

(CDE use only)  
Application #

**No Child Left Behind Act of 2001**  
**LOCAL EDUCATION AGENCY PLAN**

For school districts and  
county offices of education,  
mail original and two copies to:

California Department of Education  
School and District Accountability Division  
1430 N Street, Suite 6208  
Sacramento, California 95814-5901

For direct-funded charter  
schools, mail original and two  
copies to:

California Department of Education  
Charter Schools Division  
1430 N Street, Suite 5401  
Sacramento, California 95814-5901

**LEA Plan Information:**

Name of Local Educational Agency (LEA): **Dr. Lewis Dolphin Stallworth Sr. Charter School, Inc.**

County/District Code: **39686760117853**

Dates of Plan Duration: **July 1, 2008 to June 30, 2013**

Date of Local Governing Board Approval: **November 3, 2008**

District Superintendent: **Anthony Amato**

Address: **701 North Madison St.**

City: **Stockton**

Zip code: **95202**

Phone: **209-933-7000**

Fax:


**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.

Gayle Stallworth

Printed or typed name of Superintendent

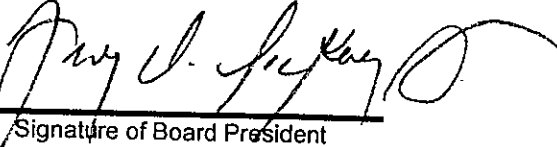
**11/16/08**  
Date

  
Signature of Superintendent

Troy Dockery

Printed or typed name of Board President

**11/6/08**  
Date

  
Signature of Board President

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# **Part I**

## **Background and Overview**

*Background*

*Descriptions of the Consolidated Application, the Local Education Agency Plan, the Single Plan for Student Achievement, and the Coordinated Compliance Review Process*

*Development Process for the LEA Plan*

*LEA Plan Planning Checklist*

*Federal and State Programs Checklist*

*District Budget for Federal and State Programs*

## ***Background***

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

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

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

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

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

Collectively, NCLB's goals, along with the performance indicators and targets, will constitute California's framework for ESEA accountability. This framework will provide the basis for the state's improvement efforts, for informing policy decisions by SBE, and for implementation efforts by CDE to fully realize the system envisioned by NCLB. It will also provide 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, and
- 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 Coordinated Compliance Review process, **local education agency plans**, professional development opportunities, and technical assistance all are moving toward a level of alignment and streamlining. The result of this consolidation will be to provide a cohesive, comprehensive, and focused effort for supporting and improving the state's lowest-performing schools and appropriate reporting mechanisms.

### ***Descriptions of the Consolidated Application, the Local Education Agency Plan, and the Coordinated Compliance Review Process***

In order to meet legislative requirements for specific state and federal programs and funding, California currently employs four major processes: the Consolidated State Application, the Local Education Agency Plan, the school-level Single Plan for Student Achievement, and the Coordinated Compliance Review. While inextricably linked, these four components of state and federal funding and accountability remain separate systems. Over the next year, however, **California plans to move aggressively to more closely coordinate and streamline these processes to eliminate redundancies and make them less labor intensive for LEA's, while continuing to fulfill all requirements outlined in state and federal law.**

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

#### ***The Consolidated Application (ConApp)***

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

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

#### ***The Single Plan for Student Achievement (School Plan)***

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

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

### ***The Local Education Agency Plan (LEA Plan)***

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

### ***Coordinated Compliance Review (CCR)***

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. The Coordinated Compliance Reviews are conducted for each district once every four years by state staff and local administrators trained to review one or more of these programs. The purpose of the review is to verify *compliance* with requirements of each categorical program, and to ensure that program funds are spent to increase student achievement and performance.

### ***Development Process for the LEA Plan***

LEAs must develop a single, coordinated, and comprehensive Plan that describes the educational services for all students that can be used to guide implementation of federal and state-funded programs, the allocation of resources, and reporting requirements. The development of such a plan involves a continuous cycle of assessment, parent and community involvement, planning, implementation, monitoring, and evaluation. The duration of the Plan will be five years (July 1, 2003 through June 30, 2008); the Plan will be updated annually.

In developing the Plan, the LEA will review its demographics, test results, performance, and resources. Given that the majority of such information is readily available in the School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the Academic Performance Index (API) results, and other data sources, the

LEA will find the data easy to access via the Internet. (See Appendix B for links to each of the web sites containing student and staff demographic information, SARC, STAR, and API data.) **The LEA is expected to gather and review its own information from these resources and use it to inform the planning process.**

The LEA Plan can serve as a summary of all existing state and federal programs and establish a focus for raising the academic performance of all student groups to achieve state academic standards. In the context of this plan, improvements in instruction, professional development, course offerings, and counseling and prevention programs are means of achieving specific academic and support services goals for all groups of students, including identified underperforming student groups.

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

1. Obtain input. Seek the input of councils, committees, and community members (e.g., school site council; school health council; committees for Limited English Proficient, state compensatory education, gifted and talented education, special education, etc.).

The most effective plans are those supported by the entire LEA community. The integration of existing program plans, such as Immediate Intervention/Underperforming Schools Program, High Priority Schools Grant Program, Alternative Education Programs, and 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.

2. Review LEA characteristics. Include the LEA's vision and mission statements as well as a description or profile of the LEA.
3. Analyze student performance and other relevant data. 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.
4. 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.
5. Establish LEA Plan performance targets. Using the five NCLB performance goals and indicators (see Appendix A), develop local performance targets that are: a) derived from group 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.



6. Review available resources. Aside from fiscal resources available through federal and state funding, programmatic resources are available on the CDE Web site at <http://www.cde.ca.gov>. The Consolidated Application provides funding for **district-operated programs** (including reservations from Title I for various purposes, Title II, Title IV, and Tobacco-Use Prevention) as well as for **school-operated programs** (including Title I, Parts A and D, Title III, Title V, School Improvement, Economic Impact Aid, 10<sup>th</sup> Grade Counseling, and Miller-Unruh Reading programs).
7. Identify specific plans for improvement. For **district-operated** programs, identify the participants, expected performance gains, and means of evaluating gains. Indicate specific improvements and practical monitoring of their implementation and effectiveness. For **school-operated programs**, summarize those same elements from approved *Single Plans for Student Achievement*.
8. Obtain local governing board approval. The LEA Plan must be approved by the local governing board prior to submittal to CDE. Ensure that all required signatures are affixed.
9. Monitor progress. 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.
10. Evaluate the effectiveness of planned activities. The analysis of data (student, school-wide, support services, professional development) is part of the ongoing program monitoring and evaluation. When results are *not* as expected, it may be helpful to consider the following: a) How are performance targets and activities based on student performance and factual assessment of current educational practice? b) How educationally sound is the plan to help reach the targets? c) How timely and effectively is the plan being implemented? d) If the plan has not been implemented as written, what were the obstacles to implementation?
11. Modify the plan. The LEA Plan must be reviewed and updated annually. Consider factors that may indicate a need to amend the plan, such as: a) a major service or activity that proves ineffective; b) a program allocation is less or more than estimated; c) staff, equipment, or materials essential to the plan cannot be procured; d) school boundaries or demographics suddenly change; e) an activity was found to be non-compliant; and f) a planned activity is not supported by staff, parents, or students.

