

**No Child Left Behind Act of 2001
Revised June 1, 2004
LOCAL EDUCATION AGENCY PLAN**

**Mail original and
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**California Department of Education
Specialized Programs Division
1430 N Street, Suite 4309
Sacramento, California 95814-5901**

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LEA Plan Information:

Name of Local Education Agency (LEA): KIPP LA Prep

County/Charter School Code: 19-64733-0100867

Dates of Plan Duration: **July 1, 2003 to June 30, 2008 (to be updated annually)**

Date of local governing board approval:

Charter School Superintendent: John Lee

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

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

John Lee

Printed or typed name of Superintendent

6/30/04

Date

[Signature]

Signature of Superintendent

John Lee

Printed or typed name of Board President

6/30/04

Date

[Signature]

Signature of Board President

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Part I

Background and Overview

Background

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

Development Process for the LEA Plan

LEA Plan Planning Checklist

Federal and State Programs Checklist

District Budget for Federal and State Programs

Background

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The Consolidated Application (ConApp)

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

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

The Single Plan for Student Achievement (School Plan)

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

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

The Local Educational Agency Plan (LEA Plan)

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

Categorical Program Monitoring (CPM)

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

Development Process for the LEA Plan

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

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

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

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

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

Step One: Measure the Effectiveness of Current Improvement Strategies

Analyze Student Performance

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

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

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

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

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

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

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

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

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

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

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

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

Step Three: Develop or Revise Performance Goals

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

Step Four: Revise Improvement Strategies and Expenditures

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

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

Step Five: Local Governing Board Approval

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

Step Six: Monitor Implementation

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

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

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

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

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

FEDERAL AND STATE PROGRAMS CHECKLIST

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

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

CHARTER SCHOOL BUDGET FOR FEDERAL PROGRAMS – 2003-2004

Please complete the following table with information for your Charter School.
Not Applicable (KIPP Los Angeles College Preparatory did not receive any of the below listed funds in 2003-04)

Programs	2002-03 Charter School Carryovers	2003-04 Charter School Entitlements	2003-04 Direct Services to Students at School Sites (\$)	2003-04 Direct Services to Students at School Sites (%)
Title I, Part A	0			
Title I, Part B, Even Start	0			
Title I, Part C, Migrant Education	0			
Title I, Part D, Neglected/Delinquent	0			
Title II Part A, Subpart 2, Improving Teacher Quality	0			
Title II, Part D, Enhancing Education Through Technology	0			
Title III, Limited English Proficient	0			
Title III, Immigrants	0			
Title IV, Part A, Safe and Drug-free Schools and Communities	0			
Title V, Part A, Innovative Programs – Parental Choice	0			
Adult Education	0			
Career Technical Education	0			

McKinney-Vento Homeless Education	0			
IDEA, Special Education	0			
21 st Century Community Learning Centers	0			
Other (describe)	0			
TOTAL	0			

CHARTER SCHOOL BUDGET FOR STATE PROGRAMS – 2003-2004

Please complete the following table with information for your Charter School.

Not Applicable (KIPP Los Angeles College Preparatory did not receive any of the below listed funds in 2003-04)

Categories	2002-03 Charter School Carryovers	2003-04 Charter School Entitlements	2003-04 Direct Services to Students at School Sites (\$)	2003-04 Direct Services to Students at School Sites (%)
EIA – State Compensatory Education	0			
EIA – Limited English Proficient	0			
State Migrant Education	0			
School Improvement	0			
Child Development Programs	0			
Educational Equity	0			

Gifted and Talented Education	0				
Tobacco Use Prevention Education -- (Prop. 99)	0				
Immediate Intervention/ Underperforming Schools Program (II/USP)	0				
School Safety and Violence Prevention Act (AB 1113)	0				
Tenth Grade Counseling	0				
Healthy Start	0				
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)	0				
Other (describe)	0				
TOTAL	0	0	0	0	0

Part II

The Plan

Needs Assessments

Academic Achievement

Professional Development and Hiring

School Safety

Descriptions – District Planning

District Profile

Local Measures of Student Performance

Performance Goal 1

Performance Goal 2

Performance Goal 3

Performance Goal 4

Performance Goal 5

Additional Mandatory Title I Descriptions

Needs Assessment

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

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

Academic Performance

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

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

Teacher Quality

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

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

School Safety and Prevention

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

also provide useful information in this area. The Survey is available at http://www.wested.org/pub/docs/chks_survey.html.

