Vallecitos School District

**Single School District Plan**

No Child Left Behind Act of 2001

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

**LEA Plan Information:**

Name of Local Education Agency (LEA): VALLECITOS ELEMENTARY SCHOOL DISTRICT

County/District Code: 37-68437

Dates of Plan Duration: **August 27, 2012 to June 30, 2017**

Date of local governing board approval: 2-9-16

Date adopted by School Site Council: 2-2-16

Date of Last Revision: 12-8-15

District Superintendent: David Jones

Address: 5253 FIFTH STREET

City: RAINBOW Zip code: 92028

Phone: 760-728-4092 Fax: 760-728-7712

**Signatures**

David Jones

Printed or typed name of Superintendent Date Signature of Superintendent

Troy Conner

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

**Mission Statement and Core Values**

**The Mission of the Vallecitos School District is to:**

* + Develop clear and focused learning goals based on high expectations of every student and staff member.
	+ Monitor student learning frequently to guide instruction and improve student learning.
	+ Provide a safe and orderly environment and a collaborative school-wide culture.
	+ Build positive and productive parental relationships.
	+ Encourage all students to become productive citizens.

*Vallecitos School District – Where Achievement Matters!*

**Vallecitos School District Core Values**

As a collaborative team, we will…

* Hold high expectations for student learning.
* Frequently monitor student learning.
* Involve every student in setting academic goals.
* Ensure all school related decisions are guided by what is in the best interest of student learning.
* Provide a safe and orderly school environment.
* Demonstrate integrity and hold students and staff accountable for their actions.
* Treat students and staff fairly and with respect.
* Praise and encourage students.
* Encourage students and staff to ask for help and be willing to help others.
* Maintain open communication with staff, students and parents.
* Arrive to school each day with a positive attitude.
* Be flexible and open-minded to new ideas.
* Contribute time and effort to Vallecitos so the district can run effectively.

**District Profile**

Vallecitos School District is a two school district in rural Rainbow, CA. The school district opened its doors to students in 1885. Taylion San Diego Academy (TSDA) opened its doors in September, 2013. TSDA is a K-12 on-line, blended learning charter school with roughly 140 students.

Vallecitos Elementary School is a Title I school with roughly 225 students in preschool through eighth grade. Class sizes remain at a 24 to 1 ratio in grades K-3, and 25-30 students in grades 4-8.

Other Important District Facts:

* 67% of our students are English language learners.
* 90% of students are on free or reduced priced breakfast and lunch.
* 35% of our students participate in the Migrant Education Program.

**Program Planning**

**Professional Learning Community**

The Vallecitos staff believes in utilizing the Professional Learning Community (PLC) model and Response to Intervention (RTI) as a foundation for improving student learning. All certificated staff members received professional development related to the PLC methodology and RTI.

The following are *key characteristics* of a Professional Learning Community that will be developed, implemented and evaluated on an annual basis.

* Shared Mission, Core Values, Goals
* Collaborative Teams Focused on Student Learning
* Collective Inquiry into Current Reality and Best Practice
* Results Oriented
* Action Oriented
* A Commitment to Continuous Improvement

*Key Questions* for the Vallecitos Staff drive the overall focus of the PLC model.

* What do we expect all students to learn?
* How will we know when students have learned it?
* How will we respond when students don’t learn?
* How will we respond when students already know it?

**English Language Learner Action Plans**

Teachers in grades 4-8 and K-3 developed a primary and upper grade Action Plan to address the instructional and academic needs of our English language learners.

**Year:** 2015-16

**Grade level(s):** Grades 4-8

**Topic:** ELD Structure

**Objective:** To implement an ELD structure that will improve student achievement in grades 4-8.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Action Steps(Specific Activities) | Timeline(Date /Year) | **Staff Development****Needed** | **Resources****Needed** | Evidence of Completion(Agendas, Schedules, Data, etc.) | **Results**(Impact on student learning –must be measurable) |
| • Guided Reading for L3 and L4 students 3-5 days each week in homeroom setting.• Ongoing journal writing. | Begin September 15 and ongoing | Guided Reading training needed to revisit best practice strategies. | History and Science texts, core literature, and high interest novels.Journals for Guided Reading | Lesson plans.Assessments: informal/anecdotal, Running Records, MAP results.Student journals |  |