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

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

✓	<b>LEA Plan – Comprehensive Planning Process Steps</b>
	1. Obtain input from councils, committees, and community members.
	2. Include the LEA's vision/mission statement, description/profile.
	3. Analyze student performance data from multiple measures of relevant student assessment (both state- and local-level assessments).
	4. Analyze current educational practices, professional development, staffing, and parental involvement.
	5. Establish LEA performance targets derived from group performance data and scientifically based practices that are measurable, have a timeline, and identify participants.
	6. Review all available resources from federal, state, and local levels.
	7. Describe specific plans for improvement for identified participants stating expected performance gains and means of evaluating gains.
	8. Obtain local governing board approval of the LEA Plan.
	9. Establish a timely but specific monitoring process for the implementation of the LEA Plan.
	10. Evaluate the effectiveness of planned improvements of LEA Plan implementation.
	11. Modify and update the LEA Plan annually.

## FEDERAL AND STATE PROGRAMS CHECKLIST

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

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

## DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	N/A	\$60,500	\$60,500	100%
Title I, Part B, Even Start				
Title I, Part C, Migrant Education				
Title I, Part D, Neglected/Delinquent				
Title II Part A, Subpart 2, Improving Teacher Quality	N/A	\$3,630	\$3,630	100%
Title II, Part D, Enhancing Education Through Technology				
Title III, Limited English Proficient				
Title III, Immigrants				
Title IV, Part A, Safe and Drug-free Schools and Communities				
Title V, Part A, Innovative Programs – Parental Choice	N/A	\$1,080	\$1,080	100%
Adult Education				
Career Technical Education				
McKinney-Vento Homeless Education				
IDEA, Special Education				
21 <sup>st</sup> Century Community Learning Centers				
Other (describe)				
<b>TOTAL</b>	N/A	\$65,210	\$65,210	100%

## DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
EIA – State Compensatory Education	N/A	\$9,390	\$9,390	100%
EIA – Limited English Proficient	N/A	\$3,130	\$3,130	100%
State Migrant Education				
School Improvement				
Child Development Programs				
Educational Equity				
Gifted and Talented Education				
Tobacco Use Prevention Education – (Prop. 99)				
Immediate Intervention/ Underperforming Schools Program (II/USP)				
School Safety and Violence Prevention Act (AB 1113)				
Tenth Grade Counseling				
Healthy Start				
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				
Other (describe)				
<b>TOTAL</b>	N/A	\$12,520	\$12,520	100%

## **Part II The Plan**

*Needs Assessments*

*Academic Achievement*

*Professional Development and Hiring*

*School Safety*

*Descriptions – District Planning*

*District Profile*

*Local Measures of Student Performance*

*Performance Goal 1*

*Performance Goal 2*

*Performance Goal 3*

*Performance Goal 4*

*Performance Goal 5*

*Additional Mandatory Title I Descriptions*

## *Needs Assessment*

The passage of NCLB imposes a number of significant new requirements on LEA's 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, professional development and hiring, and school safety**. As such, a needs assessment to determine strengths and weaknesses in these areas must be conducted.

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

### Academic Performance

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

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

### Professional Development and Hiring

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

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

### School Safety and Prevention

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

### *Descriptions – District Planning*

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



### ***District Profile***

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

#### **Description**

Dr. Lewis Dolphin Stallworth Sr. Charter School, Inc. ("Stallworth") is a K-12, open enrollment public school providing a safe learning environment where students can develop into competent, responsible, adaptive citizens who are physically fit, healthy lifelong learners and capable problem solvers.

#### **Vision**

The Stallworth vision is one that fosters unity, honors interdependence, and encourages a sense of purpose through the educational process in a way that benefits the community and the family. Stallworth also inspires each student with a passion for the game of sports just as it inspires each student to become successful in the game of life.

#### **Background**

In August 2008, Stallworth opened as a site-based charter school in the San Joaquin Valley. This program currently offers alternative learning options to K-12 students.

#### **Population and Demographic Data**

The school's location represents the local neighborhood's diversity of ethnicities and backgrounds. Currently, 16% of the student population is classified with economically disadvantaged socioeconomic status and 64% of the students qualify for Free and Reduced Lunch, with the majority of the students representing African American, Hispanic, and other ethnic minorities. The following includes enrollment by grade level (based on 188 students) and demographic data as of 11/04/08:

<b>Enrollment by Grade</b>	
<b>K</b>	<b>12</b>
<b>1<sup>st</sup></b>	<b>8</b>
<b>2<sup>nd</sup></b>	<b>10</b>
<b>3<sup>rd</sup></b>	<b>6</b>
<b>4<sup>th</sup></b>	<b>12</b>
<b>5<sup>th</sup></b>	<b>8</b>
<b>6<sup>th</sup></b>	<b>9</b>
<b>7<sup>th</sup></b>	<b>21</b>
<b>8<sup>th</sup></b>	<b>14</b>
<b>9<sup>th</sup></b>	<b>26</b>
<b>10<sup>th</sup></b>	<b>22</b>
<b>11<sup>th</sup></b>	<b>20</b>
<b>12<sup>th</sup></b>	<b>20</b>
<b>TOTAL</b>	<b>188</b>

No. Eligible for Free Lunch	111
No. Eligible for Reduced Lunch	10
No. of Special Education Students	15
No. of English Language Learners	10

No. of African American students	145	77.13%
No. of Latino or Hispanic students	17	9.04%
No. of Somoan (American) students	4	2.13%
No. of Caucasian students	1	0.53%
No. of Pacific Islander students	1	0.53%
No. of Filipino students	1	0.53%
No. of Other students	19	10.11%

### **Mission**

The mission of Stallworth is to enable students to become socially and environmentally responsible adults and lifelong, self-motivated team leaders who develop camaraderie, who can access their creativity, make healthy choices, and embrace diversity.

Stallworth will provide a bold and effective educational experience to children of the San Joaquin Valley community. Youth who are in grades K-12 will be instilled with a powerful belief in themselves through our core focus on leadership development, intercultural understanding, physical fitness and the achievement of state standards based on academic excellence. Students will learn how to solve problems, think critically, and read, write and speak effectively in English and Spanish. The children of Stallworth will participate in sporting activities as team players. The Stallworth environment will be multi-culturally diverse, academically challenging, and nurturing.

Stallworth will serve a diverse population of students, grades K-12, whose families are interested in helping their children receive the best education that is offered in the community of the San Joaquin Valley. The student population will reflect the demographics of the community.

Stallworth will reflect a safe, nurturing family environment where parents, guardians and staff have shared accountability for the education and physical fitness of each student. A strong collaborative will be established with the Stockton Unified School District ("SUSD"), community organizations, and the parents and guardians of the students, who together will provide the support students need to focus on improving positive social skills, academic growth and physical fitness. Stallworth will promote positive learning experiences, which will help each youth develop the skills necessary to make positive lifestyle choices.

### **Unique Quality of School Population**

Modeled on the President's "Keeping America Fit" initiative, Stallworth is committed to keeping the health and fitness of each student enrolled a priority, along with their instruction in core academic areas.

The aim of Stallworth is to foster competent, responsible, adaptive citizens who are physically fit, healthy lifelong learners and capable problem solvers.

Learning occurs in an inquiring, cooperative and nurturing environment. Students increase their own knowledge through self- and teacher-initiated experiences.

The individual is considered as a whole. His or her physical, emotional, social, aesthetic, spiritual, and cognitive needs and interests are inseparable and equally important.

Respect and caring attitudes for oneself, others, the environment, and all life are essential.

