



Jacoby Creek School

2017-2021 Single School District Plan

ev 3-07)
California Department of Education
School and District Accountability Division
(CDE use only)

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

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

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

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

SSD Plan Information:

Name of Local Educational Agency (LEA): Jacoby Creek School District

County/District Code: 12 62893 600 7959

Dates of Plan Duration (should be five-year plan): 2016 - 2021 (extended an additional year)

Date of Local Governing Board Approval:

District Superintendent: Timothy Parisi

Address: 1617 Old Arcata Road

City: Bayside CA Zip code: 95524

Phone: 707 822-4896 Fax: 707 822-4898

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.

Timothy Parisi

Printed or typed name of Superintendent	Date	Signature of Superintendent
Shari Lovett		

Printed or typed name of Board President	Date	Signature of Board President

FEDERAL AND STATE PROGRAMS CHECKLIST

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

Federal Programs		State Programs	
X	Title I, Part A		Economic Impact Aid (EIA) – State Compensatory Education
	Title I, Part B, Even Start		EIA – Limited English Proficient
	Title I, Part C, Migrant Education		After-School Education and Safety Programs
	Title I, Part D, Neglected/Delinquent		School and Library Improvement Block Grant
X	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, Immigrant Education Program		High Priority Schools Grant Program
	Title IV, Part A, Safe and Drug-Free Schools and Communities		Tobacco Use Prevention Education (Prop 99)
	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
X	Title VI, Part B, Rural Education Achievement Program		School Safety and Violence Prevention Act (AB1113, AB 658)
	Adult Education		Healthy Start
	Career Technical Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	McKinney-Vento Homeless Education		English Language Acquisition Program
X	<i>Individuals with Disabilities Education Act (IDEA), Special Education</i>		Community Based English Tutoring
	21 st Century Community Learning Centers		Art/Music Block Grant
	Other (describe):		School Gardens
	Other (describe):	X	LCFF
	Other (describe):		Other (describe)

Form C: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

This district operates a SWP but does not consolidate its funds as part of operating a SWP.

State Programs	Allocation	Consolidated in the SWP
<input checked="" type="checkbox"/> Local Control Funding Formula (LCFF) – Base Grant Purpose: To provide flexibility in the use of state and local funds by LEAs and schools	\$3,169,620	X
<input checked="" type="checkbox"/> LCFF – Supplemental Grant Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students	\$111,324	X
<input type="checkbox"/> LCFF – Concentration Grant Purpose: To provide an additional concentration grant equal to 50 percent of the adjusted LCFF base grant for targeted students exceeding 55 percent of an LEA's enrollment	\$	<input type="checkbox"/>
<input type="checkbox"/> California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	\$	<input type="checkbox"/>
<input type="checkbox"/> Economic Impact Aid/Limited English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	\$	<input type="checkbox"/>
<input type="checkbox"/> Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$	<input type="checkbox"/>
<input type="checkbox"/> School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	\$	<input type="checkbox"/>
<input type="checkbox"/> Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$	<input type="checkbox"/>
Total amount of state categorical funds allocated to this school	\$3,280,944	

Federal Programs		Allocation	Consolidated in the SWP
X	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$16,343	<input type="checkbox"/>
<input type="checkbox"/>	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$	<input type="checkbox"/>
	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$	<input type="checkbox"/>
X	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$8,891	<input type="checkbox"/>
<input type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	<input type="checkbox"/>	Title III funds may not be consolidated as part of a SWP ¹
X	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$36,569	<input type="checkbox"/>
<input type="checkbox"/>	For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$	<input type="checkbox"/>
<input type="checkbox"/>	IDEA, Special Education	\$50,609	<input type="checkbox"/>
Total amount of federal categorical funds allocated to this school		\$112,412	
Total amount of state and federal categorical funds allocated to this school		\$3,393,356	

Note: Other Title I-supported activities that are not shown on this page may be included in the SSDP Action Plan.

DISTRICT PROFILE

School Vision and Mission

Jacoby Creek School District includes students from transitional kindergarten through eighth grade. We are a one-school district serving the community of Humboldt County. Our school enjoys a strong local and statewide reputation for academic excellence. Approximately 50% of our students attend from outside our school district. School enrollment for the 2016-2017 school year was 450.

