading Assessment: running record, comprehension, fluency (Eng/Sp)  Writing Prompt (Eng/Sp)  Fluency Assessment (Eng/Sp)  Student Observation Checklist of Civic Skills and Behaviors  SBAC Interim assessments (when available)	Tri-Annually
Summative Assessments (CCCS aligned)	NWEA MAP  Acuity	Tri-Annually
Program Evaluation/Reports	Annual Climate/stakeholder Survey  8 <sup>th</sup> Grade Exit Project  API  AYP  AMAO	Annually

Summative and Interim Assessment: Voices MH will utilize fall, winter and spring cumulative interim assessments based on standards.

Acuity: This assessment can be administered as computer-based or in paper and pencil format. Acuity is CCSS fully aligned and includes performance tasks. The custom designed assessments are administered in language arts and math and include all standards taught to date in each grade. This provides teachers with a manner to gauge mastery of standards. Students are expected to achieve 80% proficiency to demonstrate mastery. In turn, teachers use this information, in conjunction with classroom measures, to objectively communication progress to parents on the report card.

Measure of Academic Progress (MAP): MAP is a CCSS aligned computerized adaptive assessment that gives teachers and administration information they need to improve teaching and learning. We use the growth and achievement data from MAP assessments to develop targeted instructional strategies and plan school improvement. MAP assessments are given in reading, language, math, and science. They measure growth and show how students are progressing over time because data can be looked at historically. Rather than determine mastery, MAP data provides students instructional levels.

Diagnostic and Placement Assessments: Diagnostic assessments measure critical skills and offer an in-depth analysis of a student's strengths to guide instructional decisions. Effective diagnostics are valid, reliable and based on scientific research. Teachers give diagnostics because we don't know what skills students are missing. It gives us a starting point. The more meaningful information you know about students, the better you can meet their needs. Diagnostics allow us to measure student progress on foundational skills. This helps us identify the needs of our students, which enables us to tailor our curriculum or provide interventions in order to meet those needs. Furthermore, it keeps us from making assumptions about what our students do or don't know. This moves us away from subjective assessments, which can be influenced by teachers' biases. Good diagnostics are specific enough to identify gaps, guide instruction, and measure progress. Mastery is demonstrated as outlined in the Big Goals for each grade level.

LAS Links Español: LAS is a research-based diagnostic assessment that measures the speaking, listening, reading, writing, and comprehension skills of students. It helps identify language difficulties a student may have in Spanish and track progress in attaining Spanish language proficiency. It helps teachers track progress, determine accurate placement or interventions and tailor instruction.

Formative Grade Level Designed Assessments: Formative assessment begins even before teaching begins with pre-assessments. Teachers gather formative data throughout the unit of study, often in informal ways, to inform teaching decisions and improve student learning. Grade level teams weekly also design Common Formative Assessments that they analyze during data meetings. Such assessments may include, but are not limited to exit cards, quizzes, anecdotal observations, quick writes, etc. Grade level teams establish proficiency levels for each assessment in daily data meetings based on place in time in the sequence of introduction of standard. For example, a just introduced standard exit slip may warrant a 50% cut point whereas a spiraled previously taught standard may warrant an 80% + cut point.

Exhibition Projects, Performance-Based Assessments, and Rubrics: Teachers develop science and social studies units and projects based on standards using the *UbD*® Framework. Students learn content in depth and have an opportunity to demonstrate understanding through performances of understanding. Additionally, students apply other content knowledge and skills (math and language arts) to make their projects truly integrated. These performances of understanding are shared with parents and the wider community through exhibition projects and assessed through teacher created school wide rubrics that will measure understanding, presentation and skill proficiency. Students will strive to attain a level 3 or above on the rubric.

Every student's yearly project(s) will be recorded on a digital portfolio beginning in kindergarten to be used as a reflection tool in their 8<sup>th</sup> Grade Exit Project.

8<sup>th</sup> Grade Exit Project: Every 8<sup>th</sup> grade student will be required to complete an Exit Project consisting of a written Professional Action Plan, presentation and exit interview. The interview teams will consist of one teacher, one parent and one community representative. Every element will have an English and Spanish component and will allow for demonstration of oral and written communication skills, technology/presentation skills, research skills, and critical thinking skills regarding their role within their own culture and the greater society. In this project students will reflect on their learning thus far, analyze how their values and culture fit into the greater society, identify any obstacles that they think might be a deterrent to college and have an action plan for dealing with such issues. It will also include a college plan with a detailed description of at least one profession of interest to them and identification of two institutions of higher education and requirements for those programs. The description will include a description of how that profession contributes to the community and society.

Annual Survey: The Survey Research Initiative at Teachers College, Columbia University<sup>4</sup> has created separate surveys for student, parents and staff that we will use to gather information on Voices MH's overall performance. Surveys are created online and administered on online or paper and pencil form. Surveys will consist of a combination of multiple choice items and open-ended questions. Survey questions seek information about overall satisfaction with the school culture, the academic program, the working and learning environment, and satisfaction with the school's staff an administration.

Data Collection: Data collection includes, but is not limited to:

- Standardized Test Scores (such as STAR (science), CAASPP, CAPA, CELDT, ELPAC)
- Running Records/Book Levels (such as Fountas & Pinnell Benchmark Assessment®)
- Interim assessments in language arts, writing and math (English and Spanish)
- Unit tests, exhibition projects/rubrics and portfolios, surveys/checklists and other teacher created tests and screening tools
- Performance-Based assessments
- Report cards (Grade level, ELD, Civic)
- Physical performance test
- Surveys

Screening procedures include (but are not limited) monitoring each child's:

- Level of reading comprehension

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<sup>4</sup> <http://www.tc.columbia.edu/sri/index.asp?Id=Featured+Services&Info=Variety+of+user%2Dfriendly+surveys>

- Phonological and Phonemic awareness and knowledge
- Concepts of print
- Phonics knowledge
- Reading strategies
- Use of language and text structures
- Decoding
- Mathematical automaticity
- Mathematical numeracy

### **Academic Performance Index**

Voices MH shall administer all state mandated tests in accordance with Education Code Section 60605 and as required of pupils in non-charter public schools. Voices shall generate an API score and AYP. Voices MH will strive to meet its Academic Performance Index growth targets by assuring that state standards are addressed and by analyzing data and using that information to drive instruction.

### **Data Analysis Procedure**

Teachers will administer cumulative standards-based interim assessments in math, language arts, writing, and language development a minimum of three times per year per the Assessment Schedule (assessments for Social Studies and Science are given as part of UbD units and grade level constructed assessments and are analyzed during regular Data Meetings). Following each assessment, teachers will have two days to process, analyze and share data with teaching and administrative staff and to develop plans for re-teaching (ROCI). The fall and spring assessments will be followed by parent teacher conferences where teachers share student's results and develop a plan including appropriate interventions with the parents. Additionally, each assessment will be followed by a re-teach period based on identified standards or skills in need of re-teaching to the whole class, small group and individual students.

Data gathered about individual students, teacher, and grades from both interim assessment and standardized tests are used to drive future professional development, curriculum selections and programmatic changes.

### **Use and Reporting of Data**

Voices MH's staff will maintain a Student Information System (SIS), such as Power School, and disaggregate assessment and performance data by gender, language, ethnicity, grade level, EL and RFEP status, socio-economic status, and length of time with Voices MH, etc. Matched scores are used whenever appropriate. As a result of the analysis of student achievement data, Voices MH targets areas in our program, professional development and instruction to address student needs and improve student outcomes. Each year a needs assessment will be formulated with resources directed to meet targets. Assessment results are conveyed to the community

through the SARC as required by the CDE, the school newsletter, parent information night, the Governance Board, and authorizer annual report.

Decisions to modify or redirect classroom strategies, program strategies and/or material resources during the school year are made by the classroom teacher, whole instructional staff, and instructional leader as appropriate. Decisions will be made on a daily basis to guide instruction, on a biannual basis to diagnose program trends, and on an annual basis to evaluate program effectiveness.

Parent/teacher conferences will be held at least two times per year. Individual student results and achievement targets will be shared with parents at this time. In addition, pupil progress will be communicated to parents regularly using a standards based report card and progress reports if needed. In addition, students with an IEP and receiving intervention services or with an active SST receive more frequent progress reports. All information conveyed to parents of Spanish-speaking students will be translated by staff. Reasonable efforts will be taken to provide information in primary language to families speaking languages other than Spanish.

### **Reporting Program Effectiveness to Authorizing Entity, Board, Parents, and Other Stakeholders**

The school will report program effectiveness yearly to all stakeholders, including the authorizing district, through various instruments and measurements including but not limited to:

- School Accountability Report Card (SARC)
- LCAP
- LEA Plan
- Title III AMAOs
- Authorizer report (in a format agreed upon between the district and Charter School)
- Voices MH Board Reports

The Charter School shall share such reports in various manners including parent meetings, newsletter, website and other social media, Board meetings, in print and in English and Spanish.

