

(CDE use only)
Application #

No Child Left Behind Act of 2001
LOCAL EDUCATIONAL AGENCY PLAN

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

LEA Plan Information:

Name of Local Educational Agency (LEA): High Tech High Statewide Benefit Charter

County/District Code:

Dates of Plan Duration (should be five-year plan): **September 6, 2011 to June 30, 2016**

Date of Local Governing Board Approval: under current approval

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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.

Larry Rosenstock

Printed or typed name of Superintendent

Date

Signature of Superintendent

Gary E. Jacobs

Printed or typed name of Board President

Date

Signature of Board President

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Part I

Background and Overview

Background

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

Development Process for the LEA Plan

LEA Plan Planning Checklist

Federal and State Programs Checklist

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 underperforming 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):

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A				
Title I, Part B, Even Start				
Title I, Part C, Migrant Education				
Title I, Part D, Neglected/Delinquent				
Title II Part A, Subpart 2, Improving Teacher Quality				
Title II, Part D, Enhancing Education Through Technology				
Title III, Limited English Proficient				
Title III, Immigrants				
Title IV, Part A, Safe and Drug-free Schools and Communities				
Title V, Part A, Innovative Programs – Parental Choice				
Adult Education				
Career Technical Education				
McKinney-Vento Homeless Education				
IDEA, Special Education				
21 st Century Community Learning Centers				
Other (describe)				
TOTAL				

DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

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

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.

District Profile

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

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1.

Mission

Launched by a coalition of San Diego civic leaders and educators in September 2000, High Tech High began as a small public charter school serving 530 students. It has evolved into an integrated network of schools spanning grades K-12, housing a comprehensive teacher certification program and a new, innovative Graduate School of Education. The schools aim to combat the twin issues of student disengagement and low academic achievement by creating personalized, project-based learning environments where students are known well and are challenged to meet high expectations.

At HTH, all students use technology to engage in scientific, mathematical, literary, historical, and artistic pursuits. The curriculum is rigorous, providing the foundation for entry and success at the University of California and elsewhere. Assessment is performance-based: students develop projects, solve problems, and present findings to community panels. The learning environment extends to the community beyond school: all students must complete academic internships in local businesses or non-profit organizations. Over the past ten years, HTH students have completed over 2000 academic internships in 300 non-profit and for profit organizations.

The mission of all HTH schools, whether at the elementary, middle or high school level, is to provide students with rigorous and relevant academic and workplace skills, preparing its graduates for post secondary success and productive citizenship. The primary goals of HTH are:

- To integrate technical and academic education in schools that prepare students for post-secondary education and for leadership in the high technology industry.
- To increase the number of educationally disadvantaged students in math and engineering who succeed in high school and post-secondary education and become productive members and leaders in the new economy.
- To provide all HTH students with an extraordinary education, and to graduate students who will be thoughtful, engaged citizens prepared to take on the difficult leadership challenges of the 21st century.
- To improve public education in California by training and preparing educators to teach in and lead innovative small public schools.

Design Principles

HTH is guided by three design principles:

Personalization: HTH personalizes learning to the unique needs of individual students by operating small schools wherein all students are known well by multiple adults in the school. An emphasis on project-based learning affords teachers the opportunity to encourage students to explore their personal interests and to customize learning to the unique abilities of all students. In addition, as students progress into grade 6 and beyond, their work finds personalized, unique expression in the form of personal digital portfolios containing many work samples and reflections on learning.

Adult World Connection: At all levels, HTH schools strive to make permeable the walls separating students from the adult world they are preparing to enter. This includes creating opportunities to imbed student learning in adult contexts outside school and encouraging community members to come into HTH schools to help students with projects and provide authentic assessment of their work. HTH students engage in real world projects that enable them to learn while working on problems of interest and concern to the larger community. All students in 11th grade engage in off-site, semester-long, academic internships. Younger students prepare for this experience through worksite visits and “power lunches” at the school, where adults from the community discuss their work lives and choices.

Common Intellectual Mission: Committed to the notion that students learn best when all within the school community believe that all students are on the path to college attendance and future success, HTH schools avoid “tracking” and other forms of ability grouping whenever possible.

HTH has used these design principles to develop a common set of learning goals that encourage 21st century learning concepts. Among them include:

Learning Goals (What every student should be able to do.)

- *Collaboration (How do I work with others?)*
 - In addition to working as a self-directed learner, students draw upon their collective thinking and experience. When students work in teams on projects, their collaboration is an explicit focus for assessment.
- *Technology (How do I use technology?)*
 - HTH students use technology to problem solve and to enhance their project work.
- *Communication (How do I take in and express information?)*
 - Students’ oral and written communication skills are assessed by HTH faculty, peers, and members of the community. Faculty emphasize student writing across content area as a focus for program development and assessment.
- *Art and Design (How do I give shape and form to my ideas?)*

- HTH students study four basic elements of art: history, production, aesthetics, and criticism. They learn how to communicate new ideas through self-expression and develop an artistic understanding of the world.
- *Community Ethics and Responsibility (How do I demonstrate good citizenship in the HTH community?)*
 - Demonstrate positive and productive citizenship and an appreciation for diversity. Establish a global vision of ethical issues through exploration in science, humanities, advisory groups and community meetings. Demonstrate skills in resolving conflicts through positive, non-violent alternative actions.
- *Critical Thinking (How do I think critically?)*
 - In all projects and courses, staff and students practice asking these critical questions:
 - perspective: examine an issue from multiple viewpoints
 - evidence: support conclusions with facts
 - relevance: apply knowledge outside of the classroom
 - real-world connection: connect learning in the classroom with the world outside of school through active participation

Schools and Student Population

On January 12, 2006, the State Board of Education (SBE) granted HTH the first Statewide benefit charter (HTH SBC) under the California Charter Schools Act of 1992 (Charter Schools

HTH schools established under the Statewide Benefit Charter are a combination of elementary, middle and high schools. To date, HTH has opened five schools under the HTH SBC. In August 2007, HTH opened its first two statewide benefit charter sites, HTH North County and HTH Chula Vista. Based on the performance of its two initial statewide benefit charter schools and to provide access to students on the full K-12 continuum, the charter was amended in 2008 to include K-8 school sites. With this approval, HTH opened High Tech Middle North County in August 2009 on the property adjacent to HTH North County. Moreover, in September 2011, HTH opened High Tech Elementary Chula Vista and High Tech Middle Chula Vista on the property adjacent to HTH. Under the HTH SBC, HTH serves over 2,200 public school students across 5 schools. In addition, HTH operates the High Tech High Graduate School of Education offering Master's degrees in Education and the High Tech High Teacher Credential Program (a California Commission approved District Intern program and Induction Program).

HTH Statewide Charter School sites strive to serve a population of students that represents the racial, ethnic and socioeconomic diversity of the local community. The target composition for each school differs depending on the community, but HTH seeks a high degree of student diversity. Each school strives to seek a student body consisting of a minimum of 40% participation in the National School Lunch Program (NSLP). In 2011-12 serves 2200 students where 45% are considered Hispanic, 7% are African-

American, 11% are Special Needs, 10% of English Learners and 40% are qualify for NSLP.