Jacoby Creek School has an outstanding staff consisting of eighteen regular education teachers, one speech/language specialist, one counselor, one special education teacher, one librarian, one superintendent, one principal, one technology coordinator and five special program teachers including: reading support, vocal music, instrumental music, Spanish, and drama. The staff totals about

The mission of Jacoby Creek School District, in partnership with the parents and the community, is to provide in a structured, safe and supportive atmosphere, a high quality program of academic instruction which meets the needs of all students and equips them with the skills necessary for success in the homes, workplaces, and communities of today and tomorrow.

The district also strives to develop the qualities of good character, self-discipline, and responsible citizenship in our students. We encourage them to pursue excellence and embrace new challenges without fear of failure. Finally, we nurture and encourage each student's respect of self and the needs and rights of others.

Demographics (October 2016)	Jacoby Creek
Enrollment	454
Grade level span	TK – 8
American Indian	14
Black or African American	22
Asian	25
Hispanic or Latino	49
Native Hawaiian / Pacific Islander	0
White	320
Socioeconomically disadvantaged	89
English learners (includes transitional kindergarten and kindergarten students – CELDT results not verified)	9
Gifted and Talented Education (formally identified, 4 - 6)	NA
Students with disabilities	41

Parent Involvement

A hallmark of our educational success is the extremely high parent and community participation in all aspects of the school program. They chaperone field trips, provide individual and small group instruction daily, fill the school to overflowing during special events, and enrich the curriculum by bringing their careers and talents into the classrooms. Jacoby Creek School is supported and guided by a Parent Teacher Organization (PTO), School Site Council, Jacoby Creek School Children's Educational Foundation, an Athletics Committee, and a Positive Behavior Interventions and Support (PBIS) Leadership Team.

JCS benefits from PTO events ranging from the hugely successful fall carnival, to family skating and movie nights, and a wonderful staff appreciate day.

The eight-member School Site Council always fills its five parent complement with ease, and it meets regularly to revise and reaffirm school goals and to support the school through informed decision making.

The Jacoby Creek Children's Educational Foundation consists of 14 members. The Foundation hosts two fundraising events annually: The Panther Pentathlon and the Auction. The Foundation fundraises an average of \$75,000 annually for the school.

The Athletics Committee meets monthly with the Athletics Director to help shape athletics policies and ensure that our athletics program is supportive to the positive development of the student participating in sports.

The PBIS Leadership team consists of nice members that meet monthly in order to maintain fidelity with the philosophies of PBIS at Jacoby Creek School.

Building Trusting, Collaborative Relationships

This process begins with an open invitation to parents to visit the Jacoby Creek School site whenever they wish as they consider which school is the best fit for their family. The principal or school secretary provides a guided tour, and parents visit each classroom for as long as they wish.

Parents of incoming transitional kindergarten and kindergarten students attend two orientation events prior to the first year of school. One event is an evening presentation about the Jacoby Creek program hosted by the teaching staff. The other is the "Round-Up." At this event parents and future students attend school to preview kindergarten in the classroom and enjoy activities together.

Every class experiences nearly 100% attendance at parent and teacher conferences, and the annual Back to School Night and Open House Night attendance rate is about 80%. The responsibility for children's educational development is a collaborative partnership between the school and home.

As their children move through the grade levels, parents are an extremely important part of the academic program. Our teachers rely upon them to provide small group or 1:1 instruction. So that parents, students, and teachers feel comfortable working together, a trusting relationship is necessary. Teachers and administrators establish an environment where parents feel welcome and valued, resulting in increased direct instruction for children. Parents arrive early and stay late, chatting with each other and watching younger children play on the playground. They are greeted in the Jacoby Creek parking lot each morning by the principal and all staff foster a warm camaraderie, leaving their classroom and office doors open during and after school.

The PTO and Foundation both work to establish a connected community with our many school-wide events. Spirit wear orders, the school yearbook, staff appreciation days, room parent coordination, Family Skate and Movie Days and the annual auction tie parents more closely to the school.

Recognizing, Respecting, and Addressing Family Needs

Jacoby Creek School is committed to maintaining the support of a 0.4 Student Support Provider Position and a 0.5 counseling aide. Both positions support students' emotional learning by teaching Steps to Respect and Second Step Curriculum in the classrooms and providing small-group and one-on-one counseling. The Student Support Provider also meets with families in need of support in order provide counseling and parenting classes.

