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| Application # | |
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Elementary and Secondary Education Act/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:

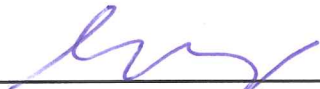
Local Educational Agency (LEA): KIPP Comienza Community Preparatory
County/District Code: 19-64733-0121707
Dates of Plan Duration: July 1, 2015 – June 30, 2020
(should be five - year plan)
Date of Local Governing Board Approval: June 24, 2015

LEA Information:

Superintendent: Shirley Appleman
Address: 6410 Rita Avenue
City, State Zip: Huntington Park , CA 90255
Phone: 323-589-1450
Fax: 323-589-1716

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.

| | | |
|---|----------------|--|
| <u>Shirley Appleman</u> | <u>6/24/15</u> |  |
| Printed or typed name of Superintendent | Date | Signature of Superintendent |

| | | |
|--|----------------|------------------------------|
| <u>Joe Cilic Loren Bendele</u> | <u>6/24/15</u> | |
| Printed or typed name of Board President | Date | Signature of Board President |

**Single School District Plan
KIPP Comienza Community Preparatory**

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Part I Background and Overview

Background

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

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

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

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

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013 - 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 SPSA, 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 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.

The Single Plan for Student Achievement (SPSA)

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

Role of School Site Council

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

Composition of School Site Council

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

The school site council shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of students attending the school selected by such parents; and, in secondary schools, students selected by students attending the school.

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

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 Single School District (SSD) Plan

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

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

In developing the SSD Plan, the SSD will review its demographics, test results, performance, and resources. Given that the majority of such information is readily available in the School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the Academic Performance Index (API) results, and other data sources, the SSD will find the data easy to access via the Internet. (See Appendix B for links to each of the web sites containing student and staff demographic information, SARC, STAR, and API data.) **The SSD is expected to gather and review information from these resources and use it to inform the planning process.**

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

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

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/ip/vl/improvtools.asp>.

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

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

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

Step Three: Develop or Revise Performance Goals

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

Step Four: Revise Improvement Strategies and Expenditures

For all categorical programs, identify the participants, expected performance gains, and means of evaluating gains. Indicate specific improvements and practical monitoring of their implementation and effectiveness.

Identify available resources. Aside from fiscal resources available through federal and state funding, programmatic resources are available on the CDE Web site at <http://www.cde.ca.gov>. The ConApp provides funding for the following programs: Title I, Parts A and D; Title II, Part A; Title III, Part A; Title IV, Part A; Title V, Part A; Title VI, subpart 2 (Rural Low - Income); School Safety and Violence Prevention; Cal - SAFE; Peer Assistance Review; Tobacco - Use Prevention; Economic Impact Aid; and Middle and High School Supplemental Counseling Program.

Step Five: Local Governing Board Approval

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

Step Six: Monitor Implementation

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

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

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

Planning Checklist for SSD Plan Development

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

Federal 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 | |
|------------------|---|
| X | Title I, Part A |
| | Title I, Part B, Even Start |
| | Title I, Part C, Migrant Education |
| | Title I, Part D, Neglected/Delinquent |
| X | Title II, Part A, Subpart 2, Improving Teacher Quality |
| | Title II, Part D, Enhancing Education Through Technology |
| X | Title III, Limited English Proficient |
| | Title III, Immigrants |
| | Title IV, Part A, Safe and Drug - Free Schools and Communities |
| | Title V, Part A, Innovative Programs - Parental Choice |
| | Adult Education |
| | Career Technical Education |
| | McKinney - Vento Homeless Education |
| X | Individuals with Disabilities Education Act (IDEA), Special Education |
| | 21 st Century Community Learning Centers |
| X | Other (describe): Charter School Start Up Grant |
| | Other (describe): |
| | Other (describe): |
| | Other (describe): |

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.

| State Programs | |
|----------------|--|
| | Economic Impact Aid (EIA) - State Compensatory Education |
| | EIA - Limited English Proficient |
| X | After - School Education and Safety Programs |
| | School and Library Improvement Block Grant |
| | Child Development Programs |
| | Educational Equity |
| | Gifted and Talented Education |
| | High Priority Schools Grant Program |
| | Tobacco Use Prevention Education (Prop 99) |
| | Immediate Intervention/ Under performing Schools Program |
| | School Safety and Violence Prevention Act (AB1113, AB 658) |
| | Healthy Start |
| | Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65) |
| | English Language Acquisition Program |
| | Community Based English Tutoring |
| | Art/Music Block Grant |
| | School Gardens |
| X | Other (describe): LCFF State Aid |
| | 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 | 0 | 0 | | |
| Title I, Part B Even Start | | | | |
| Title I, Part C Migrant Education | | | | |
| Title I, Part D Neglected/Delinquent | | | | |
| Title II Part A, Subpart 2 Improving Teacher Quality | 0 | 0 | | |
| Title II, Part D Enhancing Education Through Technology | | | | |
| Title III Limited English Proficient | 0 | 0 | | 100% |
| Title III Immigrants | | | | |
| Title IV, Part A Safe and Drug-Free Schools | | | | |
| Title V, Part A Innovative Programs - Parental Choice | | | | |
| Adult Education | | | | |
| Career Technical Education | | | | |
| McKinney - Vento Homeless Education | | | | |
| IDEA, Special Education | 0 | 0 | | |
| 21st Century Community Learning Centers | | | | |
| Other (describe) | | | | |
| Charter School Startup Grant | 0 | 0 | | |

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 | | | | |
| School & Library Improvement Block Grant | | | | |
| After School Education and Safety Program | 0 | \$112,500 | \$112,500 | 100% |
| Child Development Programs | | | | |
| Educational Equity | | | | |
| Gifted and Talented Education | | | | |
| Tobacco Use Prevention Education | | | | |
| High Priority Schools Grant Program | | | | |
| School Safety and Violence Prevention Act | | | | |
| Tenth Grade Counseling | | | | |
| Healthy Start | | | | |
| Dropout Prevention and Recovery Act | | | | |
| English Language Acquisition Program | | | | |
| Community Based English Tutoring | | | | |
| Other (describe) | | | | |
| LCFF State Aid | 0 | 0 | 0 | 0 |
| Total: | 0 | 0 | 0 | 0 |

Part II

The Plan

Needs Assessments:

- Academic Achievement
- Professional Development and Hiring
- School Safety

Descriptions: Program Planning

District Profile

Local Measures of Student Performance:

- Performance Goal 1
- Performance Goal 2
- Performance Goal 3
- Performance Goal 4
- Performance Goal 5

Additional Mandatory Title I Descriptions

Needs Assessment

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

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

Academic Performance

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

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

Teacher Quality

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

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

School Safety and Prevention

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

Descriptions - Program Planning

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

District Profile

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

KIPP Comienza Community Preparatory is a free, open enrollment, college-preparatory public school in South Los Angeles that opened in August 2010 with approximately 100 kindergarten students. Starting in the 2014-15 school year, KIPP Comienza Community Preparatory serves approximately 500 kindergarten through fourth grade students.

KIPP Comienza Community Preparatory is a part of the KIPP, the Knowledge Is Power Program, a national network of free, open-enrollment, college-preparatory public schools in under-resourced communities throughout the United States with a proven track record of success.

Our mission supports the notion that schooling should develop the character and self-identity of students. KIPP Comienza Community Preparatory will cultivate character strategically throughout the school year, focusing on the traits of Integrity, Grit, Zest, Curiosity, Self-Control, Gratitude, Love, and Optimism, which are based on the research of Martin Seligman and Chris Peterson. Teachers are encouraged to incorporate the character traits in their lesson plans across content levels so that students receive a holistic education that builds academic and character skills.

The character-building program at KIPP Comienza Community Preparatory will include a solid foundation of excellent teaching and learning that is offered sooner, longer, and more intensively than at other schools. Academic learning follows a standards-based continuum from the lower to the upper grades. In kindergarten, students will learn a base of fundamental knowledge and skills that allows for more sophisticated high-level thinking in the fourth grade. Students must demonstrate mastery of standards in each grade to earn promotion to the next grade. The school's rigorous, accelerated academic curriculum is geared toward ensuring that all students will be prepared for college-preparatory middle schools and high schools.

KIPP Comienza Community Preparatory has the following student demographics: 96% of KIPP Comienza Community Preparatory students qualify for free/reduced lunch. 90% of our students are expected to be Latino, 62% are English Learners and about 7% receive special education services.

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

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

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

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

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

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

In grades K-4, KIPP Comienza Community Preparatory will institute a six-week assessment cycle throughout each school year in every subject area. Each week the classes will administer a formative assessment to make sure that they are on track to master standards on the interim assessments that are given every six weeks. The standards taught during this six-week assessment period will be based on a scope and sequence the teachers create after systematically backwards mapping the Common Core and state standards as well as reviewing student performance on previous interim assessments.

