

Application #

No Child Left Behind Act of 2001
SINGLE SCHOOL DISTRICT PLAN

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

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

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

SSD Plan Information:

Name of Local Educational Agency (LEA): Coffee Creek
County/District Code: 53 71670
Dates of Plan Duration: July 1, 2009 to June 30, 2014
(to be updated at least annually)
Date that Plan was revised: 1/10/11
Date of Local Governing Board Approval: 1-26-12

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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.

Ed Traverso

1-26-12




Printed or typed name of Superintendent

Date

Signature of Superintendent

William M Hartman

1/26/12



Printed or typed name of Board President

Date

Signature of Board President

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Part I

Background and Overview

Background—*Note: The No Child Left Behind Act has sunsetted, with reauthorization pending under the Elementary and Secondary Education Act.*

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 2013-14.**
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 2005-06, 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 (ED). 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 federal accountability. This framework provides the basis for the state's improvement efforts, informing policy decisions by 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 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, the single plan for student achievement, local educational agency (LEA) plans, professional development opportunities, and technical assistance all are moving toward a level of alignment and streamlining. The result of this consolidation will be 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 and Categorical Program Monitoring

The Consolidated Application (ConApp)

The ConApp 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 ConApp 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 ConApp 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.

Role of School Site Council

The California *Education Code (EC)*¹ requires the school site council to develop a SPSA for ConApp programs operated at the school or in which the school participates. In addition, Pupil Retention² and School and Library Improvement Block Grant programs³ operated at the school must be included in the SPSA. The school site council must approve the plan, recommend it to the local governing board for approval, monitor implementation of the plan, and evaluate the results. At least annually, the school site council must revise the plan,

¹ *EC* Section 64001(a), (d)

² *EC* Section 41507

³ *EC* Section 41572

including proposed expenditures of funds allocated to the school through the ConApp, and recommend it to the local governing board for approval.

Composition of School Site Council

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

- The school site council shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school;⁴ parents of students attending the school selected by such parents; and, in secondary schools, students selected by students attending the school.
- **At the elementary level**, the school site council shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel; and (b) parents or other community members selected by parents. In schools with fewer than three teachers, this requirement may be met by establishing a school site council that is composed of equal numbers of school staff and parents or other community members selected by parents.
- **At the secondary level**, the school site council shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) equal numbers of parents or other community members selected by parents and students.
- **At both the elementary and secondary levels**, classroom teachers shall comprise the majority of persons represented under subdivision (a) of this section.

Categorical Program Monitoring (CPM)

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

Development Process for the Single School District (SSD) Plan

LEAs must develop a single, coordinated, and comprehensive plan that describes the educational services for all students that can be used to guide implementation of federal- and state-funded programs, the allocation of resources, and reporting requirements. The

⁴ For example, counselors, psychologists, social workers, nurses, instructional aides, library personnel, and clerks employed at the school

development of such a plan involves a continuous cycle of assessment, parent and community involvement, planning, implementation, monitoring, and evaluation. The duration of the Plan should be five years. ***The Plan should be periodically reviewed and updated as needed, but at least once each year.***

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

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

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

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

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>
- Adequate Yearly Progress (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 (not required for single school districts)
- District Assistance Survey (DAS) – district-level survey of status of implementation of nine essential program components
- Least Restrictive Environment Assessment – examines educational practices for students with disabilities
- English Learner Subgroup Self Assessment (ELSSA) – designed to improve outcomes for English learners

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

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

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

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

Step Three: Develop or Revise Performance Goals

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

specific to the participants (i.e., students, teachers, administrators, paraprofessionals); and d) measurable.

Step Four: Revise Improvement Strategies and Expenditures

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

Identify available resources: Aside from fiscal resources available through federal and state funding, programmatic resources are available on the CDE Web site at <http://www.cde.ca.gov>. The ConApp provides funding for the following programs: Title I, Parts A and D; Title II, Part A; Title III, Part A; Title VI, subpart 2; and, Economic Impact Aid.

Step Five: Local Governing Board Approval

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

Step Six: Monitor Implementation

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

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

PLANNING CHECKLIST FOR SSD PLAN DEVELOPMENT

✓	SSD 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

Single School District Plan for Coffee Creek School Categorical Budget Detail (updated 1/9/12)

Economic Impact Aid (EIA) and Title IIA Teacher Quality are allocated to this school through the Consolidated Application. Small Rural School Achievement (SRSA, or “REAP”) is accepted through the Consolidated Application, but has a separate application and reimbursement process. All three of these programs are required to be included in the Single School District Plan.

State Programs

School-Based Coordinated Program (EIA-SCE) “7250”	\$ 5,681	*2011-2012 allocation
*11/22/11 2nd Apportionment	<u>+ \$ 10,029</u>	2010-2011 carryover
	= \$15.710	Total resources available

#7090 EIA is placed in School-Based Coordinated Program (#7250) to serve all students at the school.

Purpose: Help educationally disadvantaged students succeed in the regular program and improve overall achievement of all students, especially in reading and math.

Strategies: Utilize a part-time para-educator to provide additional one on one instructional support to students. Facilitate high quality, ongoing professional development in math and reading intervention programs for teachers to support academic improvement. Purchase assessment tools and supplemental instructional materials to support improvements in reading and math. Provide part time teacher for reading intervention that is in addition to the core program to bring students' academic performance up to grade level. Related Goals: 1 and 3.

<u>Expenditures:</u>	Reading intervention teacher salary \$2500/benefits \$1899 to provide 2 nd period of reading	\$ 4,399
	Para-educator salary/benefits	\$ 5,022
	Supplemental (not core) instructional materials	\$ 2,095
	Professional development—Reading and math intervention programs	\$ 250
	Library titles utilized in Accelerated Reader; Accelerated Math; other assessments and supplemental materials	\$ 2,422
	Indirects 7.5% on total available resources (reduced from 8.93% due to admin cost limit)	\$ 1,096
Other:		
Capitalized services:	Co-op fee 7.5% on EIA current year allocation	\$ 426

Federal Programs

Title IIA Teacher Quality and Small Rural School Achievement (SRSA, or “REAP”) will be used in Title VA “like” ways under the Reap Flex provision (allows up to 100% of a federal fund to be used under another federal program). The funds will remain in their original resource code.

Purpose: Increase student academic achievement and support local educational reform consistent with statewide efforts, with a focus on reading and math.

Strategies: Provide art/music/fine arts program to supplement classroom activities with local artists/musicians in countywide art pool; research shows an improvement in reading scores for students participating in these programs. Facilitate high quality, ongoing professional development in math and reading intervention programs for teachers to support academic improvement. Provide part time teacher/subs for reading intervention that is supplemental to the core program to bring students’ reading performance up to grade level. Related Goals: 1 and 3.

Title IIA Teacher Quality “4035”

*11/30/11 Preliminary entitlement

\$ 1,595 *2011-2012 estimated allocation
0 2010-2011 unused award
= \$ 1,595 Total resources available

Expenditures: Teacher and sub salary \$1370/benefits \$184--for summer day camp, which may include art/music instructors; art/music instructor costs during school year \$ 764
Professional Development for Accelerated Math \$ 600
Indirects 7.5% on total available resources (reduced from 8.93% due to admin cost limit) \$ 111

Centralized services: Co-op fee 7.5% on current year allocation \$ 120

Small Rural School Achievement (SRSA) “Reap” “5810”

*Award Letter

\$ 18,100 *2011-2012 allocation
\$ 8,698 2010-2011 unused award
= \$ 26,798 Total resources available

Expenditures: Reading intervention teacher/subs salary/benefits to provide 2nd period of reading \$23,570
Indirects 7.5% total available resources reduced from 8.93% due to admin cost limit \$ 1,870

Centralized services: Co-op fee 7.5% on current year allocation \$ 1,358

Part II

The Plan

Needs Assessment—Guidance Information

The passage of NCLB imposes a number of 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 SSD Plan, the SSD should review its demographics, test results, and resources. The majority of such information is readily available on the SSD'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, California Basic Educational Data System (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 SSD is expected to gather and review its own information from these resources to determine strengths and needs and to shape the planning process.

The Sample School and Student Performance Data Forms provided with the suggested template for the SPSA are also attached to this document in Appendix F. These forms are provided for convenience only; their use is not required. The forms simply provide a suggested format for arraying the data that needs to be reviewed.

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 with 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.

Needs Assessment Data

Demographics 2010-2011(CDE SARC Report)— Data elements not populated due to small numbers

Categories	K	1	2	3	4	5	6	7	8	T o t a l
<i>ENROLLMENT (All Students)</i>		1	1			2		1	1	6
<i>Poverty (Free & Reduced Lunch)</i>										
<i>English Learners</i>										
<i>Special Education</i>										
<i>GATE</i>										
<i>Socioeconomically Disadvantaged</i>										
<i>Ethnicity</i>										
Two or more races										
White (not of Hispanic origin)	92.3%									

Student Performance

Data not reported when there are 10 or fewer scores.

Subject	Students Proficient and Above on STAR* Program Results
English-Language Arts	0%
Mathematics	0%
Science	0%
History-Social Science	0%

*Standardized Testing and Reporting Program assessments used for accountability purposes include the California Standards Tests, the California Modified Assessment, and the California Alternate Performance Assessment.

Academic Progress*

Indicator	Result
2011 Growth API Score (from 2011 Growth API Report)	
Statewide Rank (from 2010 Base API Report)	
Met All 2011 AYP Requirements	Yes
Number of AYP Criteria Met Out of the Total Number of Criteria Possible	Met 4 of 4
2011-12 Program Improvement Status (PI Year)	

Analysis of Current Instructional Program

The following statements are adapted from No Child Left Behind (NCLB), Title I, Part A and the California Essential Program Components (EPC). These statements are used to discuss and develop findings that characterize the instructional program at this school for students:

Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Yes	Use of state and local assessments to modify instruction/improve student achievement (NCLB)
Yes	Use of data to monitor student progress on curriculum-embedded assessments/modify instruction (EPC)

Staffing and Professional Development

Yes	Meet requirements for highly qualified staff (NCLB)
Yes	Administrators participate in Principals' Assembly Bill (AB) 430 training on State Board of Education (SBE) adopted instructional materials (EPC)
Yes	Sufficiency of credentialed teachers and teacher professional development (e.g., access to BTSA training on SBE-adopted instructional materials) (EPC)
Yes	Alignment of staff development to content standards, assessed student performance, and professional needs (NCLB)
Yes	Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)
Yes	Teacher collaboration by grade level (K-8) and department (9-12) (EPC)

Teaching and Learning

- Yes Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)
- Yes Adherence to recommended instructional minutes for reading/language arts and mathematics (K-8) (EPC)
- No Lesson pacing schedule (K-8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)
- Yes Availability of standards-based instructional materials appropriate to all student groups (NCLB)
- Yes Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

	<u>Year of Textbook</u>	<u>Name of Textbook/Company</u>	<u>Board Adoption Date</u>
R/LA	2003	Houghton Mifflin Step Up to Writing	06/16/2003
R/LA Intervention	2003	Houghton Mifflin Read Naturally Accelerated Reader	06/16/2003
Science	2008	Houghton Mifflin	12/5/2007
H/SS	2007	Houghton Mifflin	09/17/2007
Math	2000	Sadlier-Oxford	10/20/2000
Math	2008	Harcourt K-6	10/02/2008
Math	2008	Glencoe	10/02/2008
Math Intervention	2000	Sadlier-Oxford Accelerated Math	10/20/2000

Opportunity and Equal Educational Access

- Yes Services provided by the regular program that enable underperforming students to meet standards (NCLB)
- *EL: Services will be provided by CELDT trained teacher.
- *Poor: Services provided by regular classroom teacher through the use of supplemental materials in state adopted programs.
- *Sp Ed: Services provided through Trinity County Office of Education.
- *Underperforming: Services provided by regular classroom teacher through state adopted intervention materials.
- Yes Research-based educational practices to raise student achievement at this school (NCLB)

Involvement

- Yes Resources available from family, school, district, and community to assist under-achieving students (NCLB)

Yes Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of consolidated application programs. (5 CCR 3932)

Funding

Yes Services provided by categorical funds that enable underperforming students to meet standards
 Yes Fiscal support (EPC)

Analysis and conclusions from parents, staff, and the SSC regarding overall effectiveness of the instructional program (using test results, accountability measures, surveys, and discussions):

Strengths: Coffee Creek Elementary School has a multiple-subject credentialed teacher, with a low teacher to student ratio. State adopted materials are available in every content area and grade level. The community is involved in and supportive of the school's overall program. The school has adequate funding to meet student needs and to provide ongoing professional development for staff. Curriculum and instruction are aligned with state standards. State and local assessments are used to monitor student progress and modify instruction to improve student performance. Academic performance strengths: All areas of English/Language Arts; reading skills very strong; younger students are doing a lot of writing; statistics; and, algebra.