The school principal serves as the 504 coordinator and Student Support Team coordinator. In these roles, the principal works with teachers and parents to support student's academic success and good attendance.

Embracing a Partnership Where Power and Responsibility are Shared

Jacoby Creek School enjoys and nurtures an open, respectful, and highly beneficial relationship with parents, and its advisory and support groups. The JCCEFF raises funds through the annual Panther Pentathlon which includes both the student and the families, and the action, which is an adult only activity. Teachers and the administrators are an integral part of all aspects of the foundation's events. We are deeply heedful of the foundation's priorities – sustaining and enhancing school programs. During the last several years, this organization has helped to fund music, library, technology, athletics, Spanish program, and school field trips.

The Positive Behavior Interventions Supports (PBIS) Leadership Team consists of teachers, classified staff members, the school principal and parents. The team works together to ensure that the school uses consistent restorative behavior philosophies.

The School Site Council offers constructive and important guidance and support and works to include all stakeholders in decision making and goal setting at Jacoby Creek School.

Our five member board of trustees has worked over the years to support students, staff, and families. Its sensible fiscal oversight has brought us through the most recent recession that began in 2007 in sound financial condition.

NEEDS ASSESSMENT

Academic Achievement

Local Measures of Student Performance

Multiple Measures

All students in transitional kindergarten through eighth grade are evaluated throughout the school year using research-based assessments and district-created multiple measures of student performance. The system has evolved over the past several years with these goals in mind:

1. To measure every student's performance against state standards in mathematics and language arts to determine grade level proficiency;
2. To combine varied performance assessments using a compensatory model;
3. To inform teaching so instruction is improved for students of all abilities;
4. To allow for flexibility given changes in curriculum, state and federal requirements, and research regarding best practices;
5. To inform parents of their child's progress in meeting state standards.

Teachers use a variety of assessments to determine student needs. On-going assessment is used to drive instruction and to provide targeted interventions for students struggling to achieve grade level standards, and for those who exceed grade level standards. Student achievement is monitored through curriculum embedded assessments, classroom observations, DIBELS, writing rubrics, and other assessments such as RESULTS, SRI, and Moby Max Data tracking. Each assessment tool has been researched and demonstrated to be reliable and valid indicators of skill development and are used as an aid in the early identification of students in need of intervention. The California Assessment of Student Performance and Progress (CAASPP), the online assessment program that replaced the California Standards Test – STAR – enters its third year in 2016 - 17. California has just started the process of engaging our education community and stakeholders in the development of the ESSA State Plan, which becomes operational in the 2017–18 school year. The emerging unified state and federal accountability system will be composed of a concise set of indicators that comprise a selected subset of key indicators from the LCFF evaluation rubrics that will also satisfy the ESSA requirements. The accountability system will be described in the ESSA State Plan, which will be operational in the 2017–18 school year.

Student study teams meet regularly to review data, to re-evaluate individual student's progress, and to make adjustments to the interventions as needed. Additionally, grade level and site teams meet regularly to discuss best practices and assessment data to plan appropriate instruction.

Performance Goal 1: All students will reach high standards, at a minimum attaining proficiency or better in English-Language Arts and mathematics by 2016 - 2017.

DISTRICT GOAL # 1 Increase student achievement	
Student groups and grade levels to participate in this goal: <ul style="list-style-type: none"> All students in grades TK-8 	Anticipated annual performance growth for each group: <ul style="list-style-type: none"> Local Multiple Measures: +2% growth for all students, and +1.5% growth for low income, students with disabilities, foster and homeless youth (subgroup)
Means of evaluating progress toward this goal: <ul style="list-style-type: none"> Review 2015-16 and 2016-17 CAASPP scores and local assessment data 	Data to be collected to measure academic gains: <ul style="list-style-type: none"> 2014-15 and 2015-16 CAASPP Scores Local Assessment Scores

Planned Improvement in Student Performance in Mathematics and English-Language Arts:

Description of specific actions to improve student achievement and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source	LCAP Reference page #
1. CAASPP results are analyzed to determine areas for growth and growth targets. Formative assessments such as DIBELS, RESULTS, SRI, District assessments in mathematics and writing, Interim CAASPP Assessments are used to monitor student achievement and determine areas for growth and growth targets. Trends in fourth grade math and low socioeconomic achievement gap are analyzed in order to determine if a specific action is needed	<u>Ongoing</u> Superintendent Principal Teachers Board of Trustees School Site Council	Continue use of Digital Library, CAASPP formative assessments, and online apps for formative assessment	\$1,000	LCFF	14