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

**Planned Improvement in Student Performance in Reading**

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

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <p>The following actions will ensure that reading and language arts instruction is fully aligned with the Common Core State Standards:</p> <ul style="list-style-type: none"> <li>• Focus on developing a balanced literacy program of instruction and assessment organized around the Common Core State Standards.</li> <li>• All teachers receive professional development on specific strategies to improve reading of students.</li> <li>• Reading instruction will emphasize expository text by applying elements of “universal access” teaching strategies that make grade level content accessible to all students, regardless of reading level.</li> <li>• As new grade levels are introduced to the school, ensure that new grades and existing grades use instructional materials that are aligned with Common Core State Standards.</li> </ul>	<p>Chief Academic Officer</p> <p>Principal</p> <p>Teachers</p> <p>2015-16 Academic Year</p>	<p>Professional Development in Universal Access strategies. Power standards and Mapping to Common Core State Standards</p>	<p>TBD</p>	<p>General Purpose Block Grant, Charter Startup Grant</p>

<p>2. Use of standards-aligned instructional materials and strategies:</p> <ul style="list-style-type: none"> <li>Standards aligned, scientific research-based language arts materials/textbooks, and instructional materials in place in classrooms</li> <li>Teacher lesson plans will make explicit reference to standards that are being taught</li> <li>All finals, exhibitions and projects will be mapped back to the Common Core State Standards.</li> </ul>	<p>Chief Academic Officer</p> <p>Principal</p> <p>Teachers</p> <p>2015-16 Academic Year</p>	<p>Purchase of textbooks and instructional materials</p>	<p>TBD</p>	<p>General Purpose Block Grant, Charter Startup Grant</p>
<p>3. Extended learning time:</p> <ul style="list-style-type: none"> <li>VOICES has an extended school day, providing more instructional minutes per year than required. VOICES provides 124% (K), 54% (1<sup>st</sup> – 3<sup>rd</sup>), and 44% (4<sup>th</sup> – 8<sup>th</sup>) more instructional minutes per year than required by the State.</li> <li>Offer intensive summer literacy program for all students performing significantly below grade level proficiency</li> <li>Offer small group and individual after school Tutoring, Homework Center assistance to students in need of additional support.</li> </ul>	<p>Principal</p> <p>VOICES Teachers &amp; Staff</p> <p>Mid Day Block Consultants</p> <p>Parent &amp; Community Volunteers</p> <p>2015-2016 Academic Year</p>	<p>Mid Day Block Consultants, Technology Expenses</p>	<p>TBD</p>	<p>General Purpose Block Grant</p>

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <ul style="list-style-type: none"> <li>• Every student (K-8) will be required to keep a digital portfolio such where he or she will scan work samples, document reflections, record sample readings and include video recordings of presentations.</li> <li>• Students will become proficient at using presentations like Power Point, using desktop publishing software and using the internet to research.</li> <li>• VOICES will have high-speed internet access so that students can do online research and teachers can design web and other learning quests.</li> <li>• Teachers will use computers to design, document and archive lessons and units, design curriculum maps and manage student assessment data.</li> <li>• Students in grades K-1 will rotate through technology centers during Literacy</li> <li>• Every student (K-8) will benefit from a Blended Learning Model. Each period will be partially whole-class instruction, partially personalized learning (e.g., some students with teacher and/or Associate Teacher for re-teach and others on iPads guiding their own learning).</li> </ul>	<p>Principal VOICES Teachers Technology Coach 2015-2016 Academic Year</p>	<p>Hardware, Software &amp; Technology Coach / Training Expenses</p>	<p>TBD</p>	<p>General Purpose Block Grant, Charter Startup Grant</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <ul style="list-style-type: none"> <li>• Professional development for teachers will revolve around curricular planning to meet Common Core State Standards and instructional practices designed to increase student performance in reading, writing and mathematics.</li> <li>• VOICES teachers will be provided with one hour of daily professional development four times per week and one hour of prep time per week called Mid-day block.</li> <li>• Results-Oriented Cycle of Inquiry: Twice a year, all teachers</li> </ul>	<p>Principal VOICES Teachers Instructional Coach 2015-2016 Academic Year</p>	<p>Professional Development in Universal Access, Power Standards and Mapping to Common Core State Standards</p>	<p>TBD</p>	<p>General Purpose Block Grant, Charter Startup Grant</p>

<p>will meet to assess and analyze data in relation to goals and benchmarks in a forum facilitated by the principal and instructional coach. Teachers will also take this time to do cross-grade level articulations, share success and failures, fine tune best practices through professional development and make curricular decisions through as shared decision making process. This three day process is then followed by planning sessions and the cycle continues.</p> <ul style="list-style-type: none"> <li>• All teachers participate in a professional learning community.</li> <li>• In addition to regular school year professional development, all teachers also engage in a two-week summer retreat/in-service. This time is dedicated to understanding and fostering school culture, explicitly stating high expectations for all, curriculum mapping, scope and sequence development, unit development, standards deconstruction and to other yearlong school wide planning.</li> <li>• This year, during the school’s first year of operation, Voices MH teachers will meet more frequently for professional development with the principal across grade levels. As the school grows and teachers are better able to deconstruct standards, teachers will be given more time to work with their grade level teams to talk about data and look at the results of the learned practices.</li> </ul>				
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <ul style="list-style-type: none"> <li>• VOICES parent and community involvement consists of two levels: Required (commitment and willingness to fulfill the parent agreement and facilitate two way communication between the school and home) and Encouraged (participation through activities like tutoring, homework, volunteer, parenting classes, workshops, school committees, Governing Council Rep, etc.).</li> <li>• All relevant materials sent home and events with families will be translated in English and Spanish.</li> <li>• Workshops: The Parent Liaison and the principal or designee will deliver workshops of interest to the whole school community such as Bullying, CCSS, and Internet Safety, etc.</li> </ul>	<p>Principal Parent Liaison  2015-2016 Academic Year</p>	<p>Administration and Management of Parent / Community Meetings, Translation of Materials, Field Trip Costs</p>	<p>TBD</p>	<p>General Purpose Block Grant</p>

<p>Furthermore, each grade level team will design and facilitate at least two parent workshops over the year, which focus on grade-specific content.</p> <ul style="list-style-type: none"> <li>Family Field Trips: Each grade level plans at least one trip a year that happens on a weekend. Teachers will choose locations, activities or events that most students in the community would not likely visit or be exposed to. Parents will learn about opportunities in the community to enrich their child's life and learn along with their children. Teachers will model how to interact with students with high level questions and discussions.</li> </ul>				
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <ul style="list-style-type: none"> <li>VOICES will host "family nights" where topics such as report cards, academic expectations, and other community concerns will be discussed with families.</li> <li>Offer small group and individual after school Tutoring, Homework Center assistance to students in need of additional support.</li> </ul>	<p>Principal</p> <p>2015-2016 Academic Year</p>	<p>Administration and Management of Additional Meetings</p>	<p>TBD</p>	<p>General Purpose Block Grant</p>
<p>8. Monitoring program effectiveness:</p> <ul style="list-style-type: none"> <li>Administrators and teachers will regularly analyze assessment data to inform instructional strategies.</li> <li>Administrators, teachers and parents will review the Local Education Agency Plan once a year. The plan will be updated based on feedback and an analysis of student performance on state and local assessments.</li> <li>Please see previous discussion of Measurement and Use of Data section detailed assessment data strategies.</li> </ul>	<p>Principal</p> <p>2015-2016 Academic Year</p>	<p>Interim Assessments and Student Data Reporting System</p>	<p>TBD</p>	<p>General Purpose Block Grant</p>
<p>Description of Specific Actions to Improve Education Practice in <b>Reading</b></p>	<p>Persons Involved/ Timeline</p>	<p>Related Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>

<p>9. Targeting services and programs to lowest-performing student groups:</p> <ul style="list-style-type: none"> <li>• Offer summer intensive literacy program for all students performing significantly below grade level proficiency</li> <li>• Skill specific classes (e.g., phonemic awareness, guided reading, vocabulary development, etc.) are offered to meet the precise needs of the child. Students will be recommended by teachers based on academic performance. Upon referral, students are given an assessment, such as a running record, spelling inventory or phonemic awareness test to determine the specific skill deficit. Classes are limited to small groups of students running on four-week cycles. At the end of the four weeks students are given a post-test. Students who show proficiency levels based on pre and post-test are excused from the class. Students who have not yet reached a proficient level are placed in another appropriate class.</li> <li>• Voices MH’s reading intervention program is available to any student identified as needing extra support in reading (offered in both English and Spanish). Priority is given to students needing support in their native language with support given to students in their second language as space is available.</li> </ul>	<p>Principal VOICES Teachers &amp; Staff  2015-2016 Academic Year</p>	<p>Teacher Salaries, Instructional Materials</p>	<p>TBD</p>	<p>General Purpose Block Grant</p>
<p>10. Any additional services tied to student academic needs:</p> <p>None.</p>				

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

**Planned Improvement in Student Performance in Mathematics**

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

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards: The following actions will ensure that mathematics instruction is fully aligned with Common Core State Standards:</p> <ul style="list-style-type: none"> <li>• VOICES teachers will use programs such as Pearson Education’s <i>Investigations in Number, Data and Space</i>, state-adopted instructional materials and supplement with lessons as needed from a variety of other “balanced math” sources to create a rich and deep, standard-s based math K-8 curriculum.</li> <li>• All teachers receive professional development on specific strategies to improve mathematics ability of students.</li> <li>• Students apply their ever-increasing mathematical knowledge and skills to novel context and increasingly sophisticated mathematical problems.</li> <li>• As new grade levels are introduced to the school, ensure that new grades and existing grades use instructional materials that are aligned with Common Core State Standards.</li> </ul>	<p>Chief Academic Officer  Principal  VOICES Teachers  2015-2016 Academic Year</p>	<p>Professional Development in Math Instruction Strategies, Power Standards and Mapping to State Standards</p>	<p>TBD</p>	<p>General Purpose Block Grant, Charter Startup Grant</p>
<p>2. Use of standards-aligned instructional materials and strategies:</p> <ul style="list-style-type: none"> <li>• Standards aligned, scientific research based mathematics materials, textbooks and instructional materials in place in classrooms</li> <li>• Teacher lesson plans will make explicit reference to standards that are being taught</li> <li>• All finals, exhibitions and projects will be mapped back to Common Core State Standards.</li> </ul>	<p>Principal  VOICES Teachers  2015-2016 Academic Year</p>	<p>Purchase of Textbooks and Instructional Materials</p>	<p>TBD</p>	<p>General Purpose Block Grant, Charter Startup Grant</p>