The basic premise of Stallworth is that children, given the opportunity, are natural learners. However, growth is developmental and Stallworth must be prepared to assist students at different developmental levels socially, emotionally, physically and economically. Youth learn best when engaged in activities and studies that are of interest to them. The curriculum therefore, will be designed to be relevant and responsive to each individual student. An individualized student "Success Plan" will include collaboration with community-based organizations, businesses, and community leaders all of which will offer opportunities for youth to gain confidence, self-esteem, and cooperative behaviors, as well as life skills.

### **Students**

The majority of Stallworth's students will be from Supervisorial District 1 of the San Joaquin Valley, California, a community that has left residents feeling social disorganization and the pressures of a lack of social and economic opportunities. Stallworth will be a place where the community is welcome.

Stallworth will assume responsibility for any student who wishes to attend Stallworth and will accept students who reside within the boundaries of the SUSD of San Joaquin Valley County.

Data on incoming students will be gathered by talking with students and parents, by looking at existing records and services provided by their previous schools, and when possible, by scheduling an entry conference between students' new advisors and teachers from their previous schools. The staff at Stallworth will use this data to ensure that Stallworth has a place for students upon Stallworth's opening.

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

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

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

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

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

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

Student progress toward stated outcomes is assessed via the following:

<b>Measurable Student Outcomes</b>		
<b>CURRICULAR FOCUS</b>	<b>MEASURABLE OUTCOMES</b>	<b>ASSESSMENT TOOLS</b>
<b>English language and literature</b>	Students will read with comprehension, write with clarity, speak with meaning, and possess familiarity with literary work.	<ul style="list-style-type: none"> <li>▪ CAT 6</li> <li>▪ Terra Nova/California Standards Test</li> <li>▪ Student Progress Report</li> <li>▪ Portfolios</li> </ul>
<b>Spanish language and literature</b>	Students will read with comprehension, write with clarity, speak with meaning, and possess familiarity with literary works.	<ul style="list-style-type: none"> <li>▪ Student Progress Report</li> <li>▪ Portfolios</li> <li>▪ Student/Performance Skits</li> <li>▪ CELDT</li> </ul>
<b>Mathematics</b>	Students will conceptually understand and work with fractions, decimals, percents, statistics, probability, ratios, proportions, the	<ul style="list-style-type: none"> <li>▪ CAT 6</li> <li>▪ Terra Nova/California Standards Test</li> <li>▪ Student Progress Report</li> </ul>

	formulas (i.e. circumference and area of a circle, the Theorem of Right Triangles), equations, exponents' conversions between different units of measurement, and graphing.	
<b>Science</b>	Through investigation and experimentation students will understand principals of <i>Physical Science</i> (Earth's Structure, heat/thermal energy, genetics, living systems, motion, forces, structure of matter), <i>Life Science</i> (chemistry of living systems, periodic table, density and buoyancy) and <i>Earth Science</i> (earth in the solar system, reactions).	<ul style="list-style-type: none"> <li>▪ CAT 6</li> <li>▪ Terra Nova/California Standards Test</li> <li>▪ Student Progress Report</li> <li>▪ Portfolios</li> <li>▪ Science Expo</li> </ul>
<b>History</b>	Students will demonstrate intellectual reasoning, reflections, and research skills related to chronological and spatial thinking (Explain how major events are related to one another in time), historical interpretation (explain the central issues and problems from the past, placing people and events in a matrix of time and place), and research, evidence, and point of view (frame questions that can be answered by historical study and research).	<ul style="list-style-type: none"> <li>▪ CAT 6</li> <li>▪ Terra Nova/California Standards Test</li> <li>▪ Student Progress Report</li> <li>▪ Portfolios</li> </ul>
<b>Visual and Performing Arts and Sports</b>	Student Assessment is based upon effort, willingness to take creative risks, and willingness to participate in the process of reflecting and working.	<ul style="list-style-type: none"> <li>▪ Student Progress Report</li> </ul>
<b>Leadership Development</b>	Student assessment is based upon willingness and participation in Community Outreach Activities.	<ul style="list-style-type: none"> <li>▪ Student Progress Report</li> <li>▪ Portfolio</li> </ul>

In order to prepare students for achievement on state standardized and performance-based tests, state and district standards in all academic areas will be addressed throughout the year in the content of the lessons. This will apply at all grade levels. Students will be given a variety of ongoing assessments, including school- and teacher-developed tasks and tests, and school performance-based tests and grade level assignments. Assessments given will measure students' progress towards meeting state and district standards. Appropriate follow-up will be given to students relative to the assessment results. Follow-up will include re-teaching, teaching using different strategies, peer-to-peer teaching, one-to-one tutoring, after-school tutoring and parent conferences designed to give support and ideas to parents on how to assist their children.

The assessments and overall school evaluation will link quantitative data from state and school developed assessments with more qualitative measures of student and school performance such as self-assessments, electronic portfolios, and measures of student conduct. Stallworth's assessment tools will include:

1. CAT-6: Stallworth will comply with State law with regard to the administration of standardized tests. SUSD will assist Stallworth in the development of a plan to interpret and use the CAT-6 results to their best effect to inform instructional practices in the context of Stallworth's curriculum and expected student outcomes. The CELDT results will be used in the same manner.
2. Teacher Designed Tests: Tests and quizzes aligned to State content standards and reflective of the work the students have learned in class will be administered on a regular basis to chart students' mastery of core content area knowledge and skills.
3. Individualized Student Portfolios (ISP): Stallworth will develop a set of rubrics to evaluate students' work (essays, etc.) contained in their ISP. These rubrics will align with State Standards and will evaluate students' understanding of subject area concepts as well as application of that knowledge to relevant, authentic tasks. The ISP is also a good tool for parents to evaluate their children's schoolwork. Grades will be assigned by a certificated teacher.
4. Written Qualitative Feedback: Stallworth will use and incorporate, on a regular basis, written and oral feedback from teachers, outside professionals, and peers in the assessment of student progress. This type of feedback, when personalized for each student, can reveal aspects of learning not targeted in standard assessment tools and can provide readily actionable ways to improve student performance.
5. Student Self-Evaluation: Part and parcel of its core teaching philosophy, Stallworth's focus is on a curriculum that meets and exceeds all California State Standards. Students will evaluate their performance against State standards and their own personal learning goals using school-defined rubrics. By taking responsibility for their own learning, students are motivated to excel.

Stallworth will also use a variety of statistical data to evaluate school performance. These data include:

Academic Performance Index (API): API scores, both relative and absolute, can provide a useful snapshot of school performance.

Average Daily Attendance (ADA): Stallworth will use ADA as a general benchmark of how well Stallworth is engaging its students and community.

Discipline Report: One indicator of the students' personal development is the overall disciplinary report, which will record student misbehavior from tardiness to suspension and expulsion. Trends in this report will be duly noted and acted upon.