Needs: The teacher would benefit from coaches experienced in multi-grade teaching and small school scenarios. An overall master schedule covering all grade levels and content areas throughout the year would be beneficial. Staff should regularly review test scores, determine academic needs, and modify instructional program to meet the individual learning needs of students. Academic performance in English/Language Arts and Math must increase for the school overall. Targeted intervention needs to be provided using state adopted materials for underperforming students. K-1 assessments need to be identified for use in monitoring progress. Delivery of Reading Is Fundamental program services needs to be improved. Monitor implementation of school plan. With one teacher serving all grades, it is challenging to meet the learning needs of each student--utilize standards based independent study packets. Focus on the following for all students: Writing--allow students to write stories and use creative abilities; spelling; punctuation; and, understanding of number sense. For special education--place emphasis on reading speed and comprehension. GATE--establish differentiated instruction.

Teacher Quality

Teacher Credential Information

Part-time teachers are counted as '1'. If a teacher works at two schools, he/she is only counted at one school.

	2007	2008	2009
Total Number of Teachers	2	2	2
Full Credential (full credential and teaching in subject area)	2	2	2
Teaching Outside Subject Area (full credential but teaching outside subject area)	0	0	0
Emergency Credential (includes District Internship, University Internship, Pre-Interns and Emergency Permits)	0	0	0
Teachers with Waivers-- (does not have credential and does not qualify for an Emergency Permit)	0	0	0

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

Summary of Needs and Strengths for Professional Development

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

STRENGTHS	NEEDS
<ul style="list-style-type: none">* All teachers are highly qualified.* All paraprofessionals meet requirements for education.* Student achievement data indicate teacher strength in reading, math, science, and arts.* New teachers participate in BTSA.* New administrators participate in AB 430 training.* We have professional collaboration at the district and county level on a regular basis.	<ul style="list-style-type: none">* A priority for our district is retaining our highly qualified teacher.* The teacher survey indicates a need for further staff development on academic intervention.* Training is needed on the effects of cultural poverty on academic performance.* There is a need to bring in outside experts to enhance professional collaboration.* Use test results to improve instruction and meet student learning needs.

School Safety and Prevention See Goal 4 for summary.

Descriptions – Program Planning

On the pages that follow, the SSD will provide descriptions and information about how it plans to address the requirements of NCLB and the SPSA based upon results of the needs assessment.

Mission

The District's mission is to provide a safe environment which promotes academic excellence, responsible citizens, and a life-long desire for learning.

Vision Statement

It is the vision of Coffee Creek School that the united efforts of students, parents, staff, and community will develop students who:

- value themselves
- come to school ready to learn
- speak and write effectively
- are engaged in nature and science
- compute and problem solve both individually and in a group setting
- value personal health and fitness

- interact respectfully within the school society and community
- use resources of information and technology
- value visual and performing arts

Coffee Creek School students, parents, and staff will strive for high quality student work within a safe, enriched environment, utilizing a wide variety of resources and strategies.

District/School Profile

Coffee Creek Elementary School is a single school district located in the rural mountain community of Coffee Creek in Trinity County. Coffee Creek Elementary School opened in the early part of the last century and moved to its current site in 1960. The school facility consists of two classrooms, a multi-purpose room, kitchen, and office. The school serves as a focal point for students, their parents, and the community. The two-room school serves a Play Group and students in Kindergarten through eighth grade. An after-school program for interested students is provided, as well as sports. Intervention opportunities are also offered to students.

The staff and community strive to work together to create programs that produce articulate, confident, and skilled students. There is a strong focus on a well-balanced education for every student with high standards aimed at excellence and student empowerment. Our School Site Council provides a format for school-wide decision making. Fund raising activities and volunteering in the classroom provide opportunities for community involvement. Our vision is to support and promote a community/school family atmosphere with an emphasis on mutual support for all within a learning community.

Local Measures of Student Performance: End of chapter tests in state adopted materials and dibels for reading.

<p>SCHOOL GOAL # 1A: <i>All students will reach high standards, at a minimum, attaining proficiency or better in reading by 2013-2014.</i></p> <p>SCHOOL GOAL # 1B: <i>All students will reach high standards, at a minimum, attaining proficiency or better in mathematics by 2013-2014.</i></p> <p>(Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages)</p>	
<p>Student groups and grade levels to participate in this goal:</p> <p>Grades K-8</p>	<p>TARGETS Anticipated annual performance growth for each group: Individual student growth of 5% annually</p>
<p>MEASURES Means of evaluating progress toward this goal: K-1 Dibels 2-8 STAR test results and state approved textbook assessments</p>	<p>INDICATORS Data to be collected to measure academic gains: Dibels results CSTs Textbook assessments</p>

Planned Improvement in Student Performance in Reading and Mathematics

Description of Specific Actions to Improve Education Practice in Reading and Math	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <p>The state standards will be used, along with standards-based core curricula. Assessments will be utilized from the standards-based curricula to ensure alignment with state standards. Instruction will be based on these materials. Implementation of the core program will be facilitated by the use of the California State Language Arts/Literature Framework and State and District Language Arts Standards</p> <p>A pacing guide for E/LA and Math will be developed.</p>	<p>Teachers Principal 2011 forward</p> <p>Teachers/principal 2011</p>	<p>None</p> <p>None</p>		
<p>2. Use of standards-aligned instructional materials and strategies: The core curricula are approved by the California Department of Education. Teachers align instruction with the standards, such as by making reference to the standards being taught in lesson plans. Standards are available to every student.</p> <p>Supplemental materials to be used are aligned with content and performance standards as evidenced by standards maps provided by the publishers.</p>	<p>Teachers Principal 2011 forward</p> <p>Teachers 2011 forward</p>	<p>Standards based instructional materials are in place</p> <p>Supplemental materials</p>	<p>\$2,095</p>	<p>SBCP</p>
<p>Additional instructional staff is provided to increase one on one supplemental instruction.</p> <p>Utilize standards based independent study packets to assist in meeting the learning needs of students at multiple grade levels</p>	<p>Para-educator Ongoing</p> <p>Principal/teacher</p>	<p>Para-educator sal/benefits</p> <p>Provide packets</p>	<p>\$5,022</p> <p>--</p>	<p>SBCP</p>
<p>All students: Focus on writing, utilizing Step Up to Writing—allow students to write stories and use creative abilities; spelling, punctuation, understanding of number sense.</p>	<p>Teacher</p>	<p>See Goal 3 on professional development</p>		

3. Extended learning time: Students not meeting state standards will receive intensive instruction before school, during lunch, or after school, or during summer camp.	Teachers Ongoing, Saturday School and after school	Teacher salary/benefits if beyond paid day	
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Description of Specific Actions to Improve Education Practice in Reading and Math	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
4. Increased access to technology: Students will participate in computer-based learning opportunities on a regular basis that support grade level standards. Videos, overhead projectors, computers/internet, mobile computer lab will be used to stimulate interest in topics.	Principal/Teachers Ongoing Teachers Ongoing	Computers, software See above		
5. Staff development and professional collaboration aligned with standards-based instructional materials: Professional development needs are addressed by the administrator and through coordination with the curriculum & instruction department at TCOE. New staff will participate in BTSA or other teacher induction programs which have a heavy emphasis on standards-based materials New administrators will participate in ATP administrator training, with a module specifically devoted to reading. Student achievement data will be reviewed to determine and plan for staff development needs in reading/LA and math. Regularly scheduled time will be set aside for teacher collaboration and professional dialog to focus on selecting benchmark assessments for key standards, joint review of student work on those assignments, and planning for revising/reviewing/re-teaching.	Admin TCOE Curr. Dir. Annually Instructional staff As applicable New principals As applicable Principal, teachers, TCOE curriculum specialist Annually Admin/teachers Ongoing	See Goal 3 Training fee, travel, subs Training costs, subs, travel None None	\$1500 per participant when applicable \$1000/participant when applicable	BTSA state funding, Gen. fund ATP state funding, Gen fund

<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>Parents will be given info on CELDT/CAPA/CMA/STAR test results & how to interpret them within 30 days of receiving results.</p> <p>Alternate means of communication with parents will include input by mail or phone. Parent conferences and IEP meetings will be held.</p> <p>Home/school communications will take place to promote reading at Home, such as the Home & School Connection Newsletter.</p> <p>Additional conferences will be held with parents of underachieving students.</p> <p>Interim reports will be provided to parents of underperforming students.</p> <p>The SARC will be posted to the school web page following board approval. Parents will be notified of its availability.</p> <p>The SSC is made up of parents, teachers, community members, classified staff, and the principal. SSC will meet to provide input on categorical programs, including approval of the Consolidated Application. SSC serves as the School Advisory Committee, being approved to do so by the School Advisory Committee every two years for the purpose of advising the school on the State Compensatory Education Program (EIA/SCE). SSC also serves as the Safety Committee for the purpose of reviewing and updating the School Safety Plan annually, with Board approval by March 1.</p> <p>Parent involvement opportunities will be provided at school, such as back to school night and parent conferences, to highlight reading/language arts program and review student achievement.</p> <p>Foster Grandparents will be used to provide extra student help.</p>	Teachers/Aides August annually	Mailing costs	\$50	Gen fund
	Teachers/principal At least twice/year	Mailing costs	\$50	Gen. fund
	Principal/monthly May annually	Newsletters	\$330	TCOE Co-op
	Teachers/quarterly	None		
	Teachers/quarterly	None		
	Admin/Board Feb. 1 annually	None		
	SSC Members	None		
	Meetings at least quarterly			
	Con App approval in May			
	Safety Plan approval by February			
<p>7. Auxiliary & support services for students and parents (including transition from preschool, elementary, middle, & high school):</p> <p>Play Group services will be provided. Staff will discuss transitional</p>	Principal 2-3/year			
	Principal/volunteers Ongoing	Mileage and meals	\$300	Gen. fund
	Teachers/principal	Staff salaries and benefits	\$56,530	First Five

needs, articulate instruction, and provide opportunities for visitation prior to enrollment.	Ongoing	Materials, supplies, training	\$6,171 estimated	Local fundraising
<p>GATE services will be provided to designated and identified students through curriculum enrichment and differentiated instruction in the regular classroom program according to the Trinity County GATE Handbook.</p>	Teachers As needed	None		
<p>Plan for transition from middle grades to high school:</p> <ul style="list-style-type: none"> • Academic counseling will be provided to 7th-8th grade students. • Upper grade teacher will attend articulation meetings with the high school. • 8th graders will attend high school orientation day in August. • 8th graders will be given a math placement test before enrollment in high school. • 8th grade teacher will recommend students who should be placed in Honor English & Math classes. • High School Ambassadors and high school counselor will hold parent/student orientation night in the spring before enrollment in high school. • 8th graders and parents will be encouraged to attend Open House at the high school. • High school counselor will hold pre-enrollment conference sessions for 8th graders at our school. 	<p>THS Counselor TCOE Counselor By December each year</p> <p>Teachers/counselors Spring annually</p>	Counselor salary/benefits	~\$2,500	TCOE PEI Grant and TAUSD resources
<p>Homeless services: The district will appoint a district education support liaison. The liaison will ensure that homeless children are identified, enrolled immediately, have full and equal access to all programs, are assisted with educational placement if unaccompanied, allowed to attend school of origin, have transportation to school if needed, and signed up for free school meal program. Parents will be notified of rights and those rights will be posted in the school office. The liaison will mediate enrollment disputes, assist children who need immunizations, collaborate with other entities, provide outreach materials where homeless children may be, and provide awareness activities for school staff annually.</p>	Homeless Liaison Principal As needed	<p>Liaison sal/ben or stipend School supplies, in-school snacks, transportation</p>	<p>\$326</p> <p>\$100 if needed</p>	<p>TCOE McKinney Vento</p> <p>General fund</p>
<p>Special Education services: All special education students are part of the total school community with equal access to educational, curricular, and social activities in our school. Appropriate special education services for each student are determined by the IEP Team.</p>	Regular and sp ed staff Ongoing	Excess special ed costs	\$10,671 est.	Gen fund