<p>3. Extended learning time:</p> <ul style="list-style-type: none"> <li>• VOICES has an extended school day, providing more instructional minutes per year than required. VOICES provides 124% (K), 54% (1<sup>st</sup> – 3<sup>rd</sup>), and 44% (4<sup>th</sup> – 8<sup>th</sup>) more instructional minutes per year than required by the State.</li> <li>• Offer math summer program for all students performing significantly below grade level proficiency</li> <li>• Offer small group and individual after school Tutoring, Homework Center assistance to students in need of additional support.</li> </ul>	<p>Principal</p> <p>VOICES Teachers &amp; Staff</p> <p>Mid Day Block Consultants</p> <p>Parent &amp; Community Volunteers</p> <p>2105-2016 Academic Year</p>	<p>Mid Day Block Consultants, Technology Expenses</p>	<p>TBD</p>	<p>General Purpose Block Grant</p>
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Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <ul style="list-style-type: none"> <li>• Every student (K-8) will be required to keep a digital portfolio where he or she will scan work samples, document reflections, record sample readings and include video recordings of presentations.</li> <li>• Students will become proficient at using presentations like Power Point, using desktop publishing software and using the internet to research.</li> <li>• VOICES will have high-speed internet access so that students can do online research and teachers can design web and other learning quests.</li> <li>• Teachers will use computers to design, document and archive lessons and units, design curriculum maps and manage student assessment data.</li> <li>• Students in grades K-1 will rotate through technology centers during Math</li> <li>• Every student (K-8) will benefit from a Blended Learning Model. Each period will be partially whole-class instruction, partially personalized learning (e.g., some students with teacher and/or Associate Teacher for re-teach and others on iPads guiding their own learning).</li> </ul>	<p>Principal VOICES Teachers Technology Coach 2015-2016 Academic Year</p>	<p>Hardware, Software &amp; Technology Coach/ Training Expenses</p>	<p>TBD</p>	<p>General Purpose Block Grant, Charter Startup Grant</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <ul style="list-style-type: none"> <li>• Professional development for teachers will revolve around curricular planning to meet Common Core State Standards and instructional practices designed to increase student performance in reading, writing and mathematics.</li> <li>• VOICES teachers will be provided with one hour of daily professional development four times per week and one hour of prep time per week called Mid-day block.</li> </ul>	<p>Principal VOICES Teachers Instructional Coach 2015-2016 Academic Year</p>	<p>Professional Development in Universal Access, Power Standards and Mapping to Common Core State Standards</p>	<p>TBD</p>	<p>General Purpose Block Grant, Charter Startup Grant</p>

<ul style="list-style-type: none"> <li>• Results-Oriented Cycle of Inquiry: Twice a year, all teachers will meet to assess and analyze data in relation to goals and benchmarks in a forum facilitated by the principal and instructional coach. Teachers will also take this time to do cross-grade level articulations, share success and failures, fine tune best practices through professional development and make curricular decisions through as shared decision making process. This three day process is then followed by planning sessions and the cycle continues.</li> <li>• All teachers participate in a professional learning community.</li> <li>• In addition to regular school year professional development, all teachers also engage in a two week summer retreat/in-service. This time is dedicated to understanding and fostering school culture, explicitly stating high expectations for all, curriculum mapping, scope and sequence development, unit development, standards deconstruction and to other yearlong school wide planning.</li> <li>• This year, during the school’s first year of operation, Voices MH teachers will meet more frequently for professional development with the principal across grade levels. As the school grows and teachers are better able to deconstruct standards, teachers will be given more time to work with their grade level teams to talk about data and look at the results of the learned practices.</li> </ul>				
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <ul style="list-style-type: none"> <li>• VOICES parent and community involvement consists of two levels: Required (commitment and willingness to fulfill the parent agreement and facilitate two way communication between the school and home) and Encouraged (participation through activities like tutoring, homework, volunteer, parenting classes, workshops, school committees, Governing Council Rep, etc.).</li> <li>• All relevant materials sent home and events with families will be translated in English and Spanish.</li> <li>• Workshops: The Parent Liaison and the principal or designee will deliver workshops of interest to the whole school community such as Bullying, CCSS, and Internet Safety, etc.</li> </ul>	<p>Principal Parent Liaison 2015-2016 Academic Year</p>	<p>Administration and Management of Parent / Community Meetings, Translation of Materials, Field Trip Costs</p>	<p>TBD</p>	<p>General Purpose Block Grant</p>

<p>Furthermore, each grade level team will design and facilitate at least two parent workshops over the year, which focus on grade-specific content.</p> <ul style="list-style-type: none"> <li>Family Field Trips: Each grade level plans at least one trip a year that happens on a weekend. Teachers will choose locations, activities or events that most students in the community would not likely visit or be exposed to. Parents will learn about opportunities in the community to enrich their child’s life and learn along with their children. Teachers will model how to interact with students with high level questions and discussions.</li> </ul>				
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <ul style="list-style-type: none"> <li>VOICES will host “family nights” where topics such as report cards, academic expectations, and other community concerns will be discussed with families.</li> <li>Offer small group and individual after school Tutoring, Homework Center assistance to students in need of additional support.</li> </ul>	<p>Principal  2015-2016 Academic Year</p>	<p>Administration and Management of Additional Meetings</p>	<p>TBD</p>	<p>General Purpose Block Grant</p>
<p>8. Monitoring program effectiveness:</p> <ul style="list-style-type: none"> <li>Administrators and teachers will regularly analyze assessment data to inform instructional strategies.</li> <li>Administrators, teachers and parents will review the Local Education Agency Plan once a year. The plan will be updated based on feedback and an analysis of student performance on state and local assessments.</li> <li>Please see previous discussion of Measurement and Use of Data section detailed assessment data strategies.</li> </ul>	<p>Principal  2015-2016 Academic Year</p>	<p>Interim Assessments and Student Data Reporting System</p>	<p>TBD</p>	<p>General Purpose Block Grant</p>
<p>Description of Specific Actions to Improve Education Practice in <b>Mathematics</b></p>	<p>Persons Involved/ Timeline</p>	<p>Related Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>

<p>9. Targeting services and programs to lowest-performing student groups:</p> <ul style="list-style-type: none"> <li>• Offer summer math program for all students performing significantly below grade level proficiency</li> <li>• Offer small group and individual after school Tutoring, Homework Center assistance to students in need of additional support.</li> <li>• Skill specific classes (e.g., number sense) are offered to meet the precise needs of the child. Students will be recommended by teachers based on academic performance. Upon referral, students are given an assessment to determine the specific skill deficit. Classes are limited to small groups of students running on four-week cycles. At the end of the four weeks students are given a post-test. Students who show proficiency levels based on pre and post-test are excused from the class. Students who have not yet reached a proficient level are placed in another appropriate class.</li> <li>• The math intervention program at Voices has two parts; for kindergarten and first grade students it is a small group environment focused on beginning number concepts and for second through eighth grade students, it is a computer-based program such as Dreambox. Students in primary math intervention typically receive 15-20 minutes of small group instruction daily. It is focused on hands-on activities using manipulatives. Students work primarily on basic number concepts such as counting, ordering and comparing numbers. In second through eighth grade, students use the computer based program for a minimum of 15 minutes per day. This program covers a wide variety of mathematical concepts and provides tutorials, practice and assessment for each identified skill a student is working on. Students are monitored for progress on skills and standards mastery on a weekly basis by the Intervention Specialist and classroom teacher.</li> </ul>	<p>Principal          VOICES Teachers &amp; Staff          2015-2016 Academic Year</p>	<p>Teacher Salaries,          Instructional Materials</p>	<p>TBD</p>	<p>General Purpose          Block Grant</p>
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10. Any additional services tied to student academic needs:  None.				
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**Performance Goal 2:** *All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.*

**Planned Improvement in Programs for LEP Students and Immigrants (Title III)**  
(Summarize information from district-operated programs and approved school-level plans)

	Description of how the LEA is meeting or plans to meet this requirement.
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1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:
  - a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;
  - b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;
  - c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:
    - meeting the annual measurable achievement objectives described in Section 3122;
    - making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B));
    - annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1));
  - d. Describe how the LEA will promote parental and community participation in LEP programs.

a. Two-way Dual Language Program  
VOICES will meet the needs of English Language Learners by implementing a Two-Way Dual Language Program. Dual Language Programs are the only English Language Development models found to assist students to fully reach the 50<sup>th</sup> percentile or above in both their primary language (L1) and second language (L2) in all subjects; and, to maintain that high level of achievement and to reach even higher levels through the end of the K-12 schooling.

#### Dual Immersion Model

In determining what type of educational program best serves ELL, VOICES chose to offer an 80:20 Dual Immersion model. The 80:20 refers to 80% of instruction in Spanish and 20% of instruction in English. The percentage of English instruction will increase by 10% per year until reaching 50:50 in third grade. Thereafter the 50:50 model will remain in place until 8<sup>th</sup> grade.

VOICES will provide the following services to benefit the academic achievement and language acquisition of targeted English Learner students:

- Professional development for teachers and administrators. All training will be based on scientifically-based research of best practices for accelerating language acquisition and academic achievement.
- Extended day/year VOICES Intervention academic opportunities targeting English learner students needing additional support in ELD or mastering content standards.
- Parent workshops and meetings to provide parents with resources and skills to support their children's progress in learning English and mastering content standards.

b. Subgrant funds will contribute to VOICE's overall goal of preparing all students to achieve above grade level by the time they graduate from VOICES. ELL Learners will make at least 1 level of advancement in language proficiency per year.

ELD growth is measured by CELDT, reading/language arts and mathematics are measured by the CAASPP. VOICES has the following goals for English learners:

- ELD: Progress in ELD standards mastery as measured by regular assessments such as ADEPT
- ELA: Progress in academic vocabulary development and reading comprehension as measured by regular assessments
- Math: Progress in computation and conceptual understanding of problem solving, as measured by grade-level, standards based assessments.