After each cycle's assessments are completed, teachers will convene to analyze the data, discuss trends, and create the scope and sequence for their respective group for the next interim assessment cycle. Special attention will be paid to the creation of intervention groups, differentiating instruction for struggling learners, and further enrichment for more advanced students. In addition, at grade-level meetings throughout the interim assessment cycles, teachers will continue to discuss their students' progress in mastering standards, analyze student work, and discuss best practices. Furthermore, each teacher will receive one-on-one coaching that will, in part, focus on planning, lesson observation, feedback, and informal assessments as they relate to student mastery of interim assessment standards.

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

| | |
|---|--|
| <p>School Goal 1A: (Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages)</p> <p>At least 75% of all KIPP Comienza Community Preparatory students will score Proficient or Advanced in English Language Arts on the CST and/or SMARTER Balanced Assessment.</p> | |
| <p>Student groups and grade levels to participate in this goal: Students in grades 3 and higher</p> | <p>Anticipated annual performance growth for each group: n/a</p> |
| <p>Means of evaluating progress toward this goal: Internal skills assessments, annual CST scores/ SMARTER Balanced assessment scores</p> | <p>Data to be collected to measure academic gains: SMARTER Balanced assessment scores</p> |

Planned Improvement in Student Performance in Reading

| Description of Specific Actions to Improve Education Practice in Reading | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|---|--|-----------------------------|-----------------|-----------------------|
| <p>1. Alignment of instruction with content standards: KIPP Comienza Community Preparatory takes the following steps to align instruction with content standards:</p> <ol style="list-style-type: none"> 1) The School Leader will receive training on standards and how to supervise and evaluate teachers according to their existing ability to instruct to content standards 2) The School Leader will receive training on the transition to Common Core standards and how best to incorporate performance tasks into assessments the hiring of the school's teachers who will make curricular selections along with the School Leader. In addition to these texts, students will use standards-aligned online content such as iReady and Accelerated Reader. 4) Teachers will receive training on instruction and assessment of the content standards during six weeks of professional development in the summer before the school year begins, weekly professional development afternoons led by the School Leader or other instructional leaders, and three KIPP LA regional professional development days throughout the school year 5) All assessments will be designed to evaluate students' progress toward mastery of the standards | <p>Teachers Administration Ongoing</p> | <p>Common Core training</p> | <p>\$15,000</p> | <p>LCFF State Aid</p> |

| Description of Specific Actions to Improve Education Practice in Reading | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|---|--|--|---|---|
| <p>2. Use of standards-aligned instructional materials and strategies: The school team will select curricular tools that are correlated with the English Language Arts standards, including a variety of novels correlated to the content standards that will be used for guided reading groups. The specific texts and novels are pending the hiring of the school's English Language Arts teachers who will make curricular selections along with the School Leader. English Language Arts teachers will follow a long-term plan with the standards mapped out across the school year, ensuring that students have mastered all grade level content standards before testing in the spring. With any curricular materials that are selected, teachers will accelerate instruction as needed to ensure that students are working in their zone of proximal development and will supplement with other texts and novels as necessary to ensure that students are provided a rich and wellrounded literacy education. In addition to texts and novels, students will use standards-aligned online content such as iReady and Accelerated Reader.</p> | <p>Teachers Administration Ongoing</p> | <p>Purchase of textbook materials, guiding reading book sets, and online curricula</p> | <p>\$ 15,000</p> | <p>LCFF State Aid Fundraising Charter School Start Up Grant</p> |
| <p>3. Extended learning time: KIPP Comienza Community Preparatory offers an extended day model, where students are in school until at a minimum of one hour beyond core instructional time. This longer day gives our students the opportunity for more time on task to master the English-Language Arts content standards.</p> | <p>Teachers Administration Ongoing</p> | <p>Increased salary for Teachers</p> | <p>Approximately \$8000 per teacher</p> | <p>LCFF State Aid</p> |
| <p>4. Increased access to technology: All teachers will use a document camera and digital projector, which will greatly enhance guided practices and enable teachers to easily share information from the web or via a PowerPoint. Additionally, KIPP Comienza Community Preparatory will employ a blended learning instructional model utilizing guided computer time and intensive hands-on instruction.</p> | <p>Teachers Ongoing</p> | <p>Cost of online content vendors and equipment</p> | <p>\$50,000</p> | <p>LCFF State Aid; Charter School Start Up Grant</p> |
| <p>5. Staff development and professional collaboration aligned with standards-based instructional materials: Several weeks before the school year will be dedicated to staff development and professional collaboration. The week before school starts will be dedicated to long term planning in English-Language Arts. In addition, early release days will be used to plan, reflect, and share best practices.</p> | <p>Administration Teachers Ongoing</p> | <p>Cost of Professional development</p> | <p>\$ 1,500</p> | <p>LCFF State Aid Fundraising</p> |

| Description of Specific Actions to Improve Education Practice in Reading | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|---|---|--|----------------------------|-----------------------|
| <p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): A weekly parent newsletter will be sent home informing them of important events and ways to support their children at home. Parents will come to events such as Back to School Night and parent/teacher conferences at least twice a year.</p> | <p>Administration Teachers Office Manager Ongoing</p> | <p>Office Software Postage & Shipping Non-Instructional Supplies</p> | <p>\$2,000</p> | <p>Fundraising</p> |
| <p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): During the summer, an orientation is held for students and parents to familiarize them with the KIPP school culture and expectations. The students attend school in August where they learn the expectations, policies, and procedures that make up the KIPP college bound culture. There will also be a Parent Academy where parents are provided with an extensive overview of the KIPP program and how they can help their children achieve success at KIPP.</p> | <p>Teachers Administration Ongoing</p> | <p>No additional expenditures</p> | | |
| <p>8. Monitoring program effectiveness: Students will take standards based assessments at least twice a month in order to monitor which students have mastered which standards.</p> | <p>Administration Teachers Ongoing</p> | <p>Illuminate data management software Assessment Materials</p> | <p>\$4,972 \$8,208</p> | <p>LCFF State Aid</p> |
| <p>9. Targeting services and programs to lowest-performing student groups: Teachers will utilize workshop hours to target the standards students have not yet mastered. In addition, teachers will give standards based assessments and will monitor which students have not yet mastered which standards. This information will drive instruction. Students Success Team meetings will be held for students who are performing below grade level or exhibit other issues that affect their performance at school.</p> | <p>Teachers SST teams Ongoing</p> | <p>Illuminate data management software Assessment Materials</p> | <p>\$4,972 \$8,208</p> | <p>LCFF State Aid</p> |

| Description of Specific Actions to Improve Education Practice in Reading | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|---|-------------------------------|-------------------------------------|----------------|---|
| <p>10. Any additional services tied to student academic needs: Classroom libraries and books sent home to increase access to literacy.</p> <p>Materials, such as flashcards, sent home.</p> | <p>Teachers Ongoing</p> | <p>Cost of books and materials.</p> | <p>10,000</p> | <p>LCFF State Aid Fundraising Charter School Start Up Grant</p> |

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

| | |
|---|---|
| <p>School Goal 1B: (Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages)</p> <p>KIPP Comienza Community Preparatory will serve only grades K-1 in 2014-15, internal teacher-created assessments will be used to assess proficiency in mathematics. At least 75% of all KIPP Comienza Community Preparatory students will attain proficiency or better in mathematics on internal standards-based assessments.</p> | |
| <p>Student groups and grade levels to participate in this goal: All students</p> | <p>Anticipated annual performance growth for each group: n/a</p> |
| <p>Means of evaluating progress toward this goal: Internal standards-based assessments</p> | <p>Data to be collected to measure academic gains: Scores on internal standards-based assessments</p> |