Description of specific actions to improve student achievement and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source	LCAP Reference page #
<p>2.</p> <p>Students will receive support through high quality instructional strategies and materials, differentiated curriculum, and instruction in ELA and math at all grade levels. All students, including students with disabilities, will have access to a broad course of study that includes art, music, PE, and a variety of enrichment activities. In order to make sure students are college and career ready, common core state standards will be implemented and there will be opportunities for students to participate in project-based learning and experiences on a classroom, district and county-wide basis.</p>	<p><u>Ongoing</u></p> <p>Superintendent Principal Teachers</p>	<p>Instructional Materials</p>	<ul style="list-style-type: none"> • \$1,789,827- LCFF, Title I, Title II, JCEFF • Classified salaries/benefits of those employees involved with instruction (aides, librarian, intervention specialist, attendance) • \$127,512- LCFF and Title • Cost of materials and supplies for instructional purposes. \$36,473 RS0000, Obj 4310 • Co-op Contract \$932 Supp • Contracts/ services related to student achievement (technology, transportation, etc.) \$118,715 LCFF RS0210, Obj 5100, 5800 RS 0228, Obj 5800 RS 0000, Obj 15 of 84 5845 RS 0001, Obj 5811 	<p>Listed with cost</p>	<p>15</p>

<p>3.</p> <p>Other indicators of student performance (grades, behavior, extracurricular involvement, parent survey results) are monitored each trimester. Students are identified for intervention or other appropriate services as discussed at Student Study Team Meetings. The team determines interventions and/or accommodations needed to assist the student. Possible interventions include: instructional aides, reading specialist, school counselor, after school study hall/homework support as needed.</p>	<p>Ongoing Teachers, Classroom Aides, After School Enrichment Instructors, Administration</p>	<p>ASE supplies</p>	<p>\$14,257 After School Enrichment Program</p>	<p>LCFF Supp</p>	<p>p. 16</p>
<p>4.</p> <p>Instructional materials aligned with CCSS Language Arts are adopted.</p>	<p>Teachers Administration School Site Council</p>		<p>\$25,221</p>	<p>Res. 0212 and 6300</p>	<p>p. 16</p>
<p>5.</p> <p>Professional development/release time related to successful implementation of CCSS, instructional technology, NGSS, CAASPP, and/or BTSA.</p> <p>Teachers will be required to use release time to discuss strategies and interventions that will support low SES student achievement.</p> <p>Release time will be provided for staff articulation to improve fourth grade math scores.</p> <p>Teacher induction program for new-to-service teachers.</p>	<p>Teachers Administration</p>	<p>Substitute Teachers Workshop Costs BTSA</p>	<p>\$3,000 \$2,000 BTSA</p>	<p>LCFF Educator Effectiveness grant</p>	<p>p. 17-18</p>

Description of specific actions to improve student achievement and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source	LCAP Reference page #
<p>6. Stronger encouragement of good school attendance via providing parents information in the school newsletter, handbook, and conferences. Encouragement of use of independent study option for prolonged absences. Closely monitor students that have more than 14 excused medical absences and educate parents about Jacoby Creek School policy regarding excused medical absences that become chronic.</p>	<p>Ongoing Administration</p>	<p>Electronic notification system for attendance notifications</p>	<p>\$1,284</p>	<p>LCFF</p>	<p>p. 17</p>
<p>7. Maintain current level or increase student support services with counseling aide, reading specialist, ELD Coord., school counselor, intervention services. Low income students are monitored to insure they are provided with necessary academic support Support provided to teachers of ELs by EL Coordinator</p>	<p>Ongoing Administration Teachers Student Support Provider Counseling Tech ELD Coord.</p>	<p>Staff</p>	<ul style="list-style-type: none"> • Counselor time - \$12,667 LCFF/Supp • ELD Coord/Service provider \$2,031 LCFF/Supp • Sustain PIP time - \$39,410 RS 3010/Supp • Maintain reading specialist - \$13,913 RS 0001/Supp • After School Intervention: \$3,239 Supp 	<p>Listed with costs</p>	<p>p. 18</p>