VOICES annual measurable achievement objectives are based on extensive research and bilingual/dual immersion school visits and ultimately the success associated with Wayne Thomas and Virginal Collier's 50:50 model. One-way and two-way developmental bilingual education programs (dual language, bilingual immersion) are the only programs we have found to date that assist ELL students to fully reach the 50<sup>th</sup> percentile in both L1 (primary) and L2 (language being learned) in all subjects and to maintain that level of

	<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c) .</p> <p>The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> <li>• English proficiency; and</li> <li>• Academic achievement in the core academic subjects</li> </ul>	<p>Voices two-way immersion program will be a rigorous academic program in which the target language (Spanish) is used as the vehicle of instruction, not the focus. Monthly thematic units will integrate the curriculum, making the target language more meaningful to the students and provide the students with enough exposure to practice, use and extend his/her vocabulary.</p> <p>Hands-on, minds-on classroom projects will provide additional opportunities for students to use the target language. Teachers will use a reciprocal-interactive approach and cooperative learning techniques to encourage students to interact with one another in a second language. Teachers will use Sheltered Language Strategies like GLAD and SIOP strategies to plan and deliver instruction in all academic areas to make content comprehensible and accessible to all students.</p> <p>ELL's will receive daily structured English Language Development (ELD). Teachers will use thematic units to further make connections with content and make "input comprehensible". VOICES will use programs such Carousel of Ideas to develop English proficiency and to address the four domains on language development (reading, writing, listening and speaking.)</p> <p>All students will receive 50% of yearly enrichment classes in English and 50% in Spanish.</p>
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	Description of how the LEA is meeting or plans to meet this requirement.
<p style="text-align: center;">Required Activities</p> <p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p> <ol style="list-style-type: none"> <li>a. designed to improve the instruction and assessment of LEP children;</li> <li>b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;</li> <li>c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children’s English proficiency or substantially increasing the teachers’ subject matter knowledge, teaching knowledge, and teaching skills;</li> <li>d. long term effect will result in positive and lasting impact on teacher performance in the classroom.</li> </ol>	<p>VOICES teachers and administrators will participate in extensive training to ensure that they are prepared to fully address Common Core State Standards. In addition, parents and community members will be provided with learning opportunities through conferences, workshops and participation in school activities.</p> <p>Teachers will be trained to use appropriate differentiated instruction (such as SIOP to help students reach English language proficiency. All teachers will be required to submit lesson plans using the Sheltered instruction Observation Protocol (SIOP) Model lesson plan which asks teachers to identify a language objective for each lesson. Professional development time will be dedicated each year to the understanding of language acquisition strategies, research inquiry, data analysis, and lesson planning and execution in regards to the needs of second language learners.</p> <p>Each teacher’s plan will integrate research and scientifically based theory of high quality instructional practices and will include:</p> <ul style="list-style-type: none"> <li>• Research based best practices for reaching comprehension and other aspects of language acquisition and subject matter learning.</li> <li>• An understanding of the role of assessments in guiding and evaluating instructional and programmatic practices.</li> <li>• The ability to use classroom data to differentiate instruction and evaluate the effectiveness of instructional strategies.</li> <li>• The ability to differentiate standards based instruction in all academic areas, and how these relate to the cultural, socioeconomic and linguistic diversity of VOICES.</li> </ul> <p>More comprehensive information on VOICES Professional Development may be found in Performance Goal 3.</p>

Allowable Activities	4. Upgrade program objectives and effective instruction strategies.	<p><b>Yes or No</b></p> <p>Yes</p>	<p><b>If yes, describe:</b></p> <p>Funds will be used to support planning and monitoring for English Learners. At the end of each school year, VOICES personnel will convene to reflect on the recently completed school year and build a plan for the following school year that re-enforces strengths and addresses the challenges. In addition the VOICES staff will review student evaluations of teachers at the end of each semester and use weekly meetings to plan curriculum and instructional programs.</p> <p>Please see previous discussion of the way VOICES intends to modify the program based on assessment results. This is directly applicable to LEP students since our entire program is designed around dual language immersion.</p>
	Description of how the LEA is meeting or plans to meet this requirement.		
Allowable Activities	5. Provide – <ul style="list-style-type: none"> <li>a. tutorials and academic or vocational education for LEP students; and</li> <li>b. intensified instruction.</li> </ul>	<p><b>Yes or No</b></p> <p>Yes</p>	<p><b>If yes, describe:</b></p> <p>Extended learning opportunities through VOICES Intervention strategies are available to all English learners to support high levels of academic proficiency. The extended learning opportunities like Tutoring and the Homework Centers complement regular instruction activities.</p> <p>ELL students experiencing difficulty in reaching their academic goals will be immersed into programs like the following:</p> <ul style="list-style-type: none"> <li>• <i>Block Schedule:</i> skill specific class will be scheduled to meet the precise needs of the child.</li> <li>• <i>Re-teach:</i> Teachers will re-teach not yet mastered “power” standards to students in small groups or on an individual basis</li> </ul>

<p>6. Develop and implement programs that are coordinated with other relevant programs and services.</p>	<p><b>Yes or No</b></p> <p>Yes</p>	<p><b>If yes, describe:</b></p> <p>A variety of programs will be developed to extend the regular instructional program and focus on the needs of EL students. The following collaborative programs will be coordinated with teachers, parents, community members and other volunteers to met each student’s identified needs:</p> <ul style="list-style-type: none"> <li>• <i>Tutorial &amp; Homework Phone Buddies:</i> older students who have chosen tutoring/homework buddies as their service learning project and parent volunteers will have formalized training to tutor students</li> <li>• <i>After School Homework Center:</i> staff members and parent volunteers will run a daily center for students who need help completing their homework</li> </ul>
<p>7. Improve the English proficiency and academic achievement of LEP children.</p>	<p><b>Yes or No</b></p> <p>Yes</p>	<p><b>If yes, describe:</b></p> <p>Professional development and parent workshops will emphasize learning standards, goals for EL students, and strategies to support academic success. In addition, staff will use weekly meetings to review strategies to support EL students.</p>

		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –</p> <ul style="list-style-type: none"> <li>○ To improve English language skills of LEP children; and</li> <li>○ To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.</li> </ul>	<p><b>Yes or No</b></p> <p>Yes</p>	<p><b>If yes, describe:</b></p> <p>In addition to the parent workshops, family nights and parent committee, VOICES will publish a handbook for students and parents to provide resources and information to support learning. Funds will be used to educate and empower parents of EL students to become an integral part of the school and community. Connecting families with needed educational and social services is an essential part of creating a community conducive to learning. VOICES plans to offer the following classes and programs to parents of EL students:</p> <ul style="list-style-type: none"> <li>• Parent Workshops</li> <li>• Parent Committee</li> <li>• Parent / Student Meetings &amp; Progress Reports</li> </ul> <p>Since the VOICES staff is bilingual, translations will be provided in all documentation and meetings to ensure that all communication is done in English and Spanish.</p> <p>A more detailed description of Parent Involvement at VOICES is illustrated in Section 1(d) above.</p>
	<p>9. Improve the instruction of LEP children by providing for –</p> <ul style="list-style-type: none"> <li>○ The acquisition or development of educational technology or instructional materials</li> <li>○ Access to, and participation in, electronic networks for materials, training, and communication; and</li> <li>○ Incorporation of the above resources into curricula and programs.</li> </ul>	<p><b>Yes or No</b></p> <p>Yes</p>	<p><b>If yes, describe:</b></p> <p>VOICES will use funds to acquire the hardware and software to ensure that all English learners may access technology to facilitate learning. The software and materials that are used will complement standards-based curriculum that are used in all subject areas and VOICES Intervention strategies. Teachers will receive training to ensure that they are effectively engaging students in learning with technology.</p> <p>English learners will have increased and supplemental access to the technology listed above during any necessary VOICES Intervention sessions. A more detailed description of Intervention strategies at VOICES is illustrated in Introduction (D) and Sections 5 &amp; 6 above.</p>

	10. Other activities consistent with Title III.	<b>Yes or No</b>  Yes	<b>If yes, describe:</b>  The VOICES philosophy of high academic achievement through dual immersion language strategies for all students with a program structured around their needs is consistent with the goals of Title III.
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## Plans to Notify and Involve Parents of Limited-English-Proficient Students

<p><b>Parents of Limited-English-Proficient students must be notified:</b> The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>
<p style="text-align: center; writing-mode: vertical-rl; transform: rotate(180deg);"><b>Required Activity</b></p> <ol style="list-style-type: none"> <li>1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):               <ol style="list-style-type: none"> <li>a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program;</li> <li>b. the child’s level of English proficiency, how such level was assessed, and the status of the student’s academic achievement;</li> <li>c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction;</li> <li>d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;</li> <li>e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;</li> <li>f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools;</li> <li>g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;</li> </ol> </li> </ol>	<p>Upon registering their students, and annually thereafter, VOICES parents of students with a primary language other than English will be notified of the English comprehension and primary language assessment results completed for the initial identification.</p> <p>The annual written notification outlines the following points as well as invites the parents to attend a VOICES meeting to discuss the following:</p> <ul style="list-style-type: none"> <li>• A description of the VOICES dual immersion pedagogy</li> <li>• A description of the assessments that will be administered to their child and explanation of how the results will be used</li> <li>• The child’s English proficiency and how it was assessed (CELDT)</li> <li>• A description of how the program is designed to meet the child’s learning needs</li> <li>• Specific exit requirements and expected rates of promotion and graduation</li> <li>• A description of how this program will help their child learn English</li> <li>• If a student has a disability, a description of how the services prescribed by the IEP will work together with the EL program to maximize the student’s learning experience</li> <li>• Parental rights to choose a different program</li> </ul> <p>In addition to written notification, parents will be provided with information during parent workshops, VOICES progress reports, regular parent meetings and other parent-school activities.</p>

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activity	<ul style="list-style-type: none"> <li>h. information pertaining to parental rights that includes written guidance detailing –               <ul style="list-style-type: none"> <li>i. the right that parents have to have their child immediately removed from such program upon their request; and</li> <li>ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available;</li> <li>iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.</li> </ul> </li> </ul>	
<p><b>Note:</b> Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>		
<p><b>LEA Parent Notification Failure to Make Progress</b>          If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>		

**Plans to Provide Services for Immigrants**

**This section is inapplicable, as VOICES does not receive Title III Immigrant Funding**

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

Allowable Activities	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	<b>Yes or No</b>	<b>If yes, describe:</b>
	5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:	<b>Yes or No</b>	<b>If yes, describe:</b>
	6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:	<b>Yes or No</b>	<b>If yes, describe:</b>

Allowable Activities	<p>7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:</p>	<b>Yes or No</b>	<b>If yes, describe:</b>
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**Performance Goal 3: *By 2005-06, all students will be taught by highly qualified teachers.***