<p>The special education staff (Resource Specialist and instructional aide), Speech and language Specialist, School Psychologist, regular classroom teacher, and administration will work collaboratively to provide an array of educational options to meet the varied needs of all students at our school. The service delivery options for special education staff may include: Direct services, consultation, alternative materials and/or curriculum, physical accommodations, modified teaching strategies, and curriculum and material adaptation. Special education staff may work with students and/or staff in the regular classroom or small group setting. Emphasis will be placed on reading speed and comprehension.</p> <p>Provide breakfast snack provided to students to support improvements in student performance.</p> <p>Provide prevention education on drug, alcohol, and tobacco.</p>	<p>Food service worker</p> <p>Teacher</p>	<p>Supplies</p> <p>Instructional materials and supplies</p>	<p>\$2,000 est.</p> <p>\$50</p>	<p>Gen. Fund</p> <p>TCOE TUPE Admin funding</p>
<p>8. Monitoring program effectiveness and student learning: For 2nd-8th: STAR test data and state approved textbook assessments will be used to monitor student progress and program effectiveness, with changes in goals and instructional practices when needed. The assessments in state approved textbooks will serve as benchmarks for 2nd-8th grades. For K-1: Dibels will be used to monitor students progress and will serve as benchmarks.</p> <p>The school has a Single School District Plan, which is approved by SSC. The plan will be reviewed to monitor progress and make revisions. Programs contained in the plan will be evaluated annually by the SSC, with a summary of the evaluation included in the plan. The SSD Plan will be posted to the school web page.</p> <p>Students' mastery of standards will be monitored by examining student work; re-teaching occurs as needed.</p> <p>Staff will meet to review student and program progress and determine necessary modifications.</p> <p>GATE students have written learning plans that are reviewed.</p>	<p>Admin and Teachers Ongoing</p> <p>SSC/Board By February for SSD revisions</p> <p>Principal/March</p> <p>Teachers Ongoing</p> <p>Principal, Teachers, Ongoing</p> <p>Teachers, ongoing</p>	<p>See Goal 3</p> <p>None</p> <p>None</p> <p>None</p> <p>None</p> <p>None</p>		

Staff will meet to review and analyze test data.	Teachers, principal Each Fall	None		
9. Targeting services/programs to lowest-performing groups: Direct instructional methods and other means of intervention will be utilized for reading and math. Individual and small group assistance will be provided utilizing research-based effective strategies. Additional assessment will be conducted with underperforming students to identify specific learning needs. Targeted instruction will occur in small groups for underperforming students based on assessment results and using state adopted intervention materials, including Read Naturally, Accelerated Reader, and Accelerated Math. Motivational strategies will be used to improve student performance on tests and assessments.	Teachers/paras Ongoing for students behind in reading Teachers Ongoing Teachers Ongoing Reading Intervention Teacher/subs Ongoing Teachers/paras Ongoing	See above See above See above Salary/benefits None	-- -- -- \$4,399 \$23,570	-- -- -- SBCP SRSA

10. Any additional services tied to student academic needs: Music/arts programs are provided to students based on research correlating that what children learn in music and art contributes to improved reading ability. Students will be allowed to select and keep a RIF (Reading is Fundamental) book of their choice. The teacher will provide a motivational activity designed to promote interest in reading prior to each distribution. Distributions will occur at least 30 days apart. Procedures will be reviewed to ensure that delivery of the program is done effectively. The school will participate in the county RIF program. The school will coordinate efforts to improve Reading/Language Arts achievement with the School Library: The school is dedicated to providing the best possible library for our students. Our collection reflects the varied and diverse interests and aptitudes of our students including a wide range of reading levels. We endeavor to provide quality and updated materials which meet the needs of our rural and isolated school population. Our collection includes county library books, paperbacks, classics, encyclopedias, resource tools in science and social studies, and technology resources which are housed and maintained conveniently so students have ready access to them. Students are encouraged and supported toward frequent use of library materials for research and recreational learning and enjoyment. Our school is committed to further enhancing our library as funds become available. Book titles will be purchased which tie to Accelerated Reader program.	Music/art instructor 1/week during school and/or during summer day camp Teachers, secretary 3 times/year	Music/art teacher contract, supervising teacher RIF books	\$764 \$99	Title IIA TCOE RIF funding
	Principal--Ongoing	Books tied to Accelerated Reader program	\$2,422	SBCP

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

<p>SCHOOL GOAL: Annually increase the number of students scoring proficient or advanced on the ELA and Math CSTs by 5%. (Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages)</p>	
<p>Grade levels to participate in this goal: Grades K-8</p>	<p>TARGETS Anticipated annual performance growth: School wide: 5% each year</p>
<p>MEASURES Means of evaluating progress toward this goal: Grades K-1: Dibels Grades 2-8: CSTs and state approved textbook assessments CELDT</p>	<p>INDICATORS Data to be collected to measure academic gains: ELA: Reading Comprehension Writing Strategies Literary Analysis Math: Math: Algebra Number sense Statistics, data analysis, probability</p>

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

Required Activities	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed):	1. The programs and activities to be developed, implemented, and administered and how the SSD will use these funds to meet all annual measurable achievement objectives described in Section 3122 <i>The school provides programs incorporating ELD to help students learn English and master the State Academic Content Standards.</i>	None		
	2. How the SSD 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 3122making 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)) <i>Funding will be used to provide instructional materials for ELD and materials designed to help ELs access the core curriculum. All students including all LEP students will participate in the statewide assessment program, including the CST to measure students' progress towards proficiency. Statewide targets in reading and math will be applied to individual LEP students to determine whether they have made adequate yearly progress. Results cannot be publicly reported due to small numbers. The CELDT will be used for initial assessment and administered annually to measure LEP students' progress towards English proficiency.</i>	None		
	Principal Annual eval /w mid-year review CELDT trained teacher Within 30 days of initial entry to Calif. School and annually within 60 days of the beginning of school	Contract service provider	\$150 if needed	General fund

Required Activities	<p>3. How the SSD will promote parental and community participation in LEP programs: <i>The school will invite parents of LEP students to serve on advisory committees and to attend twice yearly meetings to discuss and evaluate programs and services.</i></p>	Principal Twice/year	None		
	<p>4. How the SSD will provide high quality language instruction based on scientifically based research (per Sec. 3115(c). The effectiveness of the LEP programs will be determined by the increase in: English proficiency and academic achievement in the core academic subjects <i>The state adopted Reading/Language Arts core curriculum will be used, with students mainstreamed.</i></p>	Teachers Ongoing	None		
	<p>5. High quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel:</p> <ul 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><i>Teachers participate in SB395 or CLAD training in language acquisition, ELD, and SDAIE to learn research-based strategies to meet the needs of LEP students. As needed, teachers will participate in ongoing, sustained staff development in current research and the most effective instructional strategies for accelerating the achievement of English Learners. Teachers will receive training in the ELD components of adopted textbooks and supplemental materials especially designed to support achievement of English Learners. Principals will attend ongoing staff development in the most effective instructional strategies for accelerating the achievement of English Learners.</i></p>	Teachers/principal As indicated	Training costs	\$500/year per employee as needed	Gen. fund

	1. Upgrade program objectives and effective instructional strategies, if applicable: <i>Yes, the training for principals and teachers described previously is designed to provide all teachers with effective instruction strategies in ELD and SDAIE.</i>	Teachers/principal as needed	See above		
	2. Any: a. tutorials and academic or vocational education for LEP students and/or b. intensified instruction <i>EL students will be provided with additional instruction to learn English</i>	Teachers	None		
	3. How programs for English Learners are coordinated with other relevant programs and services <i>Coordination occurs through staff meetings.</i>	Admin/teachers As needed	None		
	4. Any other activities designed to improve the English proficiency and academic achievement of LEP children: <i>All programs and services for LEP students are focused on improving their English proficiency and academic achievement, as described above.</i>	Teachers Ongoing	See above		
	5. Community participation programs, family literacy services, and parent outreach and training activities provided to LEP children and their families – a. To improve English language skills of LEP children b. To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children <i>The school provides written information to parents containing suggestions to help their children improve their academic achievement. Information is available in languages other than English. All parents are invited to informational meetings to discuss ways to help their children improve academic achievement.</i>	Teachers Ongoing	None		

	<p>6. Efforts to improve the instruction of LEP children by providing for –</p> <ul style="list-style-type: none"> a. The acquisition or development of educational technology or instructional materials b. Access to, and participation in, electronic networks for materials, training, and communication c. Incorporation of the above resources into curricula and programs <p><i>The acquisition of educational technology will take place. Efforts to incorporate all resources into LEP curricula will take place.</i></p>	Principal As needed	See above		
	7. Other activities consistent with Title III or EIA/LEP funds				

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

Parents of Limited-English-Proficient students must be notified: outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents. Describe how you will meet these requirements	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Required Activities</p> <p>1. SSD informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):</p> <ul 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 h. information pertaining to parental rights that includes written guidance detailing – <ul style="list-style-type: none"> i. the right that parents have to have their child immediately removed from such program upon their request ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available iii. the SSD assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the SSD 				