Planned Improvement in Student Performance in Mathematics

| Description of Specific Actions to Improve Education Practice in Mathematics | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|--|--|-----------------------------|-----------------|-----------------------|
| <p>1. Alignment of instruction with content standards: KIPP Comienza Community Preparatory takes the following steps to align instruction with content standards:</p> <ol style="list-style-type: none"> 1) The School Leader will receive training led by the Chief Academic Officer of KIPP LA Schools on standards and how to supervise and evaluate teachers according to their existing ability to instruct to content standards 2) The School Leader will receive training on the transition to Common Core standards and how best to incorporate performance tasks into assessments; trainings will be led by the Chief Academic Officer of KIPP LA Schools, the national KIPP network, and other external sources that are currently being vetted 3) The school team will select curricular tools that are correlated with the math standards. The specific mathematics materials are pending the hiring of the school's teachers who will make curricular selections along with the School Leader. In addition to offline materials, students will engage in online math content through standards-aligned online content such as ST Math 4) Teachers will receive training on instruction and assessment of the content standards led by the School Leader or other instructional leaders during six weeks of professional development in the summer before the school year begins, weekly professional development afternoons led by the School Leader or other instructional leaders, and three KIPP LA regional professional development days throughout the school year 4) All assessments will be designed to evaluate students' progress toward mastery of the standards | <p>Teachers Administration Ongoing</p> | <p>Common Core training</p> | <p>\$15,000</p> | <p>LCFF State Aid</p> |

| Description of Specific Actions to Improve Education Practice in Mathematics | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|--|--|---|--|-----------------------|
| <p>2. Use of standards-aligned instructional materials and strategies: The school team will select curricular tools that are correlated with the math standards. The specific mathematics materials are pending the hiring of the school's teachers who will make curricular selections along with the School Leader. In addition to offline materials, students will engage in online math content through standards-aligned online content such as ST Math. Teachers will follow a long-term plan with the standards mapped out across the school year, ensuring that students have mastered all grade level content standards before testing in the spring. With any curricular materials that are selected, teachers will accelerate instruction and remediate as needed to ensure that students are working in their zone of proximal development and will supplement with other materials as necessary to ensure that students are provided a rich and well-rounded mathematics education. Because students will receive mathematics instruction in small leveled groups, teachers will be able to target instruction toward the needs of the group, accelerating forward in the content or looping back to previously learned concepts as needed.</p> | <p>Teachers Administration Ongoing</p> | <p>Purchase of math materials, including online and offline curricula</p> | <p>\$15,000</p> | <p>LCFF State Aid</p> |
| <p>3. Extended learning time: KIPP Comienza Community Preparatory offers an extended day model, where students are in school until at a minimum of one hour beyond core instructional time. This longer day gives our students the opportunity for more time on task to master the mathematics content standards. The extended day allows KIPP Comienza Community Preparatory to employ a rotational model for mathematics instruction in which students rotate between teacher-led small groups, online instruction, and independent work, as well as time for intervention activities such as working on math intervention games on a tablet.</p> | <p>Teachers Administration Ongoing</p> | <p>Increased salary for Teachers</p> | <p>Approximately, \$ 8,000 per teacher</p> | <p>Fundraising</p> |

| Description of Specific Actions to Improve Education Practice in Mathematics | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|--|---|--|-----------------|--------------------------------------|
| <p>4. Increased access to technology: Teachers will use a document camera and digital projector which will greatly enhance guided practices and enable teachers to easily share information from the web or via a PowerPoint. KIPP Comienza Community Preparatory will employ a blended learning instructional model utilizing guided computer time and intensive hands-on instruction. Due to KIPP Comienza Community Preparatory innovative blended learning model, students will use laptop computers on a daily basis as well as other tools such as tablets multiple times per week. The school will have a 2:1 student to computer ratio in its first year and that is expected to decrease over time.</p> | <p>Teachers Administration Ongoing</p> | <p>Cost of online content vendors and equipment</p> | <p>\$31,000</p> | <p>Charter School Start Up grant</p> |
| <p>5. Staff development and professional collaboration aligned with standards-based instructional materials: Several weeks before the school year will be dedicated to staff development and professional collaboration. The week before school starts will be dedicated to long term planning in Mathematics. In addition, early release days will be used to plan, reflect, and share best practices on a weekly basis. Staff development and professional collaboration will be led by the School Leader and Dean except in cases where they choose to bring in other instructional leaders from within the KIPP network or from outside of the network.</p> | <p>Teachers Administration Ongoing</p> | <p>Cost of professional development</p> | <p>\$3,000</p> | <p>LCFF State Aid</p> |
| <p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): A weekly parent newsletter will be sent home informing them of important events and ways to support their children at home. Parents will come to events such as Back to School Night and parent/teacher conferences at least twice a year. All events for parents/guardians will be publicized in the weekly newsletter. Student assessment results are discussed and interpreted with parents on a regular basis as a part of parent/teacher conferences. Teachers will also discuss assessment results and implications informally in their communication with parents. Parents of students who are struggling on their assessments will be asked to participate in SST meetings so the team can agree upon next steps to ensure students' progress. All parent communication, including newsletters and mass phone calls, will be bilingual English/Spanish, and translation services will be provided at all parent functions.</p> | <p>Administration Teachers Office Manager Ongoing</p> | <p>Office Software Postage & Shipping Non-Instructional Supplies</p> | <p>\$2,000</p> | <p>LCFF State Aid</p> |

| Description of Specific Actions to Improve Education Practice in Mathematics | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|--|--|---|----------------------------|-----------------------|
| <p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>In August, an orientation is held for students and parents to familiarize them with the KIPP school culture and expectations. The students attend two weeks of mandatory summer school in August where they learn the expectations, policies, and procedures that make up the KIPP college bound culture. There will also be a mandatory Parent Academy where parents are provided with an extensive overview of the KIPP program and how they can help their children achieve success at KIPP. If families are unable to attend Parent Academy, they will need to make alternative arrangements with the School Leader.</p> <p>KIPP Comienza Community Preparatory staff works closely with the Fifth Grade Team at the neighboring KIPP middle school to understand what skills and qualities are necessary to be successful in middle school. The school works with families of fourth graders to ensure that students matriculate into a KIPP middle school or another excellent middle school to ensure that students continue on the path to and through college.</p> | <p>Teachers Administration Ongoing</p> | <p>No additional expenditures</p> | | |
| <p>8. Monitoring program effectiveness:</p> <p>Students will take teacher-created standards based assessments at least twice a month in order to monitor which students have mastered which standards. Additionally, students in grades 3 and 4 will take KIPP LA Common Assessments which are created in-house by grade level teams across KIPP LA schools. Program effectiveness will also be monitored through student achievement results such as NWEA MAP assessment results. We will also monitor our effectiveness through student retention, assessment data, and other performance indicators.</p> | <p>Teachers Administration Ongoing</p> | <p>Illuminate data management software Assessment Materials</p> | <p>\$4,972 \$8,208</p> | <p>LCFF State Aid</p> |

| Description of Specific Actions to Improve Education Practice in Mathematics | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|--|---|---|--|-------------------------------------|
| <p>9. Targeting services and programs to lowest-performing student groups: Teachers will utilize the workshop hours to target the standards students have not yet mastered. In addition, teachers will give teacher-created standards-based assessments and will monitor which students have not yet mastered which standards. This information will drive instruction. Student Success Team meetings will be held for students who are performing below grade level or exhibit other issues that affect their performance at school. The Student Success Team will consist of, at a minimum, the student's teacher(s), parents, and school leadership, and may include others, such as the school's Counselor or Resource Teacher.</p> | <p>Teachers SST Teams Ongoing</p> | <p>Intervention & Apprenticeship Teacher Salaries 1101 Supplemental & Concentration; Increased salary for Teachers</p> | <p>\$261,025 Approximately, \$ 8,000 per teacher</p> | <p>Charter School Program Grant</p> |
| <p>10. Any additional services tied to student academic needs: Ongoing as needed.</p> | <p>Administration</p> | <p>No additional expenditures</p> | | |

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.

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|--|--|
| <p>School Goal 2: (Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages)</p> <p>At least 75% of KIPP Comienza Community Preparatory (ELs) will advance one performance level in English Language proficiency annually as measured by the California English Language Development Test (CELDT) each year.</p> | |
| <p>Student groups and grade levels to participate in this goal: All English learners in grades K-4</p> | <p>Anticipated annual performance growth for each group: See Above</p> |
| <p>Means of evaluating progress toward this goal: CELDT</p> | <p>Data to be collected to measure academic gains: CELDT Scores</p> |