**Summary of Needs and Strengths for Professional Development**

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

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

STRENGTHS	NEEDS
<p>Professional development time will be driven by the principal’s classroom observation, student data and teacher needs. All VOICES professional development, will be structured around the following VOICES Professional Development Format:</p> <ul style="list-style-type: none"> <li>• Whole Staff Meeting: build community and facilitate concise and timely communication on key issues.</li> <li>• Results Oriented Cycle of Inquiry Meeting: enable teachers within a grade level to collaborate on accelerated student achievement results</li> <li>• Professional Development Meeting: build teacher expertise and capacity around practice, knowledge and understanding of curriculum, standards and strategies</li> <li>• Planning Time: enable teachers to collaborate on content and curriculum</li> <li>• Prep Time: provide teachers with independent planning and preparation time, as well as increased time around reporting periods</li> </ul> <p>Each VOICES teacher will design and review their Professional Development plan three times annually with the Principal. Each teacher’s plan will integrate research and scientifically based theory of high quality instructional practices and will include:</p> <ul style="list-style-type: none"> <li>• Research based best practices for reaching comprehension and other aspects of language acquisition and subject matter learning.</li> <li>• An understanding of the role of assessments in guiding and evaluating instructional and programmatic practices.</li> <li>• The ability to use classroom data to differentiate instruction and evaluate the effectiveness of instructional strategies.</li> <li>• The ability to differentiate standards based instruction in all academic areas, and how these relate to the cultural, socioeconomic and linguistic diversity of VOICES.</li> </ul>	<p>While VOICES has a structured foundation on which to begin designing and carrying out Professional Development, in order to continue to provide the absolute best academic and character instruction to the students, VOICES will need to continue to assess the professional development plan based on the following objectives:</p> <ul style="list-style-type: none"> <li>• focus on the pedagogy which shapes the curriculum</li> <li>• comprehend instructional techniques and how to use them</li> <li>• understand how to use student data to identify learning challenges</li> <li>• develop techniques for individualizing planning and instruction</li> </ul> <p>strive to work productively as a team with other teachers to collaborate, coach and provide ongoing feedback</p>

Teachers at VOICES will have the unique opportunity to grow as professionals and to develop as leaders. Teachers will be provided with one hour of daily professional development four times per week and with one hour of prep time per week. This award winning professional development model called mid-day block was developed by Peggy Bryan, founding principal of Sherman Oaks Dual Language Charter School in San Jose, California. Mid-day block not only affords teachers with the time needed to learn and collaborate as professionals, it has been proven to directly correlate with high student achievement, allowing time for student intervention and enrichment activities.

In addition to regular school year professional development, teachers will also engage in a 8-10 day summer retreat/in-service. This time will be dedicated to understanding and fostering school culture, explicitly stating high expectations for all, curriculum mapping, scope and sequence development, UbD unit development, Power Standards development and to other year long school wide planning.

VOICES teachers will assess the quality of professional development activities based on questions like the following:

- How well does it focus on students meeting/exceeding key standards through the use of standards-based materials and formative assessments?
- How closely is the VOICES Professional Development plan built on the strengths and needs of the staff in relation to academic and cultural learning strengths and needs of the student populations in their classrooms?
- How well integrated are materials adopted/selection, intervention approached and family/community relations with the professional development plan?

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

**Planned Improvements for Professional Development (Title II)**  
 (Summarize information from district-operated programs and approved school-level plans)

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State’s challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <ul style="list-style-type: none"> <li>• VOICES will conduct a yearly professional development needs assessment of teachers and administrators in relation to data assessments of student progress in relation to state content and academic achievement standards.</li> <li>• All teachers create Learning Goals for their course which indicates what standards are addressed, mastered and omitted</li> <li>• Every teacher is expected to teach every day using the state standards as a blueprint for instruction and his or her Learning Goals</li> </ul>	<p>Principal Instructional Coach Voices Teachers &amp; Staff 2015-2016 Academic Year</p>	<p>Significant Professional Development in Literacy, Dual Immersion, Math Instruction, Power Standards and Mapping to State Standards</p>	<p>TBD</p>	<p>Title II, General Purpose Block Grant</p>
<p>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</p>	<p>Principal Instructional Coach</p>	<p>Research time by Principal</p>	<p>TBD</p>	<p>Title II, General Purpose Block Grant</p>

<ul style="list-style-type: none"> <li>• VOICES has selected curricula and professional development activities in alignment with state standards as well as field research that shows direct correlation and success with our population of students and dual immersion.</li> <li>• VOICES staff will pay special attention to those topics and formats that have the greatest impact on teachers' ability to accelerate the learning of students in the lowest performing groups.</li> <li>• Professional development resources will be concentrated where they are needed most.</li> <li>• VOICES teachers and administrators will support one another through coaching and mentoring.</li> </ul>	<p>VOICES Teachers</p> <p>2015-2016 Academic Year</p>			
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Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <ul style="list-style-type: none"> <li>• Frequent assessments and individual student Intervention plans will drive the areas in which VOICES teachers will need to re-direct instruction strategies in order to improve student, teacher and entire school community achievement. VOICES professional development has been designed to identify, analyze and respond to areas where the teachers need additional instruction as it relates to responding to the needs of the students.</li> <li>• Each VOICES teacher will design and review their Professional Development plan three times annually with the Principal. Each teacher’s plan will integrate research and scientifically based theory of high quality instructional practices and will include: <ul style="list-style-type: none"> <li>○ Research based best practices for reaching comprehension and other aspects of language acquisition and subject matter learning.</li> <li>○ An understanding of the role of assessments in guiding and evaluating instructional and programmatic practices.</li> <li>○ The ability to use classroom data to differentiate instruction and evaluate the effectiveness of instructional strategies.</li> <li>○ The ability to differentiate standards based instruction in all academic areas, and how these relate to the cultural, socioeconomic and linguistic diversity of VOICES.</li> </ul> </li> </ul>	Principal  Instructional Coach  VOICES Teachers & Staff  2015-2016 Academic Year	Teacher and Principal time, Research time by teachers, Teacher training	TBD	Title II, General Purpose Block Grant
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development</p>	Principal	Time for teacher collaboration	TBD	Title II, General Purpose Block

<p>activities provided through other Federal, State, and local programs:</p> <ul style="list-style-type: none"> <li>• VOICES will develop a professional development plan that incorporates the activities with the needs of the students, teachers and school community.</li> <li>• Activities will be designed to help teachers integrate standards-based curriculum, instructional practices, assessment and understanding of the strengths and needs of the student populations in their classes.</li> <li>• Classroom management, intervention, working with students’ families and other topics required by funding sources will be addressed within the context of ensuring that all students meet or exceed state content and achievement standards.</li> </ul>	<p>Instructional Coach</p> <p>VOICES Teachers &amp; Staff</p> <p>2015-2016 Academic Year</p>			<p>Grant</p>
<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <ul style="list-style-type: none"> <li>• In addition to regular school year professional development, teachers will also engage in a 8-10 day summer retreat/in-service. This time will be dedicated to understanding and fostering school culture, explicitly stating high expectations for all, curriculum mapping, scope and sequence development, UbD unit development, Power Standards development and to other year long school wide planning.</li> <li>• Professional development activities include dual immersion, literacy, mathematics, character development and data analysis training.</li> <li>• VOICES teachers and Principal will attend training that focuses on standards-based materials for mathematics as well as reading and language arts. This will provide teachers with intensive training to ensure that standards are understood and supported.</li> <li>• VOICES teachers will attend in-service opportunities and conferences to ensure that instructional strategies reflect an understanding of content standards and that staff stays apprised of research and other developments in the field.</li> <li>• Please see #3 above for more detail.</li> </ul>	<p>Principal</p> <p>Instructional Coach</p> <p>VOICES Teachers &amp; Staff</p> <p>2015-2016 Academic Year</p>	<p>Teacher and Principal Time, Training Costs, Conference Fees</p>	<p>TBD</p>	<p>Title II, General Purpose Block Grant</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <ul style="list-style-type: none"> <li>• VOICES will develop a technology plan for students and staff</li> <li>• VOICES will develop a plan for IT maintenance</li> <li>• VOICES will develop a Student technology plan that articulates student learning outcomes in the area of technology</li> </ul>	<p>Principal Technology Coach  2015-2016 Academic Year</p>	<p>Time from Technology Coach and Vendor Training on Software Systems</p>	<p>TBD</p>	<p>Title II, General Purpose Block Grant</p>
<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <ul style="list-style-type: none"> <li>• VOICES will articulate student learning outcomes in the area of technology as it is integrated into the curriculum for all grades, develop a technology training plan for students and staff and develop an IT maintenance plan as discussed previously.</li> </ul>	<p>Principal Technology Coach  2015-2016 Academic Year</p>	<p>Time from Technology Coach and Vendor Training on Software Systems</p>	<p>TBD</p>	<p>Title II, General Purpose Block Grant</p>
<p>8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</p> <ul style="list-style-type: none"> <li>• Involve parent and family members in the VOICES family and community organizational model (Governing Council, Volunteers, etc.) to ensure</li> </ul>	<p>Principal Technology Coach  Parent and Community Volunteers</p>	<p>Time to Organize Meetings and Collaborate</p>	<p>TBD</p>	<p>Title II, General Purpose Block Grant</p>

<p>increased and consistent parent and family engagement in school activities</p> <ul style="list-style-type: none"> <li>Involve VOICES staff in decision-making and development of reports such as this LEA, WASC through staff meetings, focus groups and community meetings</li> </ul>	2015-2016 Academic Year			
Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> <li>□ 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;</li> <li>□ Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn;</li> <li>□ Involve parents in their child’s education; and</li> <li>□ Understand and use data and assessments to improve classroom practice and student learning.</li> </ul> <ul style="list-style-type: none"> <li>VOICES will constantly design accessible and engaging curricula for all students that responds to their needs.</li> <li>Develop a process in which the Principal can efficiently and effectively inform teachers of students with special needs.</li> <li>Provide teachers and staff with training and coaching based on how to approach students with high expectations and develop a culture of achievement in the classroom and throughout the school.</li> <li>Meet early and as regularly as needed with students and families who express a need for additional support on VOICES academics or cultural immersion.</li> <li>Formalize a process for collecting, maintaining and distributing student and school performance data.</li> <li>Use data and assessment results to constantly improve instructional practices and inform change.</li> </ul>	<p>Chief Academic Officer Principal Instructional Coach VOICES Teachers Mid Day Block Consultants Parents</p> <p>2015-2016 Academic Year</p>	<p>Time to Setup the Intervention Process, Chief Academic Officer, Principal, Instructional Coach, and Teacher Time, Teacher Training and Coaching Costs</p>	TBD	Title II, General Purpose Block Grant
<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <ul style="list-style-type: none"> <li>All VOICES staff are expected to attend and participate in professional</li> </ul>	Principal Instructional Coach	Staff Time to Attend Professional Development	TBD	Title II, General Purpose Block Grant