Curriculum and Instructional Design

HTH teachers work in teams to create curriculum that is integrated across subjects and aligned with California's academic content standards. The guiding pedagogy at HTH schools is project-based learning, an approach which transforms teaching from "teachers telling" to "students doing." More specifically, project-based learning can be defined as:

- Engaging learning experiences that involve students in complex, real-world projects through which they develop and apply skills and knowledge
- A strategy that recognizes that significant learning taps students' inherent drive to learn, capability to do work, and need to be taken seriously
- Learning in which curricular outcomes can be identified up front, but in which the outcomes of the student's learning process are neither predetermined nor fully predictable
- Learning that requires students to draw from many information sources and disciplines in order to solve problems
- Experiences through which students learn to manage and allocate resources such as time and materials¹.

At HTH, project-based learning is a key ingredient to serving a diverse population of students. HTH students become active participants in their learning and are required to publicly demonstrate their learning through presentations and portfolios, introducing an additional and arguably more authentic element of accountability for quality work. HTH works diligently to provide exemplars of outstanding project-based instruction to its teachers so that all teachers may achieve base mastery in HTH teaching practices. An ever-growing archive of projects demonstrating HTH instructional methodologies may be found at <http://projects.hightechhigh.org/>.

Assessment and Programmatic Structures

Assessment at the HTH sites

Unlike many traditional public schools, where students progress simply by putting in class time and passing multiple choice tests, HTH schools implement a wide assortment of ongoing authentic assessments. At the elementary school level, sites will use multiple measures of assessments to maintain a balanced assessment system. The assessments are linked to the standards for literacy, mathematics, science, history-social science, and applied learning. The goal of assessment is to provide information for:

1. Curriculum planning, determining and planning instructional practices.
2. Special needs and interests of students.
3. Feedback to students regarding their individual progress.
4. Program evaluation and accountability.
5. Students to be self-assessors of their own work.

¹ Definition from Autodesk Foundation. See <http://www.k12reform.org/foundation/pbl/pbl.htm>.

6. Communication to parents and the larger community.

In addition to Standardized Testing the following assessments are used:

- Performance-Based Assessment –HTH SBC sites implement performance-based assessments in ways that enable children to demonstrate what they know and what they are able to do in meeting the statewide standards. Performance-based assessments include, but are not limited to:
 - Exhibits, Demonstrations and Presentations: These projects represent a culmination of the student’s learning in curricular areas; they may be written or oral. They may also reflect interdisciplinary themes applied to core curriculum.
 - Calendared Classroom Assessments: Teachers assess children regularly in reading, writing and mathematics. The faculty meets together to rubric score writing and math prompts as well as the social curriculum.
 - Teacher Prepared Assessment Instruments - Teachers design appropriate tasks that measure understandings and mastery of classroom work.
 - Student Journals – Students keep journals in writing, science and interdisciplinary thematic curriculum. These reflect their understanding and thinking skills.
 - Formal Assessment Reports to Parents – A formal progress report to parents is sent home two times per year. Students are assessed in all academic areas as well as in social-emotional development. Many curricular areas are assessed based on rubric scoring.
 - Conferences – A variety of conferences are conducted throughout the school year and include:
 - Student Led Conference: These are scheduled two times per year. At these conferences students share their goals and expectations for the year. Parents share any concerns they have about their child. Goals are set at the first conference. The teacher reports academic as well as social progress.
 - Child/Teacher Conferences: Meetings are scheduled with the child and teacher to discuss and evaluate a child’s progress.
 - Other Conferences – These are scheduled as needed to ensure that the program is meeting the student’s needs.

At the middle and high school level student success requires producing real work products, solving problems, and making oral and written presentations. Teachers, industry experts, community members, parents, and peers review these efforts. In addition, HTH schools have instituted “Transitional Presentations of Learning” (tPOLs) at the end of each grade to ensure that all students make adequate yearly progress before moving on to the next grade level. Resources for HTH teachers implementing the alternative forms of assessment practiced at all HTH sites are constantly being refined and made available within High Tech High’s On-line Resource Center – <http://www.hightechhigh.org/resource-center/> and within the online Project Archive – <http://projects.hightechhigh.org/>.

Presentations of Learning (POLs)

A Presentation of Learning is a formal presentation given by a student to a panel of peers, community members, administration, teachers, and parents at the end of the first semester each year, delivered in one of the following formats (determined by the teaching team).

1. Community Event POL
2. Reflective Portfolio POL
3. Project Specific POL
4. Personal Growth POL

Before the POL, students practice their presentations in advisory. Advisories focus on presentation skills and give feedback to each student on how they can revise and improve their POL before the final presentation. Each type of POL must incorporate a reflective piece regarding the learning goals.

For the second semester POL, teaching teams conduct transitional POLs to determine whether students are ready to advance to the next grade. This is a 15-25 minute individual, formal presentation based on the student's digital portfolio, during which the students must demonstrate their mastery of grade level standards and their readiness to proceed to the next grade.

Digital Portfolios

Every HTH middle and high school student is required to create a personal digital portfolio. Although students may take creative license in the design of their portfolio, each portfolio must include a project section and a career/educational section that is presented each year during the Transitional Presentation of Learning (tPOL). The portfolio includes the following:

- Career/Educational – A career and educational objective, a web-based resume and a standard, printable resume
- Projects – Samples of best work accompanied by reflections on the learning embedded therein
- Art and Design – A simple, easily navigable design.

At the end of each school year, HTH middle and high school students present their “Transitional Presentation of Learning,” or tPOL. The requirements for the tPOL are grade-level specific, but include an oral presentation, use of the student's digital portfolio, artifacts from standards-bearing project work in the humanities, math and science, and elective courses. tPOL panels will consist of faculty from the students' current and proximate grade level, students, parents, and community members. Each grade level will use a common rubric to evaluate tPOLs and determine each student's readiness to advance to the next grade. Students who attempt but do not pass the tPOL will be given at least one additional opportunity to present once they have revised their work based on input from the review panel. Students who do not pass the tPOL are not promoted to the next grade.

Senior Project

Every HTH senior must complete a senior project in a focus area, such as graphic design or engineering. They present their senior projects in a final Transitional Presentation of Learning. Teachers, parents, administrators, and community members sit on the senior presentation panels.

Grades and Testing

HTH students earn traditional grades on a four point scale as well as honors options for core academic classes such as math, humanities, language, and science. They also participate in standardized exams such as the California Standards Tests, California High School Exit Exam, and Physical Fitness tests. To assess what students know and can do as a result of their project work, HTH uses additional assessments, including the Digital Portfolio, Presentations of Learning (POLs), Academic Internship Standards, Senior Projects, and grade level Transitional Presentations of Learning (tPOLs) as described above.

The following table outlines the assessments used at HTH schools and the timing of each. All of these methods are employed and reviewed throughout the year inform the curriculum. Because HTH schools are small, they can make changes quickly. For example, when they noticed a dip in math scores, teachers at the flagship HTH met to examine the scores disaggregated by grade level and subtest area and then refined the HTH math content guide for teachers. The downward trend in the math scores has been reversed.