**Year:** 2015-16

**Grade level(s):** Grades K-3

**Topic:** ELD

**Objective:** To implement an ELD structure that will improve student achievement in grades K-3.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Action Steps(Specific Activities) | Timeline(Date /Year) | **Staff Development****Needed** | **Resources****Needed** | Evidence of Completion(Agendas, Schedules, Data, etc.) | **Results**(Impact on student learning –must be measurable) |
| • Complete CELDT testing to determine student levels.• Professional development and/or share best practice ELD teaching strategies.• Correlate Imagine It with ELD instruction. • L3-L5: Classroom teacher  L1 and L2: Small group instruction with Kim Gonzalez | Complete by October 31Ongoing throughout 2015-16 school yearInstructional groups begin October 15  | ELD best practice teaching strategies.Time needed for teachers to review and plan for ELD components of Imagine It. | Kim GonzalezImagine ItConsider separate curriculum for new students?ELD Professional Development schedule | Completion of ELD professional development days.Staff agendas.Written plan to correlate Imagine It with ELD instruction.Classroom teacher schedule to instruct L3-L5Kim Gonzalez schedule to instruct L1 and L2. |  |

**Year 2 Program Improvement Requirements**

* Provide parent notification regarding the school identified for improvement and public school choice transfer option by September 1.
* Provide parent notification regarding Supplemental Educational Services (SES) option as soon as possible after the first day of school.
* If all schools served by the LEA to which a student may transfer are identified in PI, the LEA must attempt to establish a cooperative transfer agreement with other LEAs in the area.
* Note: TSDA Charter School is not in PI status.
* Revise with action steps, and monitor the School Plan to Improve Student Achievement (SPSA).
* Identify and implement methods of instruction that are research-based and address the areas of need.
* Analyze student assessment data, and utilize a needs assessment tool to identify areas needing improvement. Examples: Academic Program Survey (ASP), English Learner Subgroup Self- Assessment (ELSSA).
* Create a District Liaison Team (DSLT) in order to analyze data, revise the SPSA, and support the implementation process.
* Develop a teacher-mentoring program.

**Title I Funding Requirements to Support Program Improvement**

* Set aside an amount equal to 20% of the Title I Part A allocation for costs associated with the transfer option and Supplemental Educational Services.
* Allocate 10% of the school’s Title I Part A funds to provide high-quality professional development.
* Upon meeting all requests for choice transportation and SES, the LEA may then reallocate any remaining set aside funds.
* Revise school budget so that resources are allocated to activities most likely to increase student achievement.

**Vallecitos Title I Budget**

Homeless Services = $1,000

School of Choice = $2,000

Parent Outreach = $8,400

Staff Development = $8,400

**Migrant Education Program**

A Migrant Education family liaison/instructional aide is responsible for collaborating with classroom teachers and administration to identify the instructional needs of our Migrant Education students. A schedule is established in order to provide the aide with an opportunity to instruct students in a small group setting 3-5 days each week.

The instructional aide is also responsible for organizing summer school for our students. Certificated teachers are hired to instruct students from 9:00-1:00p.m. for 2-3 weeks of the summer vacation.

Additionally, Migrant Education parent meetings are held on an intermittent basis throughout every school year. The purpose is to educate our families on topics that address health and safety, academics, and other school related topics that address the individual needs of our students. The aide is available to answer questions and act as a support to our Migrant Education families.

**Title I Program**

Title I funds and supports within the school are designed to help students from low-income families achieve proficiency on the State Common Core Standards. Title I schools with percentages of students from low-income families of at least 40 percent may use Title I funds, along with other Federal, State, and local funds, to operate a "schoolwide program" to upgrade the instructional program for the whole school.

Vallecitos currently utilizes Title I funds to pay for the salary of one classroom teacher.

Other Title I funds will be used in accordance with the requirements of schools in Program Improvement status. The breakdown of these dollars is outlined under the heading entitled, “Title I Funding Requirements to Support Program Improvement.”

**Technology Action Plan**

The Technology Action Plan is attached as a separate document.

**Needs Assessment**

**Current Reality of Student Achievement**

 **Vallecitos API**

 **2000-2013**

 **Percent Proficient to Advanced**

 **Five-Year Trend: 2009-2013**

* **It is important to note that the new online Smarter Balanced field test took place during the spring of 2014. Because it was California’s first year requiring students to take the new online exam, it was considered a field test, therefore, the scores were not recorded and did not count for the 2013-14 school year.**

**Vallecitos School District
CAASPP-SBAC Summary Results
2014-2015**

**Performance Goals**

**Schoolwide Goals**

1. As a collaborative team, we will improve student learning in reading/language arts as measured by the fall, winter, and spring 2016 MAPS, and the 2016 Smarter Balanced State assessment.

2. As a collaborative team, we will improve student learning in mathematics as measured by fall, winter, and spring, 2016 MAPS assessment, and the 2016 Smarter Balanced State assessment.

**Grade Level S.M.A.R.T Goals**

Each grade level developed two S.M.A.R.T. goals tied to the schoolwide goals in reading/language arts and mathematics. The goals are written on separate documents.