<p>development activities.</p> <ul style="list-style-type: none"> <li>Develop a professional development plan for all VOICES non-teaching staff to ensure that staff may learn how to interact with the students outside of the classroom in a way that will enrich student achievement.</li> </ul>	<p>VOICES Teachers 2015-2016 Academic Year</p>	<p>Activities, Chief Academic Officer and Principal Time to Lead Trainings</p>		
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**Performance Goal 4: *All students will be educated in learning environments that are safe, drug-free, and conducive to learning.***

**Environments Conducive to Learning (Strengths and Needs):**

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

STRENGTHS	NEEDS
<p>In addition to academic achievement, VOICES is dedicated to promoting self-control and self-confidence. Through the development of character, students will learn how to become active participants in a community, to understand their rights and to enthusiastically fulfill their responsibilities as members of a society. To do this, VOICES will at the outset incorporate the following to nurture and develop relationships among the school community:</p> <ul style="list-style-type: none"> <li>• Character development, including the six pillars of character</li> <li>• Advisory – additional guidance for middle school students</li> <li>• Plaza Comunitaria – whole school community-building opportunities</li> </ul> <p>As discussed previously, VOICES has a plan to constantly integrate parent and community involvement in the school curriculum and non-curriculum activities. Because of this and the fact that VOICES is a school of choice, fewer attendance and mobility issues are projected than generally exist at neighborhood district schools.</p> <p>VOICES teachers are trained in an effective behavior management framework ensuring that classroom management skills will follow a school-wide, effective behavior management plan. Students struggling with academic and behavior issues will be identified by staff and addressed during the Intervention process to ensure that each student will receive the individualized attention that he or she needs.</p>	<p>VOICES’s needs will be driven by experiences with students and families, concerns they may voice and data collected through internal and state assessments.</p>

### **Environments Conducive to Learning (Activities):**

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

#### **ACTIVITIES**

- **Intervention & Small Class Sizes:** For students who do not achieve academic school-determined or standardized test benchmarks through the mainstream education program, the following interventions may be offered:
  - Block Schedule: Skill specific class scheduled to meet the precise needs of the student. Classes will be limited to small groups of no more than 10 students running on four week cycles.
  - Re-Teach: One week will be devoted after each interim assessment for re-teaching. Teachers will re-teach "not yet mastered" standards to students in small groups or on an individual basis.
  - Special Education: Students will receive support as outlined in their IEP.
  - Summer School: Any student that has not met school determined benchmarks or scored at least proficient for at least two consecutive years on state standardized tests will be eligible for summer school.
  - Supplemental Interventions: Tutoring, Homework Buddies, Homework Center
- **Parent Outreach:** VOICES strongly believes that parent involvement is key to every student's success. The school recognizes that every parent is able to be involved at different levels due to individual-specific family, work, cultural reasons and even health issues. Therefore, two levels of parent involvement both formal and informal will be made available to parents:
  - Required: Commitment and willingness to fulfill the parent agreement and adhere and support all policies as outlined in the VOICES Parent/Child Policy Manual; maintain two way communication between the school and home regarding the education and well-being of the student; serve as a parent classroom representative to facilitate communication between the school and parents/guardians.
  - Encouraged: Tutoring, homework center, volunteer, parenting classes, information workshops, Governing Council Representative, Employee Interview Committee, Exit Interview Team, Parent Advisory Committee, Dual Language Program Quality Review Team, etc.
- **Extended Day:** The VOICES staff believes that the vast majority of low achievement students is due to a lack of exposure and challenges, not ability. Therefore, VOICES will provide an extended school year and 124% (K), 54% (1<sup>st</sup>-3<sup>rd</sup>), 44% (4<sup>th</sup>-8<sup>th</sup>) more instructional minutes per year than is required. VOICES will have a variety of student support services (support groups, character development, differentiated instruction, and parent education) and will continue to augment and add necessary services as the student needs to dictate and funding sources allow.

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

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

STRENGTHS	NEEDS
<p><b>VOICES Five Personal Rights</b>            As previously discussed, the VOICES program is meant to promote self-control and self-confidence. Students and families will be educated about and held accountable to respect the VOICES Five Personal Rights:</p> <ol style="list-style-type: none"> <li>1. The Right to Feel Safe</li> <li>2. The Right to Learn</li> <li>3. The Right to Celebrate My Accomplishments</li> <li>4. The Right to be Heard</li> <li>5. The Right to be Myself</li> </ol> <p>The aim is that strength, courage, health and knowledge will emerge for all students and families who are nurtured and supported.</p> <p><b>Well-designed discipline system</b>            The VOICES discipline system will be grounded on the notions of personal responsibility and restitution. Students will learn that there are logical consequences for bad decisions. Parents and the school must work together as a team and united front to insure success for students. Teachers and administrators will verbally and in writing communicate any school violation to parents.</p>	<p><b>Seminars, learning opportunities for students, families</b>            Parents will be surveyed as to their interest and needs so that parent development opportunities can be realized. In addition to fostering good citizenship, VOICES will promote respect for diversity of all people. Students and families will learn that while differences exist, all human beings ultimately have a right to respect and dignity. Students and parents will also learn that diversity and culture come in all shapes and sizes that include but are not limited to race, ethnicity, nationality, language, gender preference, sexual orientation, religion and ableness.</p> <p><b>Expanded teacher training, sharing of best practices</b>            Staff development in the area of diversity will be provided on a yearly basis. During the kick off staff retreat/in-service, school culture and what it looks like will be the focus. Diversity and multiple perspectives will be evident in both content and literature.</p>

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

**Safe and Drug Free Schools and Communities (SDFSC) and Tobacco Use Prevention Education (TUPE)**

While VOICES is committed to a healthy and safe environment, the School is not accepting SDFSC or TUPE funding. Therefore, this section is not applicable.

**Prevention Program Performance Indicators (4115(a)(1)(B) ):**

The LEA is required to establish a biennial goal for all of the performance indicators listed below. List specific performance indicators for each grade level served, and for each listed measure, as well as the date of, and results from, the baseline administration of the Healthy Kids Survey:

<b>Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey</b>	<b>Most Recent Survey date: _/_/_ Baseline Data</b>	<b>Biennial Goal (Performance Indicator)</b>
The percentage of students that have ever used cigarettes will <b>decrease</b> biennially by:	5 <sup>th</sup> — % 7 <sup>th</sup> — %	5 <sup>th</sup> — % 7 <sup>th</sup> — %
The percentage of students that have used cigarettes within the past 30 days will <b>decrease</b> biennially by:	7 <sup>th</sup> — % 9 <sup>th</sup> — % 11 <sup>th</sup> — %	7 <sup>th</sup> — % 9 <sup>th</sup> — % 11 <sup>th</sup> — %
The percentage of students that have used marijuana will <b>decrease</b> biennially by:	5 <sup>th</sup> — % 7 <sup>th</sup> — %	5 <sup>th</sup> — % 7 <sup>th</sup> — %
The percentage of students that have used alcohol within the past 30 days will <b>decrease</b> biennially by:	7 <sup>th</sup> — % 9 <sup>th</sup> — % 11 <sup>th</sup> — %	7 <sup>th</sup> — % 9 <sup>th</sup> — % 11 <sup>th</sup> — %
The percentage of students that have used marijuana within the past 30 days will <b>decrease</b> biennially by:	7 <sup>th</sup> — % 9 <sup>th</sup> — % 11 <sup>th</sup> — %	7 <sup>th</sup> — % 9 <sup>th</sup> — % 11 <sup>th</sup> — %

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

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

**Other Performance Measures**

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

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

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

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

While VOICES is committed to a healthy and safe environment, the School is not accepting SDFSC or TUPE funding. Therefore, this section is not applicable.

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

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

Based on the research cited in Appendix D, check the box for each activity the LEA will implement as part of the comprehensive prevention program and provide all other requested information.

While VOICES is committed to a healthy and safe environment, the School is not accepting SDFSC or TUPE funding. Therefore, this section is not applicable.

Check	Activities	Program ATODV Focus	Target Grade Levels
	After School Programs		
	Conflict Mediation/Resolution		
	Early Intervention and Counseling		
	Environmental Strategies		
	Family and Community Collaboration		
	Media Literacy and Advocacy		
	Mentoring		
	Peer-Helping and Peer Leaders		
	Positive Alternatives		
	School Policies		
	Service-Learning/Community Service		
	Student Assistance Programs		

	Tobacco-Use Cessation		

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Check	Activities	Program ATODV Focus	Target Grade Levels
	Youth Development Caring Schools Caring Classrooms		
	Other Activities		

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**Promising or Favorable Programs (4115 (a)(3) ):**

The LEA may – but is not required to – designate and list the promising or favorable programs (programs whose effectiveness is not as strongly established though scientific evidence) selected from Appendix E. From Appendix E, list the promising or favorable programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

While VOICES is committed to a healthy and safe environment, the School is not accepting SDFSC or TUPE funding. Therefore, this section is not applicable.

Promising Program name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date

**Waiver to Adopt Promising or Favorable Programs not listed in Appendix E:**

Check the box below if the LEA will submit an application for waiver in order to include other promising or favorable programs not found in Appendix E. Programs not listed in Appendix E will be considered on a case-by-case basis. The LEA must demonstrate that the program for which a waiver is requested is legitimately innovative or demonstrates substantial likelihood of success. The CDE will provide under separate cover additional information and the forms for submitting a waiver request.



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**Analysis of Data for Selection of Programs and Activities (4115 (a)(1)(D) ):**

For each selected Appendix C programs or Appendix D activities, provide a brief narrative rationale based on the LEA’s analysis of CSS, CHKS, and CSSA data related to why the LEA selected these programs and activities for implementation.