Descriptions – District Planning

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

Charter School Profile

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

The mission of KIPP LA Prep ensures that its students develop the academic skills, character traits, and intellectual habits necessary to succeed in top quality high schools, colleges, and the competitive world beyond.

KIPP LA Prep will enable students to become self-motivated, competent, and life-long learners. Armed with these skills and achievements, the students of KIPP LA Prep will recognize that an outstanding education is the instrument to achieve personal success and that success means having abundant opportunities. KIPP LA Prep believes that the upper elementary and middle school years are crucial, formative years, and that the choices that students make during these years will set them on a path for life.

KIPP LA Prep opened in July 2003 with 90 fifth grade students. The school will serve fifth through eighth grade students, starting with fifth grade and growing one grade per year through eighth grade. Currently our student population is comprised of almost 100% Latino students. Most of our students come from low or moderate-income families. Approximately, 80% percent of our students qualify for free or reduced price lunch

The educational program features:

1. **High Expectations.** KIPP LA Prep has explicitly defined and observable high expectations for academic achievement and conduct that make no excuses based on the background of students. Students, parents, teachers, and staff create and reinforce a culture of achievement and support through a range of formal and informal rewards and consequences for academic performance and behavior.
2. **Choice & Commitment.** Students, their parents, and the faculty of KIPP LA Prep are part of the school by choice. No one will be assigned or forced to attend the school. Everyone must make and uphold a commitment to the school and to each other to put in the time and effort required to achieve success.
3. **More Time.** KIPP LA Prep knows that *there are no shortcuts* when it comes to helping educationally underserved students succeed academically. Students are exposed to a longer school day, a longer school year, and summer school, which mean more time for students at KIPP LA Prep to acquire the academic knowledge and skills, as well as broad extracurricular experiences that will prepare them for competitive high schools and colleges.

4. **Power to Lead.** The School Leader of KIPP LA Prep is an effective academic and organizational leader who understands that there are no great schools without great school leaders.
5. **Focus on Results.** KIPP LA Prep will focus unrelentingly on results. Student achievement on tests and other objective measures will substantially outperform District averages. The school will not make excuses based on demographics, and will enable its students to compete at our nation's best high schools and colleges.

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

Planned Improvement in Student Performance in Reading

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

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: KIPP LA Prep takes the following steps to align instruction with content standards: 1) The School Leader will receive training on standards and how to supervise and evaluate teacher's according to their existing ability to instruct to content standards, 2) Teacher recruitment, hiring, evaluation and tenure decisions will focus on each teacher's ability to align their curriculum with the CA standards. 3) Textbooks and supplemental materials align with the CA standards. 4) Local evaluations will stress mastery of standards based content.	1-4) Charter Administrator 4) New teachers All ongoing	1-4) Administrator and Teacher stipends	1-4) \$6,000	1-4) General Fund
2. Use of standards-aligned instructional materials and strategies: 1) KIPP LA Prep will purchase materials aligned with the standards. 2) Standards will be available in every room for all students to see. 3) At grade level meetings teachers will regularly examine student work samples to ensure that students are mastering grade level standards. 4) Teachers lesson plans will refer to the standards being taught.	1-4) Charter Administrator 2-4) Teachers 1-4) Ongoing	1) Reading instructional materials 2) Duplicating costs	1-4) \$20,000	1-4) General Fund & Title I