**Research Based Instructional Strategies to**

**Improve Student Learning**

**English Language Learners**

Teachers utilize Sustained Differentiated Instructional Strategies in English (SDAIE) when instructing English language learners. The Vallecitos ELD Coordinator, Kim Gonzalez, has received professional development related to SDAI strategies. On an ongoing basis, the ELD Coordinator is a resource and support to classroom teachers.

**Student Intervention**

At the beginning of each school year, students who need extra time and support in reading/language arts are identified based upon the following assessment measures: Smarter Balanced state assessment, MAPS assessment, and grade level formative assessments. After school program funding (ASES) is used to pay Vallecitos certificated teachers to teach small intervention groups after school. Small group intervention consists of 3-6 students, 20-30 minutes each session, 3-5 days each week. This funding also pays for a Literacy Coordinator who provides students with extra time and support during the school day and after school.

The Response to Intervention (RTI) model is well underway at Vallecitos. All certificated staff members have been trained, and all grade levels are implementing the essential components of RTI. Tier I Core Instruction is taught to all students. Grade level teams collaborate to analyze formative assessment results, and identify students in need of Tier II intervention support. Each grade level utilizes an intervention block of time during the school day to provide students with Tier II intervention, as well as enrichment for students demonstrating mastery of grade level Essential Standards. A Tier III Intervention Team meets when students far below grade level are referred to the team. The team’s job is to develop a plan for each student referred to the team, with the goal of providing Tier III support, or as much extra time and support as possible to improve learning for those students.

**Professional Development and Hiring**

All certificated teachers hired by the Vallecitos School District must meet NCLB requirements (highly qualified).

All classroom teachers will receive the following professional development throughout the 2015-16 school year:

* Professional Learning Community two-day summit in San Diego.
* Two day Google Summit for grades 3-5.
* Re reading and discussing several chapters in the following books: Transforming School Culture, Simplifying Response to Intervention, and Learning by Doing (PLC).
* On an annual basis, tenured teachers are required to select a professional development option as part of the certificated evaluation system.

**Teacher Mentoring Program**

In accordance with the Vallecitos Education Association contract, Vallecitos established the Peer Assistance and Review Program (PAR) to enhance teachers’ professional development, instructional strategies, and to provide peer assistance and professional accountability. The PAR Team is composed of two teachers, selected by the Association and one administrator, appointed by the District.

**Parental Involvement**

The Vallecitos School Site Council (SSC) and District English Language Advisory Committee (DELAC) developed the following Action Plan to improve parental involvement related to the mission, core values, and goals of the district.

 **Vallecitos Parent Involvement Action Plan**

Year**: 2015-16**

Objectives:

• We will improve school-wide parental involvement.

• We will improve parental involvement to increase student achievement in reading/language arts.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Action Steps(Specific Activities) | Timeline (Date /Year) | **Communication** | **Training or Resources****Needed** | Evidence of Completion | **Person(s) Responsible** |
| 1. Implement new Friends of the Library, and inform/encourage parents to use the library to check out books and other resources for their child.3. Utilize parent volunteers in the classroom and PTO sponsored events4. Host an International Potluck 5. Implement the Read With a Viking Program. | Begin September 2015Begin September 2015Event Date: March 2016Begin October 2015 | • Staff meetings• Newsletters• Back to School Night• Post on web site• Back to School Night volunteer sign up sheets• Teachers to communicate with volunteers on an ongoing basis• Opportunities posted on PTO section of the web site.• All calls when appropriate• Flyers• All call• Sunrise Christian Fellowship Church• Fallbrook High School AVID Students• Vallecitos Parents | NANATBDDavid will conduct the reading training with the volunteers. | Friends of Library meeting agenda and volunteer schedule to support and maintain library.Volunteer sign up sheets with classroom teachers and the PTOComplete event in FebruaryStudents below proficiency in RLA will be assigned to reading tutors. Schedule will be created. | DavidClassroom TeachersDavidTeachersPTO BoardEvent Chairs: Kim, Tina, Veronica and ManuelaDavid |

**Vallecitos Committees**

Certificated and Classified staff members and parents can volunteer to serve on the following committees (including PTO) for the 2015-16 school year.

* District Liaison Team (Student Data)
* Vallecitos School Site Council (SSC)/DELAC
* Technology Committee
* PTO
* Peer Assistance and Review Team (PAR)
* Calendar Committee
* Budget Committee
* ELD Committee
* Character Education and Physical Education Committee

**School Safety Plan**

The Vallecitos Emergency Response Plan is available on our web site at [www.vallecitossd.com](http://www.vallecitossd.com), or upon request in the school’s main office.