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

| Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed) | Persons Involved and Timeline | Related Expenditures | Estimated Cost | Funding Source |
|---|---------------------------------------|---|----------------|------------------------------------|
| Required Activities | | | | |
| <p>1. The programs and activities to be developed, implemented, and administered and how the SSD will use the these funds to meet all annual measurable achievement objectives described in Section 3122</p> <p>It is a priority at KIPP Comienza Community Preparatory for all of our English Language Learners to advance each year in their language development and be redesignated. Based on their Home Language Survey, all students designated as potential English Learners will take the California English Language Development Test (CELDT).</p> <p>KIPP Comienza Community Preparatory will use Title III funds to purchase classroom materials that will support access to grade-level content for ELs in correlation with the California ELD standards. The funds will also support professional development for teachers, including training in SDAIE methods of instruction. The administration will monitor the effectiveness of instruction in terms of meeting the needs of our English learners. Additionally, the parents of English Learners will receive specialized training in how to support the development of their child's language proficiency at home at parent workshop nights. Title III funds may also support translation services as needed</p> | Teachers Administration Ongoing | Classroom materials, translation services, training for parents | \$ 17,000 | Title III and/or LCFF State Aid |

| Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed) | Persons Involved and Timeline | Related Expenditures | Estimated Cost | Funding Source |
|--|--|--|-----------------|--|
| Required Activities | | | | |
| <p>2. How the SSD will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <ol style="list-style-type: none"> meeting the annual measurable achievement objectives described in Section 3122 making adequate yearly progress for limited - English - proficient students (Section 111(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 111(b)(1)) <p>Student mastery of the grade level content standards will be measured through teacher-created standards-based assessments, as well as the CSTs, the NWEA MAP assessment, and KIPP LA regional assessments. In addition, teachers will keep anecdotal records of their students' progress. Assessment results will be disaggregated by English language proficiency levels for further analysis. Additionally, the academic progress of reclassified students will be monitored for two years after reclassification. ELs and RFEP students not making adequate ELD or academic progress will be provided with appropriate interventions. ELs at risk of retention will receive additional intervention services.</p> <p>The goal will be for each student to advance one performance level in English Language proficiency as measured by the CELDT each year. In addition to the CELDT, growth in ELD will be measured by ELD progress reports and Individualized Education Program Goals and Objectives.</p> | <p>Teachers Administration Ongoing</p> | <p>MAP administration, CELDT administration- Assessment Materials</p> | <p>\$ 8,208</p> | <p>Title III and/or LCFF State Aid</p> |
| <p>3. How the SSD will promote parental and community participation in LEP programs</p> <p>KIPP Comienza Community Preparatory will offer family workshops with tips to support students at home. The school will also have consistent meetings to keep parents abreast of the students' progress.</p> | <p>Teachers Administration Ongoing</p> | <p>Office Software Postage & Shipping Non-Instructional Supplies</p> | <p>\$2,000</p> | <p>LCFF State Aid</p> |

| Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed) | Persons Involved and Timeline | Related Expenditures | Estimated Cost | Funding Source |
|---|--|---|----------------|-----------------------|
| Required Activities | | | | |
| <p>4. How the SSD will provide high quality language instruction based on scientifically based research (per Sec. 3115(c)). The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> - English proficiency - Academic achievement in the core academic subjects <p>The selected instructional programs at KIPP Comienza Community Preparatory were chosen because of their basis on scientifically based research and effectiveness with English Language Learners.</p> <p>The school will use proven methodologies including increased time for reading and math and individualized instruction for students who are acquiring English. Examples of instructional models that may be employed with EL students at KIPP Comienza Community Preparatory are:</p> <ul style="list-style-type: none"> • Workshop models • Cooperative learning • Thematic teaching • Scaffolding instruction • Think/pair/share • Kinesthetic activities <p>Students' language proficiency levels as determined by the CELDT will be closely monitored to ensure our students are advancing to higher levels of English Language proficiency.</p> | <p>Teachers Administration Ongoing</p> | <p>Selected curricula, workshop materials, CELDT administration costs</p> | <p>\$2,000</p> | <p>LCFF State Aid</p> |
| <p>5. High quality professional development for classroom teachers, principals, administrators, and other school or community - based personnel:</p> | | | | |

instructional team will focus on long term planning and supplementing the selected instructional materials to best support all of our students. The teachers will share out best practices that are successful with their English Learners, such as effective instructional methods and strategies. The administration will monitor and support the teachers to enhance the effectiveness of instruction.

Professional development for teachers takes place on a weekly basis. The primary function of dedicated professional development time is to analyze data from interim and formative assessments. The interim assessment results are analyzed every 6-8 weeks, whereas the results of formative assessments are analyzed bi-weekly. Secondly, school-wide professional development is a chance for the school's administration and teachers to use scientifically based research to address instructional trends in the classroom and ways the students can be more effectively served. Topics may include instructional strategies like improving check for understandings, incorporating resulting in a positive and lasting impact on student achievement in their classrooms.

In addition to professional development targeted at teachers, KIPP administrators also benefit from high-quality professional development of their own through the national KIPP organization's School Leadership Pathways. Founding School Leaders, like the leader of KIPP Comienza Community Preparatory, participate in a yearlong fellowship to hone their instructional leadership skills before opening in their own schools. The Fisher fellowship includes substantial training in research-based strategies for creating an instructional program that supports the needs of the students KIPP serves, including English learners. School administrators also participate in periodic conferences and trainings on curriculum, assessment, and instructional strategies throughout the year.

Another integral component of professional development at KIPP Comienza Community Preparatory is the observation-debrief cycle

| Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed) | Persons Involved and Timeline | Related Expenditures | Estimated Cost | Funding Source |
|--|---------------------------------|---|----------------|----------------|
| Required Activities | | | | |
| <p>b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited - English - proficient students</p> <p>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</p> <p>d. long term effect will result in positive and lasting impact on teacher performance in the classroom</p> | | | | |
| Allowable Activities | | | | |
| <p>6. Upgrade to program objectives and effective instructional strategies, if applicable</p> <p>KIPP Comienza Community Preparatory all lesson plans include a language objective. Additionally, teachers are expected to include differentiation based on language level in their lesson plan design and execution.</p> | Teachers Ongoing | No additional expenses | | |
| <p>7. Any:</p> <p>a. tutorials and academic or vocational education for LEP students and/or</p> <p>b. intensified instruction</p> <p>KIPP Comienza Community Preparatory will provide small group language development intervention groups as necessary. There will also be an extended day model and workshop time to target students' individual needs.</p> | Teachers Ongoing | Additional stipends for longer hours for teachers | \$8000/teacher | LCFF State Aid |
| <p>8. How programs for English Learners are coordinated with other relevant programs and services</p> <p>With a small staff that works together regularly, the collaboration of al KIPP Comienza Community Preparatory staff members will support all students. Additionally, staff will conduct peer observations to share best practices in relation to serving language learners</p> | Teachers Administration Ongoing | No additional expenses | | |

| Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed) | Persons Involved and Timeline | Related Expenditures | Estimated Cost | Funding Source |
|---|--|---|----------------|----------------|
| Required Activities | | | | |
| <p>9. Any other activities designed to improve the English proficiency and academic achievement of LEP children</p> <p>KIPP Comienza Community Preparatory is committed to the use of rigorous, data driven instruction. Additionally, explicit language instruction with use of language frames and academic vocabulary will be used to increase oral language fluency and development.</p> | Teachers Administration Ongoing | No additional expenses | | |
| <p>10. Community participation programs, family literacy services, and parent outreach and training activities provided to LEP children and their families -</p> <p>a. To improve English language skills of LEP children</p> <p>b. To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children</p> <p>KIPP Comienza Community Preparatory will offer family workshops with tips to support students at home. The school will also have consistent meetings to keep parents abreast of the students' progress</p> | Teachers Administration Families Ongoing | Office Software Postage & Shipping Non-Instructional Supplies | \$2,000 | LCFF State Aid |
| <p>11. Efforts to improve the instruction of LEP children by providing for -</p> <p>a. The acquisition or development of educational technology or instructional materials</p> <p>b. Access to, and participation in, electronic networks for materials, training, and communication</p> <p>c. Incorporation of the above resources into curricula and programs</p> <p>KIPP Comienza Community Preparatory will utilize the following to improve the instruction of LEP children:</p> <ul style="list-style-type: none"> • Literacy and vocabulary development programs such as Words Their Way • Technology to enhance guided practice which will support English Learners • Accelerated Reader Standards-based online games and activities | | | | |
| <p>12. Other activities consistent with Title III or EIA/LEP funds</p> | On-going, As needed | | | |

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

| Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed) | Persons Involved and Timeline | Related Expenditures | Estimated Cost | Funding Source |
|--|-------------------------------|----------------------|----------------|----------------|
| Required Activities | | | | |
| 1. SSD informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB): | | | | |
| a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program | | | | |
| b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement | | | | |
| c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction | | | | |
| d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child | | | | |
| e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation | | | | |
| f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools | | | | |

| Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed) | Persons Involved and Timeline | Related Expenditures | Estimated Cost | Funding Source |
|---|-------------------------------|----------------------|----------------|----------------|
| g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child | | | | |
| h. information pertaining to parental rights that includes written guidance detailing <ul style="list-style-type: none"> i. the right that parents have to have their child immediately removed from such program upon their request 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 | | | | |

language survey. On this home language survey, parents/guardians will indicate if the student speaks a language other than English at home. If the child speaks another language other than English at home, the student will be designated as a potential English Learner.