Assessments Administered at HTH Schools

NAME OF ASSESSMENT	WHEN ADMINISTERED	PURPOSE FOR ADMINISTERING
California High School Exit Exam (CAHSEE)	Winter/Spring	State and graduation requirement to assess whether or not students are prepared with basic skills.
"A-G" college requirements	Throughout the school year	Prepare students for college entry with rigorous curriculum.
CELDT	Fall and as needed for new students	To assess English Language proficiency
Presentations of Learning	Fall and Spring	To ensure learning goals are met for each individual student.
School-wide Exhibition	Spring	Demonstrate presentations of learning to teachers, parents, and community.

CA Fitness Test	Spring	Required by the Federal Government to ensure students are physically fit.
Parent and student survey	Spring	Solicit specific feedback to gauge parent and student satisfaction with learning outcomes and program design of school.
California Standards Test	Spring	Tests student knowledge of the California State Standards
California Alternate Performance Assessment	Spring	Students with Significant Cognitive Disabilities which prevents them from taking the CST or CMA.

Advisory Program

The design principle of personalization is supported through the classrooms as well as through the Advisory Program. The purpose of the advisory program is to help students make the most of their experiences as members of HTH. Through weekly advisory group meetings and individual conferences, the advisory program provides a critical context for academic planning, home/school communication, team and community building, and reflection about the HTH philosophy and program. It is expected that all students will be visited by their advisor during the students first year at High Tech High. This home visit gives valuable insight for the advisor who serves as the students advocate, safety net, and communication line between parents and the school.

X-Block

X Block occurs three days per week at each HTH SBC site. This 45 minute period is a credit/no credit course geared toward individual student interest. Teachers and academic coaches support students through grade level and subject specific tutoring. Often students with individualized education needs get one on one attention and students who have scored below proficient on state-mandated testing or on locally administered assessments received additional help in this course. Use of adaptive math and reading programs are incorporated into this course as well.

Academic Internships

The design principle of real world immersion is supported by curriculum in core classes as well as through the High Tech High Internship Program. Students begin preparation for the internship program by beginning to create a digital portfolio which will house their resume and future deliverables for the internship program. In the 10th grade students begin to prepare for their internship by doing site visits to workplaces. During these visits, students meet in small groups with employees for two to three hours to discuss the experiences for working at that company. Students take valuable information away from the experience. Students get a broader range of

job possibilities that are often not seen or experienced by the student in their everyday. In addition, 10th grade students are required to create resumes that reflect their actual work at High Tech High and provide perspective employers an accurate listing of skills for each student. During the spring semester, the 10th grade students will begin to practice interview skills and will interview to attain an internship for their 11th grade year. At High Tech High, junior students will work and learn on site at businesses, schools, nonprofit organizations and professional associations throughout. Every High Tech High student must complete at least one semester long internship during their junior year. Each internship lasts for three-four weeks.

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

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

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

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

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

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

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

Planned Improvement in Student Performance in Reading

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

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <p>High Tech High will take the following steps to align instruction with content standards:</p> <p>Administrator’s training:</p> <ul style="list-style-type: none"> • Each Director and Dean of Student will continue to train on Explicit Instruction and Evaluating Student Work. • Director and Dean of Student’s will do classroom walkthroughs. • Directors will participate in weekly Director organizational meetings and bi-monthly professional development meetings. <p>Teacher training:</p> <p>High Tech High will implement training for teachers in the following areas:</p> <ul style="list-style-type: none"> • Teachers will receive training in working with mixed abilities. • Teachers will receive training in integration of multiple reading strategies in core curriculum. • Teachers will receive training in integration of reading strategies in science based curriculum. 	<p>Administration Faculty</p>		<p>\$50,000</p>	<p>General/Special Ed</p>

<p>Student intervention:</p> <ul style="list-style-type: none"> • High school students who have not passed the ELA portion of the CAHSEE will be given additional instruction. • • ELL students will have additional instructional support to improve reading comprehension. • Low performing students will have access to before, after, and lunch-time tutoring. 				
<p>2. Use of standards-aligned instructional materials and strategies: Each High Tech High site</p> <ul style="list-style-type: none"> • is implementing research-based instructional strategies, such as direct instruction, reciprocal teaching and scripted programs. • Special education teachers will receive staff development training and adaptation of materials to support the use of standards-aligned instructional materials and strategies. • Teachers use standards-aligned instructional materials 	Administration Faculty		\$32,000	General/Special Ed
<p>3. Extended learning time: At the elementary and middle school level a formal after-school program is in place: During this time:</p> <ul style="list-style-type: none"> • Middle and elementary teachers to support students struggling in reading, writing, and math. <p>At the high school level:</p>				

<ul style="list-style-type: none"> • Summer school credit recovery opportunities. • A summer school program to accelerate ELD students' English acquisition. • Summer school support classes to help students remediate in order pass ELA and math portions of the state mandated tests. • • • <p>! ! \$ % ! & " % !</p>	<p>, & # #</p>			
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) # # n Reading	(Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
4. Increased access to technology: <ul style="list-style-type: none"> • A 2 to 1 student to computer ratio exists all HTH sites • Technology courses are taught to staff and students • Specialized software is utilize to improve the instruction by all teachers • Specialized computers, software and adapted devices as dictated by Individual Education Plans (IEPs). 	IT Staff Administration Faculty		\$100,000	General
5. Staff development and professional collaboration aligned with standards-based instructional materials: <ul style="list-style-type: none"> • Curriculum calibration & standards-based lesson design will occurs at each school site level and at district staff meetings • Teachers will attend daily training on project based curriculum utilizing state standards. • Teachers will create projects utilized by their class and then incorporated into the High Tech High Chula projects website for other teachers to utilize. • Collaborative training with San Diego County Office of Education will occur annually. • High Tech High Graduate School of Education will do additional training in project based learning annually. • New teachers will participate in the daily staff 	Administration Faculty		\$12,000	General

<p>development to improve teaching practice and instruction.</p> <ul style="list-style-type: none"> • All Directors and key assistant Directors will be trained to recognize good standards-based instruction and how issues such as recruitment, finances and technology support academic achievement. • ! * ! + ! 				
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <ul style="list-style-type: none"> • School Leadership consisting of students, parents, teachers and administrators meet monthly to chart corrective academic initiatives. • All parents have a representative role on the High Tech High Parents Association. • Monthly parent-community meetings are held to encourage involvement • Parents are active participates in the daily duties at High Tech High . • The district's Research and Evaluation Department sends each parent his/her student's individual assessment results, with an explanation of how to interpret them. • Parents serve as panelists several times a year to evaluate student work during Presentations of Learning. • Annual assessments are interpreted at annual IEP reviews. 	<p>Administration Faculty</p>		<p>\$2,000</p>	<p>General</p>