Description of specific actions to improve student achievement and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source	LCAP Reference page #
8. After school daycare will be provided as needed for families of unduplicated students.	<u>Ongoing</u> Daycare staff	Daycare staff	\$6,433	LCFF Supp	p. 19
9. Instructional aides for classroom support will be provided at selected grade levels.	<u>Ongoing</u> Instructional Aides	Instructional Aides	Instructional aides - \$31,879 Supp Contribute funding to REAP - \$21,076 LCFF-Supp	Listed with costs	p.19
10. Bandwidth will be increased to support multiple classrooms using Google Apps at the same time. Computer to student ratio of 1 computer for every 2 students in grades 3-8 and 1 computer for every 3 students in grades TK-2 will be maintained.	September 2016 Tech Coordinator Admin	Computers	\$5,000	Resource 0023 and 0228	p. 20

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.*

<p>The Jacoby Creek School District receives no Title III funds. All students, regardless of English proficiency, are expected to attain proficiency or better in reading/language arts and mathematics and are provided the necessary support and intervention to do so.</p>					
Description of specific actions to address goal:	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source	LCAP Reference page #
1. Identified students will be assessed at the beginning of each school year using the English Language Proficiency Assessments for California (ELPAC).	<u>Ongoing</u> Trained personnel EL Coordinator	ELPAC Assessment Personnel administering assessment	Embedded in personnel salary	LCFF	NA
2. Provide a wide range of well-integrated supplemental intervention and support programs for EL & R-FEP students appropriate to individual need.	<u>Ongoing</u> Teachers Principal EL Coordinator Superintendent	Instructional materials	Embedded in Goal 1	LCFF Supplemental	20

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

All teachers meet the *highly qualified* criteria. **Title II funds support *Grade Span Adjustment*.**

2016-17 allocation: \$17,291

Student groups and grade levels to participate in this goal:

NA

Anticipated annual performance growth for each group:

NA

Means of evaluating progress toward this goal:

Review of CLAD certification

Data to be collected to measure academic gains:

Review of CLAD certification

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

Environments Conducive to Learning (Strengths and Needs):

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

<ul style="list-style-type: none"> ▪ One of our greatest strengths lies in the size of our district – about 450 students in 19 classrooms. We know the students and our families quite well, so we can move quickly, compassionately, and efficiently to provide support physically, socially, emotionally, intellectually, and psychologically. ▪ Jacoby Creek School has an active Support Services Team which monitors student progress on a regular basis, makes decisions on how best to support student learning, and ensures the fair and appropriate allotment of district support resources. ▪ Administrators and staff support the view that emotional, psychological and social needs of students are intrinsically related to academic achievement and promote this approach. ▪ The district has implemented the Positive Behavior Intervention Support (PBIS) program, a proactive approach to establishing the behavioral supports and social culture and needed for all students in a school to achieve social, emotional and academic success. ▪ Additional activities that foster a positive school climate, such as the community-building and recognition assemblies, and special district events such as the Exploration Day and the Panther Pentathlon are held with success, regularly. ▪ Students participate in extracurricular activities that promote social, emotional, and physical development. Classroom teachers voluntarily organize the clubs and activities. ▪ The Student Support Provider and Counseling Tech (both are members of the Support Services Team) maintain close relationships with struggling students and families – providing individual and family counseling, connections to community resources, support to classroom teachers, and parent information nights. They also oversee social work interns at each site, who work with children, staff and families 15 or more hours each week. ▪ Parent volunteers play a huge role in the classroom and in district activities ▪ JCS maintains an up-to-date library with trained library-media staff. ▪ All students have educational access to technology in the classroom. . ▪ There is a clear set of emergency procedures and opportunities for practice drills. ▪ The physical environment is well maintained and classrooms have been modernized to facilitate learning. ▪ The district mission statement includes a commitment to the social and emotional development of students as intrinsic to educational achievement. ▪ District wellness plan focuses on whole child. 	<ul style="list-style-type: none"> ▪ Staff needs ongoing training to maximize the use of technology in the classroom. ▪ Staff needs ongoing training to implement PBIS with fidelity. ▪ The district discipline policy requires a pro-social element to be complete.
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Environments Conducive to Learning (Activities):

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

ACTIVITIES

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 **Jacoby Creek School District does not receive TUPE funding.**