Parents of students who are designated as potential English Learners will be notified that their student will be assessed with the California English Development Test. Once the results of the CELDT are received the parents will be notified of their results. English Learners will be tested annually until redesignation.

Teachers will differentiate based on students needs and implement instructional strategies that have proved effective with English Learners, including those with special needs.

During IEP meetings, the parents of English Learners discuss any issues related to language acquisition. Parents will be invited to the school to learn about the methods of instruction and program employed at the school. Teachers will also meet with the parents to discuss the students' report card at least twice a year and be available to discuss the child's progress throughout the year.

KIPP Comienza Community Preparatory will send home a letter to all parents of students who have been enrolled since the previous school year before the 30th day of school notifying them of their child's current English Language Development level along with the school's plan to reassess the child using the CELDT. For new students enrolling past the beginning of the school year, parents will fill out the Home Language Survey via the enrollment packet. If a parent asserts that the child speaks another language other than English at home, the child will be designated as a potential English Learner. The students' family will be notified of this along with notification of the school's plan to assess the child using the CELDT.

If KIPP Comienza Community Preparatory fails to make progress on its annual measurable achievement objectives, the school will

Note:

Notifications must be provided to parents of students enrolled since the previous school year, not later than 30 days after the beginning of the school year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.

SSD Parent Notification Failure to Make Progress

If the SSD fails to make progress on the annual measurable achievement objectives, it will inform parents of a child identified for participation in such program, or participating in such program, of such failure not later than 30 days after such failure occurs.

Plans to Provide Services for Immigrants

| Please describe the following IF the SSD is receiving or planning to receive Title III Immigrant supplemental funding (per Sec. 3115(e)). | Persons Involved and Timeline | Related Expenditures | Estimated Cost | Funding Source |
|---|-------------------------------|----------------------|----------------|----------------|
| Allowable Activities | | | | |
| 1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children. | | | | |
| 2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth. | | | | |
| 3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth. | | | | |
| 4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds. | | | | |
| 5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services. | | | | |
| 6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education. | | | | |
| 7. Activities coordinated with community - based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services. | | | | |

Performance Goal 3:

By 2005 - 06, all students will be taught by highly qualified teachers.

Summary of Needs and Strengths for Professional Development

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

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

| Strengths | Needs |
|--|---|
| <p>Given KIPP Comienza Community Preparatory's rigorous hiring process, teachers are generally strong with proven results in similar settings. Teachers' areas of strength include, in particular, classroom management and lesson and long-term planning.</p> <p>At least 3 hours a week are dedicated to professional development, including:</p> <ul style="list-style-type: none">• 1.5-hour grade-level meeting• 1.5-hour professional development <p>In addition, the entire team has at least two weeks of professional development in the summer to prepare, in addition to attending the KIPP School Summit.</p> | <p>Some teachers will need further support in refining the execution of their lesson plans and in building their toolkit of classroom management strategies.</p> <p>Some teachers will also need to develop their knowledge of designing rigorous instruction focused on developing academic language through both explicit and integrated means.</p> <p>All teachers will need support in using the Common Core standards as the primary curriculum.</p> |

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

| | |
|--|--|
| <p>School Goal 3: (Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages)</p> <p>100% of teachers will have a credential for the class they are teaching and be appropriately assigned.</p> | |
| <p>Student groups and grade levels to participate in this goal:</p> <p>All grades K-4</p> | <p>Anticipated annual performance growth for each group:</p> <p>N/A</p> |
| <p>Means of evaluating progress toward this goal:</p> <p>Teacher credentials</p> | <p>Data to be collected to measure academic gains:</p> <p>Teacher credentialing records</p> |

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

| Descriptions | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|--|--|--|-----------------|-----------------------|
| <p>1. How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <p>All professional development activities are focused on the students mastering the content standards. Professional activities are planned based on the assessments results as well as classroom observations. At the beginning of the year, professional development time is dedicated to focusing in on the selected instructional programs.</p> <p>Grade levels meet for at least an hour each week. Staff will attend conferences, such as KIPP School Summit, that help the</p> | <p>Teachers Administration Ongoing</p> | <p>Conferences, Professional Development trainings</p> | <p>\$15,000</p> | <p>LCFF State Aid</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>Professional development activities are based on scientifically based research that has been effective in driving forward student achievement. As instruction is data driven, so is the professional development and are thus expected to improve student achievement.</p> | <p>Teachers Administration Ongoing</p> | <p>Conferences, Professional Development trainings</p> | <p>\$15,000</p> | <p>LCFF State Aid</p> |

| Descriptions | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|--|--|---|----------------------------------|---|
| <p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low - income and minority students from other students:</p> <p>All professional development is designed to support the student achievement of all students while cognizant of the specific needs of our subgroups. Data will be disaggregated by gender, ethnicity, English Learners, and socioeconomic status. Any identified gaps will alter professional activities.</p> | <p>Teachers Administration Ongoing</p> | <p>No additional expenditures.</p> | | |
| <p>4. How the SSD will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <p>KIPP Comienza Community Preparatory teachers will be supported through applicable Federal, State, and local programs such as BTSA.</p> | <p>Teachers, Administration</p> | <p>No additional expenditures.</p> | | |
| <p>5. The professional development activities that will be made available to teachers and principals and how the SSD will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <p>Teachers and administration will be able to attend professional development activities that will enhance their growth as educators. Professional development is planned based on the needs of the school and the staff. Grade levels meet for at least an hour each week to share and support each other on top of the planned professional development on a specific topic. BTSA will be provided for those teachers in need of this support.</p> | <p>Teachers Administration Ongoing</p> | <p>Conferences, Professional Development trainings</p> | <p>\$15,000</p> | <p>LCFF State Aid</p> |
| <p>6. How the SSD will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <p>Staff development time will be dedicated to supporting the staff in incorporating technology in their classrooms to drive forward student achievement.</p> <p>A portion of KIPP LA's Director of Information Technology's time is dedicated to professional development and improving staff literacy in technology.</p> | <p>Teachers Administration Director of Technology Ongoing</p> | <p>Portion of Director of Tech salary PD throughout the school year.</p> | <p>\$5,000 \$15,000</p> | <p>LCFF State Aid, Charter School Grant</p> |

| Descriptions | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|--|---|---|----------------------------------|---|
| <p>7. How students and teachers will have increased access to technology, and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.)</p> <p>Each year, KIPP Comienza Community Preparatory will purchase and implement the use of a variety of computers and other technology equipment. It is the intent of the school to purchase more computers each year that a new grade level is added.</p> <p>A portion of the Director of Information Technology's time is dedicated to professional development and improving staff literacy in technology.</p> | <p>Teachers Administration Director of Tech Ongoing</p> | <p>Portion of Director of Tech salary PD throughout the school year.</p> | <p>\$5,000 \$15,000</p> | <p>LCFF State Aid, Charter School Grant</p> |
| <p>8. How the SSD, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</p> <p>The staff has been involved in planning through providing input on professional development needs and wants for the future.</p> | <p>Teachers Administration Ongoing</p> | <p>No Additional Expenditure</p> | | |
| <p>9. How the SSD will provide training to enable teachers to:</p> <ul style="list-style-type: none"> • Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; • Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; • Involve parents in their child's education; and • Understand and use data and assessments to improve classroom practice and student learning. <p>Professional development is designed based on student achievement and the needs of the campus. The staff will receive training for example on positive behavior narration, pre-teaching, teaching to visual learners, and how to engage parents. As standards based assessments are a cornerstone of our program, creating and analyzing assessments will be done at least twice a month to ensure our instruction and planning is best supporting student achievement.</p> | <p>Teachers Administration</p> | <p>No Additional Expenditure</p> | | |

| Descriptions | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|--|--|--------------------------------------|-------------------|-------------------|
| <p>10. How the SSD will use funds under this subpart to meet the requirements of Section 1119: All KIPP Comienza Community Preparatory teachers will be highly qualified. The professional development is planned and structured to enhance their craft and further develop.</p> | <p>Teachers Administration Director of Human Capital</p> | <p>No additional expenditure</p> | | |

Performance Goal 4:

All students will be educated in learning environments that are safe, drug - free, and conducive to learning.