<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <ul style="list-style-type: none"> • High Tech High Advisors do home visits annually on all students. • Advisors create an academic program that ensures graduation and college admissions options. • Monthly Advisory themes are used to motivate all students toward college transition. 	Administration Faculty		\$10,000	General
<p>8. Monitoring program effectiveness:</p> <ul style="list-style-type: none"> • Coordinated Compliance Review for High Tech High will evaluate strengths and weakness of school programs. • High Tech High will participate in all state-required tests, plus all Directors will evaluate student improvement. • School Leadership will meet to assess data and chart corrective academic initiatives. • High Tech High will have a plan for each student's academics. • College Counselor and Advisors will have the responsibility for monitoring progress and making needed revisions. • Classroom teachers will regularly assess students' mastery of standards by examining student work and re-teaching as necessary. 	Administration Faculty		\$10,000	General

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

Planned Improvement in Student Performance in Mathematics

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

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <ul style="list-style-type: none"> • Directors and other site administrators will train teachers to teach standards based project curriculum. • All textbooks and supplemental materials will be aligned with the content standards. • Standards based pre and post assessments will be given in all mathematics courses. • All new teachers will participate in daily professional development. • Assessment items will be developed for all core math courses, to be utilized by teachers to create benchmark assessments. • High Tech High is implementing research-based instructional strategies. 	<p>Administration Faculty</p>		<p>\$10,000</p>	<p>General</p>

<p>2. Use of standards-aligned instructional materials and strategies:</p> <ul style="list-style-type: none"> • The district will purchase materials on the State-Adopted List. High Tech High will utilize the textbooks as needed. • High Tech High will provide information about “what all students need to know” and ensure that these goals are standards-aligned. • High Tech High will train teachers in the use of standards based curriculum in a project environment. • Multiple strategies are utilized by all teaching staff to ensure student mastery. • Teachers align curriculum with state standards. 	<p>Administration Faculty</p>		<p>\$3,000</p>	<p>General</p>
<p>3. Extended learning time:</p> <ul style="list-style-type: none"> • After-school and lunch supports the classroom in math. • Summer school credit recovery opportunities. • Summer school courses available for additional support of the CAHSEE and low-performing students, after school math support linked to state standards. • Students participate in long block classes to enable engagement in curriculum. 	<p>Faculty Administration</p>		<p>\$5,000</p>	<p>General</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <ul style="list-style-type: none"> • Intensive software programs & equipment i.e. (computer labs, laptops, smart boards), overhead projectors, graphing calculators, mobile computers are available to students and teachers. • 2 to 1 student ratio to computer exists • Online writing assessments through Educational Testing Service. • Specialized computers, software and adapted devices as dictated by Individual Education Plans (IEPs). • Parents have access to all technology at High Tech High including the ability to view their child’s grades and assignments from home. 	Administration Faculty		\$100,000	General
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <ul style="list-style-type: none"> • New teachers at High Tech High will participate in professional development, with focus on the use of standards-based mathematics materials. • All professional development opportunities in mathematics sponsored by High Tech High will be aligned to standards-based instructional materials. • A representative from each grade level serves on the math/science study group. This group works on standards and assessment, meeting monthly. • Teachers meet monthly about ELD standards teachers discuss support for those students identified. • Teachers and administration continue to collaborate 	Administration Faculty		\$10,000	General

about needed changes to curriculum to meet standards.				
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <ul style="list-style-type: none"> • School Leadership consisting of students, parents, teachers and administrators meet monthly to chart corrective academic initiatives. • All parents have a representative role on the High Tech High Parents Association. • Monthly parent-community meetings are held to encourage involvement • Parents are active participates in the daily duties at High Tech High . • HTH sends each parent his/her student’s individual assessment results, with an explanation of how to interpret them. • Parents serve as panelists several times a year to evaluate student work during Presentations of Learning. • In math classes, many Presentations of Learning contain math concepts from state standards. • Annual assessments are interpreted at annual IEP reviews. 	Administration		\$2,000	General
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <ul style="list-style-type: none"> • Orientation for incoming 9th graders help students as they transition. • High Tech High Advisors do home visits annually on all students in their advisory. • Advisors create an academic program that ensures graduation and college admissions options. • Monthly Advisory themes are used to motivate all students toward college transition. 	Administration Faculty		\$1,000	General

<p>8. Monitoring program effectiveness:</p> <ul style="list-style-type: none"> • Coordinated Compliance Review for High Tech High will evaluate strengths and weakness of school programs. • High Tech High will participate in all state-required tests, plus all Directors will evaluate student improvement. • School Leadership will meet to assess math data and chart corrective academic initiatives. • High Tech High will have a plan for each student's academics. • College Counselor and Advisors will have the responsibility for monitoring progress and making needed revisions. • Classroom teachers will regularly assess students' mastery of standards by examining student work in mathematics and re-teaching as necessary. 	<p>Administration Faculty</p>		<p>\$50,000</p>	<p>General</p>
<p>Description of Specific Actions to Improve Education Practice in Mathematics</p>	<p>Persons Involved/ Timeline</p>	<p>Related Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>

<p>9. Targeting services and programs to lowest-performing student groups:</p> <ul style="list-style-type: none"> a. Teachers and Advisors create plans of intervention and meet with students and parents regarding a student’s math curriculum. b. Math tutorial programs (lunch and after school) for lowest performing students. c. Teachers and advisors are responsible for the follow-up of each student that is low-performing. Advisors access student grades on line to follow student progress. 	Administration		\$35,000	General
<p>10. Any additional services tied to student academic needs:</p> <ul style="list-style-type: none"> a. Differentiated instruction is implemented in all math classrooms to ensure students reach standards. b. Services for special education students include Braille texts, enlarged printed materials and equipment. c. Extended time in math classes is available for all teachers to work with students requiring additional support. 	Administration Faculty		\$2,000	General

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

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

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activities	1. (Per Sec. 3116(b) of NCLB, this Plan must include the following: <ol style="list-style-type: none"> a. Describe the programs and activities to be developed, implemented, and administered under the subgrant; b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122; c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for: <ul style="list-style-type: none"> ▪ meeting the annual measurable achievement objectives described in Section 3122; ▪ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)); ▪ annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1)); d. Describe how the LEA will promote parental and community participation in LEP programs. 	<p>EL students who have been assessed on the CELDT Levels 1-3 described as possessing “less than reasonable levels of fluency in English” receive instruction access to core content subjects through differentiated instruction taught in English, SDAIE instructional strategies, language acquisition methodologies, etc. Core content instruction is based on state/district grade level content standards with teachers utilizing appropriate instructional strategies to ensure comprehensibility and mastery of content standards.</p> <p>English Language Mainstream (ELM): grades 9-12 students who have been assessed on the CELDT and have found to be at “reasonable levels of fluency in English” (CELDT levels 4 – 5) receive daily instruction in English targeted to English language proficiency needs and provide differentiated grade-level curriculum/instruction in the core content areas with instruction overwhelmingly in English targeted to grade level standards with access to instructional support services and instructional strategies to ensure content mastery and the systematic development of academic English proficiency to include but not limited to SDAIE instructional strategies, concept mapping/scaffolding, etc.</p>
	2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c) . The effectiveness of the LEP programs will be determined by the increase in: <ul style="list-style-type: none"> • English proficiency; and • Academic achievement in the core academic subjects 	<p>Funds will be used to provide professional development training for staff in research-based strategies recognized to accelerate academic achievement for English learners to become proficient in academic English and to meet the state/district content standards in English, reading and math.</p> <p>ELD students are in small classes with a student to teacher ratio of 20:1 which allows for more individualized instruction.</p>