<p>a-b. The CELDT is administered within 30 days of enrollment to students whose first three answers to Home Language Survey questions are other than English. Parents are notified of the test results and recommended program placements in writing in a language they can understand. English learners who score at the beginning to early intermediate on CELDT are placed in a Structured English Immersion (SEI) program. English learners with reasonable fluency, scoring at the intermediate to early advanced levels is placed in an English Language Mainstream (ELM) class. With the notification of test results and recommended placement, parents are also informed of their right to request an alternative program or different placement.</p> <p>c. The written notification of results and recommended placement includes a description of both the SEI and ELM programs, including the content, instructional goals, and extent of use of English and native language in instruction in each program.</p> <p>d. CELDT results reported to parents include levels for reading, writing, and listening and speaking as well as overall proficiency in order to identify strengths and needs for each child. These levels are used in program placement decisions. These results are also shared with the student's counselor and teachers for use in instructional planning.</p> <p>e. The descriptions of the SEI and ELM programs explain how these programs use English Language Development (ELD) to help their child learn English and Specially Designed Academic Instruction in English (SDAIE) to help their students to meet age-appropriate standards.</p> <p>f. Parents are also provided written criteria for reclassification and exit from the program and a written summary of the performance expectancies on CELDT, the CST and CAT6 in English/Language Arts, and the CAHSEE for each year in the program.</p> <p>g. For LEP students with identified disabilities requiring special education services, CELDT performance levels in reading, writing, and listening and speaking are considered in the development of the individualized educational program (IEP.) IEP objectives include English Language proficiency objectives and core content objectives. Parents are consulted in the development of IEP objectives.</p> <p>h. The written notification of CELDT results and recommended placement includes notification, describes programs offered by the district and explains that parents can request another available program; and encourages parents to seek additional information and assistance from the staff regarding program selection. Parents of all students who continue in SEI and ELM programs are provided all of the above information again at the beginning of the school year (within the first 30 days). Parents of new students are notified as soon as the child is placed in the program based on preliminary CELDT results.</p>	Teachers Within 30 days of enrollment	None		
	Teachers Within 30 days of receiving results	None		
	"	None		
	Teachers Within 30 days of enrollment	None		
	"	None		
	Teachers As needed	None		
	Teachers Within 30 days of receiving results	None		

<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 school year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p> <p><i>Parents are provided all of the above information again at the beginning of the school year. Parents of new students are notified as soon as the child is placed in the program based on preliminary CELDT results.</i></p>	<p>Teachers Beginning of School Year</p>	<p>None</p>		
<p>SSD Parent Notification Failure to Make Progress</p> <p>If the SSD fails to make progress on the annual measurable achievement objectives, it will inform parents of a child identified for participation in such program, or participating in such program, of such failure not later than 30 days after such failure occurs.</p> <p><i>If the school does not make adequate yearly progress on the annual measurable objectives, the school will notify parents of the failure to make progress and the reasons for failure within 30 days of the notification of failure to the district.</i></p>	<p>Teachers Within 30 days of notice</p>	<p>None</p>		

Plans to Provide Services for Immigrants—Not applicable; the district does not receive Title III funds.

Performance Goal 3: By 2005-06, all students will be taught by highly qualified teachers.		
SCHOOL GOAL # 1 : Annually and upon hire, all instructional staff will meet highly qualified requirements; new administrators will actively work toward a clear administrative credential according to the allowable time frame of 5 years for Tier I and 5 years for the clear credential . (Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages)		
Student groups and grade levels to participate in this goal: School wide	TARGETS Anticipated annual performance growth for each group: Instructional staff already meets highly qualified requirements. Administrator: Annual completion of at least one semester of administrative training	
MEASURES Means of evaluating progress toward this goal: All instructional staff, including new hires, will continue to meet highly qualified requirements.	INDICATORS Data to be collected to measure gains: CBEDS staff report Administrative credential	

Planned Improvements for Professional Development (Title II)

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>All content related professional development is standards based. TCOE will conduct a professional needs assessment of teachers, principals, and instructional aides to assess progress toward meeting staff requirements. Trends in data on formative and summative assessments of student progress in relation to state content and academic achievement standards will be reviewed to determine areas of need for professional development.</p>	<p>Curriculum Director Aides, Teachers, Principals</p> <p>Annually</p>	<p>--</p>	<p>--</p>	<p>--</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>Staff will review research on professional development activities that assist teachers and administrators to ensure all students will meet or exceed State content and academic achievement standards. Research-based resources are provided to staff for on-site use by the curriculum department. Staff will pay special attention to those topics and formats that have the greatest positive impact on teachers' ability to accelerate the learning of students in the lowest-performing groups. They will then design a system of professional development that is both coherent and differentiated based on teacher effectiveness and assignment. This system will focus on improving student achievement. Professional development resources will be concentrated where they are needed most.</p>	<p>Curriculum Director District Administrators and Teachers</p> <p>Annually</p>	<p>--</p>	<p>--</p>	<p>--</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. How the activities will have a substantial, measurable, 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>In designing and assessing the impact of professional development, staff will concentrate on the following: (1) How well does it focus on students meeting standards through the use of state-adopted standards-based materials and formative assessments? (2) How well aligned is professional development to the instructional work of teachers? (3) To what degree is the system built on student academic and cultural needs? (4) How well do selected professional development resources apply to particular under-performing student populations? (5) How well integrated are materials adoption/selection, intervention approaches, and family and community relations with the professional development system? Intervention programs will be used with underperforming students that have research based documented effectiveness. (6) On what evidence are PD needs based (assessment data, etc.)?</p> <p>Strategies will be provided to parents and staff on eliminating discrimination, bias, social-emotional skill building, negative effects of poverty on achievement, and bullying/harassment through written materials and professional development sessions.</p>	<p>Curriculum Director Principal Teachers Annually</p>	<p>Listed above</p>	<p>--</p>	<p>--</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>The principal will ensure that professional development activities are coordinated to address needs in assisting all students to meet or exceed state academic achievement standards. Activities will be designed to help teachers integrate standards-based curriculum, instructional practice, assessment and understanding of the strengths and needs of the students in their classes. Classroom management, interventions, working with students' families, and other topics required by funding sources will be addressed within the context of ensuring that all students meet or exceed State content and academic achievement standards. Administrators will meet to coordinate professional development days county wide. Title IIA is used in Title IA "like" ways under Reap Flex.</p>	<p>Principal/ Curriculum Director Annually</p>	<p>See #9 below</p>	<p>--</p>	<p>--</p>

<p>5. The professional development activities that will be made available to teachers & principals & how the LEA will ensure that professional development needs of teachers and principals will be met:</p> <p>Teacher survey results will be reviewed to determine matches with identified gaps in student learning.</p> <p>Teachers will be provided with resources for effective use of collaboration time focused on coordinating the teaching and assessing of standards in the subject matter areas of most needed improvement.</p> <p>Regularly scheduled time will be set aside for teacher collaboration and professional dialog to focus on selecting benchmark assessments for key standards, joint review of student work on those assignments, and planning for revising/reviewing/re-teaching.</p> <p>Staff development days will focus on practicing core research-based instructional methods and effective implementation of remedial materials in areas of most needed improvement.</p> <p>Professional development will combine the leaders' roles in supporting standards implementation, organization and management for continuous improvement, and addressing diverse needs of low-performing students.</p>				
<p>6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy: Title IIA funds are REAPed 100% and used in Title VA "like" ways.</p>	n/a	n/a	n/a	n/a
<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. Title IIA funds are REAPed 100% and used in Title VA "like" ways.</p>	n/a	n/a	n/a	n/a
<p>8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the district plan: * Staff determines professional development needs according to student learning needs via meetings, discussion, and data review. Parents/staff provide input at SSC meetings on professional dev. and the SSD.</p>	Teacher, admin Annually SSC/ Twice/year	None None	-- --	-- --

<p>9. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> * Teach & address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs, those who are gifted & talented), and students with limited English proficiency; * Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; * Involve parents in their child's education; and * Understand and use data and assessments to improve classroom practice and student learning. 				
<p>Teacher collaboration time and staff development days will be focused on selecting benchmark assessments for key/essential standards and joint review of student work on those assignments, includes planning for addressing diverse student needs, student behavior management, and working with families.</p> <p>Staff development days include:</p> <p>Step Up to Writing</p> <p>Dibels</p> <p>Olweus Bullying program</p> <p>Differentiated instruction</p> <p>Assisting in instruction</p> <p>Reading and math intervention strategies</p> <p>Cultural poverty influences on student achievement & working with parents</p> <p>Paraprofessional training on standards</p> <p>Reading in the content areas</p> <p>NCLB compliance issues</p> <p>Writing across the curriculum</p> <p>Working with English Language Learners</p> <p>Behavior management</p> <p>Social-emotional skill development</p> <p>CELDT</p> <p>CLAD</p> <p>Data analysis</p> <p>Teacher and admin training</p>	<p>Curriculum Director Teachers Administrators Aides</p> <p>Accelerated Math</p> <p>Reading and Math intervention programs</p>	<p>See above</p> <p>Training/travel costs</p> <p>Training/travel costs</p>	<p>--</p> <p>\$600</p> <p>\$250</p>	<p>--</p> <p>Title IIA</p> <p>SBCP</p>
<p>10. How the LEA will use funds to meet requirements of Section 1119: Not applicable (Title IIA funds are REAPed into Title VA).</p>	<p>n/a</p>	<p>n/a</p>	<p>n/a</p>	<p>n/a</p>

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

Environments Conducive to Learning (Strengths and Needs):

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

STRENGTHS	NEEDS
Counseling provided Positive, supportive school climate Small class size and more individualized assistance Services provided by high school to support transition and passage of CAHSEE	More positive transition to high school Meaningful participation; counseling/support Peer pressure to use drugs; alcohol use/drinking and driving; tobacco use; marijuana use More opportunities for involvement in positive alternatives Bullying—Implement Olweus program with staff training

Environments Conducive to Learning (Activities):

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

ACTIVITIES
<p>Goal: The school is a safe, healthy, clean, and welcoming place.</p> <p>(As confirmed at 2/8/11 SSC meeting):</p> <ol style="list-style-type: none"> 1. Support transition activities from 8th to high school, such as having a mentor for each child 2. Activity bus 3. Provide additional positive activities 4. Support socialization opportunities with other schools

Other Strategies:

1. Enforce a weapons and substance-free campus policy.
2. Participate in any required California Department of Education evaluations.
3. Provide integrated, comprehensive substance abuse/violence prevention ed for all students.
4. Provide disaster preparedness training and practice for all staff and students.
5. Offer information about community-based programs/activities throughout school community
6. SSC annually reviews and updates the school safety plan, with board approval by March 1.
7. Provide children with a safe and healthy environment.
8. Provide access to community agencies when safety is compromised.
9. Contact appropriate agencies when student safety is an issue
10. Provide students with positive alternatives to violence and substance abuse.
11. Encourage staff to participate in county trainings on substance abuse prevention instruction.
12. Provide counseling
13. Provide parent workshops
14. Offer summer day camp

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

Based on data regarding the incidence of violence and alcohol, tobacco, and other drug use in the schools and communities to be served, and other qualitative data or information, provide a list of the SSD's strengths and needs related to preventing risk behaviors. **Information is for Trinity County (Trinity Center participated).

Three Year Strategic Prevention Plan 2011-14 for Trinity County, 9/12/11

The mission of the LCC is to foster the health, well-being, and responsible citizenship of Trinity County residents through the promotion of healthy lifestyles, increasing individual and community wellness and protective factors.

Overarching purpose of goals: To help each student achieve their dreams.

Goal 1: All students will experience social and academic success.

1.1 Students will feel more connected to their school-community, as measured by: 1) California Healthy Kids Survey (CHKS) results every other year showing high levels of caring relationships and meaningful participation; and, 2) evidence of opportunities for students to become involved in service learning, career prep, and connections to the community.