**Single School District Plan**

Because the Vallecitos School District has only regular school, the Single School District Plan serves as both the LEA Master Plan and the Single Site Plan for Student Achievement. Annual revisions to are added to the plan as addendums by both the site and the district.

**Assurances and Signatures**

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.

1. (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.
2. 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.
3. 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.
4. 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.
5. 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.
6. 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.
7. Before the application was submitted, the SSD afforded a reasonable opportunity for public comment on the application and considered such comment.

9a. The SSD will provide the certification on constitutionally protected prayer that is required by Section 9524.

1. 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:

1. 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.
2. If the SSD receives more than $500,000 in Title I funds, it will allow one percent to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95 percent of the allocation will be distributed to schools.

1. Inform the school community and parents of schoolwide program authority and the ability to consolidate funds from Federal, State, and local sources.
2. Provide technical assistance and support to schoolwide programs.
3. Develop the school plan pursuant to California *Education Code* Section 64001 and Section 1114 and undertake activities pursuant to Section 1115 so adequate yearly progress toward meeting the State student academic achievement standards is made.
4. Fulfill school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of Section 1116(b).
5. 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.
6. 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.
7. 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.
8. Develop and implement plans or activities under sections 1118 and 1119 and California *Education Code* Section 64001*.*
9. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.
10. Inform the school community of the SSD’s authority to obtain waivers on the school’s behalf under Title IX.
11. Coordinate and collaborate, to the extent feasible and necessary with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 concerning factors that have significantly affected student achievement at the school.
12. Ensure, through the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
13. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress the school to determine whether it is making the progress necessary to ensure that all students will meet the State’s proficient level of achievement on the State academic assessments described in Section 1111(b)(3) within 12 years from the baseline year described in Section 1111(b)(2)(E)(ii).
14. 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.
15. Develop or identify examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and California *Education Code* Section 64001.
16. For schools in school improvement status, ensure that not less than ten percent of their Title I funds are spent to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
17. Prepare and disseminate an annual SSD report card in accordance with Section 1111(h)(2).

**TITLE I, PART D – SUBPART 2**

1. 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.
2. 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.
3. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

**TITLE II, PART A**

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

TITLE II, PART D

1. The SSD has an updated, local, long-range, strategic, educational technology plan in place that includes the following:
* Strategies for using technology to improve academic achievement and teacher effectiveness.
* Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
* Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
* Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
* Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.
* A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
* A description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.
* A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
* Innovative delivery strategies – a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
* A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
* Collaboration with adult literacy service providers.
* Accountability measures – a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.
* Supporting resources – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.
1. 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.
2. **Any SSD that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5) ) hereby assures the SEA** that the SSD will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:
* has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and
* is enforcing the operation of such technology protection measure during any use of such computers by minors; and
* has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.
* Any SSD that does receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

**TITLE III**

1. 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.
2. The SSD will be accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.
3. The SSD is complying with Section 3302 prior to, and throughout, each school year.
4. The SSD annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.
5. The SSD has based its proposed plan on scientifically based research on teaching limited-English-proficient students.
6. The SSD ensures that the programs will enable English Learners to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.
7. 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

1. The SSD assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of private schools to be served, teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).
2. 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.
3. 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.
4. 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.
5. The SSD has a plan for keeping the school safe and drug-free that includes:
* Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.
* Security procedures at school and while students are on the way to and from school.
* Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.
* A crisis management plan for responding to violent or traumatic incidents on school grounds.
* A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
	+ Allows a teacher to communicate effectively with all students in the class.
	+ Allows all students in the class to learn.
	+ Has consequences that are fair, and developmentally appropriate.
	+ Considers the student and the circumstances of the situation.
	+ Is enforced accordingly.
1. 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

1. 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

1. The SSD has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents, teachers and administrative personnel, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the SSD.
2. The SSD will comply with this Part, including the provisions of Section 5142 concerning the participation of children enrolled in private nonprofit schools.
3. The SSD will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.
4. 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**

1. 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)

1. 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**

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

Signature

School Site Council Recommendations and Assurances

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

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

\_\_\_ School Advisory Committee for State Compensatory Education Programs

\_\_\_ English Learner Advisory Committee

\_\_\_ Community Advisory Committee for Special Education Programs

\_\_\_ Gifted and Talented Education Program Advisory Committee

\_\_\_ Other ***(list)***

1. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
2. 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.
3. This school plan was adopted by the school site council at a public meeting on: \_\_\_\_\_\_\_.

Attested:

David Jones

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Typed name of school principal Signature of school principal Date

Christine Kara, Teacher

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Typed name of SSC chairperson Signature of SSC chairperson Date