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. Extended learning time:</p> <p>1) KIPP LA Prep offers "before" and "after" school supplemental instructional time. The KIPP school model is based on extending learning time for all students. The school day runs from 7:30 AM to 5:00 PM. In addition, students attend school every other Saturday from 9:30 AM to 1:00 PM. The KIPP school model also includes a three week summer session that all students must attend.</p> <p>2) KIPP LA Prep offers additional periods of reading for students who require extra assistance in reading. In total, KIPP LA Prep students spend over three hours in language arts instruction alone.</p>	1-2) Teachers	1-2) Stipends	1-2) \$115,000	1-2) Supplemental Instruction & General Fund
<p>4. Increased access to technology:</p> <p>KIPP LA Prep uses technology to assist students in editing their writing and completing language arts assignments. In addition, KIPP LA Prep is in the process of reviewing software and hardware that can be used to further help our students to master California's language arts standards.</p> <p>KIPP LA Prep plans to employ the following:</p> <p>1) Use of computers in grades six through eight 2) Use of video to stimulate interest in topics 3) Use of Internet to locate interactive reading activities</p>	<p>1) Classroom teachers and aides</p> <p>2) Library/media center staff and teachers</p> <p>3) Classroom teachers</p> <p>1-3) Ongoing</p>	<p>1) Computers</p> <p>2) Videos</p> <p>3) Computer and Internet connections</p>	<p>1) \$15,000 2) \$2,000 3) \$600</p>	1-3) General Fund

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>1) The School Leader and lead reading teachers will participate in the KIPP Foundation's language arts professional development and site development on data driven instruction.</p> <p>2) Whenever the Charter School adopts new standards based reading materials, all teachers will participate in professional development activities that focus on how to integrate the new materials into the curriculums.</p>	<p>1) Charter Administrator and teachers</p> <p>2-3) Teachers</p>	<p>1-2) Consultant/Presenter fees</p>	<p>1-2) \$3,500</p>	<p>1-2) Title I and General Fund</p>
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>1) Informally, parents are always welcome on campus. In addition, parents are give the cell phone number of their child's teacher which they can until 8:30pm each weekday to check on their child's progress.</p> <p>2) Each parent will be sent their students individual assessment results on a regular basis.</p> <p>3) Each parent will be invited to attend two parent conferences, during which teachers discuss the reading program and the student's assessment results.</p>	<p>1) Committee</p> <p>2) Charter Administrator and Secretaries (Annual)</p> <p>3) Parents and Teachers (Fall and Spring)</p>	<p>1) Mailing costs</p> <p>2) School costs to mail test results</p> <p>3) No extra costs</p>	<p>1) \$300</p> <p>2) \$300</p> <p>3) N/A</p>	<p>1-3) General Fund</p>

Description of Specific Actions to Improve Education Practice in Reading	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>1) During the summer an orientation is held for students and parents to familiarize them with the KIPP school culture and expectations. The students attend a 3-week summer school session where they learn the expectations, policies, and procedures that make up the KIPP college bound culture. During these summer school sessions, parents also attend meetings where they are provided with an extensive overview of the KIPP program and how they can help their children achieve success at KIPP.</p>	<p>1) Teachers</p>	<p>1) Stipends</p>	<p>1) \$19,000</p>	<p>1) Title I & General Fund</p>
<p>8. Monitoring program effectiveness:</p> <p>1) KIPP LA Prep's board and administration will fully support the Public School Accountability Act.</p> <p>2) KIPP LA Prep will participate in all phases of the state's standards-based assessment system, including the California Standards Tests.</p> <p>3) Test data and API results will be used to monitor programs and, when needed, initiate changes in instructional practice.</p> <p>4) Classroom teachers will regularly assess students' mastery of standards by frequently examining each students' work and tracking their progress; re-teaching occurs as needed.</p>	<p>1-4) Charter Administrator</p> <p>3-4) Teachers</p>	<p>1) No extra cost 2) No extra cost 3) No extra cost 4) No extra cost</p>	<p>1) N/A 2) N/A 3) N/A 4) N/A</p>	