Moderate and high levels of:

Caring adult relationships 7th
High adult expectations 7th
Meaningful participation 7th

Caring adult relationships 9th
High adult expectations 9th
Meaningful participation 9th

Caring adult relationships 11th
High adult expectations 11th
Meaningful participation 11th

School Environment						Community Environment					
2005	2007	2009	2011	Met Goal?	07-09 State	2005	2007	2009	2011	Met Goal?	07-09 State
91%	94%	86%	92%	Yes	88%	92%	89%	91%	93%	Yes	91%
92%	98%	92%	94%	Yes	94%	89%	88%	93%	97%	Yes	92%
79%	84%	78%	74%	No	69%	88%	92%	92%	91%	No	86%
81%	n/a	92%	90%	No	87%	82%	n/a	92%	95%	Yes	90%
85%	n/a	93%	93%	No	92%	89%	n/a	90%	93%	Yes	92%
59%	n/a	63%	73%	Yes	64%	80%	n/a	80%	84%	Yes	83%
90%	n/a	90%	94%	Yes	89%	91%	n/a	96%	95%	No	92%
92%	n/a	94%	94%	No	93%	94%	n/a	96%	91%	No	92%
60%	n/a	63%	67%	Yes	66%	79%	n/a	87%	87%	No	84%

Evidence of opportunities for students to become involved in service learning, career preparation, and connections to the community: _____

1.2 Promote academic success for all students, including those college or vocational bound, as measured by an increase in county-wide CST (California Standards Test) results in grades 7, 9, and 11 in English/ Language Arts, General Math, and Algebra I and county-wide graduation rates.
% proficient or advanced:

CST

English/LA

CST General

Math

CST

10th Grade *CAHSEE Pass Rate

2005	2007	2009	2011	Met Goal?
51%	60%	65%	61%	No
49%	56%	55%	62%	Yes

43%	52%	46%	51%	Yes
-----	-----	-----	-----	-----

2005	2007	2009	2011
83%	84%	87%	87%

1.3.1 More students will report being free of extended feelings of sadness/hopelessness in the last 12 months, as measured by CHKS.

	2001	2005	2007	2009	2011	Met Goal?	07-09 State
7th	75%	78%	72%	66%	67%	Yes	71%
9th	68%	56%	n/a	57%	63%	Yes	68%
11th	n/a	53%	n/a	65%	61%	No	67%

1.4 Eighth grade students will experience a positive social, emotional, & academic transition to high school, as measured by an increase on CHKS school connectedness indicators & 9th CST results. (See above for results)

1.5 Students at alternative schools will receive counseling, support services, and educational programs, as measured by the provision of new services.

Goal 2: Communities will foster a climate of dignity and respect.

2.1 More students will report being free of harassment on school property in last 12 months, as measured by CHKS.

	2001	2005	2007	2009	2011	Met Goal?	07-09 State
7th	60%	64%	42%	41%	42%	Yes	56%
9th	61%	41%	n/a	54%	59%	Yes	64%
11th	n/a	62%	n/a	67%	68%	Yes	71%

2.2 More students will feel safe or very safe at school, as measured by CHKS.

	2001	2005	2007	2009	2011	Met Goal?	07-09 State
7th	93%	70%	77%	65%	64%	No	59%
9th	92%	51%	n/a	65%	57%	No	56%
11th	n/a	55%	n/a	74%	85%	Yes	59%

2.3 Awareness activities will take place each year to promote dignity and respect for self and others, as measured by records of events and activities and community connectedness data on CHKS. (see above for CHKS results)

Records of events and activities: _____

Goal 3: The community, including students, will be supported in making healthy choices, including maintaining lifestyles free of tobacco and illegal use of alcohol and other drugs.

3.1 More students will report being alcohol free, as measured by 30 day alcohol use and 30 day use of alcohol on school property, per CHKS.

Alcohol free

7th
9th
11th

	2001	2005	2007	2009	2011	Met Goal?	07-09 State
	89%	86%	88%	76%	88%	Yes	85%
	64%	73%	n/a	58%	51%	No	73%
	n/a	52%	n/a	61%	52%	No	64%

No alcohol use on campus

7th
9th
11th

	2001	2005	2007	2009	2011	Met Goal?	07-09 State
	100%	98%	99%	92%	98%	Yes	94%
	93%	88%	n/a	86%	88%	Yes	91%
	n/a	93%	n/a	93%	87%	No	93%

3.2 The DUI rate will decrease, as measured by county DUI data from CHP. _____

3.3 More students will report being free of marijuana in past 30 days, as measured by CHKS.

	2001	2005	2007	2009	2011	Met Goal?	07-09 State
	95%	98%	95%	90%	83%	No	94%
	82%	82%	n/a	72%	68%	No	87%
	n/a	71%	n/a	77%	62%	No	81%

7th
9th
11th

3.4 More individuals will be tobacco free, as measured by CHKS 30 day cigarette and smokeless tobacco use and C-STATS (County and Statewide Archive of Tobacco Statistics)

	2001	2005	2007	2009	2011	Met Goal?	07-09 State
7th	93%	97%	98%	89%	94%	Yes	95%
9th	82%	86%	n/a	78%	79%	Yes	91%
11th	n/a	84%	n/a	83%	74%	No	87%

Cigarette free

	2001	2005	2007	2009	2011	Met Goal?	07-09 State
7th	100%	96%	98%	87%	93%	Yes	97%
9th	95%	94%	n/a	79%	82%	Yes	96%
11th	n/a	90%	n/a	71%	79%	Yes	96%

Smokeless tobacco

free

C-STAT:

Smoker Type	Prevalence (%)	
	Adult Smoking Rates	
	2002	2005
Current smoker	19.5	17.88
Daily smoker	15.1	14.29
Occasional smoker	4.4	3.59

Note: Due to sample size limitations, this is a regional estimate. Source: California Dept. of Public Health/California Tobacco Control Program—C-STATS Website, <http://www.cstats.info> (accessed 9/14/11)

3.5 Youth will be involved in more youth advocacy activities to reduce drug, alcohol, and tobacco use and incidents of violent behavior, as measured by the number of youth participating in groups and activities, such as TriniTeen, FNL/Club Live, TUPE activities, Tobacco Ed activities, Prevention Squad, MOST Club, Girls Group/THS.

3.6 The number of tobacco-free venues and community events in Trinity County will increase, as measured by record of venues and events.

3.7 The numbers of adults with Substance Use Disorders seeking treatment will increase, as measured by AODS data.

3.8 Parent Liaison services will be provided to connect families to needed services and to provide education and needed support, as measured by PEI and HRN contact logs.

PEI Counselor Log

	Number of Students	
	2010-2011	2011-2012
Referred to providers	30	
Parent contacts	126	

HRN Log:

Overall Results

2011 24 of 42 CHKS objectives with comparison data were met= 57%

- 7th -- 71% met (10 of 14 objectives)--School and community caring adult relationships/high expectations, sad/hopeless feelings, harassment, 30 day alcohol/cigarettes/smokeless tobacco, alcohol on campus
- 9th -- 64% met (9 of 14 objectives)--School meaningful participation, community caring adult relationships/high expectations/meaningful participation, sad/hopeless feelings, harassment, 30 day cigarettes/smokeless tobacco, alcohol on campus
- 11th -- 36% met (5 of 14 objectives)--School caring adult relationships/meaningful participation, harassment, safe at school, 30 day smokeless tobacco

18 of 42 CHKS objectives with comparison data were not met as of 8/29/11= 43%

- 7th -- 29% not met (4 of 14 objectives)--School and community meaningful participation, safe at school, 30 day pot
- 9th -- 36% not met (5 of 14 objectives)--School caring adult relationships/high expectations, safe at school, 30 day alcohol/pot
- 11th -- 64% not met (9 of 14 objectives)--School high expectations, community caring adult relationships/high expectations/meaningful participation, sad/hopeless, 30 day alcohol/pot/cigarettes, alcohol on campus

Prevention Programs:

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

List the science-based programs (programs proven by science to effectively prevent tobacco use, alcohol use, other drug use, and violence) that the LEA will adopt and implement.

Life Skills ATOD focus Grades 6-8

Second Step Safety/Violence Grades 3-5

Olweus Bullying/school climate Grade 6-8 Start: 12-13

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

Provide a brief narrative rationale based on the SSD's analysis of CSS, CHKS, and CSSA data related to why the LEA selected these programs and activities for implementation.

Input (based on needs assessment information—Healthy Kids Survey, school data on suspensions/expulsions, and observations) from parents, staff, students, community members, and agencies were used to develop priority goals and strategies as part of a 3 year plan. The rate of substance use is significant and is higher than the state in some areas. Life Skills was chosen because the research shows it to have the greatest reduction in substance using behaviors compared to other programs.

Evaluation and Continuous Improvement (4115 (a)(2)(A)): Provide a description for how the LEA will conduct regular evaluations of the effectiveness of the SSD's alcohol, tobacco, other drug use and violence prevention program. Describe how the results of the evaluation will be used to refine, improve and strengthen the program.

The Local Coordinating Council (LCC), with input from staff, students, and parents, will annually review progress on the Three Year Prevention Plan at an LCC meeting. Modifications to the plan will be made by the group based on updated data, observations, other local indicators, and input from the school-community. The California Healthy Kids Survey will be administered every other year to 7th grade students at Coffee Creek School for inclusion in the County-wide report. School Site Council will annually hear reports on the school's prevention program efforts, review Healthy Kids Survey results every other year, review school priorities and activities each year for the prevention program, and will review the Strategic Action Plan changes. Each year, SSC will recommend changes in the school's priorities and activities based on what has had the most impact and what gaps still exist. The recommendations will be incorporated into the Single School District Plan.

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.

Every other year--Healthy Kids Survey results reported at SSC and Board meetings

Every year--Progress on prevention program goals will be reported publicly at a
SSC and School Board meeting

--Program evaluation results will be included in the school plan, which will be posted to the school web page. Parents will be notified of its availability.

School Safety Plan--(excerpts) approved by School Site Council on January 12, 2012.

Refer to the complete plan for mission statement, descriptions of the school climate and physical environment, safety related policies, disaster response procedures, and methods of communicating the plan to the public. The principal conducts the review of safety related policies and disaster response procedures that make up the rest of the Safety Plan to determine if changes are needed in these components. A public hearing will be held 10 days before Board adoption to share information on the plan and obtain input from members of the school community. Board adoption shall occur prior to March 1 annually.

School Safety Action Plan Component

Review of data and identification of areas needing change: Bullying and fighting were not identified as problems, nor were other incidents of negative student behavior. Tap water is not drinkable. Exterior door mechanism is faulty. There is a proposed law to require schools to install door locks which lock from the inside. The hot/cold faucets are not combined, creating a hot water safety hazard for young students.

Review progress on current plan during the last year: A Sheriff's Department officer reviewed safety procedures with staff and students. A Fire Department representative showed safety equipment to students and reviewed fire safety information. The fire alarm system was inspected. A game warden came out twice to discuss safety tips in relation to contact with animals. Students took a trip to the hospital to see the emergency room and ambulance. Love and Logic books were made available for parent check out in the office. Fencing was put up to enclose grounds.

Set revised goals, objectives, and activities to be accomplished during the coming year:

I. Social Environment—

Goal: Promote school safety through educational awareness and a disciplined school environment.

Objective for Change: Increase awareness of students, staff, and parents regarding school emergency procedures by June 2011.

1. Related activities:
 - Invite Sheriff's Office representative to review safety procedures with students, staff, and parents. The officer will be requested to review the School Safety Plan and provide input on recommended changes. Recommendations will be considered by the School Site Council and Board for inclusion in the plan.
2. Resources needed:
 - Schedule officer visit
3. Persons responsible for implementation:
 - Secretary
4. Time implementation: Complete activities by June 2011

Objective for Change: Staff and parents will become better informed and able to implement positive discipline strategies using Love and Logic by fall 2012.

1. Related activities:
 - Presentations will be given to parents
2. Resources needed:
 - Schedule presentations with Human Response Network or Danny Silk
 - Registration flyer for parents to sign up
 - Free classes if provided by HRN; class fee if provided by Danny Silk—will need to call for costs
3. Persons responsible for implementation: Secretary
4. Time implementation: Complete activities by Fall 2012

II. Physical Environment--

Goal: Enhance physical environment and improve safety of plant.

Objective for Change: Faucet water will be palatable and safe for drinking by September 2011.