While VOICES is committed to a healthy and safe environment, the School is not accepting SDFSC or TUPE funding. Therefore, this section is not applicable.

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

Provide a description for how the LEA will conduct regular evaluations of the effectiveness of the LEA’s alcohol, tobacco, other drug use and violence prevention program. Describe how the results of the evaluation will be used to refine, improve and strengthen the program.

While VOICES is committed to a healthy and safe environment, the School is not accepting SDFSC or TUPE funding. Therefore, this section is not applicable.

**Use of Results and Public Reporting (4115 (a)(2)(B) ):**

Describe the steps and timeline the LEA will use to publicly report progress toward attaining performance measures for the SDFSC and TUPE programs. Describe how the evaluation results will be made available to the public including how the public will be provided notice of the evaluation result's availability.

While VOICES is committed to a healthy and safe environment, the School is not accepting SDFSC or TUPE funding. Therefore, this section is not applicable.

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

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

While VOICES is committed to a healthy and safe environment, the School is not accepting SDFSC or TUPE funding. Therefore, this section is not applicable.

**Coordination of All Programs (4114 (d)(2)(A)):**

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

While VOICES is committed to a healthy and safe environment, the School is not accepting SDFSC or TUPE funding. Therefore, this section is not applicable.

**Parent Involvement (4115 (a)(1)(e)):**

Provide a brief, but detailed, description of the parent involvement and describe the parent notification procedures used to meet requirements under NCLB Title IV, Part A – SDFSC program.

While VOICES is committed to a healthy and safe environment, the School is not accepting SDFSC or TUPE funding. Therefore, this section is not applicable.

**TUPE Services for Pregnant Minors and Minor Parents (H&SC 104460):**

Describe the TUPE services and referral procedures for pregnant minors and minor parents enrolled in the LEA and how they will be provided with tobacco-use prevention services. Include students participating in programs such as the California School Age Families Education (Cal-SAFE) program, the Adolescent Family Life Program (AFLP) administered through the Department of Health Services, and the Cal-Learn program administered by the Department of Social Services.

While VOICES is committed to a healthy and safe environment, the School is not accepting SDFSC or TUPE funding. Therefore, this section is not applicable.

**TUPE Funded Positions (Health & Safety Code 104420(b)(3)):**

Provide full time equivalent (FTE) staffing configuration for all TUPE funded positions. (Health and Safety Code section 104420 [b](3))

While VOICES is committed to a healthy and safe environment, the School is not accepting SDFSC or TUPE funding. Therefore, this section is not applicable.

Position/Title	Full time equivalent

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

**Planned Improvements: High School Graduation Rates, Dropouts, and AP**

VOICES is a direct-funded charter elementary school. It does not have high school students. Therefore, this section is not applicable.

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

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

## Additional Mandatory Title I Descriptions

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

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

**Additional Mandatory Title I Descriptions  
(continued)**

<p>Please provide a general description of the nature of the programs to be conducted by the LEA’s schools under Sections 1114, “Schoolwide Programs,” and/or Section 1115, “Targeted Assistance Schools.” Direct-funded charters and single school districts, if conducting a schoolwide program authorized under Section 1114, may attach a copy of the Schoolwide Plan or Single Plan for Student Achievement in lieu of this description. All ten of the required components must be addressed. (For more information on Schoolwide, please go to <a href="http://www.cde.ca.gov/sp/sw/rt/">http://www.cde.ca.gov/sp/sw/rt/</a>; for Targeted Assistance go to <a href="http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp">http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp</a> ).</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:</p> <ul style="list-style-type: none"> <li>• A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards.</li> <li>• Effective methods and instructional strategies based on scientifically-based research.</li> <li>• Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.</li> <li>• Proven strategies that address the needs of historically underserved students, low achieving students, and those at risk of not meeting state standards.</li> <li>• Instruction by highly qualified teachers and strategies to attract and keep such teachers.</li> <li>• High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff.</li> <li>• Strategies to increase parental involvement.</li> <li>• Assistance to preschool children in transitioning from early</li> </ul>	<p>NA; TAS</p>

<p>childhood programs to elementary school programs.</p> <ul style="list-style-type: none"> <li>• Timely and effective additional assistance to students who experience difficulty mastering state standards.</li> </ul>	
<p>For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State’s challenging academic standards. The description should include activities such as:</p> <ul style="list-style-type: none"> <li>• Effective methods and instructional strategies based on scientifically-based research.</li> <li>• Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.</li> <li>• Strategies that minimize removing children from the regular classroom during regular school hours for instruction.</li> <li>• Instruction by highly qualified teachers.</li> <li>• Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff.</li> <li>• Strategies to increase parental involvement.</li> </ul>	<p>As described previously, VOICES has a process for ensuring that the school addresses the needs of all students. The VOICES Student Achievement Plan as described below in detail allows VOICES to improve classroom instruction and focuses professional development. Community meetings and frequent interaction with parents, the parent required and elective involvement polices as described above and being a charter school of choice will drive high parental involvement.</p> <p><u>VOICES Student Achievement Plan:</u></p> <ol style="list-style-type: none"> <li>1. <b>Differentiated Instruction:</b> <ul style="list-style-type: none"> <li>• Identification (assessment data)</li> <li>• Teacher uses flexible groupings based on skill levels</li> <li>• Guided reading so students read books on their grade level while accelerating growth</li> <li>• Leveled ELD classes</li> <li>• Use of various scaffolding, gradual-release methods and various teaching strategies to teach mastery of standards and reach diverse learning</li> <li>• Use of various SADIE strategies to teach standards-based content to ELs</li> <li>• Re-Teach (re-teaching of not yet master power standards)</li> <li>• One teacher and paraprofessional in each classroom (1:13 ratio)</li> </ul> </li> <li>2. <b>Individualized and Small Group Tutoring</b> <ul style="list-style-type: none"> <li>• ½ hour before or after school</li> <li>• Homework phone buddies (nightly phone calls to help)</li> <li>• After school homework center</li> </ul> </li> <li>3. <b>Interventions:</b> <ul style="list-style-type: none"> <li>• Block Schedule (skill specific, 1:10 ratio, 1 hour/day, 4 week cycles as needed)</li> <li>• Summer School</li> <li>• Classroom Modifications</li> <li>• Student Success Teams</li> <li>• Special Education Support</li> <li>• Parent workshops (to provide home support for acceleration of low performing students)</li> </ul> </li> </ol>

	<p><b>4. Materials, Resources &amp; Strategies:</b></p> <ul style="list-style-type: none"><li>• Use of leveled books</li><li>• Use of intervention reading and ELD software</li><li>• Use of supplemental intervention curriculums</li><li>• Extended time learning</li><li>• Daily teacher professional development</li><li>• NCLB compliant teachers and paraprofessionals</li><li>• Diagnostic and interim assessments</li></ul>
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## Additional Mandatory Title I Descriptions

(continued)

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

## Additional Mandatory Title I Descriptions

(continued)

Please describe the actions the LEA will take to assist in its low-achieving schools identified under Section 1116, “Academic Assessment and Local Educational Agency and School Improvement,” as in need of improvement.	
	Description of how the LEA is meeting or plans to meet this requirement:
<p>If the LEA has a PI school(s), describe technical assistance activities the LEA will provide to help the PI school, such as the following:</p> <ul style="list-style-type: none"> <li>• Assistance in developing, revising, and implementing the school plan.</li> <li>• Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas.</li> <li>• 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.</li> <li>• Assistance in analyzing and revising the school budget so the school’s resources are used effectively.</li> </ul>	Not Applicable

## Additional Mandatory Title I Descriptions

(continued)

<p>Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, “Academic Assessment and Local Educational Agency and School Improvement.”</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>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.</p>	<p>Voices-Morgan Hill is in its first year of operation and is not in Program Improvement.</p>
<p>Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.</p>	<p>Voices-Morgan Hill is in its first year of operation and is not in Program Improvement.</p>

## Additional Mandatory Title I Descriptions

(continued)

<p>Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA-level staff in accordance with Section 1118, “Parental Involvement,” and Section 1119, “Qualifications for Teachers and Paraprofessionals.”</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe the LEA’s strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.</p>	<p>All teachers of core, academic subjects at VOICES shall hold an appropriate Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold and shall meet the applicable highly qualified teacher federal requirements for NCLB. VOICES teachers will teach in self contained classrooms and hold multiple subject credentials; therefore qualified to teach core subjects.</p> <p>Additionally, VOICES will hire all bilingual Spanish speakers, who have experience teaching English Learners, have worked in historically underserved communities and who have a specialized language or bilingual emphasis credential such as a Multiple Subjects credential with Bilingual Emphasis. VOICES will target teacher education programs, bilingual educator conferences like CAFE in California and La Cosecha in New Mexico, and will post on the National Board for Professional Teaching Standards and with RISE.</p> <p>VOICES will be a school based on best practices, innovative initiative and the search for excellence. Teachers will actively and enthusiastically participate in a Professional Learning Community (PLC.) A PLC can be characterized by:</p> <ul style="list-style-type: none"> <li>• Shared mission, vision, values and goals</li> <li>• Collective inquiry</li> <li>• Collaborative teams</li> <li>• Action-research orientations</li> <li>• Continuous improvement</li> <li>• Results orientation</li> </ul> <p>The VOICES Principal will be responsible for observing and supervising all school</p>