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

**Planned Improvement in Student Performance in Reading**

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

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <p>The following actions will ensure that reading and language arts instruction are fully aligned with California State Language Arts content standards:</p> <p>A. Stallworth will adopt curriculum and developmental framework and will build instructional programs that provide appropriate standards-based instruction and coherence in all content areas. Teachers will work together to coordinate a standards-based educational program within and across the grade levels and content areas.</p> <p>B. The core curriculum will include English Language and Literature and a Spanish Language and Literature curriculum, which will be studied by all students.</p> <p>C. Core curriculum will also include Mathematics, Science, and Social Studies, Computer Technology, History (American, Black and Hispanic), Physical Education and Visual and Performing Arts.</p> <p>D. Syllabi for each core class is based on California standards.</p> <p>E. Curriculum and instruction at Stallworth will be linked to standards and assessment. Instead of having a curriculum that measures a student against other students, Stallworth will implement a curriculum that values mastery of central concepts and skills that will enable them to do well in their</p>	<p>Executive Director, Principal, Assistant Principal, Assistant ED, Teachers, any relevant training consultants  Ongoing</p>	<p>A. No extra costs B. No extra costs C. No extra costs D. No extra costs E. No extra costs F. No extra costs G. No extra costs H. No extra costs I. No extra costs J. No extra costs K. Salary and benefits for all teachers for every other Friday L. No extra costs</p>	<p>A. N/A B. N/A C. N/A D. N/A E. N/A F. N/A G. N/A H. N/A I. N/A J. N/A K. TBD L. N/A</p>	<p>A. N/A B. N/A C. N/A D. N/A E. N/A F. N/A G. N/A H. N/A I. N/A J. N/A K. General Fund and Title II L. N/A</p>

academic lives and take advantage of life's opportunities.

F. Stallworth's curriculum will also include a leadership, human development, environmental and peace education component, which will provide a forum for students to discuss issues pertinent to their lives and challenges them to look deeply at themselves and those around them.

G. Upon exit, students will demonstrate grade level mastery of the following Language Arts academic skills: strong reading, writing, listening, speaking, and presentation skills, in multiple forms of expression, with communication skills appropriate to the settings and audience. They will comprehend and critically interpret multiple forms and styles of expression, including literature from various periods and cultures.

H. Upon exit, students will demonstrate grade level mastery of the following Mathematics academic skills: Students will develop their abilities to reason logically and to understand and apply mathematical processes and concepts, including those within arithmetic, and other mathematical subjects who the staff and school governing board deem appropriate.

I. Stallworth's high school program will meet the University of California A-G requirements for English: Four years of college preparatory English that includes frequent and regular writing, and reading of classic and modern literature.

J. Stallworth's high school program will meet the University of California A-G requirements for Mathematics: Three years of college preparatory mathematics that include the topics covered in elementary and advanced algebra and two-and three-dimensional geometry.

K. Minimum days are scheduled every other Friday, in which outside sources come to do professional development from local universities and reinforce teaching of standards.

L. The Educator Professional Advisor Committee exists whereby teachers, parents, students, professional people

<p>from community discuss issues and ideas with the curriculum.</p>				
<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>A. McGraw Hill state adopted texts used in all grade levels for curriculum in math and language arts. Magnet is the textbook series for Language Arts and Real Math is the series for math. Pearson Prentice Hall texts are also used.</p> <p>B. Teachers send their weekly lesson plans to principal to show that they are teaching to state standards.</p> <p>C. Students receive a minimum of one and one half hours of reading/writing work and one hour of mathematics a day.</p> <p>D. Teachers will meet frequently to plan lessons, assess student progress, evaluate instructional strategies, develop strategic approaches that meet the needs of all students, especially those with special needs and English Language Learners.</p> <p>E. The School Director will provide adequate resources for high quality instruction, including professional development, instructional materials, and various forms of technology for the independent learning center site, libraries, and laboratories.</p> <p>F. CAT-6: Stallworth will comply with State law with regard to the administration of standardized tests. SUSD will assist Stallworth in the development of a plan to interpret and use the CAT-6 results to their best effect to inform instructional practices in the context of Stallworth's curriculum and expected student outcomes. The CELDT results will be used in the same manner.</p> <p>G. Teacher Designed Tests: Tests and quizzes aligned to State content standards and reflective of the work the</p>	<p>Executive Director, Principal, Assistant Principal, Assistant ED and Teachers</p> <p>Ongoing</p>	<p>A. Costs of Textbooks and Core Materials, Books and Other Reference Materials</p> <p>B. No extra costs</p> <p>C. No extra costs</p> <p>D. No extra costs</p> <p>E. Cost of instructional materials</p> <p>F. Cost of student assessment</p> <p>G. No extra costs</p> <p>H. No extra costs</p> <p>I. No extra costs</p> <p>J. No extra costs</p>	<p>A. \$96,250</p> <p>B. N/A</p> <p>C. N/A</p> <p>D. N/A</p> <p>E. \$16,250</p> <p>F. TBD</p> <p>G. N/A</p> <p>H. N/A</p> <p>I. N/A</p> <p>J. N/A</p>	<p>A. General Fund</p> <p>B. N/A</p> <p>C. N/A</p> <p>D. N/A</p> <p>E. General Fund</p> <p>F. General Fund and Title I</p> <p>G. N/A</p> <p>H. N/A</p> <p>I. N/A</p> <p>J. N/A</p>

<p>students have learned in class will be administered on a regular basis to chart students' mastery of core content area knowledge and skills.</p> <p>H. Individualized Student Portfolios (ISP): Stallworth will develop a set of rubrics to evaluate students' work (essays, etc.) contained in their ISP. These rubrics will align with State Standards and will evaluate students' understanding of subject area concepts as well as application of that knowledge to relevant, authentic tasks. The ISP is also a good tool for parents to evaluate their children's' schoolwork. Grades will be assigned by a certificated teacher.</p> <p>I. Written Qualitative Feedback: Stallworth will use and incorporate, on a regular basis, written and oral feedback from teachers, outside professionals, and peers in the assessment of student progress. This type of feedback, when personalized for each student, can reveal aspects of learning not targeted in standard assessment tools and can provide readily actionable ways to improve student performance.</p> <p>J. Student Self-Evaluation: Part and parcel of its core teaching philosophy, Stallworth's focus is on a curriculum that meets and exceeds all California State Standards. Students will evaluate their performance against State standards and their own personal learning goals using school-defined rubrics. By taking responsibility for their own learning, students are motivated to excel.</p>	<p>Teachers, aides, tutors</p> <p>Ongoing</p>	<p>A. Costs of running an after school program</p> <p>B. The aides' salary and benefits</p> <p>C. No extra costs</p> <p>D. Cost of tutors</p> <p>E. No extra costs</p> <p>F. No extra costs</p>	<p>A. TBD</p> <p>B. TBD</p> <p>C. N/A</p> <p>D. \$29,062</p> <p>E. TBD</p> <p>F. N/A</p>	<p>A. General Fund and Titles I, V</p> <p>B. General fund and Title I</p> <p>C. N/A</p> <p>D. General fund and Title I</p> <p>E. General fund</p>
<p>3. Extended learning time:</p> <p>A. The city of Stockton has an after school program that Stallworth has access to.</p> <p>B. Aides exist in every classroom to help all kids and especially those that are at-risk and struggling.</p> <p>C. Stallworth will implement a variety of support mechanisms, including extra time for literacy and writing, and skill building exercises in math and science. To ensure student success, a student support program will be offered to</p>				