1. Related Activities: Install water filtration system
2. Resources needed:
 - Research types and costs of various systems

- Secure contractor
 - Funding source: Deferred maintenance
3. Persons responsible for implementation: Principal
 4. Time implementation: Complete activities by September 2011

Objective for change: The safety of hand washing facilities will be improved by February 2012.

1. Related Activities: Install updated plumbing, including combined hot/cold spigot
2. Resources needed:
 - Research types and costs of various systems
 - Secure contractor
 - Funding source: Deferred maintenance
3. Persons responsible for implementation: Principal
4. Time implementation: Complete activities by February 2012

Objective for change: All exterior doors will function properly by December 2011.

1. Related Activities:
 - a. Replace one door with faulty mechanism
2. Resources needed:
 - Secure contractor
 - Funding source: Deferred maintenance
3. Persons responsible for implementation: Principal
4. Time implementation: Complete activities by February 2012.

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—funding has ended.

Parents serve on the SSC and LCC. Parents are informed of student survey results, participate in development of goals and strategies to address student needs, and help evaluate the program progress annually through SSC meetings. Survey results and program evaluation are shared annually at a School Board meeting.

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

Referral procedure:

Referrals for pregnant or parenting minors are made to the principal, who makes a

Referral procedure:

Referrals for pregnant or parenting minors are made to the principal, who makes a referral to the School Nurse. The School Nurse interviews the student to determine needs and issues, including tobacco use. Tobacco Free Generations is provided to the student by the nurse, who may additionally make a referral to other agencies with permission. Referral may be made, when indicated, to the Tobacco Education Program for cessation and awareness sessions.

Resources: Tobacco Education Program 623-2024 Planned Parenthood 623-2386
Trinity COE School Nurses 623-2861 Public Health Department 623-1265

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))

TUPE Coordinator

\$500 from Trinity COE's TUPE Admin grant
Up to \$1258 for coordinator and \$50 for materials
From TUPE 6-12 grant (see grant for details)

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

Supplemental Counseling Grant Plan and Budget (7th-8th) SACS Code 7080

SCHOOL GOAL: Prepare students for success at the high school level with a focus on passing the California High School Exit Exam (CAHSEE) and graduating with their class.					
Student groups and grade levels to participate in this goal: All 7 th and 8 th grade students, with additional requirements for 7 th -8 th grade pupils deemed academically at-risk.		Anticipated annual performance growth for each group: 1. Students below grade level in English/Language Arts will increase achievement by at least six months annually & will advance similarly towards proficiency on the California Standards Test (CST) 2. Students below grade level in Mathematics will increase achievement by at least six months annually and will advance similarly towards proficiency on the CST			
Means of evaluating progress toward this goal: School team consisting of principal, counselor, and 7/8 teacher will review data annually to determine progress toward objectives by individual students and by grade level groupings of students.		Group/individual data to be collected to measure academic gains: 1. Report card grades 2. Performance on standards based assessments 3. California Standards Test			
Actions to be Taken to Reach This Goal		Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Items 1-6 relate generally to the counselor duties. 1. For all 7th and 8th grade students: A. A review of the pupil's academic and deportment records will be conducted. B. A PPS counselor will meet with students (may be a group meeting) and their parents/ guardians if practicable, to explain: * Academic & deportment records, including performance on standardized & diagnostic assessments * Educational options (include college prep, post secondary education, vocational programs, career technical education, etc) * Coursework & academic progress needed to successfully transition to high school & meet all graduation requirements (copy will be given to pupil/parent & placed in cum) * CAHSEE requirement & consequences of not passing C. Pupils will be identified who are at risk of not graduating with their class, not earning credits at a rate that will enable them to pass the CAHSEE or not possessing sufficient training to allow them to fully engage in a chosen career.		Sept-May "	TAUSD and JC Counselors "	\$2500 "	Junction City PEI grant, TAUSD resources "
2. In addition to the above--For at risk 7th grade students (at far below basic level in English Language Arts or Mathematics on CST as 6th graders): A. The school will develop a list of coursework & experience necessary to: 1) Assist each pupil to successfully transition to high school & meet all graduation requirements, including passing the high school exit exam, and 2) meet		Prior to conferences	"	"	"
		Prior to January	"	"	"

<p>admission requirements for UC and CSU. Copies to be given to pupil & parent & one placed in cum.</p> <p>B. A PPS counselor will meet with each identified pupil individually & their parents/guardians to apprise them of the following:</p> <ul style="list-style-type: none"> * The consequences of not passing the CAHSEE * The available programs, courses, and career technical education options needed by the pupil for satisfactory completion of middle or high school * The cumulative records and transcripts of the pupil * The pupil's performance on standardized and diagnostic assessments * The remediation strategies, high school courses, and alternative education options available to the pupil * Information on postsecondary education and training * The pupil's score on the English language arts or mathematics portion of the California Standards Test administered in grade six, as applicable * Opportunities to increase meaningful participation & connectedness, including the After School Program, Club Live, community clubs, etc. <p>**If sufficient resources are available, services under item #2 will also be provided to 8th grade students.</p>	<p><u>Prior to January</u></p>	<p>“</p>	<p>“</p>	<p>“</p>
<p>3. The counselor will complete/submit a report to CDE.</p>	<p>Annually TBD</p>	<p>--</p>	<p>--</p>	<p>--</p>
<p>4. The counselor will participate in a vertical team planning meeting with other school counselors to develop social & academic transition strategies.</p>	<p>February, annually August-June</p>	<p>TAUSD expense</p>		
<p>5. The counselor will participate in professional development, including Why Try, Asset Dev., SST, etc.</p>	<p>Jan-May</p>	<p>TAUSD expense</p>		
<p>6. If feasible, the counselor or other staff will use Why Try? with identified students to build social/emotional skills, increase academic achievement, & increase likelihood of graduating, individually or in groups.</p> <p>All 8th grade students will participate in a full day visitation to the high school (teacher as chaperone).</p>	<p>May, annually</p>	<p>Substitute Teacher</p>	<p>\$100</p>	<p>General Fund</p>
<p>Homework help & add'l instruction will be provided after school.</p>	<p>Spring</p>			
<p>Student Study Team will meet to address the needs of pupils identified as at-risk.</p>	<p>Within 45 days of I.D.</p>	<p>None</p>	<p>n/a</p>	<p>n/a</p>
<p>Remedial instruction will be provided for identified students by the teacher/para-educator during the regular school day.</p>	<p>Sept-May</p>	<p>None (part of regular duties)</p>	<p>n/a</p>	<p>n/a</p>

Part III

Assurances and Attachments

Assurances

Signature Page

Appendix

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

Appendix B: Links to Data Web sites

Appendix C: School Site Council Waiver

**CALIFORNIA DEPARTMENT OF EDUCATION
LEGAL ASSURANCES
May 12, 2010**

Consolidated Categorical Aid Programs

General Assurances

1. Programs and services are and will be in compliance with Title VI and Title VII of the Civil Rights Act of 1964; the California Fair Employment Practices Act, Government Code §11135; and Chapter 4 (commencing with §30) of Division I of Title 5, *California Code of Regulations (CCR)*
2. Programs and services are and will be in compliance with Title IX (nondiscrimination on the basis of sex) of the Education Amendments of 1972. Each program or activity conducted by the LEA will be conducted in compliance with the provisions of Chapter 2, (commencing with §200), Prohibition of Discrimination on the Basis of Sex, of Part 1 of Division 1 of Title I of the *Education Code*, as well as all other applicable provisions of state law prohibiting discrimination on the basis of sex.
3. Programs and services are and will be in compliance with the affirmative action provisions of the Education Amendments of 1972.
4. Programs and services are and will be in compliance with the Age Discrimination Act of 1975.
5. Programs and services for individuals with disabilities are in compliance with the disability laws. (PL 105-17; 34 *Code of Federal Regulations (CFR)* 300, 303; and Section 504 of the Rehabilitation Act of 1973)
6. When federal funds are made available, they will be used to supplement the amount of state and local funds that would, in the absence of such federal funds, be made available for the uses specified in the state plan, and in no case supplant such state or local funds. (20 USC §6321(b)(1); PL 107-110 §1120A(b)(1))
7. All state and federal statutes, regulations, program plans, and applications appropriate to each program under which federal or state funds are made available through this application will be met by the applicant agency in its administration of each program.
8. School site councils have developed and approved a Single Plan for Student Achievement for schools participating in programs funded through the consolidated application process, and any other school program they choose to include, and that school plans were developed with the review, certification, and advice of any applicable school advisory committees. (EC §64001)
9. The local educational agency (LEA) will use fiscal control and fund accounting procedures that will ensure proper disbursement for state and federal funds paid to that agency under each program. (CCR T5, §4202)
10. The LEA will make reports to the state agency or board and to the Secretary of Education as may reasonably be necessary to enable the state agency or board and the Secretary to perform their duties and will maintain such records and provide access to those records as the state agency or board or the Secretary deems necessary. Such records will include, but will not be limited to, records which fully disclose the amount and disposition by the recipient of those funds, the total cost of the activity for which the funds are used, the share of that cost provided from other sources, and such other records as will facilitate an effective audit. The recipient shall maintain such records for three years after the completion of the activities for which the funds are used. (34 *CFR* 76.722, 76.730, 76.731, 76.734, 76.760; 34 *CFR* 80.42)
11. The local governing board has adopted written procedures to ensure prompt response to complaints within 60 days, and has disseminated these procedures to students, employees, parents or guardians, district/school advisory committees, and interested parties. (CCR T5, §4600 et seq.)
12. **The LEA declares that it neither uses nor will use federal funds for lobbying activities and hereby complies with the certification requirements of 34 *CFR* Part 82.**

13. **The LEA has complied with the certification requirements under 34 CFR Part 85 regarding debarment, suspension and other requirements for a drug-free workplace. (34 CFR Part 85)**
14. The LEA provides reasonable opportunity for public comment on the application and considers such comment. (20 USC §7846(a)(7); 20 USC, §1118(b)(4); PL 107-110, §1118(b)(4))
15. The LEA will provide the certification on constitutionally protected prayer that is required by PL 107-110, §9524 and 20 USC §7904.
16. The LEA administers all funds and property related to programs funded through the Consolidated Application. (20 USC §6320(d)(1); PL 107-110, §1120(d)(1))
17. The LEA will adopt and use proper methods of administering each program including enforcement of any obligations imposed by law on agencies responsible for carrying out programs and correction of deficiencies in program operations identified through audits, monitoring or evaluation. (20 USC §7846 (a)(3)(B))
18. The LEA will participate in the Standardized Testing and Reporting program. (20 USC §6316(a)(1)(A-D); PL 107-110, §1116(a)(1)(A-D); EC §60640, et seq.)
19. The LEA assures that classroom teachers who are being assisted by instructional assistants retain their responsibility for the instruction and supervision of the students in their charge. (EC §45344(a))
20. The LEA governing board has adopted a policy on parent involvement that is consistent with the purposes and goals of EC Section 11502. These include all of the following: (a) to engage parents positively in their children's education by helping parents to develop skills to use at home that support their children's academic efforts at school and their children's development as responsible future members of our society; (b) to inform parents that they can directly affect the success of their children's learning, by providing parents with techniques and strategies that they may utilize to improve their children's academic success and to assist their children in learning at home; (c) to build consistent and effective communication between the home and the school so that parents may know when and how to assist their children in support of classroom learning activities; (d) to train teachers and administrators to communicate effectively with parents; and (e) to integrate parent involvement programs, including compliance with this chapter, into the school's master plan for academic accountability. (EC §§11502, 11504)
21. Results of an annual evaluation demonstrate that the LEA and each participating school are implementing Consolidated Programs that are not of low effectiveness, under criteria established by the local governing board. (CCR T5, §3942)
22. The program using consolidated programs funds does not isolate or segregate students on the basis of race, ethnicity, religion, sex, sexual orientation or socioeconomic status. (USC, Fourteenth Amendment; Calif. Constitution, art. 1, §7; Gov.C §§11135-11138; 42 USC §2000d; CCR T5, §3934)
23. Personnel, contracts, materials, supplies, and equipment purchased with Consolidated Program funds supplement the basic education program. (EC §§62002, 52034(I), 52035(e)(I), 54101; CCR T5, §§3944, 3946)
24. At least 85 percent of the funds for School Improvement Programs, Title I, Title VI and Economic Impact Aid (State Compensatory Education and programs for English learners) are spent for direct services to students. One hundred percent of Miller-Unruh apportionments are spent for the salary of specialist reading teachers. (EC §63001; CCR T5, §3944(a)(b))
25. State and federal categorical funds will be allocated to continuation schools in the same manner as to comprehensive schools, to the maximum extent permitted by state and federal laws and regulations. (EC §48438)

26. Programs and services are and will be in compliance with Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at *CFR* Part 84, Subpart F, for grantees, as defined at 34 *CFR* Part 84, Sections 84.105 and 84.110.