	Description of how the LEA is meeting or plans to meet this requirement.
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<p>Required Activities</p>	<p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p> <ol style="list-style-type: none"> a. designed to improve the instruction and assessment of LEP children; b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students; c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills; d. long term effect will result in positive and lasting impact on teacher performance in the classroom. 	<p>a. To meet the needs of EL students at all proficiency levels all teachers will train in a comprehensive standards/researched-based, high quality EL Professional Development Coaching to utilize effective instructional theory and strategies for second language acquisition, accelerating English Fluency and developing systematically academic English proficiency for English Learners. Title III funds will be used to implement identified professional development activities that integrate current research and scientifically-based theory. Components of the professional development program will include but not limited to:</p> <ul style="list-style-type: none"> • Design and implementing differentiated, standards-based instruction in all core academic areas, and how to integrate cultural and linguistic diversity within the school/community • Strategies to identify potential linguistic and cognitive transference between the primary language and English in a vast repertoire of strategies for literacy instruction for reading comprehension • Ability to systematically identify and develop resources for differentiating instruction in the teaching of core content as well as reading, writing, listening and speaking • Understanding of the role of assessment in guiding and evaluating instructional and programmatic practices • Ability to design and implement formal and informal assessments using classroom/student data to differentiate instruction and evaluate the efficacy of instruction <p>b. Title III funds will support professional development activities to enhance teachers' abilities as related to curricula, assessment and instructional strategies for LEP students. A process will provide teachers initially with in-service presentations/workshops/institutes to develop a level of expertise and specialization in all teachers so they can serve as "Mentors" at their respective school site. The mentor will serve as leaders to follow up sessions for participating teachers to determine and monitor the degree of application/effectiveness per individual teacher in the planning, implementation and assessing the effective strategies for EL students in the classroom. Mentors will provide site staff training, share newly acquired skills and knowledge to develop site level capacity and program improvement.</p> <p style="text-align: center;">0 # * "</p> <p style="text-align: center;">! + ! # # !</p> <p>d. To ensure the long-term effect, resulting in positive and lasting impact on teacher performance in the classroom, various instructional leadership activities and assessment tools will be implemented. Teachers and administrators will do classroom observations and teacher reflective questioning.</p>
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Allowable Activities	4. Upgrade program objectives and effective instruction strategies.	Yes	<p>If yes, describe: To Upgrade program objectives and effective instructional strategies, High Tech High will develop an annual report with specific assessment measures to collect program observations and student data to assist with program review.</p>
		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.	Yes	<p>If yes, describe: In addressing the needs of the identified students, the Title III Intervention program will use consistent, systematic instruction to:</p> <ul style="list-style-type: none"> • Provide intensive and extensive opportunities to read • Acquire new knowledge and vocabulary through reading and writing • Read and comprehend leveled fiction and textual materials • Enjoy reading • Engage in meaningful reading and writing • Do expository, narrative, response to literature and persuasive writing • EL students will be given multiple opportunities to apply learning in teacher-guided groups, small groups, and one-on-one instruction. • The program’s writing component will focus on expository writing and response to literature. Writing instruction will include shared, modeled, paired and independent writing. Students will work to meet grade-level ELA and grade-span ELD Standards for writing applications and conventions. • In order to encourage independent reading for pleasure and academic advancement, EL students will have access to an extensive collection of material at appropriate reading levels. • Students will read daily, participate in class discussions, culminating in individual reflective journal entries. • Instruction will be designed and modified using information from on-going formal and informal assessment of students’ strengths and needs.

	6. Develop and implement programs that are coordinated with other relevant programs and services.	Yes	<p>If yes, describe:</p> <p>As a small charter school High Tech High has the ability to create small tutorials that support EL student’s language acquisition. Services are streamlined to take advantage of all school programs ensuring access to EL students.</p>
	7. Improve the English proficiency and academic achievement of LEP children.	Yes	<p>If yes, describe:</p> <p>High Tech High will establish “benchmarks” used to identify interventions and supplemental programs targeted to EL students’ individual needs in order to improve English proficiency and academic achievement. High Tech High funds will be used to develop the supplementary/intervention curriculum at all levels and assessments.</p>

		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –</p> <ul style="list-style-type: none"> ○ To improve English language skills of LEP children; and ○ To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. 	Yes	<p>If yes, describe:</p> <p>To encourage parent participation in Parent/Community Involvement and Education programs, funds will be used to provide childcare services for parent conferences, and/or major parent involvement events. In addition, funds may be used to sponsor Parent Involvement School Activities such as:</p> <ul style="list-style-type: none"> • Working with your student at home (reading & math) • Monitoring homework and Improving Study Habits • Effective Communications and Interactions with School Staff • Positive Discipline • Time Management • Computer Basics (E-mail, Internet, Word Processing, Excel Spreadsheet) • Monthly parent meetings

	<p>9. Improve the instruction of LEP children by providing for –</p> <ul style="list-style-type: none"> ○ The acquisition or development of educational technology or instructional materials ○ Access to, and participation in, electronic networks for materials, training, and communication; and ○ Incorporation of the above resources into curricula and programs. 	<p>Yes</p>	<p>If yes, describe:</p> <p>High Tech High has an instructional technology department that supports site teacher/staff in developing web-based instructional lessons. IT staff provide ongoing professional development and technical support for staff in the areas of computer software (Word, Excel, Designing a website, Basics of Internet Searches, Powerschool, Video Design, and programming)</p> <p>Information Technology staff provide technicians to maintain, trouble shoot networking of site computers, computer labs for class instruction/student use, other forms of technology. Teachers provide opportunities for students to develop computer literacy skills, utilize computer technology in developing Power Point Presentations, Digital graphics and video projects, Research papers, etc.</p> <p>High Tech High funds will be used to develop a website for all parents to provide access/information such as: school calendar, course standards, testing dates and board policies as well as links to the school's website.</p> <ul style="list-style-type: none"> • Student/Parent orientation classes • Parent/Student Handbook • Demographic Data and Test Results • Parent Friendly Website • Staff directory • Project site <p>High Tech High funds will be used to purchase computers/ laptops that will be available at each school site for teachers, staff and parents to include training.</p>
	<p>10. Other activities consistent with Title III.</p>	<p>No</p>	<p>If yes, describe:NA</p>