Environments Conducive to Learning (Strengths and Needs)

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

| Strengths | Needs |
|--|--|
| Based on the strengths and needs of other KIPP LA schools, we anticipate that KIPP Comienza Community Preparatory will have 95% or higher attendance, a strong focus on the school's values and character traits, and high expectations and involvement of parents in behavior and academic performance. | We anticipate that we will need to work on providing robust early intervention for students with socioemotional/psychological needs. |

Environments Conducive to Learning (Activities)

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

| Activities |
|---|
| <ul style="list-style-type: none"> • Home visits • Commitment to Excellence • Daily choices sheets • Strong school wide focus on character • Illuminate to track attendance and tardies <p>Please see Commitment to Excellence attached.</p> |

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

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

| Strengths | Needs |
|--|--|
| KIPP Comienza Community Preparatory students will learn about health and having healthy lifestyles. Students will learn about making good choices and consequences to not making good choices. | More specific data on the surrounding community is needed. |

Performance Goal 4:

All students will be educated in learning environments that are safe, drug - free, and conducive to learning.

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

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

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

| Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures from the California Healthy Kids Survey | Most Recent Survey date: Baseline Data | Biennial Goal (Performance Indicator) |
|---|---|--|
| The percentage of students that have ever used cigarettes will decrease biennially by: | 5th: % 7th: % | 5th: % 7th: % |
| The percentage of students that have used cigarettes within the past 30 days will decrease biennially by: | 7th: % 9th: % 11th: % | 7th: % 9th: % 11th: % |
| The percentage of students that have used marijuana will decrease biennially by: | 5th: % 7th: % | 5th: % 7th: % |
| The percentage of students that have used alcohol within the past 30 days will decrease biennially by: | 7th: % 9th: % 11th: % | 7th: % 9th: % 11th: % |
| The percentage of students that have used marijuana within the past 30 days will decrease biennially by: | 7th: % 9th: % 11th: % | 7th: % 9th: % 11th: % |
| The percentage of students that feel very safe at school will increase biennially by: | 5th: % 7th: % 9th: % 11th: % | 5th: % 7th: % 9th: % 11th: % |
| The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by: | 7th: % 9th: % 11th: % | 7th: % 9th: % 11th: % |

| Truancy Performance Indicator | | |
|--|---------------------------------------|--|
| The percentage of students who have been truant will decrease annually by from the current LEA rate shown here. Note: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same | % | % |
| Protective Factors Performance Measures from the California Healthy Kids Survey | Most recent date: Baseline Data | Biennial Goal (Performance Indicator) |
| The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by: | 5th: % 7th: % 9th: % 11th: % | 5th: % 7th: % 9th: % 11th: % |
| The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by: | 5th: % 7th: % 9th: % 11th: % | 5th: % 7th: % 9th: % 11th: % |
| The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by: | 5th: % 7th: % 9th: % 11th: % | 5th: % 7th: % 9th: % 11th: % |
| The percentage of students that report high levels of school connectedness at their school will increase biennially by: | 5th: % 7th: % 9th: % 11th: % | 5th: % 7th: % 9th: % 11th: % |

Other Performance Measures

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

| LEA Specified Performance Measures (Process to Collect Data) | Performance Indicator Goal | Baseline Data |
|---|----------------------------|---------------|
| | | |

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.

| Program 1 |
|--|
| Science Based Program Name: Program ATODV Focus: Target Grade Levels: Target Population Size: Purchase Date: Staff Training Date: Start Date: |
| Program 2 |
| Science Based Program Name: Program ATODV Focus: Target Grade Levels: Target Population Size: Purchase Date: Staff Training Date: Start Date: |
| Program 3 |
| 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.

| Activities | Program ATODV Focus | Target Grade Levels |
|--|---------------------|---------------------|
| After School Programs | | |
| X Conflict Mediation/Resolution | | K-4 |
| Early Intervention and Counseling | | |
| Environmental Strategies | | |
| X Family and Community Collaboration | | K-4 |
| Media Literacy and Advocacy | | |
| Mentoring | | |
| Peer - Helping and Peer Leaders | | |
| Positive Alternatives | | |
| X School Policies | | K-4 |
| Service - Learning/Community Service | | |
| Student Assistance Programs | | |
| Tobacco - Use Cessation | | |
| Youth Development Caring Schools Caring Classrooms | | |
| Other Activities | | |

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

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

| Program 1 |
|---|
| Promising Program Name: Program ATODV Focus: Target Grade Levels: Target Population Size: Purchase Date: Staff Training Date: Start Date: |
| Program 2 |
| Promising Program Name: Program ATODV Focus: Target Grade Levels: Target Population Size: Purchase Date: Staff Training Date: Start Date: |
| Program 3 |
| Promising Program Name: Program ATODV Focus: Target Grade Levels: Target Population Size: Purchase Date: Staff Training Date: Start Date: |

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

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

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

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

For the programs selected, staff identified areas capable of being addressed in a small school environment and applicable across grade levels.

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.

The school will evaluate the type and incidence of referrals and in-school/out of school by category of problem. Staff will utilize this data to refine intervention programs and identify incidence reduction goals in subsequent years.

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.

Progress will be reported through the School Accountability Report Card.

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])

Our extended day model is provided to all students and has been shown to have significant success with our highest need students. More time in school means more time for English Language Arts and more time for Math.

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.

For all programs, site coordination is the responsibility of the Principal based on staff, parent, student, and Board input.

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.

All parents will be notified through the weekly newsletter and parent action committee meetings.

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.

Were this to become an issue, appropriate referrals will be made to qualified local programs. To our knowledge, no students enrolled at any of KIPP LA's schools have been involved in the programs listed above.

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

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

| Position/Title | Full Time Equivalent |
|----------------|----------------------|
| | |

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

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

This section of the plan is intended to reflect the 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.*

KIPP Elementary School 7 (KIPP Ignite Academy) is a primary school.

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

Additional Mandatory Title I Descriptions

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

Please provide a general description of the nature of the programs to be conducted by the SSD under Sections 1114, "Schoolwide Programs," and/or Section 1115, "Targeted Assistance Schools." All ten of the required components must be addressed.

For more information on Schoolwide, please go to <http://www.cde.ca.gov/sp/sw/rt>.

For Targeted Assistance go to <http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp>.

Schoolwide Programs (SWP) - Resources to Upgrade the Entire Educational Program

SSD will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:

- A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards.
- Effective methods and instructional strategies based on scientifically - based research.
- Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.
- Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards.
- Instruction by highly qualified teachers and strategies to attract and keep such teachers.
- High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff.
- Strategies to increase parental involvement.
- Assistance to preschool children in transitioning from early childhood programs to elementary school programs.
- Timely and effective additional assistance to students who experience difficulty mastering state standards.

All teachers at KIPP Comienza Community Preparatory will be highly qualified and committed to fulfilling the mission of our school. The instructional programs implemented at KIPP Comienza Community Preparatory will be employed to best ensure student mastery of the content standards. Teachers will lift the lessons off of the page and turn them into effective eight-step lesson plans. In addition, based on the results of standards-based assessments, teachers will plan and execute small group instruction to target the differentiated needs of students. In addition, these assessment results will inform instruction and the teachers to differentiate their lesson plans based on the needs of their students. These assessment results will also inform the planning of professional development. Further, the extended instructional day and school year (with summer school) enables more time for focusing on mastery of the content standards. Parent workshops will support parents in supporting their children at home.

Using data from our Skills Assessments will allow us to identify the students that are failing or most at risk of failing.

Each student will take a series of assessments throughout the year to monitor academic progress. Students will take teacher generated bi- weekly assessments every two weeks along with two quarterly exams—the MAP test and the KIPP LA Common Assessment. We will have two-parent teacher conferences to ensure that parents are informed of their child's academic progress and can give their insight as to the next steps and best strategies for student achievement. At the end of the year we will host a parent conference for any students at risk of retention.

For students in grades K-2, KIPP Comienza Community Preparatory will use teacher judgment, parent interviews, and other developmentally appropriate measures to identify students in need of services

The teacher and the principal will monitor student progress and will identify students at risk of failing. Student Success Team meetings will be held to address was implement accommodations and modifications to support the students.

KIPP Comienza Community Preparatory 10 Required Components of a Title I School Wide Program Plan:

1. A comprehensive needs assessment of the entire school (including the needs of migrant children as defined in Section 1306)5 with information about the academic achievement of children in relation to the state academic content standards as described in Section 1111(D)(1)6.