STRENGTHS	NEEDS
<p>None of the programs below are funded by TUPE monies:</p> <ul style="list-style-type: none"> • <i>Second Step</i>, a research-validated program, is in place, with weekly assemblies at both sites promoting the lessons from the program. • Student study teams are convened as needed, based on referrals by teaching and support staff, and parents. • The small size of our district allows us to identify truancy and provide early intervention counseling. • Parent and student input on the most recent LCAP Survey indicated that the Jacoby Creek School District is a safe, positive place for children to learn. • The suspension rate is extremely low; expulsion rate is 0%. • 2016-2017 is year two of PBIS implementation. 	<ul style="list-style-type: none"> • Implement pro-social, positive intervention component of the district behavior plan. • Administer California Healthy Kids Survey biennially. • Continue implementation of PBIS.

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

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

Science-Based Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
Second Step	Yes	TK - 8	622	Winter 2012 to December 2015	December 2012	Winter 2012 to December 2015

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

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

Check	Activities	Program ATODV Focus	Target Grade Levels
N/A	After School Programs		
N/A	Conflict Mediation/Resolution		
N/A	Early Intervention and Counseling		
N/A	Environmental Strategies		
N/A	Family and Community Collaboration		
N/A	Media Literacy and Advocacy		
N/A	Mentoring		
N/A	Peer-Helping and Peer Leaders		
N/A	Positive Alternatives		
N/A	School Policies		
N/A	Service-Learning/Community Service		
N/A	Student Assistance Programs		
N/A	Tobacco-Use Cessation		
N/A	Youth Development Caring Schools Caring Classrooms		
N/A	Other Activities		

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

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

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

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

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

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

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

N/A

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

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

N/A

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

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

N/A

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

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

N/A

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

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

N/A

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

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

N/A

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

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

N/A

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

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

Position/Title	Full time equivalent
N/A	
N/A	
N/A	

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

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

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

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

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.1 (High School Graduates)	Since the JCS School District is a K-8 district, this section does not apply.				
5.2 (Dropouts)	N/A				
5.3 (Advanced Placement)	N/A				

Additional Mandatory Title I Descriptions

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

Please provide a general description of the nature of the programs to be conducted by the SSD under Sections 1114, "Schoolwide Programs," and/or Section 1115, "Targeted Assistance Schools." All of the required components must be addressed. (For more information on Schoolwide, please go to <http://www.cde.ca.gov/sp/sw/rt>.)

<p>For schoolwide programs (SWP), describe how the SSD will bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:</p> <p>a. 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.</p>	<p>Description of how the SSD is meeting or plans to meet this requirement:</p> <p>a. A comprehensive needs assessment is conducted at the beginning of each school year in relation to the California common core state standards. Multiple measures scores that include a variety of research-based, reliable assessments are analyzed at and across grade levels. Based on scores, teams plan and initiate strategies to help all students attain proficiency or better.</p>
<p>b. Effective methods and instructional strategies based on scientifically-based research.</p>	<p>b. State-approved curriculum is adopted and implemented. Grade level teams collaborate to develop effective methods and instructional strategies based on scientific research.</p>
<p>c. Extra support in all classrooms by means of instructional assistants that provide services under the direct supervision of the classroom teacher.</p>	<p>c. Students find many opportunities for academic support and enrichment at Jacoby Creek School. Teachers provide tutoring in STAR program to students on a case by case basis.</p>
<p>d. Proven strategies that address the needs of historically underserved students, low achieving students, and those at risk of not meeting state standards.</p>	<p>d. Considerable time and effort was expended to develop an innovative intervention model to foster the academic and social success of <i>every</i> student. Using the model, every child's educational needs are reviewed and prioritized by the classroom teachers and the support services team at the beginning of each school year. Then, resources are</p>

	assigned to ensure that every child is receiving the most appropriate assistance through one or more programs.
e. Instruction by highly qualified teachers and strategies to attract and keep such teachers.	e. New teachers participate in the Teacher Induction Program, formerly known as BTSA and are mentored by veteran teachers. When a new teacher is hired, experienced teachers provide continual support in all aspects of the profession.
f. High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff.	f. All staff members participate in workshops, conferences, and training opportunities.
g. Strategies to increase parental involvement.	g. This is one of the greatest strengths of our schools. See pages 6-8 for information regarding parental involvement.
h. Assistance to preschool children in transitioning from early childhood programs to elementary school programs.	h. The district conducts four orientations for students transitioning to elementary school programs.
i. Timely and effective additional assistance to students who experience difficulty mastering state standards.	i. On-going assessment is used to drive instruction and to provide targeted interventions for students struggling to achieve grade level standards. There is an instructional assistant assigned to each classroom teacher to support students who need extra assistance. An additional level of targeted instruction support is provided for students who require more individualized instruction. Student study teams meet regularly to review data, to re-evaluate individual student progress, and to make adjustments to the interventions as needed.