<p>assist students who need homework help and tutoring.</p> <p>D. All students will independently study and tutors will be provided to all students who need extra support.</p> <p>E. Stallworth will provide all special education instruction and provide all related services for extended school year services required by student IEP's.</p> <p>F. The staff promotes communication among teachers and students through daily assignments and availability after school. Parents are contacted in a timely manner regarding academic progress through parent/teacher conferences, and meetings as needed.</p>				<p>and Title I</p> <p>F. N/A</p>
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Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <p>A. There are 3 computers in each classroom that have internet access.</p> <p>B. LCD and overhead projectors have been donated to the school.</p> <p>C. The Language Arts program in grades K-5 uses a program called "Imagine It."</p> <p>D. The Real Math curriculum in grades K-5 has an online component to it.</p> <p>E. The CD roms that come with textbooks will be ordered for grades 6-12.</p> <p>F. At Stallworth, students will learn how to use technology to create multimedia presentations and access the Internet and email to retrieve information, research, and acquire data.</p> <p>G. Stallworth will integrate technology into the curriculum that will enhance the ways in which students can learn and will ensure that all students are technologically literate. Technology will be integrated into all core subject matter.</p> <p>H. Upon exit, students will demonstrate grade level mastery of the following academic skills in Computers and Media Technology: Students will gain proficiency in the skills needed in a technological world, including basic programming, typing, word processing, and use of the Internet as a research tool. Students will also become proficient at a variety of media technology tools used in web design, film production and graphic arts.</p> <p>I. Teachers will use technology to improve communication, collaboration, and instruction. All staff will be required to become proficient in the use of job-related forms of</p>	<p>Teachers Ongoing</p>	<p>A. Computers, wiring, software, and maintenance</p> <p>B. No extra costs</p> <p>C. Cost of Imagine It</p> <p>D. Cost of Real Math online</p> <p>E. Cost of CD roms in textbooks</p> <p>F. No extra costs</p> <p>G. No extra costs</p> <p>H. No extra costs</p> <p>I. No extra costs</p> <p>J. Cost of online trainings</p> <p>K. No extra costs</p>	<p>A. \$10,000</p> <p>B. N/A</p> <p>C. TBD</p> <p>D. TBD</p> <p>E. TBD</p> <p>F. N/A</p> <p>G. N/A</p> <p>H. N/A</p> <p>I. N/A</p> <p>J. TBD</p> <p>K. N/A</p>	<p>A. General Fund</p> <p>B. N/A</p> <p>C. General Fund</p> <p>D. General Fund</p> <p>E. General Fund and Title I</p> <p>F. General Fund</p> <p>G. N/A</p> <p>H. N/A</p> <p>I. N/A</p> <p>J. General Fund</p> <p>K. N/A</p>

<p>technology.</p> <p>J. Teachers take online trainings for the online components of the textbooks they use.</p> <p>K. The President of the Board has access to Ed Helper, a website that is a resource center for teachers where they can get additional materials.</p>				
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>A. Minimum days are scheduled every other Friday, in which outside sources come to do professional development from local universities and reinforce teaching of standards.</p> <p>B. About 4 inservice days are scheduled this year, including a professional development teacher's retreat.</p> <p>C. Principal attended 2-day CSDC conference in Long Beach.</p> <p>D. Prior to the beginning of the school year, teachers will receive training on ELD (English Language Development) and SDAIE (Specially Designed Academic Instruction in English) techniques to inform their instructional and assessment practices.</p> <p>E. An academic advisor, who will focus primarily on curriculum and instructional strategies, will support teachers. The advisor will meet with individual instructor 1-2 times every other week or on an as-needed basis.</p> <p>F. At the beginning of each school year, the Student Support Team will conduct an inservice to train Stallworth's regular classroom staff on pre-referral interventions and the criteria and indicators for determining whether the interventions are successful.</p> <p>G. Teachers will meet frequently to plan lessons, assess student progress, evaluate instructional strategies, develop strategic approaches that meet the needs of all students, especially those with special needs and English</p>	<p>Executive Director, Principal, Assistant Principal, Assistant ED, Teachers, any relevant training consultants</p> <p>Ongoing</p>	<p>A. Salary and benefits of teaching staff every other Friday, cost of training consultants</p> <p>B. Salary and benefits of teaching staff for 4 days, cost of training consultants</p> <p>C. Conference fees and travel and lodging costs</p> <p>D. Costs of ELD and SDAIE training</p> <p>E. Cost of academic advisor</p> <p>F. Cost of one inservice day</p> <p>G. No extra costs</p> <p>H. Costs of professional development efforts</p> <p>I. Costs of weeklong inservice</p> <p>J. No extra costs</p> <p>K. Cost of Student Study Team training</p>	<p>A. TBD</p> <p>B. TBD</p> <p>C. TBD</p> <p>D. TBD</p> <p>E. TBD</p> <p>F. TBD</p> <p>G. N/A</p> <p>H. TBD</p> <p>I. TBD</p> <p>J. N/A</p> <p>K. TBD</p>	<p>A. General Fund and Title II</p> <p>B. General Fund and Title II</p> <p>C. Title II</p> <p>D. Title II</p> <p>E. Title II</p> <p>F. Title II</p> <p>G. N/A</p> <p>H. Title II</p> <p>I. Title II</p> <p>J. N/A</p> <p>K. Title II</p>

<p>Language Learners.</p> <p>H. The School Director will provide adequate resources for high quality instruction, including professional development, instructional materials, and various forms of technology for the independent learning center site, libraries, and laboratories.</p> <p>I. Staff will attend a weeklong professional development plan in-service training in which activities will be directly linked to improving student performance. All of Stallworth's professional development programs will enable the entire staff to coordinate curriculum within and across grade levels to provide coherent and developmentally sound programs. Each teacher will have their own individual professional development plan derived from Stallworth's own development plan.</p> <p>J. Stallworth will use university and education partnerships to provide high quality professional development workshops.</p> <p>K. District will be doing Student Study Team (SST) training.</p>				
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>A. Teachers will work in teams. They will use results from standardized test assessments, portfolios, and teacher assessments to develop an instructional academic plan for each student. Parents are also expected to be active participants in the development of each student's individualized performance goals, and in assessing achievement of these goals.</p> <p>B. Students will attend and receive group counseling. Bi-weekly counseling sessions will provide a safe place for students to express themselves, establish personal goals, develop communication skills, and provide peer support. Parents or guardians will also be given the opportunity to</p>	<p>Executive Director, Principal, Assistant Principal, Assistant ED, teachers and parents  Ongoing</p>	<p>A. No extra costs B. No extra costs C. No extra costs D. No extra costs E. No extra costs F. No extra costs G. Cost of printing student handbooks H. No extra costs I. No extra costs J. No extra costs K. No extra costs</p>	<p>A. N/A B. N/A C. N/A D. N/A E. N/A F. N/A G. TBD H. N/A I. N/A J. N/A K. N/A</p>	<p>A. N/A B. N/A C. N/A D. N/A E. N/A F. N/A G. General Fund H. N/A I. N/A J. N/A K. N/A</p>