Each year KIPP Comienza Community Preparatory will conduct a comprehensive data analysis of student achievement, including multiple measures of student performance. At the end of the year, KIPP Comienza Community Preparatory will use API Reports, AYP Reports, and Smarter Balanced Assessment Consortium (SBAC) data to analyze student achievement. To assess student achievement needs on an on-going, formative basis, the administrators and teachers at KIPP Comienza Community Preparatory use weekly common standards-based assessments created collaboratively by teachers, to assess students' mastery of the California content standards taught. After administering weekly assessments, grade level teams will conduct data analysis in order to adjust weekly and long-term lesson plans, identify which standards need to be retaught or reinforced, and identify students who need extra assistance. Through the on-going use of standards-based assessments to produce data that will inform the practice of its teachers, KIPP Comienza Community Preparatory will constantly be informed of the specific needs of its students in relation to the state academic content standards, and will be able to adjust its practice, methodology, curriculum, planning, and policies to meet these needs.

| Targeted Assistance Programs (TAS) - Student Identification | |
|--|---|
| <p>For targeted assistance programs (TAS), describe how the SSD will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State's challenging academic standards. The description should include activities such as:</p> <ul style="list-style-type: none"> • Effective methods and instructional strategies based on scientifically - based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Strategies that minimize removing children from the regular classroom during regular school hours for instruction. • Instruction by highly qualified teachers. • Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement. | <p>We will operate as a school wide plan.</p> |

Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115, "Targeted Assistance Schools," will identify the eligible children most in need of services under this part. **Please note that multiple, educationally related criteria must be used to identify students eligible for services.** Where applicable, provide a description of appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.

| Targeted Assistance Programs (TAS) - Student Identification | |
|--|---|
| <p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</p> <ul style="list-style-type: none"> • Identify children who are failing or most at risk of failing to meet the state academic content standards. • Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. • Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds. | <p>We will operate as a school wide plan.</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> | |

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.

| Program Improvement (PI) - Seeking Technical Assistance | |
|---|--|
| <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>KIPP Comienza Community Preparatory is not a PI school.</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."

| Program Improvement (PI) - Parent Notification | |
|---|--|
| <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>KIPP Comienza Community Preparatory is not a PI school.</p> |
| <p>Describe how the SSD will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.</p> | |

Please describe the strategy the SSD will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA - level staff in accordance with Section 1118, "Parental Involvement," and Section 1119, "Qualifications for Teachers and Paraprofessionals."

| Highly Qualified Teachers | |
|--|---|
| <p>Describe the SSD'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>Through effective professional development and support, while creating a positive and nurturing environment, KIPP Comienza Community Preparatory works to retain its staff. Through its positive reputation, contacts, and community support, KIPP Comienza Community Preparatory) seeks to continually recruit and employ a highly qualified staff.</p> |

Highly Qualified Teachers

Describe the SSD's strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children's education.

Parents will be involved in planned parent nights as well as parent/teacher conferences when they will learn ways to support their child at home and about their child's progress. Also, consistent communication will be encouraged.

Parent workshops focused on college-readiness will also be offered by the school. (parent collaboration)

Coordination of Educational Services

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.

Increasing Program Effectiveness

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:

- 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.

Compare to programs listed on Page 11 of the SSD Plan to determine if all active programs have been addressed.

As KIPP Comienza Community Preparatory will enroll approximately 115 students in its first year and maintain a relatively small staff, the coordination of education services will be achieved through strong communication and established and clear policies, procedures, and expectations.

Part III

Assurances and Attachments

Assurances

Signatures

School Site Council Recommendations and Assurances

Appendices

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

Appendix F: School and Student Performance Data Forms

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.
 - a. 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 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 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. 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 SSD 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 SSD, hereby, assures that:

- The SSD 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 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:
- a. Strategies for using technology to improve academic achievement and teacher effectiveness.
 - b. Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
 - c. 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.
 - d. 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.
 - e. 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.
 - f. A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
 - g. 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.
 - h. A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
 - i. 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.
 - j. A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
 - k. Collaboration with adult literacy service providers.
 - l. 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.
 - m. 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:**
- o 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
 - o is enforcing the operation of such technology protection measure during any use of such computers by minors; and
 - o 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.
 - o 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 hold elementary and secondary schools 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 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 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 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, 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 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 of children attending elementary schools and secondary schools in the area served by the SSD, 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 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% 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.

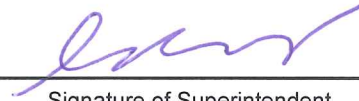
Signature Page

Shirley Appleman

Printed or typed name of Superintendent

6/24/15

Date



Signature of Superintendent

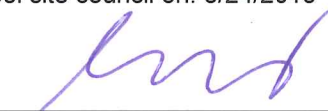
School Site Council Recommendations and Assurances

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**):
 - X School Advisory Committee for State Compensatory Education Programs
 - X 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 Local Improvement 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 on: 6/24/2015

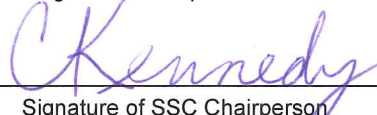
Attested:

Shirley Appleman
Typed name of Superintendent


Signature of Superintendent

6/10/2015
Date

Colleen Kennedy
Typed name of SSC Chairperson


Signature of SSC Chairperson

6/10/15
Date

**Local Educational Agency Plan
KIPP Comienza Community Preparatory**

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.

**Local Educational Agency Plan
KIPP Comienza Community Preparatory**

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>

**Local Educational Agency Plan
KIPP Comienza Community Preparatory**

**Appendix C
(School - Based Programs - A to L)**

Science - Based Programs

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

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

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

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

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

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

School - Based Programs

| Name | Intended program outcomes and target grade levels. See research for proven effectiveness | | | | | | |
|--|--|---------|---------|-------|----------|------------|----------|
| | 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, |
| 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 PEERsuation | 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, |
| Lions - Quest Skills for Adolescence | 6 to 8 | | | | | x | D,C,E |

Appendix C
(School - Based Programs - M to Z)

| | | | | | | | |
|---|--------------|---|---|---|---|---|---------------|
| 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 |

**Appendix C
(Community and Family - Based Programs - A to Z)**

| 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, |

**Local Educational Agency Plan
KIPP Comienza Community Preparatory**

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:

| Activities | Research Summaries Supporting Each Activity: |
|--|---|
| 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 |

**Local Educational Agency Plan
KIPP Comienza Community Preparatory**

**Appendix E
(Promising or Favorable Programs - A to G)**

Promising or Favorable Programs

Either the United States Department of Education's Expert Panel, the University of Colorado's Center for the Study and Prevention of Violence, or the Center for Substance Abuse Prevention has identified the programs listed below as producing a consistent positive pattern of results (CSAP) or have evidence of a deterrent effect (Blueprints) but otherwise did not match all of the criteria established by these agencies to be identified as an exemplary or model program. The code in the last column of the chart provides a quick reference indicating which web sites have information specific to each program.

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

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

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

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

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

| Name | Grade, or Setting | Alcohol | Tobacco | Drug | Violence | Youth | 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 |
| AI'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 |

Appendix E
(Promising or Favorable Programs - H to P)

| | | | | | | | |
|--|------------|---|---|---|---|---|---------|
| 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 |

Appendix E
(Promising or Favorable Programs - Q to Z)

| | | | | | | | |
|---|-------------|---|---|---|---|---|------|
| 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 |

Appendix F

District & Student Performance Data

Academic Performance Index by Student Group

| PROFICIENCY LEVEL | API GROWTH BY STUDENT GROUP | | | | | | | | | | | |
|-------------------|-----------------------------|------|------|-------|------|------|------------------|------|------|-------|------|------|
| | All Students | | | White | | | African-American | | | Asian | | |
| | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 |
| Number Included | | 97 | | | 0 | | | 2 | | | 0 | |
| Growth API | | 978 | | | | | | | | | | |
| Base API | | B | | | | | | | | | | |
| Target | | B | | | | | | | | | | |
| Growth | | B | | | | | | | | | | |
| Met Target | | | | | | | | | | | | |

| PROFICIENCY LEVEL | API GROWTH BY STUDENT GROUP | | | | | | | | | | | |
|-------------------|-----------------------------|------|------|------------------|------|------|---------------------------------|------|------|----------------------------|------|------|
| | Hispanic | | | English Learners | | | Socioeconomically Disadvantaged | | | Students with Disabilities | | |
| | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 |
| Number Included | | 95 | | | 57 | | | 82 | | | 8 | |
| Growth API | | 977 | | | 974 | | | 976 | | | | |
| Base API | | | | | | | | | | | | |
| Target | | | | | | | | | | | | |
| Growth | | | | | | | | | | | | |
| Met Target | | | | | | | | | | | | |