	<p>staff. Also, staff members will be evaluated based on the following four standards:</p> <ul style="list-style-type: none"> <li>• effective teaching and use of assessment data</li> <li>• students' achievement</li> <li>• the effective implementation of the curriculum</li> <li>• positive contributions to the PLC</li> </ul>
<p>Describe the LEA's strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children's education.</p>	<p>As described above, VOICES strongly believes that parent and community involvement is key to student success. The definition of parent and family involvement that VOICES values above all else is parental concern and home support of the schools efforts to educate the student through love, nurturing and good parenting. At the beginning of each school year, VOICES teachers will sign an agreement with the school leader stipulating that the teacher will remain in constant and ongoing contact with the parents/guardians of his or her students ensuring that there will be ongoing parental involvement.</p> <p>Two levels of parent and community involvement (formal and informal) will be available:</p> <p>Required:</p> <ul style="list-style-type: none"> <li>• Commitment and willingness to fulfill the parent agreement</li> <li>• Commitment and willingness to adhere and support all policies as outlined in the VOICES Parent/Child Policy Manual</li> <li>• Two way communication between the school and home regarding the education and well-being of the student</li> </ul> <p>Encouraged:</p> <ul style="list-style-type: none"> <li>• Tutoring</li> <li>• Homework Center</li> <li>• Classroom volunteer</li> <li>• Parenting &amp; English classes</li> <li>• Parent information workshops</li> <li>• Governing Council Representative</li> <li>• Employee Interview Committee</li> <li>• Eighth grade Exit Interview Teams</li> <li>• Parent Advisory Committee</li> <li>• Dual Language Program Quality Review Team</li> <li>• Various other committees (Academic Advisory Committee, Cultural Committee, Fundraising Committee, etc.)</li> </ul>

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## Additional Mandatory Title I Descriptions

(continued)

<b><i>Coordination of Educational Services</i></b>	
<p>In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:</p> <ol style="list-style-type: none"> <li>a. Even Start</li> <li>b. Head Start</li> <li>c. Reading First</li> <li>d. Early Reading First</li> <li>e. Other preschool programs</li> <li>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.</li> </ol> <p>Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.</p>	<p>The Principal, Governing Council and Parent Advisory Council are responsible for coordinating additional educational services for the VOICES families. As a single school, the most applicable item is (f). Based on our constant and ongoing communication with students and parents, as the organizations listed above identify additional student and family health, safety, and life needs, VOICES will work with community-based organizations to refer and support the families for additional services. For example, we will invite community organizations onto our campus. A local dentist may come to our Back-to-School Ice Cream Social to provide families with information about dental care. The community organization PIQE may hold a seminar that guaranteed the participants' children admission to a CSU school upon completing high school. Additionally, Family and Children Services may host a series of seminars on parenting strategies.</p>

## **Part III**

### **Assurances and Attachments**

*Assurances*

*Signature Page*

*Appendix*

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

*Appendix B: Links to Data Web sites*

*Appendix C: Science-Based Programs*

*Appendix D: Research-based Activities*

*Appendix E: Promising or Favorable Programs*

## ASSURANCES

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

### GENERAL ASSURANCES

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

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

## **TITLE I, PART A**

The LEA, hereby, assures that it will:

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

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

#### **TITLE I, PART D – SUBPART 2**

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

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

#### **TITLE II, PART A**

34. The LEA, hereby, assures that:

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

#### **TITLE II, PART D**

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

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

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

### **TITLE III**

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

### **TITLE IV, PART A**

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

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

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

**TITLE IV, PART A, SUBPART 3**

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

**TITLE V, PART A**

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

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

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

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

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

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

### **New LEAP Assurances**

56. Uniform Management Information and Reporting System: the LEA assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in the format prescribed by CDE. That information will include:
- (i) truancy rates;
  - (ii) the frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;
  - (iii) the types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and
  - (iv) the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107-110)
57. Unsafe School Choice Policy: the LEA assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. The LEA will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of schools that have been designated “persistently dangerous” in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107-110.)

### **Other**

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

**SIGNATURE PAGE**

\_\_\_\_\_  
Print Name of Superintendent

\_\_\_\_\_  
Signature of Superintendent

\_\_\_\_\_  
Date

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## APPENDIX A

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

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

### **California's NCLB Performance Goals and Performance Indicators**

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

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

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

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

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

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

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

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

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

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

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

## APPENDIX B

### *Links to Data Web sites*

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

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

## APPENDIX C

### Science-Based Programs

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

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

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

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

D: < <http://www2.edc.org/msc/model.asp> > (United States Department of Education: Expert Panel)

E: < <http://www.gettingresults.org/> > (Getting Results)

### School-Based Programs

Intended program outcomes and target grade levels. See research for proven effectiveness							
Name	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Across Ages	4 to 8	x	x	x		x	C,
All Stars™	6 to 8	x	x	x			A, C, D, E
ATLAS (Athletes Training and Learning to Avoid Steroids)	9 to 12	x		x			A, B, C, D,
Border Binge Drinking Reduction Program	K to 12	x			x		C,
Child Development Project/Caring School Community	K to 6	x		x	x	x	A, B, C, D, E
Cognitive Behavioral Therapy for Child Sexual Abuse	Families				x		C
Cognitive Behavioral Therapy for Child Traumatic Stress	Families				x		C
Coping Power	5 to 8			x	x		C
DARE To Be You	Pre-K	x		x	x	x	A, C,
Early Risers Skills for Success	K to 6				x		C,
East Texas Experiential Learning Center	7	x	x	x	x	x	C
Friendly PEERSuasion	6 to 8	x					C
Good Behavior Game	1 to 6				x		B, C
High/Scope Perry Preschool Project	Pre-K				x	x	B, C, E
I Can Problem Solve	Pre-K				x		A, B, D
Incredible Years	K to 3				x	x	B, C,
Keep A Clear Mind	4 to 6	x	x				A, C,
Leadership and Resiliency	9 to 12					x	C,
Botvin's LifeSkills™ Training	6 to 8	x	x	x	x		A, B, C, D, E
Lions-Quest Skills for Adolescence	6 to 8					x	D, C, E
Minnesota Smoking Prevention Program	6 to 10		x				A, D, E

Olweus Bullying Prevention	K to 8				x		B, C, E
Positive Action	K to 12	x	x	x	x	x	C, D,
Project ACHIEVE	Pre-K to 8				x	x	A, C, E
Project ALERT	6 to 8	x	x	x			A, C, D, E
Project Northland	6 to 8	x		x			A, B, C, D, E
Project PATHE	9 to 12					x	B, E
Project SUCCESS	9 to 12	x	x	x			C,
Project Toward No Drug Abuse (TND)	9 to 12	x	x	x	x		C,
Project Toward No Tobacco Use (TNT)	5 to 8		x				A, C, D, E
Promoting Alternative Thinking Strategies (PATHS)	K to 6				x		A, B, C, D,
Protecting You/Protecting Me	K to 5	x					C,
Quantum Opportunities	9 to 12					x	B, E
Reconnecting Youth	9 to 12	x		x	x	x	A, C, E
Responding in Peaceful and Positive Ways	6 to 12			x	x		C, D, E
Rural Educational Achievement Project	4				x		C
School Violence Prevention Demonstration Program	5 to 8				x		C
Second Step	Pre-K to 8				x		A, C, D,
Skills, Opportunities, and Recognition (SOAR): Seattle Social Development Project:	K to 6	x			x	x	B, C, D, E
SMART Leaders	9 to 12			x			C
Social Competence Promotion Program for Young Adolescents (SCPP-YA)	5 to 7			x			C
Start Taking Alcohol Risks Seriously (STARS) for Families	6 to 8	x					C,
Students Managing Anger and Resolution Together (SMART) Team	6 to 9				x		C, D,
Too Good for Drugs	K to 12	x	x	x	x		C
<b>Community and Family-based Programs</b>							
Intended program outcomes and target setting. See research for proven effectiveness							
Name	Target Population	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Big Brothers Big Sisters	Community					x	B, E
Brief Strategic Family Therapy	Families			x			B, C,
CASASTART	Community			x	x		B, C, D,
Communities Mobilizing for Change	Community	x					C
Creating Lasting Family Connections	Families (6 to 12)	x		x		x	A, C, D,
Families And Schools Together (FAST)	Families				x		C,
Family Development Research Project	Families				x		C
Family Effectiveness Training	Families				x		C,
Family Matters	Families	x	x				C
FAN (Family Advocacy Network) Club	Families			x		x	C
Functional Family Therapy	Families	x		x	x		B, E
Home-Based Behavioral Systems Family Therapy	Families				x		C
Houston Parent-Child Development Program	Parents					x	C
Multisystemic Therapy	Parents			x	x		B, C, E
Nurse-Family Partnership	Parents		x				B, C,
Parenting Wisely	Parents				x		C,

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

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## APPENDIX D

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

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

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

## APPENDIX E

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

Open Circle Curriculum	K to 5				x	x	D
Parent-Child Assistance Program (P-CAP)	Families	x		x			C
PeaceBuilders	K to 8				x		D
Peacemakers Program	4 to 8				x		D
Peer Assistance and Leadership	9 to 12			x	x		C
Peer Coping Skills (PCS)	1 to 3				x		B
Peers Making Peace	K to 12				x		D
Personal/Social Skills Lessons	6 to 12		x				A
Preventive Intervention	6 to 8			x			B
Preventive Treatment Program	Parents			x	x		B
Primary Mental Health Project	Pre k to 3						D
Project Alive	K to 12		x				A
Project BASIS	6 to 8				x	x	C
Project Break Away	6 to 8		x	x			C
Project Life	9 to 12		x				A
Project PACE	4					x	C
Project SCAT	4 to 12		x				A
Project Status	6 to 12			x	x	x	B
Safe Dates	School				x		B
Say It Straight (SIS) Training	6 to 12	x					D
School Transitional Environmental Program	9 to 12			x	x	x	B
Smokeless School Days	9 to 12		x				A
Social Decision Making and Problem Solving	1 to 6	x			x		D
Social Decision Making and Problem Solving Program (SDM/PS)	K to 5					x	B
Socio-Moral Reasoning Development Program (SMRDP)	School				x		B
Storytelling for Empowerment	6 to 8	x		x			C
Strengthening Hawaii Families	Families			x			C
Strengthening the Bonds of Chicano Youth & Families	Communities	x		x			C
Syracuse Family Development Program	Family				x		B
Teams-Games-Tournaments Alcohol Prevention	10 to 12	x					C
Teenage Health Teaching Modules	6 to 12		x				C, D
Teens Tackle Tobacco! - Triple T	6 to 12		x				A
The Scare Program	School				x		D
The Think Time Strategy	K to 9				x		D
Tinkham Alternative High School	9 to 12					x	C
Tobacco-Free Generations	8 to 12		x				A
Viewpoints	9 to 12				x		B
Woodrock Youth Development Project	K to 8	x	x	x		x	C
Yale Child Welfare Project	Families				x		B