<p>take part in monthly group counseling sessions.</p> <p>C. The Student Support Team will typically include Stallworth's principal, a regular education teacher, a special education teacher, a counselor, and other educational specialists as necessary. The Student Support Team will be responsible for notifying the student's parents of the concerns involving the student and give the parents the opportunity to share information that may impact the student's learning or behavior problems.</p> <p>D. As Stallworth is in its first year of operation, parents will be invited to join community input groups that will be established to help with facilities, funding, community support, and outreach.</p> <p>E. The commitments for parental support include helping with homework each night, assisting their child in contacting the teacher regarding any problem or question on any assignment, providing a quiet, well-lit place for their child to study at home and being available to meet with teachers at home or at the independent learning center site of the need arises.</p> <p>F. Other opportunities for parental involvement include report card pick up, parents' night, newsletters, local field trips, and end of year trips.</p> <p>G. Parents will also receive a parent/student handbook upon the commencement of the school year.</p> <p>H. The Advisory Council, comprised of all stakeholders (Director of Operations, Director of Academic Affairs, one faculty rep for each department, one parent of an elementary student, one parent of middle school student, and one parent of a high school student), will be responsible for developing the School Plan, reviewing the implementation of the School Program, and periodically assessing the effectiveness of the School Plan in meeting benchmarks.</p> <p>I. School Support Committees will strategize on the best</p>		<p>L. No extra costs M. No extra costs N. No extra costs O. Cost of printing monthly newsletters</p>	<p>L. N/A M. N/A N. N/A O. TBD</p>	<p>L. N/A M. N/A N. N/A O. General Fund</p>
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<p>methodology to implement the recommendations of the Advisory Council. They will send proposals to the Advisory Council via their reps. Students, parents, can community members are all welcome on all committees.</p> <p>J. A parent committee (PTA) will meet monthly to discuss school issues and policies.</p> <p>K. Parent-Teacher meetings will be held at least four times per year in order to facilitate communication between parents, teachers, the administration and students, track student progress, and develop any necessary interventions.</p> <p>L. Parents will be encouraged to form committees that will plan events and fundraisers, review curriculum and policies, or get involved in other areas of interest, consistent with the vision, mission, and policies of Stallworth.</p> <p>M. Parents will be encouraged to provide a minimum of three hours of service per month, or the equivalent, to Stallworth. Service opportunities will include, but not be limited to, assistance in classrooms, tutoring, translating, supervision, communications, facilitation, and clerical support.</p> <p>N. The staff will maintain open lines of communication at all times with parents. Parents will be advised when teachers will be available for additional conferences as needed.</p> <p>O. A newsletter goes out to parents once a month.</p>				
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>A. Given the demographics of the San Joaquin Valley community, Stallworth believes in the importance of teaching their students to be proficient in two languages. Stallworth will offer Spanish and English as a second</p>	<p>Executive Director, Principal, Assistant Principal, Assistant ED, partnerships outside of the classroom</p>	<p>A. No extra costs B. No extra costs C. Cost of fundraising and community service projects D. No extra costs</p>	<p>A. N/A B. N/A C. TBD D. N/A E. N/A F. TBD</p>	<p>A. N/A B. N/A C. General Fund and Title V D. N/A E. N/A</p>

language.	Ongoing	<p>E. No extra costs</p> <p>F. Cost of Arts Program</p> <p>G. Cost of Sports Program</p> <p>H. Cost of Summit Youth Adventures</p> <p>I. Cost of The Minority Scholarship Program for Junior and Senior High School Students</p> <p>J. Cost of Summer Sports Camp</p> <p>K. Cost of Social Studies in Community Action Program</p> <p>L. Cost of cheerleading squad</p> <p>M. No extra costs</p> <p>N. Cost of team-building activities, field trips, and access to quality mental and physical health care</p> <p>O. Cost of Life Skills program</p> <p>P. Cost of counseling</p>	<p>G. N/A</p> <p>H. TBD</p> <p>I. TBD</p> <p>J. TBD</p> <p>K. TBD</p> <p>L. TBD</p> <p>M. N/A</p> <p>N. TBD</p> <p>O. TBD</p> <p>P. TBD</p>	<p>F. Title V</p> <p>G. Title V</p> <p>H. Title V</p> <p>I. Title V</p> <p>J. Title V</p> <p>K. Title V</p> <p>L. Title V</p> <p>M. N/A</p> <p>N. General Fund and Title V</p> <p>O. Title V</p> <p>P. Title V</p>
B. Students will choose elective classes in the Arts, Sports and the Social Studies in Community Action program.				
C. Fundraising and community service projects will be done. Examples are: preparing food and clothes for the needy at shelters during Thanksgiving, hosting yard sales, Thanksgiving Dinner sales, collecting cereal box tops and labels, and recycled ink cartridges and cell phones.				
D. Student government is held for the high school students.				
E. Stallworth will establish collaborative relationships with other community service agencies that will help to implement strong tutoring, after-school and parental support programs to promote success in school. These programs will include:				
F. <b>Youth in Theater, Dance and Music:</b> Multicultural productions that will train youth to develop their artistic and acting skills by participating in the production of a play and performing in other schools and youth centers.				
G. <b>Sports Program:</b> The Sports Academy program is a periodized sport and lifestyle program offered throughout the school year, designed to support and work in harmony with a student athlete's competitive sport training schedule.				
H. <b>Summit Youth Adventures:</b> SYA's adventure programs include teambuilding, ropes courses, rock climbing and weeklong and 3-day wilderness trips. Students learn to work together to overcome mental and physical challenges that may seem impossible at first. During the process they learn to develop constructive communication techniques, leadership skills, and patience, which opens their minds to new relationships and possibilities.				
I. <b>The Minority Scholarship Program for Junior and Senior High School Students:</b> Stallworth's Minority Scholarship program will assist Junior and Senior High School students to prepare for college. This program will provide educational planning, career and financial aid				

counseling to low-income, first generation and underserved high school students and their parents.

**J. Summer Sports Camp:** Through innovative programming and the use of active learning practices focusing on obesity prevention, lifelong fitness, and skill development, Stallworth will accomplish its educational and public service mission. The six week Summer Sports Camp will offer new and exciting programming that features up-to-date information and activities on lifetime fitness and wellness.

**K. Social Studies in Community Action Program:** teaches respect for others, regardless of race, gender, age, class, sexuality, appearance, political or religious belief, and physical or mental ability. Social Studies in Community Action will teach empathy (a willingness to understand the views of others from their standpoint) and appreciation of and respect for diversity.

**L.** Stallworth has its own cheerleading squad.

**M.** Elective subjects will include Music, Economics and Foreign Language and Intramural and Individual Sports, the Creating Change curriculum and the Rural Action Environmental Learning Curriculum.

**N.** The learning school environment will support a personal approach to learning, with wrap-around support for students that includes team-building activities, field trips, and access to quality mental and physical health care.

**O.** Each student will be required to participate in a Life Skills program that will include, Decision Making, Communication Skills, Goal Setting, Accountability, Gender Issues, Budgeting and Financing. These life skills will focus on a deliberate student "Success Plan" which will focus on each student's individual skills that will help the student to successfully transition from elementary to middle school, to high school.