Elementary and Secondary Education Act (ESEA): General Assurances

1. Except as otherwise provided, the LEA will ensure that Title I schools are provided with State and local services that, taken as a whole, are at least comparable to that in schools that are not receiving Title I, Part A funds. If the LEA is providing Title I, Part A services to all of its schools, the LEA ensures that State and local funds provided to all of its schools, taken as a whole, are at least comparable in each school. (20 U.S.C. §6321(c)(1)(A) and (B), (4), (5); PL 107-110, §1120A(c)(1)(A) and (B), (4), (5))
2. The LEA has established and implemented specific policies to ensure the LEA has used State and local funds to provide comparable services in all its schools including, but not limited to, a LEA-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. The LEA shall not include staff salary differentials for years of employment when determining per pupil expenditures or instructional salaries per pupil of State and local funds. The LEA has developed procedures for compliance with comparability, annually performs comparability calculations to make adjustments, as necessary to make Title I schools comparable, and maintains updated records documenting the compliance. (20 USC §6321(c)(1)(A) and (B), (2)(A) and (B), (3); PL 107-110, §1120A(c)(1)(A) and (B), (2)(A) and (B), (3))
3. The LEA assures that it is in compliance with the disclosure requirements of the debarment and suspension regulations in section 85.355 of EDGAR.
4. An LEA that contracts with an organization approved by the State Board of Education as a provider of supplemental educational services will ensure that all publicly funded services to be delivered by the provider are secular, neutral, and non-ideological. (20 USC §6316(e)(5)(D); PL 107-110, §1116(e)(5)(D))
5. The LEA has adopted a policy requiring referral to the criminal justice or juvenile delinquency system of any student who brings a firearm or weapon to a school. (20 USC §7151)
6. Each LEA shall periodically review and, as necessary, revise its LEA Plan. (20 USC §6312(d)(3); PL 107-110, §1112 (d)(3))

ESEA, Title I, Part A, and State Compensatory Education

1. Each LEA receiving Title I/SCE funds is allocating time and resources to coordinate and integrate services with Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, as well as other educational services for students who are English Learners (also known as LEP), children with disabilities, homeless, migratory, American Indian and neglected and delinquent students, along with other health and welfare agencies, if appropriate. (20 USC §§6301(b)(11), 6311(a)(1), 6312(b)(1)(E); PL 107-110, §1112(b)(1)(E))
2. School eligibility is determined by district-wide criteria for Title I and State Compensatory Education. (PL 107-110, §311(b)(5), 1112(b)(G); EC §62002; CCR T5, §4414)
3. Each Title I participant in a Targeted Assistance Program is identified as being most in need using consistently applied multiple objective educational criteria established by the LEA and supplemented by the school, except that children from preschool through grade two shall be selected solely on the basis of such criteria as teacher judgment, interviews with parents and developmentally appropriate measures. (20 USC §6315(b)(1)(B); PL107-110, §1115(b)(1)(B))
4. **The LEA will:**
 - a) Work in conjunction with schools as each school site council (SSC) develops their Single Plan for Student Achievement (SPSA) to include the specific requirements for either a Targeted Assistance

School (TAS) program or School-wide Program (SWP) and implement the SPSA. (20 USC §6312(c)(1)(C); (PL 107-110, §1112(c)(1)(C))

- b) Provide for services to eligible migratory children and former migratory children. (20 USC §6312(b)(1)(J); (PL 107-110, §1112(b)(1)(J))
- c) Implement programs and early intervention for the educationally disadvantaged students based on scientifically based research. (20 USC §6312(c)(1)(F); (PL 107-110, §1001(9))
- d) Coordinate and collaborate as determined necessary with other agencies providing services to children, youth and families including health and social services. (20 USC §6312(c)(1)(E); (PL 107-110, §1112(c)(1)(K))
- e) Inform eligible schools and parents operating a schoolwide program of its ability to consolidate federal funds and coordinate state or local resources. (20 USC §6312(c)(1)(A); (PL 107-110 §1112(c)(1)(A))
- f) Ensure that school(s) which operate schoolwide programs meet the Title I/SCE criteria. (20 USC §6314(a)(1); (PL 107-110, §1114(a)(1))
- g) Spend, at a minimum, a per child amount of the state and local funds, excluding amounts for state compensatory, as was present during the preceding fiscal year. (20 USC §6321(a); (PL 107-110, §1120A(a))

5. The district advisory council for state compensatory education programs (DAC/SCE) has been provided with the application and other documents pertinent to the planning, implementation, and evaluation of the programs included in this document. (CCR T5 §4423, §4501, §4503)

6, 7, and 8 apply to Title I funded sites and are not applicable to Coffee Creek School.

9. The LEA developed a plan for ensuring that all core academic subject classes are taught by highly qualified teachers by the end of the 2005-06 school year and will annually report progress made toward meeting the annual measurable objectives established by the state educational agency for the LEA as a whole and each of the schools serviced by the LEA. (20 USC §6319(a)(3), §6319(B)(1)(a); PL 107-110, §1119(a)(3), §1119(B)(1)(a))

10 and 11 do not apply.

12. The LEA has maintained fiscal effort. The combined fiscal effort per student or the aggregate expenditures of the LEA from State and local funds for free public education for the preceding year was not less than 90 percent of the combined fiscal effort or aggregate expenditures for the second preceding year. (20 USC §8891(a); PL 107-110, Title XIV §14101(10), and §14501(a))
13. The LEA will inform eligible schools of the LEA authority to obtain waivers on the school's behalf under Title IX and under the Education Flexibility Partnerships Act of 1999. (20 USC §6311(c)(12); PL 107-110, §1112(c)(1)(J))
14. Each LEA receiving Title I/SCE funds will assist each school served by the LEA in developing or identifying examples of high-quality, effective curricula. The LEA will provide services to each school served to ensure that all Title I students meet the state content and student performance standards, each school gives reasonable promise to provide substantial progress toward meeting the educational needs of compensatory education students, and that these services are designed and implemented in consultation with all appropriate staff and parents. (20 USC §6311(b)(8); (PL 107-110, §1112(c)(1)(O))

15. Each LEA will use the results of the student academic assessments required under section 1111(b)(3) to ensure that all students meet the State's proficient level of achievement. The LEA will ensure that the results from the academic assessments are provided to parents and teachers as soon as it is practically possible. (USC 20 §6312 (c)(1)(M)(N); PL 107-110, §1112(c)(1)(M)(N))

ESEA, Title I, Part A, Title X, Part C, Education for Homeless Children and Youths

1. The LEA shall reserve Title I, Part A funds to provide comparable services to homeless children that assist them to effectively take advantage of educational opportunities as provided to children in schools funded under Title I, Part A. These comparable services shall be provided to homeless children in public and private schools, shelters and other locations where children may live, institutions for neglected children and, where appropriate, local institutions such as local community day school programs. This reservation requirement is not formula driven. The LEA shall reserve funds as are necessary to provide comparable services. (20 USC §6313(c)(3)(A); PL 107-110, §1113(c)(3)(A))
2. LEAs will demonstrate coordination with the McKinney-Vento Homeless Assistance Act, Title X, Part C. (20 USC §6312(a)(1); PL 107-110, §1112(a)(1))
3. LEAs will adopt policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless. (42 USC §11432(g)(1)(J)(i); PL 107-110, §722(g)(1)(J)(i))
4. LEAs will designate an appropriate staff person as a LEA liaison for homeless children and youths, who will fulfill his/her required duties and ensure equal access to a free, appropriate public education for homeless children and youths. (42 USC 11432(g)(1)(J)(ii); PL 107-110, §722(g)(1)(J)(ii))
5. LEAs will adopt policies and practices to ensure that transportation is provided or arranged for homeless children and youths, at the request of the parent or guardian, to and from the school of origin for the duration of their homelessness. (42 USC §11432(g)(1)(J)(iii); PL 107-110, §722 (g)(1)(J)(iii))

ESEA, Participation of Private Nonprofit School Students—not applicable

ESEA, Title II, Part A, Preparing, Training, and Recruiting High Quality Teachers and Principals

1. The LEA conducted a comprehensive and collaborative needs assessment that involved teachers, paraprofessionals, principals, parents and other relevant school personnel. The results are used to create a plan that increases the number of highly qualified teachers in every classroom in core academic subjects, increases the percentage of teachers participating in high quality professional development including training on effective instructional strategies, and use of State academic content standards and assessments. (20 USC §6622(c); PL 107-110, §2122(c))
2. **The LEA developed a plan for ensuring that all core academic subject classes are taught by highly qualified teachers by the end of the 2005-06 school year and will annually report progress made toward meeting the annual measurable objectives established by the state educational agency for the LEA as a whole and each of the schools services by the LEA. (20 USC §6319(a)(3); §6319(b)(1)(A); PL 107-110, §1119(a)(3); §1119(b)(1)(A))**
- 3, 4, and 5 do not apply.
6. **The LEA will notify parents of each student that they may request information about the professional qualifications of their children's teachers. The LEA will notify parents in a timely way if a teacher who is not highly qualified has taught their children for four or more consecutive weeks. (20 USC §6311(h)(6)(A), §6311(h)(6)(B)(ii); PL 107-110, §1111(h)(6)(A), §1111(h)(6)(B)(ii))**
7. Not applicable.

8. The LEA plan, and authorized activities, targets Title II Part A funds to schools that:

- a) have the lowest proportion of highly qualified teachers;
- b) have the largest average class size; or
- c) are identified for school improvement. (20 USC §6622(b)(3)(C); PL 107-110, §2122(b)(3)(C))

9 and 10 do not apply.

11. This agreement represents the agreed-upon activities and use of funds for the current school year in accordance with the provisions of Title II, Part A, Section 2141 of the ESEA, as follows:

1. Development and utilization of professional development strategies and activities based on scientifically based research, which will be used to meet AMO as described in ESEA Section 1119(a)(2).
2. Strategies and activities in this agreement shall be developed in conjunction with teachers and principals.
3. Auditable expenditure reports and fiscal records shall be kept on file and available for review.
4. In the event that no progress is made towards meeting AMO and AYP for the current school year, this agreement shall remain in effect for the following school year.