Appendix F

District & Student Performance Data

Title III Accountability

| AMAO 1 | Annual Growth | | |
|------------------------------|---------------|---------|---------|
| | 2011-12 | 2012-13 | 2013-14 |
| Number of Annual Testers | 145,066 | 136,308 | 127,887 |
| Percent with Prior Year Data | 99.0 | 99.5 | 99.6 |
| Number in Cohort | 143,584 | 135,627 | 127,417 |
| Number Met | 80,506 | 72,377 | 71,399 |
| Percent Met | 56.1 | 53.4 | 56.0 |
| NCLB Target | 56.0 | 57.5 | 59.0 |
| Met Target | Yes | No | No |

| AMAO 2 | Attaining English Proficiency | | | | | |
|------------------|-------------------------------|-----------|-------------------------|-----------|-------------------------|-----------|
| | 2011-12 | | 2012-13 | | 2013-14 | |
| | Years of EL instruction | | Years of EL instruction | | Years of EL instruction | |
| | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More | Less Than 5 | 5 Or More |
| Number in Cohort | 109,263 | 61,902 | 107,937 | 53,790 | 105,324 | 47,588 |
| Number Met | 27,046 | 22,330 | 28,711 | 18,795 | 29,224 | 17,495 |
| Percent Met | 24.8 | 36.1 | 26.6 | 34.9 | 27.7 | 36.8 |
| NCLB Target | 20.1 | 45.1 | 21.4 | 47.0 | 22.8 | 49.0 |
| Met Target | Yes | No | Yes | No | Yes | No |

| AMAO 3 | Adequate Yearly Progress for English Learner Subgroup at the LEA Level | | |
|---------------------------------|--|---------|---------|
| | 2011-12 | 2012-13 | 2013-14 |
| English-Language Arts | | | |
| Met Participation Rate | Yes | Yes | Yes |
| Met Percent Proficient or Above | No | No | No |
| Mathematics | | | |
| Met Participation Rate | Yes | Yes | Yes |
| Met Percent Proficient or Above | No | Yes | No |
| Met Target for AMAO 3 | No | No | No |

Appendix F

District & Student Performance Data

English - Language Arts Adequate Yearly Progress (AYP)

| AYP PROFICIENCY LEVEL | ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP | | | | | | | | | | | |
|--------------------------------|---|------|-------|-------|------|-------|------------------|------|-------|-------|------|-------|
| | All Students | | | White | | | African-American | | | Asian | | |
| | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 |
| Participation Rate | | 100 | | | | | | 100 | | | | |
| Number At or Above Proficient | | 92 | | | | | | | | | | |
| Percent At or Above Proficient | 91.3 | 94.8 | | -- | -- | | -- | -- | | -- | -- | |
| AYP Target: ES/MS/ESD | 78.4 | 89.2 | 100.0 | 78.4 | 89.2 | 100.0 | 78.4 | 89.2 | 100.0 | 78.4 | 89.2 | 100.0 |
| AYP Target: HS/HSD | 77.8 | 88.9 | 100.0 | 77.8 | 88.9 | 100.0 | 77.8 | 88.9 | 100.0 | 77.8 | 88.9 | 100.0 |
| AYP Target: USD/COE | 78.0 | 89.0 | 100.0 | 78.0 | 89.0 | 100.0 | 78.0 | 89.0 | 100.0 | 78.0 | 89.0 | 100.0 |
| Met AYP Criteria | Yes | Yes | | | -- | | | -- | | | -- | |

| AYP PROFICIENCY LEVEL | ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP | | | | | | | | | | | |
|--------------------------------|---|------|-------|------------------|------|-------|---------------------------------|------|-------|----------------------------|------|-------|
| | Hispanic | | | English Learners | | | Socioeconomically Disadvantaged | | | Students with Disabilities | | |
| | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 |
| Participation Rate | | 100 | | | 100 | | | 100 | | | 100 | |
| Number At or Above Proficient | | 90 | | | 53 | | | 78 | | | | |
| Percent At or Above Proficient | -- | 94.7 | | -- | 93.0 | | -- | 95.1 | | -- | -- | |
| AYP Target: ES/MS/ESD | 78.4 | 89.2 | 100.0 | 78.4 | 89.2 | 100.0 | 78.4 | 89.2 | 100.0 | 78.4 | 89.2 | 100.0 |
| AYP Target: HS/HSD | 77.8 | 88.9 | 100.0 | 77.8 | 88.9 | 100.0 | 77.8 | 88.9 | 100.0 | 77.8 | 88.9 | 100.0 |
| AYP Target: USD/COE | 78.0 | 89.0 | 100.0 | 78.0 | 89.0 | 100.0 | 78.0 | 89.0 | 100.0 | 78.0 | 89.0 | 100.0 |
| Met AYP Criteria | | -- | | | -- | | | -- | | | -- | |

Appendix F

District & Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

| AYP PROFICIENCY LEVEL | MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP | | | | | | | | | | | |
|--------------------------------|---|------|-------|-------|------|-------|------------------|------|-------|-------|------|-------|
| | All Students | | | White | | | African-American | | | Asian | | |
| | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 |
| Participation Rate | | 100 | | | | | | 100 | | | | |
| Number At or Above Proficient | | 91 | | | | | | | | | | |
| Percent At or Above Proficient | 98.1 | 93.8 | | -- | -- | | -- | -- | | -- | -- | |
| AYP Target: ES/MS/ESD | 79.0 | 89.5 | 100.0 | 79.0 | 89.5 | 100.0 | 79.0 | 89.5 | 100.0 | 79.0 | 89.5 | 100.0 |
| AYP Target: HS/HSD | 77.4 | 88.7 | 100.0 | 77.4 | 88.7 | 100.0 | 77.4 | 88.7 | 100.0 | 77.4 | 88.7 | 100.0 |
| AYP Target: USD/COE | 78.2 | 89.1 | 100.0 | 78.2 | 89.1 | 100.0 | 78.2 | 89.1 | 100.0 | 78.2 | 89.1 | 100.0 |
| Met AYP Criteria | Yes | Yes | | | -- | | | -- | | | -- | |

| AYP PROFICIENCY LEVEL | MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP | | | | | | | | | | | |
|--------------------------------|---|------|-------|------------------|------|-------|---------------------------------|------|-------|----------------------------|------|-------|
| | Hispanic | | | English Learners | | | Socioeconomically Disadvantaged | | | Students with Disabilities | | |
| | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 | 2012 | 2013 | 2014 |
| Participation Rate | | 100 | | | 100 | | | 100 | | | 100 | |
| Number At or Above Proficient | | 89 | | | 53 | | | 78 | | | | |
| Percent At or Above Proficient | -- | 93.7 | | -- | 93.0 | | -- | 95.1 | | -- | -- | |
| AYP Target: ES/MS/ESD | 79.0 | 89.5 | 100.0 | 79.0 | 89.5 | 100.0 | 79.0 | 89.5 | 100.0 | 79.0 | 89.5 | 100.0 |
| AYP Target: HS/HSD | 77.4 | 88.7 | 100.0 | 77.4 | 88.7 | 100.0 | 77.4 | 88.7 | 100.0 | 77.4 | 88.7 | 100.0 |
| AYP Target: USD/COE | 78.2 | 89.1 | 100.0 | 78.2 | 89.1 | 100.0 | 78.2 | 89.1 | 100.0 | 78.2 | 89.1 | 100.0 |
| Met AYP Criteria | | -- | | | -- | | | -- | | | -- | |

Appendix F

District & Student Performance Data

California English Language Development (CELDT) Data

| Grade | 2013-14 CELDT (Annual Assessment) Results | | | | | | | | | | |
|--------------|---|----|----------------|----|--------------|----|--------------------|---|-----------|---|---------------|
| | Advanced | | Early Advanced | | Intermediate | | Early Intermediate | | Beginning | | Number Tested |
| | # | % | # | % | # | % | # | % | # | % | # |
| 1 | 4 | 6 | 29 | 45 | 25 | 38 | 5 | 8 | 2 | 3 | 65 |
| 2 | 6 | 8 | 28 | 39 | 36 | 50 | 2 | 3 | | | 72 |
| 3 | 20 | 39 | 20 | 39 | 9 | 18 | 2 | 4 | | | 51 |
| Total | 30 | 16 | 77 | 41 | 70 | 37 | 9 | 5 | 2 | 1 | 188 |

| Grade | 2013-14 CELDT (All Assessment) Results | | | | | | | | | | |
|--------------|--|----|----------------|----|--------------|----|--------------------|----|-----------|----|---------------|
| | Advanced | | Early Advanced | | Intermediate | | Early Intermediate | | Beginning | | Number Tested |
| | # | % | # | % | # | % | # | % | # | % | # |
| K | | | 5 | 7 | 14 | 18 | 25 | 33 | 32 | 42 | 76 |
| 1 | 4 | 5 | 33 | 45 | 29 | 39 | 6 | 8 | 2 | 3 | 74 |
| 2 | 6 | 8 | 31 | 41 | 36 | 47 | 3 | 4 | | | 76 |
| 3 | 20 | 38 | 21 | 40 | 9 | 17 | 2 | 4 | | | 52 |
| Total | 30 | 11 | 90 | 32 | 88 | 32 | 36 | 13 | 34 | 12 | 278 |