**P.** Students will attend and receive group counseling. Bi-weekly counseling sessions will provide a safe place for

<p>students to express themselves, establish personal goals, develop communication skills, and provide peer support. Parents or guardians will also be given the opportunity to take part in monthly group counseling sessions.</p>				<p>A. N/A B. General Fund C. General Fund D. General Fund E. General Fund and Title I F. N/A G. N/A H. N/A I. General Fund J. N/A K. Title I L. N/A M. N/A N. N/A O. N/A</p>
<p>8. Monitoring program effectiveness:</p> <p>A. Parent-teacher conferences are scheduled as needed and each teacher takes appointment by phone, letter and in person.</p> <p>B. Report cards are issued quarterly.</p> <p>C. Stallworth is considering using SASI as a student information system.</p> <p>D. Stallworth is considering using Study Island, which shows student test scores and includes CAHSEE preparation.</p> <p>E. A home language survey is taken to identify English learners. A home language interview is conducted for those identified as English learners.</p> <p>F. Teachers will work in teams. They will use results from standardized test assessments, portfolios, and teacher assessments to develop an instructional academic plan for each student. Parents are also expected to be active participants in the development of each student's individualized performance goals, and in assessing achievement of these goals.</p> <p>G. For English learners, teachers will design common assessments that measure various proficiency levels. Teachers will then use these assessments to reform their instructional practices and determine language development progress over time.</p> <p>H. Stallworth will use ELD portfolios to collect samples of student work to assess the level of progress of the student. The portfolios will travel with students from year to year.</p>	<p>Executive Director, Principal and teachers  Ongoing</p>	<p>A. No extra costs B. Costs of issuing report cards C. Cost of student information system D. Cost of Study Island E. Cost of printing and mailing home surveys F. No extra costs G. No extra costs H. No extra costs I. Cost of student assessment J. No extra costs K. Special Ed teacher's salary and benefits L. No extra costs M. No extra costs N. No extra costs O. No extra costs</p>	<p>A. N/A B. TBD C. TBD D. TBD E. TBD F. N/A G. N/A H. N/A I. TBD J. N/A K. \$25,000 L. N/A M. N/A N. N/A O. N/A</p>	

- I. Stallworth will use the California English Language Development Test (CELDT) to identify English learners, diagnose areas upon which to focus, and as one of the criteria for reclassification. The goal is that students who are continuously enrolled will advance at least one level each academic year.
- J. Stallworth will monitor students to ensure that they receive appropriate support services. Stallworth is committed to creating a supportive environment for students with exceptional needs and to provide services for those students who have IEP's.
- K. The Special Education teacher will be responsible for conducting all initial evaluations and re-evaluations, including obtaining written parental consent, tracking required timelines, scheduling, and facilitating eligibility determination meetings.
- L. Stallworth will establish clearly-defined performance review criteria that include: *Commitment to Stallworth's missions and goals, Successful implementation of the curriculum and educational philosophy, High level of professionalism, High level of accomplishment; and Effective participation in Stallworth staff "team."*
- M. Tools used in the evaluation process will include: *Written evaluations based on classroom observations, Self-evaluation completed by the teacher evaluated, Student performance on major assessments, Feedback from parents*
- N. Parent-Teacher meetings will be held at least four times per year in order to facilitate communication between parents, teachers, the administration and students, track student progress, and develop any necessary interventions.
- O. The Principal, Assistant Principal and Executive Director visit the classroom daily to observe and review the teaching and learning process. Teacher evaluations are completed twice a semester by both the principal and assistant principal.

<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>A. Aides exist in every classroom to help all kids and especially those that are at-risk and struggling.</p> <p>B. A Special Ed TA rotates between classrooms and pulls Special Ed kids.</p> <p>C. A Special Ed teacher provides a once a week consultation for all special ed students.</p> <p>D. Services for academically low-achieving students will begin with a diagnosis of those students' needs by staff members. Staff will be trained in the signs of common learning differences to increase the likelihood that these needs will be identified. Instruction activities will vary to accommodate different learning styles to draw out students' various strengths.</p> <p>E. Each student will be assigned to a mentor group headed by a credentialed teacher. The teacher/mentor will oversee the progress of the students in his or her group and will help the student identify where extra help is needed.</p> <p>F. Stallworth's Student Support Team will develop criteria and indicators to determine whether a pre-referral intervention is successful. At least two pre-referral interventions will be conducted and documented before a child is referred for a special education assessment, unless the child's suspected disability is obvious or an initial assessment is requested by the parent, a teacher or other individuals knowledgeable about the child.</p> <p>G. Stallworth will employ a variety of assessment methods to</p>	<p>Teachers, Special Ed Teacher, Aides Ongoing</p>	<p>A. Salaries and benefits of Aides</p> <p>B. Salary and benefits of Special Ed Aide</p> <p>C. Salary and benefits of Special Ed Aide</p> <p>D. No extra costs</p> <p>E. No extra costs</p> <p>F. No extra costs</p> <p>G. Student assessment costs</p> <p>H. Costs of tutors</p> <p>I. No extra costs</p> <p>J. No extra costs</p> <p>K. No extra costs</p> <p>L. Costs of tutors</p> <p>M. No extra costs</p>	<p>A. TBD</p> <p>B. \$12/hour, 30 hours a week</p> <p>C. \$25,000</p> <p>D. N/A</p> <p>E. N/A</p> <p>F. N/A</p> <p>G. TBD</p> <p>H. TBD</p> <p>I. N/A</p> <p>J. N/A</p> <p>K. N/A</p> <p>L. TBD</p> <p>M. N/A</p>	<p>A. Title I</p> <p>B. Title I</p> <p>C. Title I</p> <p>D. N/A</p> <p>E. N/A</p> <p>F. N/A</p> <p>G. General Fund and Title I</p> <p>H. Title I</p> <p>I. N/A</p> <p>J. N/A</p> <p>K. N/A</p> <p>L. Title I</p> <p>M. N/A</p>
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direct the students' educational plan: IEP reports, CAT-6 test scores, graded tests and quizzes, teacher observation, and class and project work.

- H. Intervention will be provided in the following manner: one-on-one tutoring during school day if needed, subject-specific enhancement classes, homework support in after school programs, counseling, and parent support.
- I. To help English learners master the language, Stallworth will use the English Language Development standards as a guide to structure lessons and assessments. Second, Stallworth will use SDAIE (Specially Designed Academic Instruction in English) techniques to enhance English learners' understanding of core curriculum content.
- J. Teachers will use comprehensible language, express content in multiple modalities, use visuals and give students ample opportunities to develop proficiency in the four language domains: listening, speaking, reading and writing. During group work offered once per week, English learners will alternate between working with other students within the same ELD level and diverse ELD levels depending on the activity.
- K. Class sizes will range from 20-25 students with a 25:1 student/teacher ratio, allowing students to receive more individualized attention from their teachers.
- L. Stallworth will create curriculum that is relevant and responsive to each student individually. All students will independently study and tutors will be provided to all students who need extra support.
- M. A member of the board has a Ph.D. in Psychology and has made herself available as a School Psychologist or Counselor.



10. Any additional services tied to student academic needs:

None


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

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

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <p>The following actions will ensure that reading and language arts instruction are fully aligned with California State Language Arts content standards:</p> <p>A. Stallworth will adopt curriculum and developmental framework and will build instructional programs that provide appropriate standards-based instruction and coherence in all content areas. Teachers will work together to coordinate a standards-based educational program within and across the grade levels and content areas.</p> <p>B. The core curriculum will include English Language and Literature and a Spanish Language and Literature curriculum, which will be studied by all students.</p> <p>C. Core curriculum will also include Mathematics, Science, and Social Studies, Computer Technology, History (American, Black and Hispanic), Physical Education and Visual and Performing Arts.</p> <p>D. Syallbi for each core class is based on California standards.</p> <p>E. Curriculum and instruction at Stallworth will be linked to standards and assessment. Instead of having a curriculum that measures a student against other students, Stallworth</p>	<p>Executive Director, Principal, Assistant Principal, Assistant ED, Teachers, any relevant training consultants</p> <p>Ongoing</p>	<p>A. No extra costs B. No extra costs C. No extra costs D. No extra costs E. No extra costs F. No extra costs G. No extra costs H. No extra costs I. No extra costs J. No extra costs K. Salary and benefits for all teachers for every other Friday L. No extra costs</p>	<p>A. N/A B. N/A C. N/A D. N/A E. N/A F. N/A G. N/A H. N/A I. N/A J. N/A K. TBD L. N/A</p>	<p>A. N/A B. N/A C. N/A D. N/A E. N/A F. N/A G. N/A H. N/A I. N/A J. N/A K. General Fund and Title II L. N/A</p>