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>1) Teachers identify students with below grade level skills based on their performance on the embedded assessments in our state adopted texts as well as other assessment measures. These students are then targeted for additional assistance ranging from small group instruction to individual tutoring to homework help sessions.</p> <p>2) After school remedial reading classes will be offered to students who are reading below grade level, to help strengthen their basic skill set and build a foundation of knowledge that will help them achieve success in future grades.</p>	1-2) Teachers	<p>1) No extra cost</p> <p>2) Teachers' salaries and benefits for overtime</p>	<p>1) N/A</p> <p>2) \$85,000</p>	1-2) Title I and General Fund
<p>10. Any additional services tied to student academic needs:</p> <p>Not Applicable</p>	N/A	N/A	N/A	N/A

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

Planned Improvement in Student Performance in Mathematics
(Summarize information from Charter School-operated programs and approved school-level plans)

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: KIPP LA Prep takes the following steps to align instruction with content standards: 1) The School Leader will receive training on standards and how to supervise and evaluate teacher's according to their existing ability to instruct to standards, 2) Teacher recruitment, hiring, evaluation and tenure decisions will focus on each teacher's ability to align their curriculum with the CA standards. 3) Textbooks and supplemental materials align with the CA standards. 4) Local evaluations will stress mastery of standards based content.	1-4) Charter Administrator 4) New teachers All ongoing	Administrator and Teacher stipends	1-4) \$6,000	1-4) General Fund
2. Use of standards-aligned instructional materials and strategies: 1) KIPP LA Prep will purchase materials aligned with the standards. 2) Standards will be available in every room, for students to see. 3) Teachers will regularly examine student work samples at grade level meetings, to ensure that students are mastering grade level standards,	1-4) Charter Administrator 2-4) Teachers All ongoing	1) Math instructional materials 2) Duplicating costs	1-4) \$20,000	1-3) General Fund & Title I

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. Extended learning time:</p> <p>1) KIPP LA Prep offers "before" and "after" school supplemental instructional time. The KIPP school model is based on extending learning time for all students. The school day runs from 7:30 AM to 5:00 PM. In addition, students attend school every other Saturday from 9:30 AM to 1:00 PM. The KIPP school model also includes a three week summer session that all students must attend.</p> <p>2) KIPP LA Prep offers additional periods of math for students with need for extra help.</p>	1-2) Teachers	1-2) Stipends	1-2) \$115,000	1-2) Supplemental Instruction & General Fund
<p>4. Increased access to technology:</p> <p>KIPP LA Prep is in the process of reviewing software and hardware that can be used to further help our students to master California's math standards.</p> <p>KIPP LA Prep plans to employ the following:</p> <p>1) Use of computers in grades six through eight 2) Use of video to stimulate interest in topics 3) Use of Internet to locate interactive reading activities</p>	1) Classroom teachers and aides 2) Library/media center staff and teachers 3) Classroom teachers Ongoing	1) Computers 2) Videos 3) Computer and Internet connections	1) \$15,000 2) \$2,000 3) \$600	1-3) General Fund