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

<p>Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>
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Required Activity	<p>1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):</p> <ol style="list-style-type: none"> a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; b. the child’s level of English proficiency, how such level was assessed, and the status of the student’s academic achievement; c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; 	<p>• * ! # 4 * # ! ! # * ! !</p> <p>• 2 * ((! ! 5 0 * + !</p> <p>• 0 + * ; ! < ! + 7 ! + 7 2</p> <p>•</p> <p>To explain the reasons the student has been identified English Learner (LEP) and the need for placement in one of the EL Instructional Program Options and support services.</p> <p>EL Students’ level of English Proficiency will be determined by the state approved CELDT administration: Initial Assessment for newly enrolled students to California schools who have a language other than English spoken in the home or via Annual CELDT administration during the testing window of July 1 – October 21st. CELDT assessment areas include: listening/speaking, reading and writing and scores for each test section will include raw score, scale scores, CELDT level as well as an Overall CELDT level. The CELDT is an English Language Fluency test with basic reading and writing skills. An overall CELDT levels 4 or 5 during Initial CELDT Assessment may qualify a potential EL student as an IFEP (Initial Fluent English Proficient student) with mainstream program placement.</p> <p>The Instructional Program Options are designed to meet the educational strength and needs of the identified English learners based on program evaluation/effectiveness and student academic monitoring procedures that also meet compliance of the legal requirements of the Office of Civil Rights, California Department of Education, State Board of Education, research on language acquisition and academic English proficiency development, current best practices, past success/experience and staff expertise.</p> <p>Each progress report period, semester final grades, credits and courses in addition to annual assessment tests will be used to monitor English learner students’ academic progress.</p> <p>Description of how the LEA is meeting or plans to meet this requirement.</p>
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<p style="text-align: center;">Required Activity</p>	<p>h. information pertaining to parental rights that includes written guidance detailing –</p> <ul style="list-style-type: none"> i. the right that parents have to have their child immediately removed from such program upon their request; and ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA. 	<p>High Tech High schedules an EL Parent Ed Code 300-340 meeting within the first month of school to assist parents in understanding their student’s test results and program options/services.</p> <ul style="list-style-type: none"> • Annual parent notification of test results and program options will be done within 30 days of the beginning of the academic school year. • If student is new to the school the student will be tested within two weeks of beginning attendance at High Tech High . • All EL students and their parents are notified of any failures within 30 days of the time of program failure.
<p>Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>		
<p>LEA Parent Notification Failure to Make Progress If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>		

Plans to Provide Services for Immigrants

<p>IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Allowable Activities</p>	<p>1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:</p>	<p>Yes</p>	<p>If yes, describe:</p> <ul style="list-style-type: none"> • Provide parent handbook • Host/Provide Parent Workshops, Trainings, and Presentations to empower parents in: Building Home/School partnerships, Curriculum/College Requirements; Maximizing Student Achievement, etc. • Secure and provide for EL parents in primary language: Parent Orientation and Informational Video Tapes, School Glossary, etc.
	<p>2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:</p>	<p>Yes</p>	<p>If yes, describe:</p> <ul style="list-style-type: none"> • Provide professional development training for Teacher and Instructional Support Staff to include: Developing Literacy in Academic Content and Technical courses.
	<p>3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;</p>	<p>Yes</p>	<p>If yes, describe:</p> <ul style="list-style-type: none"> • Support EL immigrant students with after school and lunch tutoring, academic academies in English and Mathematics • Provide tutors (Spanish) to support SB813 four-year College/Career Plan

Allowable Activities	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	Yes	<p>If yes, describe:</p> <ul style="list-style-type: none"> • Purchase English/Primary language dictionaries to assist ELD students with less than reasonable fluency in English • Secure ELD/Core Content Supplementary instructional materials to assist EL immigrant students.
	5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:	Yes	<p>If yes, describe:</p> <ul style="list-style-type: none"> • Provide Resource Teacher services to assist teachers in planning, monitoring and designing differentiated curriculum activities to ELD immigrant students based on test results and achievement data for the academic school year. • Provide teacher support and training. • Purchase classroom books, materials and supplies to support language/content instruction for ELD immigrant students • Offer Extended Day Instructional Support Classes focusing on Reading and Writing, CAHSEE Prep, etc. • Support Summer School/Intersession classes with: <ul style="list-style-type: none"> ○ Basic instructional and support materials, training, staff extra duty, classroom supplies, etc. <p>Tester/Instructional Assistant (T/IA) for student assessment, curriculum/instructional team planning, Student English Progress/Program Documentation</p>
	6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:	Yes	<p>If yes, describe:</p> <ul style="list-style-type: none"> • Update, edit or translate School Glossary and Parent Handbook in identified Home/Primary Languages as needed to include: Spanish, <p>Develop and implement: ELD Math and Academic English Seminars to address CAHSEE test areas, content standards, requisite knowledge and skills in primary language and English.</p>

Allowable Activities	<p>7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:</p>	<p>Yes</p>	<p>If yes, describe:</p> <ul style="list-style-type: none"> • Collaborate with Migrant Education Office (SDCOE) with parent education/training component • Support and encourage parent/student participation in community sponsored activities. • Support community-based organizations such as Parent Institute that train/educate parents and/or offer comprehensive community services to parents of immigrant students • Provide comprehensive parent training program to maximize quality parent involvement and Home/School partnerships with community organizations available at parent meetings.
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Performance Goal 3: *By 2005-06, all students will be taught by highly qualified teachers.*

Summary of Needs and Strengths for Professional Development

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

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

STRENGTHS	NEEDS
<p>Professional development for teachers and administrators at High Tech High has been a consistent priority. The school has been at the forefront of creating time for teachers and administrators to come together as a learning community. High Tech High is pioneering what is considered to be an innovative, forward thinking commitment to project-based education to achieve high student outcomes.</p> <p>Training</p> <ul style="list-style-type: none"> • Interdisciplinary training(2 hours/wk) • Faculty development (1.5 hours/wk) • Collegial Coaching (1day/month) • Presentations of Learning (1 day/month) • High Tech High Learning Institute Seminar (annual) • Structure opportunities for collaborating by subject, clusters, network schools • Developed Project Page of current project based curriculum supporting state standards 	<p style="text-align: center;">+ ! # 1 ! + ! 1 ! # # ! ! # # !</p> <p>Teachers need additional resources for attending workshops and seminars in content specific areas.</p> <ul style="list-style-type: none"> • Participate in coaching, curriculum and instructional strategy trainings • Design, model and practice lessons based on content in a project-based curriculum • Model instructional strategies • Engage teachers in professional dialogues and reflection to inform instructional guidance • Provide/receive ongoing assistance leading to desired results by providing an optimal mix of effective practices • Support/receive teachers in incorporating new strategies • Develop a collegial coaching program for teachers • Gather evidence from a variety of sources that is meaningful in determining the degree and quality of implementation • Critique and maintain a professional development portfolio of instructional strategies that includes student work

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

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

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State’s challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <p>The Professional Development Plan for the High Tech High School is intended to focus on deepening teachers’ content knowledge and pedagogical skills with opportunities for practice, research and reflection. Professional development will be embedded in the teachers’ work and daily practice. Teachers and Directors will focus on collaboration to solve important problems related to teaching and learning. The plan will affect the knowledge, attitude and practices of the all teachers and administrators as well as the culture and the structure of the organization.</p> <p>High Tech High and its affiliated schools, including the Gary and Jerri-Ann Jacobs High Tech High, High Tech Middle, High Tech High International, High Tech High Media Arts, and High Tech Middle Media Arts, High Tech High and High Tech High San Marcos have been approved by the California Commission on Teacher Credentialing to provide single-subject credentials in Mathematics, Science, English, History/Social Studies, Spanish and Art. The program may also be</p>	<p>Administration Faculty</p>		<p>\$50,000</p>	<p>General</p>