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

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

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

Additional Mandatory Title I Descriptions
(continued)

Please describe the strategy the SSD will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents in accordance with Section 1118, "Parental Involvement."

	Description of how the SSD is meeting or plans to meet this requirement:
Describe the SSD's strategies for coordinating resources and efforts to prepare parents to be involved in the school and in their children's education.	This small district does an excellent job coordinating these efforts through its very active PTO and Jacoby Creek Children's Educational Foundation. The principal and superintendent/principal play active roles in both. Approximately 50% of the student population is inter-district transfer students, indicating a very active, connected parent population. Attendance at parent and teacher conferences is nearly 100%.

Additional Mandatory Title I Descriptions
(continued)

Coordination of Educational Services	
<p>In the space below, please describe how the LEA will coordinate and integrate educational services to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.</p>	
	Description of how the SSD is meeting or plans to meet this requirement:
<p>Describe how the SSD will coordinate and integrate educational services to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:</p> <ol style="list-style-type: none"> a. Even Start b. Head Start c. Reading First d. Early Reading First e. Other preschool programs f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities. 	<p>Jacoby Creek School District does not receive funding to serve students through these programs. However, the District uses several tools to coordinate and integrate educational services to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, which include:</p> <ul style="list-style-type: none"> • Four Kindergarten orientation events for incoming students and their families, which provide opportunities for children to become familiar with the school and parents to acquire information about the educational program at JCS. • Our small size, which enables us to act swiftly, flexibly, and effectively to meet our students' needs and to address the standards-based curriculum • The various plans – Local Control Accountability Plan (LCAP), Comprehensive Safe School Plan (CSSP), Single School District Plan (SSDP), and student achievement • The class study process • Multiple measures assessments • Frequent, productive staff collaboration • Close communication with parents • Close communication with local preschools and daycare centers, the Humboldt County Office of Education, and the middle school <p>Please refer to Goal 1 for additional information.</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 SSD's eligibility for funds included in this Plan, the Superintendent must provide an original signature below attesting to compliance with all of the following statements.

GENERAL ASSURANCES

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

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

TITLE I, PART A

The SSD, hereby, assures that it will:

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

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

TITLE I, PART D – SUBPART 2

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

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

TITLE II, PART A

34. The SSD, hereby, assures that:

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

TITLE II, PART D

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

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

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

TITLE III

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

TITLE IV, PART A

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

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

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

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

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

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

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

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

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

New LEAP Assurances

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

(i) truancy rates;

(ii) the frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;

(iii) the types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and

(iv) the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107-110)

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

Other

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

Print Name of Superintendent

Signature of Superintendent

Date

School Site Council Recommendations and Assurances

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

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

___ School Advisory Committee for State Compensatory Education Programs

___ English Learner Advisory Committee

___ Community Advisory Committee for Special Education Programs

___ Gifted and Talented Education Program Advisory Committee

___ Other (**list**)

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

Attested:

Typed name of school principal

Signature of school principal Date

Typed name of SSC chairperson

Signature of SSC chairperson Date

APPENDIX A

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

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

California's NCLB Performance Goals and Performance Indicators

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

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

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

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

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

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

- 3.1 **Performance indicator:** The percentage of classes being taught by “highly qualified” teachers (as the term is defined in Section 9101(23) of the ESEA), in the aggregate and in “high-poverty” schools (as the term is defined in Section 1111(h)(1)(C)(viii) of the ESEA).
- 3.2 **Performance indicator:** The percentage of teachers receiving high-quality professional development. (See definition of “professional development” in Section 9101(34).)

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

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

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

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

APPENDIX B

Links to Data Web sites

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

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

APPENDIX C

Science-Based Programs

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

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

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

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

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

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

School-Based Programs

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

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

APPENDIX D

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

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

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

APPENDIX E

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