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>1) The School Leader and lead math teachers will participate in the KIPP Foundation's math professional development and site development that focuses on data driven instruction.</p> <p>2) Whenever the Charter School adopts new standards based math materials, all teachers will participate in professional development activities related that focus on helping teacher effectively integrate the new materials into their curriculums.</p>	<p>1) Charter Administrator and teachers</p> <p>2-3) Teachers</p>	<p>1-2) Consultant/presenter fees</p>	<p>1-2) \$3,500</p>	<p>1-2) Title I and General Fund</p>
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>1) Informally, parents are always welcome on campus. Additionally, parents have the cell phone number of their child's teacher which they can call up until 8:30pm each weekday night to check on their child's progress.</p> <p>2) Parents will be sent their child's individual assessment results on a regular basis.</p> <p>3) Each parent will be invited to two parent conferences. During these conferences, the teacher will outline the math program and analyze the student's assessment test results.</p>	<p>1) Teachers, parents, students</p> <p>2) Charter Administrator and secretaries (Annual)</p> <p>3) Parents and teachers (fall and spring)</p>	<p>1) Mailing costs</p> <p>2) School costs to mail test results</p> <p>3) No extra costs</p>	<p>1) \$300</p> <p>2) \$300</p> <p>3) N/A</p>	<p>1-3) General Fund</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>1) During the summer an orientation is held for students and parents to familiarize them with the KIPP school culture and expectations. The students attend a 3-week summer school session where they learn the expectations, policies, and procedures that make up the KIPP college bound culture. During these summer school sessions, parents also attend meetings where they are provided with an extensive overview of the KIPP program and how they can help their children achieve success at KIPP.</p>	1) Teachers	1) Stipends	1) \$19,000	1) Title I & General Fund
<p>8. Monitoring program effectiveness:</p> <p>1) KIPP LA Prep's board and administration will fully support the Public School Accountability Act.</p> <p>2) KIPP LA Prep will participate in all phases of the state's standards-based assessment system, including the California Standards Tests.</p> <p>3) Test data and API results will be used to monitor programs and, when needed, initiate changes in instructional practice.</p> <p>4) Classroom teachers will regularly assess students' mastery of standards by frequently examining each students' work and tracking their progress; re-teaching occurs as needed.</p>	<p>1) Board and Superintendent</p> <p>2) Administrators and Teachers</p> <p>3) Administrators and Teachers</p> <p>4) Charter Administrator and Site Councils</p> <p>1-4) Ongoing</p>	<p>1) No extra cost</p> <p>2) No extra cost</p> <p>3) No extra cost</p> <p>4) No extra cost</p>	<p>1) N/A</p> <p>2) N/A</p> <p>3) N/A</p> <p>4) N/A</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:</p> <p>1) Teachers identify students with below grade level skills based on their performance on the embedded assessments in our state adopted texts as well as other assessment measures. These students are then targeted for additional assistance ranging from small group instruction to individual tutoring and homework help sessions</p> <p>2) After school remedial math classes will be offered to students who are performing below grade level. These sessions will help strengthen the students understanding of basic math principals and will give them a comprehensive understanding of the basic principals that will help them succeed in future math courses.</p>	1-2) Teachers	<p>1) No extra cost</p> <p>2) Teachers' salaries and benefits for overtime</p>	<p>1) N/A</p> <p>2) \$85,000</p>	1-2) Title I and General Fund
<p>10. Any additional services tied to student academic needs:</p> <p>Not Applicable</p>	N/A	N/A	N/A	N/A

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 Charter School, include a narrative that describes areas of needed professional development and areas where adequate professional development opportunities exist.

STRENGTHS	NEEDS
<p>Student achievement data indicate teacher strength in standards based instruction for math.</p> <p>Teachers have the opportunity and take advantage of various professional development activities, which include, but are not limited to KIPP retreats, collaborating with other KIPP teachers, etc.</p>	<p>Student achievement data indicate the need for teacher improvement in all core academic areas. KIPP LA Prep professional development will focus on teaching students to meet or exceed grade-level standards in these areas.</p> <p>All professional development focused on standards-based practices in areas of program weakness will include examination of research based practices for accelerating both below grade-level readers and English Learners toward standards mastery in English.</p>

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

Planned Improvements for Professional Development (Title II)