<p>expanded to other High Tech High affiliate sites in the future. Teachers are paired with mentor teachers while they complete coursework. With a partnership from the University of San Diego, an advisory board has been created for oversight for the program and it's participants.</p> <p>The mission of the program is to prepare teachers to facilitate student learning in an environment that integrates technical and academic education, prepares students for postsecondary education, and creates a sense of community engagement and responsibility. The program situates teacher training in clinical sites where candidates can experience a 21st century context for teaching and learning. It develops teachers who understand the integration of technical and academic studies by providing directed, on- the- job training to mid- career individuals in transition who do not have the time or the wherewithal to engage in lengthy certification programs as well as to recent graduates of post-secondary institutions.</p>				
<p>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</p> <p>The professional development activities are designed to improve student learning, narrow the achievement gaps and improve instruction. Teachers use daily time to discuss mixed ability grouping and improved instructional strategies.</p>	Administration Faculty		\$20,000	General

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>+ ! #</p> <p>! % 1 + 1 & #</p> <p>= ! # # # ! ! ! # ! !</p> <p>! # & # !</p> <p>!</p>	<p>Administration Faculty</p> <p>!</p> <p>!</p> <p>!</p> <p>!</p> <p>!</p> <p>!</p> <p>!</p> <p>!</p>	<p>&</p> <p># ! !</p> <p>!</p>	<p>\$20,000</p>	<p>General</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>By developing a single plan, all activities (training, practice and reflection) will be coordinated to support the ongoing cost and sustainability of the professional development plan.</p> <ul style="list-style-type: none"> Teacher participation in active learning i.e. opportunities to practice new instructional techniques in own classroom, with coaching, and with collaborative reflection with colleagues working on same strategies (instructional strategy dialogues) 	<p>Administration</p>		<p>\$2,000</p>	<p>General</p>
<p>5. The professional development activities that will be made available to teachers and Directors and how the LEA will ensure that professional</p>	<p>Administration</p>		<p>\$20,000</p>	<p>General</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>High Tech High teachers are equipped with desktop and laptop computers for daily work. Teachers are trained monthly on the use of technology in their classrooms and how to utilize it in daily lessons. The school is equipped 2:1 student/computer ratio.</p>	Administration Faculty IT		\$20,000	General
<p>8. How the LEA, teachers, paraprofessionals, Directors, 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>High Tech High has created a Professional Development Study Group which serves to improve the professional development for all faculty and staff. Everyone is invited to participate on this study group. Teachers create the needs for staff development based on research and assessment from previous years and trends in educational practices.</p>	Faculty		\$20,000	General
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"> □ Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; □ Improve student behavior in the classroom and identify early and 	Administration Faculty		\$20,000	General

<ul style="list-style-type: none"> □ appropriate interventions to help all students learn; □ Involve parents in their child’s education; and □ Understand and use data and assessments to improve classroom practice and student learning. <ul style="list-style-type: none"> • Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; • Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; • Involve parents in their child’s education; and • Understand and use data and assessments to improve classroom practice and student learning. • By developing a single professional development plan, all teachers will be expected to participate in and have knowledge of coaching and instructional strategies addressing direct instruction, mastery learning, calibration of student work, research based teaching strategies, and assessment. 				
<ul style="list-style-type: none"> • How the LEA will use funds under this subpart to meet the requirements of Section 1119: <p>Teachers will all have valid credentials for teaching in California. In addition High Tech High has obtained an Intern Credentialing program to help improve the credentials of all of its own teachers as well as help improve training for math and science teachers around the state. In addition, teachers undergo weekly trainings at High Tech High in the areas of core content mastery, testing and assessment, Literacy, heterogeneous grouping, project-based learning.</p>	Administration Faculty		\$150,000	General Grants

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

High Tech High will not receive Title IV or TUPE for the 2007-2008 academic year.

Environments Conducive to Learning (Strengths and Needs):

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

STRENGTHS	NEEDS
<p>The High Tech High school campus provides a safe and orderly environment that nurtures learning. The clean well-kept environment engenders pride, efficiency and comfort which undoubtedly contribute to the overall learning atmosphere for students. Because this is a school of choice and students are invited back each year, the culture at the school is different than most public schools. This fosters a safe and respectful environment because misconduct results in students being asked to leave HTHCV. HTHCV has put in place a comprehensive advisory program that assists with personalization for every student.</p>	<p>Students are supported at High Tech High through an advisory program with a student/teacher ratio of 20:1.</p> <p>A new school is being built and the students will move into the new facility in August, 2008.</p>

Environments Conducive to Learning (Activities):

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

ACTIVITIES

High Tech High will not receive not state funds to meet this criteria but will however operate the following activities to create learning environments that are conducive to learning:

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- Advisory program with a 20 to 1 ratio
- Advisory Home Visits
- small classes with 25 to 1
- School-Wide Community meetings
- Student and Parent Handbook
- Summer Bridge Program for incoming ninth graders
- Associated Student Body
- Student Clubs and organizations
- After-School Tutoring

- Student and Parent Handbook: see attached

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

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

STRENGTHS	NEEDS
<p>High Tech High is a small high school. Opening with ninth grade in the fall of 2007. High Tech High 's Dean of Students works with the students and staff to enforce a clear and consistent school behavior plan.</p> <p>High Tech High will share a campus with Mater Dei Catholic High School—formerly Marion Catholic High School in its first year of operation. While both schools are new this year, the area schools have had a limited number of tobacco, alcohol, drug and violence related incidences. During the 2005-2006, the area district had 22 violence or drug related expulsions (CDE) with two neighboring schools, accounting for only two of those instances.</p>	<p>Because High Tech High will operate on a shared-campus in its first year, it will work collaboratively with the host school to collaborate with host school to encourage and enforce a positive school climate.</p> <p>Community outreach to build relationships with area support systems for students.</p> <p>Continue to utilize attendance database to track student attendance.</p> <p>Foster relationships with parents to encourage high school attendance.</p>

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

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

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:

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

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

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

Other Performance Measures

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

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

Position/Title	Full time equivalent

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

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

This section of the plan is intended to reflect the 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.

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.1 (High School Graduates)	Obtain College Counselor One to one college counseling Advisory Program	All Students	Sept. 2009- June 2010 Full-time college counselor and advisor	Numbers of students admitted to college. Number of students passing classes school-wide. Improve college acceptance rate to 85%	General
5.2 (Dropouts)	Advisory Program	All students	Full-Time All Faculty	Data from advisory program. Currently no dropouts from High Tech High school	General
5.3 (Advanced Placement)	High Tech High will facilitate the availability of community college courses as well as provide assistance for low income students to take AP courses. High Tech High will offer honors options in the 11th and 12th grade years.	All students	Admin Dept. Chairs	N/A	General

Additional Mandatory Title I Descriptions

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

Describe the measure of poverty that will be used to determine which schools are eligible for Title I funding in accordance with Section 1113, “Eligible School Attendance Areas.”	
	Description of how the LEA is meeting or plans to meet this requirement:
<p>Identify one of the following options as the low-income measure to identify schools eligible for Title I funding:</p> <ul style="list-style-type: none"> • Number of children in families receiving assistance under the CalWorks program; • Number of children eligible for Free/Reduced Price Lunch programs; • Number of children ages 5-17 in poverty counted by the most recent census data; • Number of children eligible to receive medical assistance under the Medicaid program; • Or a composite of the above. 	<p style="color: red;">Our LEA has less than 1,000 students therefore this criterion is not applicable. However, our LEA does use Free and Reduced Lunch.</p>
<p>Describe how the low-income measure described above is used to rank and select schools to receive Title I funds</p> <ul style="list-style-type: none"> • All schools with a 75% or above poverty level are funded • All other schools are funded by poverty ranking district wide or by grade span. 	