ESEA, Title III, Part A, Language Instruction for LEP and Immigrant Students—not applicable

ESEA, Title III Part A and Part C, LEP—not applicable

State Program for English Learners

1. A Home Language Survey (HLS) is used at the time of initial enrollment to determine the student's primary language, and within 30 calendar days of initial enrollment, each student who's HLS indicates a language other than English, has been assessed for English proficiency by means of the state-designated instrument *California English-Language Development Test* (CELDT). Additionally, within 90 calendar days of initial enrollment, each English learner is assessed for primary language proficiency. The provision of these services is not contingent upon the receipt of state or federal categorical assistance funds. (20 USC §6312(g); EC §62002, §52164; 5 CCR §11307, §11511; EC §52164.1 (a)(b)(c); 5 CCR §11307(a))
2. All parents of EL and FEP students have been notified in writing of their child's English and primary-language proficiency assessment results. (EC §52164.1(c))
3. Each English learner receives a program of instruction in English-language development in order to develop proficiency in English as effectively and efficiently as possible. (20 USC §1703(f), §6825(c)(1)(A); EC §300, §305, §306, §310; 5 CCR §11302(a); *Castañeda v. Pickard* (5th Cir. 1981) 648 F.2d 989, 1009-1011)
4. All English learners are receiving access to the LEA's content and performance standards for their respective grade levels or the LEA has a plan that describes how academic deficits will be monitored and overcome within a reasonable time before such deficits become irreparable. (20 USC §1703(f), §6312 (c)(1)(M), §6825(c)(1)(B); EC §306, §310; 5 CCR §11302(b); *Castañeda v. Pickard* (5th Cir. 1981) 648 F.2d 989, 1009-1011)
5. The LEA has established and implemented procedures for parental exception waivers for student program choice as required by law. (EC §305, §306, §310, §311; 20 USC §6312(g)(1)(A); EC §48985; 5 CCR §11309(a))


6. The Individualized Education Program (IEP) team determines placement of each Special Education student, regardless of language proficiency. No provision of an IEP requires a parental exception waiver under this section.
7. Parents and guardians of English learners have been notified of the opportunity to apply for a parental exception waiver. (EC §305, §306, §310, §311; 5 CCR §11309(a))
8. The LEA has assigned an adequate number of qualified teachers to implement the required English-language development instruction and all other academic areas of the curriculum and is fully implementing specific district steps to remedy any shortage of qualified teachers. (20 USC §6319(a)(1); EC §44253.1, §44253.2, §44253.3, §44253.10; *Castañeda v. Pickard* (5th Cir. 1981) 648 F.2d 989, 1009-1011)
9. The LEA provides a staff development program to qualify existing and future personnel (both teachers and paraprofessionals) in the skills necessary to help each English learner learn English and access the core curriculum. (20 USC §682 (c)(2)(b)(c)(d); *Castañeda v. Pickard* (5th Cir. 1981) 648 F.2d, 989, 1009-1011)
10. There are adequate basic and supplemental resources to provide each English learner with learning opportunities in an appropriate program to provide equal opportunity for academic achievement across the core curriculum, including classes necessary to complete graduation requirements. (20 USC §1703(f); *Castañeda v. Pickard* (5th Cir. 1981) 648 F.2d 989, 1010, 1012-1013)
11. Reclassification: Consistent and verifiable criteria to change a student's designation from EL to FEP status have been established by the district if ELs are enrolled. Each former EL who has been designated to FEP has 1) demonstrated English language proficiency comparable to that of the average native speakers and 2) can participate equally with average native speakers in the school's regular instructional program. (EC §62002; former EC §52161; 20 USC §1703(f); *Gomez v. Illinois State Board of Education* (7th Cir. 1987) 811 F.2d 1030, 1041-1042, *Castañeda v. Pickard* (5th Cir. 1981) 648 F.2d 989, 1010, 1012-1014); and *Keyes v. School Dist. No. 1* (D. Colo. 1983) 576 F. Supp. §§1503, 1516-1522; CCR T5 11303)
12. The LEA has met the requirements of EC §62002.5 regarding the advisory functions of the LEA and school committees on services for English learners. (EC §62002.5; former EC §52176; CCR T5, §4312)
13. The LEA has established and implemented a process and criteria to determine the effectiveness of the program(s) for English learners. (20 USC §1703(f), 6841; *Castañeda v. Pickard* (5th Cir. 1981) 648 F.2d 989, 1009-1011)

Unsafe School Choice Policy

1. The LEA assures that it has implemented a policy that allows a student attending a persistently dangerous school, or who becomes a victim of a violent criminal offense while in or on the grounds of a school that the student attends, to attend a safe public elementary or secondary school within the LEA. (20 USC §7912 (a)) The opportunity to transfer that must be provided to students attending a persistently dangerous school shall be offered to affected students at least 14 calendar days before the start of the school year. The LEA shall 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; Notice of Final Deadlines for Implementation of the Unsafe School Choice Option, June 16, 2003 Federal Register [Vol. 68, No. 115])

The applicant agency, by signature of its authorized representative, hereby assures the California State Board of Education that the agency will adhere to the legal assurances listed above.

Print Name of Administrator: Ed Traverso

Signature of Administrator:  Date: 1-26-12

School Site Council Membership, Recommendations, and Assurances

Education Code Section 64001(g) requires that the SPSA/SSD be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application by the school site council. The current make-up of the school site council is as follows:⁵

Names of Members	Principal	Classroom Teacher in Charge	Other School Staff	Parent or Community Member
A waiver was submitted to CDE on 12/14/10 for SSC to be four members with teacher in place of principal.				
Ed Traverso	X			
Allen Vincent ELAINE TRAVERSO		X		
Bonnie Groves			X	
Cindy Journey				X
Sherri Cooper Angela Jones				X
Jammie Brinton				X
Numbers of members of each category	1	1	1	3 2

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

- The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.
- The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
- The school site council sought and considered all recommendations from the following individuals or committees before adopting this plan:
 - x School Advisory Committee for State Compensatory Education Programs (SSC)
 - x School Safety Committee (SSC)
 - x Special Education Program Instructor
 - x Gifted and Talented Education Program Instructor
- The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
- This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- This school plan was adopted by the school site council at a public meeting on 1/10/12.

Attested:

Ed Traverso
Typed name of school principal

Ed Traverso
Signature of school principal

1-12-12
Date

Jammie Brinton
Typed name of SSC chairperson

Jammie Brinton
Signature of SSC chairperson

1/12/12
Date

⁵ At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

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 SSD in developing this Plan:

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

Appendix C--School Site Council Waiver

CALIFORNIA DEPARTMENT OF EDUCATION

SPECIFIC WAIVER: SCHOOL SITE COUNCIL- COMPOSITION OF MEMBERS

First Time Waiver: ☒ **X**

Renewal Waiver: ☐

SW-1 (Rev. 10-2-2009) <http://www.cde.ca.gov/re/lr/wr/>

Send Original plus one copy to:
Waiver Office, California Department of Education
1430 N Street, Suite 5602
Sacramento, CA 95814

Send electronic copy in **Word** and
back-up material to: waiver@cde.ca.gov

		CD CODE						
		5	3	7	1	6	7	0
Local educational agency: Coffee Creek School District		Contact name and recipient of approval/denial notice: Ed Traverso				Contact person's e-mail address: etraverso@tcoek12.org		
Address: (City) (State) (ZIP) PO Box 1227, Weaverville, CA 96093		Phone (and extension, if necessary): 530.623.6104.252		Fax number: 530.623.3418				
Period of request: (month/day/year) From: 1/1/11 To: 1/1/13		Local board approval date: (Required) 12/13/10						
LEGAL CRITERIA								
<p>1. Authority for the waiver: Write the Education Code (EC) Section citation, which authorizes the waiver of the specific EC Section you want to waive: X Specific code section: 52863 EC 52863 Any governing board, on behalf of a school site council, may request the State Board of Education to grant a waiver of any provision of this article. The State Board of Education may grant a request when it finds that the failure to do so would hinder the implementation or maintenance of a successful school-based coordinated program. (Effective for 2 years only, may be renewed)</p>								
<p>2. California Education Code or California Code of Regulations or portion to be waived. Section to be waived: (number) EC 52852 Requesting reduced composition in members for a small school. (Statute requires 12 members for a high school site council and 10 members for elementary school site council). Requesting that Teacher In Charge replace Principal.</p>								
<p>3. If this is a renewal of a previously approved waiver, please list Waiver No: n/a and date of SBE approval Renewals of waivers must be submitted two month before the active waiver expires.</p>								
<p>4. Collective bargaining unit information.</p> <p>Does the district have any employee bargaining units? <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes If yes, please complete required information below:</p> <p>Bargaining unit(s) consulted on date(s):</p> <p>Name of bargaining units and representative(s) consulted:</p> <p>The position(s) of the bargaining unit(s): <input type="checkbox"/> Neutral <input type="checkbox"/> Support <input type="checkbox"/> Oppose (Please specify why)</p> <p>Comments (if appropriate):</p>								

5. Advisory committee or school site council that reviewed the waiver (All involved are REQUIRED). Name:
Coffee Creek School Site Council

Date advisory committee/council reviewed request: 12/7/10

☒ Approve ☐ Neutral ☐ Oppose

Were there any objections? Yes ☐ No ☒ (If there were objections please specify)

CALIFORNIA DEPARTMENT OF EDUCATION

SPECIFIC WAIVER REQUEST

SW-1 (Rev. 10-2-2009)

6. Education Code or California Code of Regulations section to be waived. Use a strike-out key if only portions of sections are to be waived).

EC 52852 A school site council shall be established at each school which participates in school-based program coordination. The council shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.

At both the elementary and secondary levels, classroom teachers shall comprise the majority of persons represented under category (a).

7. Desired outcome/rationale. State what you hope to accomplish with the waiver. Describe briefly the circumstances that brought about the request and why the waiver is necessary to achieve improved student performance and/or streamline or facilitate local agency operations. (Attach additional pages if necessary.) **See attachment.**

Please attach a brief description of the situation in this school: The number of administrative staff, teachers and students at the schools. Indicate why a composition waiver is needed rather than this school sharing a SSC with another school per the SBE Waiver Policy for Shared SSC's available at:

<http://www.cde.ca.gov/re/lr/wr/documents/schoolsitepolicyr.doc>

8. Demographic Information:

Coffee Creek School has a student population of nine and is located in a rural area in Trinity County.

Is this waiver associated with an apportionment related audit penalty? (per EC 41344) ☒ No ☐ Yes
(If yes, please attach explanation or copy of audit finding)

Has there been a Coordinated Compliance Review finding on this issue? ☒ No ☐ Yes
(If yes, please attach explanation or copy of CCR finding)

District or County Certification – I hereby certify that the information provided on this application is correct and complete.

Signature of Superintendent or Designee:	Title: Administrator	Date:
Signature of SELPA Director (only if a Special Education Waiver)		Date:

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Staff Name (type or print):	Staff Signature:	Date:
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Unit Manager (<i>type or print</i>):	Unit Manager Signature:	Date:
Division Director (<i>type or print</i>):	Division Director Signature:	Date:
Deputy (<i>type or print</i>):	Deputy Signature:	Date:

**Attachment to the SPECIFIC WAIVER: SCHOOL SITE COUNCIL- COMPOSITION OF MEMBERS
for Coffee Creek School 12/2/10**

Description for item 7:

Coffee Creek School has a current enrollment of nine students. There are no other schools in the district, which is why the school is not applying for a shared SSC waiver. With only one teacher, it is not possible to have teachers as the majority. We do not have enough staff or parents to meet the minimum size of 10 members. The administrator serves as principal and also as superintendent of another district, which is an hour away. It is a hardship for the administrator to serve as the principal on the School Site Council due to the distance and snow/ice conditions during winter months.

This waiver will allow a reduction in the number of teachers and parents that will be required to serve on the School Site Council. It will also allow the teacher in charge to serve in place of the principal. The functioning School Site council will retain equity between staff and parents, thus providing appropriate oversight of the school's programs and budget.

Proposed number and composition of the School Site Council:

1 Teacher in charge
1 Other staff member

2 parents or community members