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

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <p>KIPP LA Prep's Board and the School Leader will conduct yearly professional needs assessments of teachers and the School Leader. The needs assessments will use the states criteria of highly qualified teachers and the state academic achievement standards to evaluate teacher performance. Professional development activities will then be designed and selected based on staff strengths and weaknesses in relation to student achievement results.</p>	<p>Charter Board Administration Faculty</p>	<p>Stipends</p>	<p>\$1,000</p>	<p>General Fund</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</p> <p>KIPP LA Prep will review research on professional development activities that assist teachers and administrators to ensure all students will meet or exceed State content and academic achievement standards. They will pay special attention to those topics that have the greatest positive impact on teachers' ability to accelerate the learning of students in the lowest performing groups. They will then design a system of professional development that is both coherent and differentiated based on teacher effectiveness and assignment. This system will focus on improving student achievement. Resources will be concentrate at the point of greatest need.</p>	<p>Charter Board Administration Faculty</p>	<p>Stipends</p>	<p>\$1,000</p>	<p>General Fund</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <p>KIPP LA Prep will design a system that coordinates faculty and administrative involvement to measure student achievement relative to teacher training, education, development, and certification.</p>	<p>Charter Board Administration Faculty</p>	<p>Stipends</p>	<p>\$500</p>	<p>General Fund</p>
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <p>KIPP LA Prep will ensure that professional development activities are coordinated to help teachers adjust and refine their teaching methods to ensure that all students meet or exceed the State academic achievement standards. Activities will be designed to help teachers develop a standards based curriculum, implement instructional practice, and create an assessment system that helps each teacher understand the strengths and needs of students in their classes.</p>	<p>Charter Board Administration Faculty</p>	<p>\$None</p>	<p>\$None</p>	<p>N/A</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>5. The professional development activities that will be made available to teachers and Charter Administrator and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and Charter Administrator will be met:</p> <p>A. Teachers will be taught a format to use when collaborating with other teachers during development activities or staff meetings. This format will focus on assessing the key standards in various subject matter areas and will help teachers effectively ascertain where improvement is most needed.</p> <p>B. Staff development days will focus on core research-based practices used in the standards-based materials in the subject matter areas of most needed improvement.</p> <p>C. The School Leader's professional development will combine the leaders' roles in supporting standards implementation, organization and management for continuous improvement, and addressing diverse needs of students, particularly students in the lowest-performing groups in the Charter at KIPP LA Prep.</p>	<p>Charter Board Administration Faculty</p>	<p>A. Stipends</p>	<p>\$5,000</p>	<p>General Fund and Title II</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <p>The Charter School will ensure links to other collaborating charters and resources are coordinated through the school administration – and will focus on the lowest performing students and tailor programs to meet their needs.</p>	<p>Charter Board Administration Faculty</p>	<p>N/A</p>	<p>N/A</p>	<p>General Fund Title II, A</p>
<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <p>KIPP LA Prep will continue to utilize its available strong technology base and its relationships with local technology partners thus ensuring strong professional development for media technology.</p>	<p>Charter Board Administration Faculty</p>	<p>Stipends</p>	<p>\$2,000</p>	<p>General Fund Title II, A</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>8. How the LEA, teachers, paraprofessionals, Charter Administrator, 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>A. KIPP LA Prep's Board Committee is comprised of teachers, principals, paraprofessionals, and parent representatives as well as Charter School instruction staff. Representatives are selected from the range of school levels and neighborhoods/communities served by the Charter School.</p> <p>B. Together these groups conduct an annual needs assessment and establish professional development goals that focus on improving the knowledge, teaching methods and general practices of the schools teachers and administrators. Through this annual assessment, the Charter Administrator has the opportunity to develop new development strategies aimed at strengthening the knowledge and organizational support necessary for improved teaching and learning.</p>	<p>Charter Board, Administration and Faculty, Parent Committee's</p>	<p>A. Stipends</p>	<p>\$1,500</p>	<p>General Fund Title II, A</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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; <input type="checkbox"/> Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; <input type="checkbox"/> Involve parents in their child's education; and <input type="checkbox"/> Understand and use data and assessments to improve classroom practice and student learning. <p>A. Staff development days focused on practicing core research-based practices used in the standards-based materials in the strands/subject matter areas of most needed improvement also includes planning for addressing diverse student needs, student behavior management, and working with families.</p> <p>B. Teacher collaboration time focused on selecting benchmark assessments for key/essential standards and joint review of student work on those assignments, includes planning for addressing diverse student needs, student behavior management, and working with families.</p> <p>C. One week Professional Development time provides intensive, focused professional learning on how to accelerate students in the lowest performing groups.</p> <p>D. Charter Administrator professional development will combine the leaders' roles in supporting standards implementation, organization and management for continuous improvement with behavior management, working with students' families, and addressing diverse needs of students, particularly students in the lowest-performing groups in the Charter School.</p>	<p>Charter Board Administration Faculty</p>	<p>A. Stipends</p>	<p>\$1,000</p>	<p>General Fund Title II, A</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <p>The Charter School will provide local test preparation support for teachers.</p>	<p>Charter Board Administration Faculty</p>	<p>Stipends</p>	<p>\$1,000</p>	<p>General Fund Title II, A</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 LEA's strengths and needs related to preventing risk behaviors.