**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, "Schoolwide Programs," and/or Section 1115, "Targeted Assistance Schools." Direct-funded charters and single school districts, if conducting a schoolwide program authorized under Section 1114, may attach a copy of the Schoolwide Plan or Single Plan for Student Achievement in lieu of this description. All ten of the required components must be addressed. (For more information on Schoolwide, please go to <http://www.cde.ca.gov/sp/sw/rt>; for Targeted Assistance go to <http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp>).

	Description of how the LEA is meeting or plans to meet this requirement:
<ul style="list-style-type: none"> • Timely and effective additional assistance to students who experience difficulty mastering state standards. 	<p>High Tech High follows NCLB regarding its section 1114 and 1115. Program funds are utilized by all teachers to support qualifying students additional Math and English skill development. High Tech High offers in-school and after school supplementary support of all math and literacy coursework. Summer bridging programs are intended and are in the planning process. Students from special populations like ELD, foster youth, etc. are eligible to receive additional support from certificated teachers.</p>
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<p>! ! # ! !</p> <p>! + !</p> <ul style="list-style-type: none"> • # # ! 5 ! ! • # ! % ! • ! " ! • ! ' ! ! ! • (! ! = # ! ! •) # # <p>• Strategies to increase parental involvement.</p>	<p>& # # /</p> <p>!</p> <p>" # !</p> <p># # !</p> <p># # !</p> <p># !</p> <p>! # #</p>
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Additional Mandatory Title I Descriptions

(continued)

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

	Description of how the LEA is meeting or plans to meet this requirement:
<ul style="list-style-type: none"> • (# 5 ! # • B ! , • (! , <p># ! ! ! -</p>	<p>HTH will provide additional services to eligible students who are performing below basic or far below basic in both Math and English on California standardized tests. The school will assess and monitor each student's academic performance on state tests and provide assistance as reported in areas determined as below basic or far below basic. Eligibility will be determined pursuant to acceptance to High Tech High and receipt of student cumulative files including test results.</p> <p>In a personalized learning environment, such as High Tech High, teachers will work with each other to discuss interim goals for the student and may opt with administrator's consideration to provide additional or alternative services for the student. Interim diagnostic tests may be performed at the recommendation after an advisory review panel evaluates the student's progress and work. Should additional support services be required through special education services, it is at the discretion of special education teachers and the Director of Special Education to provide targeted assisted programs through the student's individual education plan or 504 plan to present the student with adequate support to meet benchmarks on the California standardized tests.</p>

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Additional Mandatory Title I Descriptions
(continued)

Please describe the actions the LEA will take to assist in its low-achieving schools identified under Section 1116, "Academic Assessment and Local Educational Agency and School Improvement," as in need of improvement.

	Description of how the LEA is meeting or plans to meet this requirement:
(# ! * ! ! *) (! 2 3 ! ! # 5 • ! • ' # • ! • !) (! ! ! #) (! ! • ! ! / # #	Not applicable; not a program improvement school. ! # # # ! #

Additional Mandatory Title I Descriptions

(continued)

Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, “Academic Assessment and Local Educational Agency and School Improvement.”

	Description of how the LEA is meeting or plans to meet this requirement:
<p>! # !) (# # ! # ! ! !) (</p>	<p>Not applicable; not a program improvement school.</p>
<p>Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.</p>	<p>Not applicable; not a program improvement school.</p>

Additional Mandatory Title I Descriptions

(continued)

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

	Description of how the LEA is meeting or plans to meet this requirement:
<p>D ! * / #</p> <p>= ! # ! !</p>	<p>Staff Development is an integral part of the staff and faculty culture at High Tech High . Development occurs almost daily and varies from a formal to a non-formalistic approach. Topics regarding staff development are created in advance and experts are enlisted to support essential questions around topics. These topics include: academic support for students receiving title I services, support for English Language learners, support within project based learning, ideas and theories related to best practices for integrated learning units, the exploration of a staff culture that supports positive student behavior, and many other topics are deepened through staff development. Staff also provide feedback to administration on suggestions for staff development related to pertinent student learning issues and expected school wide learning results. Paraprofessionals are also included in staff development trainings so they may be aware of critical learning goals for each student within the targeted</p> <p>Paraprofessional staff also attend workshops related to their concentrated area of focus such as business manager workshops, charter development seminars related to special education services, teacher credentialing, technology services and more sponsored through the California charter schools association, grant writing trainings, development seminars related to fund-raising, district and</p>

	test company sponsored trainings related to state mandated student testing.
Describe the LEA's strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children's education.	<p>A parental advisory group has been created whereby parents attend regular meetings to learn about school-wide learning outcomes and goals. Parents of students who are involved in targeted assistance program will be provided with the following</p> <ul style="list-style-type: none"> • Provide consultation with parents of the students served • Coordinate supplemental education services with parents • Involve parents in on-going discussions related to items within the LEA plan as well as understanding state academic content standards and state assessments • Working with teachers and other staff to recognize the value of parental participation in the development of plans, and input and providing parents with requested information • Each student/ parent is assigned to an advisor who will know their student well and can speak to issues specifically pertaining to expected learning results of each student <p>High Tech High will coordinate services for students eligible for title I services with professional development for staff, trainings for support staff, and parent involvement in relation to exceptional educational services for students.</p>

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.

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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 principals) for each fiscal year.
29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).
30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

TITLE I, PART D – SUBPART 2

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

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

TITLE II, PART A

34. The LEA, hereby, assures that:

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

TITLE II, PART D

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

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

TITLE III

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

TITLE IV, PART A

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

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

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

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

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

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

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

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

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

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

New LEAP Assurances

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

Other

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

SIGNATURE PAGE

Print Name of Superintendent

Signature of Superintendent

Date

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

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

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

APPENDIX D

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

The 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
Al'sPal's: Kids Making Healthy Choices	Pre K to 2				x		D
Baby Safe (Substance Abuse Free Environment) Hawaii	Families	x	x	x			C
Basement Bums	6 to 8		x				A
Be a Star	K to 6					x	C
Behavioral Monitoring and Reinforcement	7 to 8			x	x		C
Bilingual/Bicultural Counseling and Support Services	Communities	x		x			C
Bully Proofing Your School	K to 8				x		B
CAPSLE (Creating a Peaceful School Learning Environment)	K to 5				x		B
Club Hero	6					x	C
Coca-Cola Valued Youth Program (CCVYP)	School					x	B
Colorado Youth Leadership Project	7	x				x	C
Comer School Development Program (CSDP)	School					x	B
Earls court 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