NOT APPLICABLE:

KIPP Los Angeles College Preparatory will not be applying for Title IV or TUPE funds

STRENGTHS	NEEDS

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

NOT APPLICABLE

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

NOT APPLICABLE:
The Charter School Serves only Grades 6-8

Additional Mandatory Title I Descriptions

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

Please describe the poverty criteria that will be used to select school attendance areas under Section 1113.

One-school Charter Schools or Charter Schools with fewer than 1000 ADA: Not applicable

Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115 will identify the eligible children most in need of services under this part.

"Eligible children" are 3rd-12th graders who are identified by the school as failing, or most at risk of failing, to meet the State standards on the basis of multiple criteria established by KIPP.

We identify student eligibility for Title I services by evaluating students assessment results. In evaluating student assessment results, teachers will use multiple assessment measures to ascertain student's achievement level. All students qualifying for free and reduced price lunch and/or have below grade level skills are targeted as being eligible for Title I services.

Additional Mandatory Title I Descriptions

(continued)

Please provide a general description of the nature of the programs to be conducted by the LEA's schools under Sections 1114 and 1115 and, where 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.

Title I funds will be used to provide increased individualized and small group instruction to the lowest performing students by providing additional instruction to help students develop the skills necessary to meet or exceed that state academic achievement and content standards.

Students who are identified as having below grade level skills will be targeted as being eligible for Title I services and given the opportunity to attend after school individualized and group tutoring sessions.

Please describe the actions the LEA will take to assist in its low-achieving schools identified under Section 1116 as in need of improvement.

To ensure that KIPP students meet the states academic achievement standards, teachers will track student progress to ensure that all students continue to meet or exceed their grade level standards. During the weekly staff meetings, teachers will report on student progress. If a class begins showing poor performance, staff development activities will be developed to help the teacher adjust their lesson plan and teaching methods to help improve student performance.

Additional Mandatory Title I Descriptions

(continued)

Please describe the actions the LEA will take to implement public school choice and Supplemental Services, consistent with the requirements of Section 1116.

KIPP LA Prep's Board Committee will work with parents, students and teachers to develop and implement supplemental services and programs that will meet the needs of all KIPP students.

Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and Charter Administrator, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA-level staff in accordance with sections 1118 and 1119.

KIPP will implement weekly staff meetings, professional development activities and an annual needs assessment during which teacher performance will be reviewed and a list of goals will be established. Teacher participation in the weekly meetings will help the KIPP administrators track the progress of each teacher toward meeting the "highly qualified" requirements.

Title II funding will be used to cover the professional development activity costs. Once the Title II funds have been fully expended, Title I funds and General Fund resources will be used to make up for any expenses not covered by Title II.

Additional Mandatory Title I Descriptions

(continued)

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.

Part III

Part III

Assurances and Attachments

Assurances

Signature Page

Appendix

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

Appendix B: Links to Data Web sites

Appendix C: Science-Based Programs

Appendix D: Research-based Activities

Appendix E: Promising or Favorable Programs

ASSURANCES

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

GENERAL ASSURANCES

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

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

10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The LEA, hereby, assures that it will:

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

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

TITLE I, PART D – SUBPART 2

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

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

TITLE II, PART A

34. The LEA, hereby, assures that:

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

TITLE II, PART D

35. The LEA has an updated, local, long-range, strategic, educational technology plan in place that includes the following:
 - Strategies for using technology to improve academic achievement and teacher effectiveness.
 - Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
 - Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
 - Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
 - Ongoing, sustained professional development for teachers, Charter Administrator, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.

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

TITLE III

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

TITLE IV, PART A

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

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

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

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

52. The LEA has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents of children attending elementary schools and secondary schools in the area served by the LEA, with teachers and administrative personnel in such schools, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the LEA.
53. The LEA will comply with this Part, including the provisions of section 5142 concerning the participation of children enrolled in private nonprofit schools.
54. The LEA will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.
55. The LEA will annually evaluate the programs carried out under this Part, and that evaluation:
- will be used to make decisions about appropriate changes in programs for the subsequent year;

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

New LEAP Assurances

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

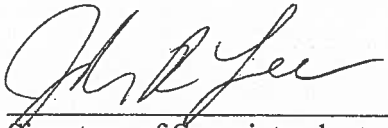
Other

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

SIGNATURE PAGE

John R. Lee

Print Name of Superintendent



Signature of Superintendent

6/30/04

Date

APPENDIX A

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

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

California's NCLB Performance Goals and Performance Indicators

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

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

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

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

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

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

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

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

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

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

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

APPENDIX B

Links to Data Web sites

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

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

APPENDIX C

Science-Based Programs

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

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

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

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

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

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

School-Based Programs

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

Preparing for the Drug Free Years	Parents (4 to 7)	x			x			x	A, B, C, D, B, D, C, E
Project Star (Students Taught Awareness and Resistance): Midwestern Prevention Project	Community	x		x					
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		A, C, D,

APPENDIX D

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

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

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

APPENDIX E

Promising or Favorable Programs							
<p>Either the United States Department of Education's Expert Panel, the University of Colorado's Center for the Study and Prevention of Violence, or the Center for Substance Abuse Prevention has identified the programs listed below as producing a consistent positive pattern of results (CSAP) or have evidence of a deterrent effect (Blueprints) but otherwise did not match all of the criteria established by these agencies to be identified as an exemplary or model program. The code in the last column of the chart provides a quick reference indicating which web sites have information specific to each program.</p> <p>A: < http://www.californiahealthykids.org > (California Healthy Kids Resource Center)</p> <p>B: < http://www.colorado.edu/cspv/blueprints/model/overview.html > (University of Colorado: Blueprints)</p> <p>C: < http://modelprograms.samhsa.gov/model_prog.cfm > (Center for Substance Abuse Prevention)</p> <p>D: < http://www2.edc.org/msc/model.asp > (United States Department of Education: Expert Panel)</p> <p>E: < http://www.gettingresults.org/ > (Getting Results)</p>							
Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			x			C
Aggression Replacement Training	School				x		D
Aggressors, Victims, and Bystanders	6 to 9				x		D
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
Intensive Protective Supervision Program	Community				X		B
Iowa Strengthening Families Program	Family	x					B
Kids Intervention with Kids in School (KIKS)	6 to 12	x	x	x	x	x	C
Let Each One Teach One	Mentoring					x	D
Linking the Interests of Families and Teachers (LIFT)	1 to 5				x		B, C, D
Lion's Quest Working Toward Peace	5 to 9				x		D
Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health Education	K to 12	x	x	x			D

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