- will implement a curriculum that values mastery of central concepts and skills that will enable them to do well in their academic lives and take advantage of life's opportunities.
- F. Stallworth's curriculum will also include a leadership, human development, environmental and peace education component, which will provide a forum for students to discuss issues pertinent to their lives and challenges them to look deeply at themselves and those around them.
- G. Upon exit, students will demonstrate grade level mastery of the following Language Arts academic skills: strong reading, writing, listening, speaking, and presentation skills, in multiple forms of expression, with communication skills appropriate to the settings and audience. They will comprehend and critically interpret multiple forms and styles of expression, including literature from various periods and cultures.
- H. Upon exit, students will demonstrate grade level mastery of the following Mathematics academic skills: Students will develop their abilities to reason logically and to understand and apply mathematical processes and concepts, including those within arithmetic, and other mathematical subjects who the staff and school governing board deem appropriate.
- I. Stallworth's high school program will meet the University of California A-G requirements for English: Four years of college preparatory English that includes frequent and regular writing, and reading of classic and modern literature.
- J. Stallworth's high school program will meet the University of California A-G requirements for Mathematics: Three years of college preparatory mathematics that include the topics covered in elementary and advanced algebra and two-and three-dimensional geometry.
- K. Minimum days are scheduled every other Friday, in which outside sources come to do professional development from local universities and reinforce teaching of standards.

<p>L. The Educator Professional Advisor Committee exists whereby teachers, parents, students, professional people from community discuss issues and ideas with the curriculum.</p>	<p>Executive Director, Principal, Assistant Principal, Assistant ED and Teachers  Ongoing</p>	<p>A. Costs of Textbooks and Core Materials, Books and Other Reference Materials  B. No extra costs C. No extra costs D. No extra costs E. Cost of instructional materials F. Cost of student assessment G. No extra costs H. No extra costs I. No extra costs J. No extra costs</p>	<p>A. \$96,250 B. N/A C. N/A D. N/A E. \$16,250 F. TBD G. N/A H. N/A I. N/A J. N/A</p>	<p>A. General Fund B. N/A C. N/A D. N/A E. General Fund F. General Fund and Title I G. N/A H. N/A I. N/A J. N/A</p>
<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>A. McGraw Hill state adopted texts used in all grade levels for curriculum in math and language arts. Magnet is the textbook series for Language Arts and Real Math is the series for math. Pearson Prentice Hall texts are also used.</p> <p>B. Teachers send their weekly lesson plans to principal to show that they are teaching to state standards.</p> <p>C. Students receive a minimum of one and one half hours of reading/writing work and one hour of mathematics a day.</p> <p>D. Teachers will meet frequently to plan lessons, assess student progress, evaluate instructional strategies, develop strategic approaches that meet the needs of all students, especially those with special needs and English Language Learners.</p> <p>E. The School Director will provide adequate resources for high quality instruction, including professional development, instructional materials, and various forms of technology for the independent learning center site, libraries, and laboratories.</p> <p>F. CAT-6: Stallworth will comply with State law with regard to the administration of standardized tests. SUSD will assist Stallworth in the development of a plan to interpret and use the CAT-6 results to their best effect to inform instructional practices in the context of Stallworth's curriculum and expected student outcomes. The CELDT results will be used in the same manner.</p> <p>G. Teacher Designed Tests: Tests and quizzes aligned to State content standards and reflective of the work the</p>				

<p>students have learned in class will be administered on a regular basis to chart students' mastery of core content area knowledge and skills.</p>					<p>A. General Fund and Titles I, V B. General fund and Title I C. N/A D. General fund and Title I E. General fund</p>
<p>H. Individualized Student Portfolios (ISP): Stallworth will develop a set of rubrics to evaluate students' work (essays, etc.) contained in their ISP. These rubrics will align with State Standards and will evaluate students' understanding of subject area concepts as well as application of that knowledge to relevant, authentic tasks. The ISP is also a good tool for parents to evaluate their children's schoolwork. Grades will be assigned by a certificated teacher.</p>				<p>A. Costs of running an after school program B. The aides' salary and benefits C. No extra costs D. Cost of tutors E. No extra costs F. No extra costs</p>	
<p>I. Written Qualitative Feedback: Stallworth will use and incorporate, on a regular basis, written and oral feedback from teachers, outside professionals, and peers in the assessment of student progress. This type of feedback, when personalized for each student, can reveal aspects of learning not targeted in standard assessment tools and can provide readily actionable ways to improve student performance.</p>				<p>Teachers, aides, tutors Ongoing</p>	
<p>J. Student Self-Evaluation: Part and parcel of its core teaching philosophy, Stallworth's focus is on a curriculum that meets and exceeds all California State Standards. Students will evaluate their performance against State standards and their own personal learning goals using school-defined rubrics. By taking responsibility for their own learning, students are motivated to excel.</p>					
<p>3. Extended learning time:</p>					
<p>A. The city of Stockton has an after school program that Stallworth has access to.</p>					
<p>B. Aides exist in every classroom to help all kids and especially those that are at-risk and struggling.</p>					
<p>C. Stallworth will implement a variety of support mechanisms, including extra time for literacy and writing, and skill building exercises in math and science. To ensure student success, a student support program will be offered to</p>					

<p>assist students who need homework help and tutoring.</p> <p>D. All students will independently study and tutors will be provided to all students who need extra support.</p> <p>E. Stallworth will provide all special education instruction and provide all related services for extended school year services required by student IEP's.</p> <p>F. The staff promotes communication among teachers and students through daily assignments and availability after school. Parents are contacted in a timely manner regarding academic progress through parent/teacher conferences, and meetings as needed.</p>				<p>and Title I F. N/A</p>
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Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <p>A. There are 3 computers in each classroom that have internet access.</p> <p>B. LCD and overhead projectors have been donated to the school.</p> <p>C. The Language Arts program in grades K-5 uses a program called "Imagine It."</p> <p>D. The Real Math curriculum in grades K-5 has an online component to it.</p> <p>E. The CD roms that come with textbooks will be ordered for grades 6-12.</p> <p>F. At Stallworth, students will learn how to use technology to create multimedia presentations and access the internet and email to retrieve information, research, and acquire data.</p> <p>G. Stallworth will integrate technology into the curriculum that will enhance the ways in which students can learn and will ensure that all students are technologically literate. Technology will be integrated into all core subject matter.</p> <p>H. Upon exit, students will demonstrate grade level mastery of the following academic skills in Computers and Media Technology: Students will gain proficiency in the skills needed in a technological world, including basic programming, typing, word processing, and use of the Internet as a research tool. Students will also become proficient at a variety of media technology tools used in web design, film production and graphic arts.</p> <p>I. Teachers will use technology to improve communication, collaboration, and instruction. All staff will be required to become proficient in the use of job-related forms of</p>	<p>Teachers Ongoing</p>	<p>A. Computers, wiring, software, and maintenance</p> <p>B. No extra costs</p> <p>C. Cost of Imagine It</p> <p>D. Cost of Real Math online</p> <p>E. Cost of CD roms in textbooks</p> <p>F. No extra costs</p> <p>G. No extra costs</p> <p>H. No extra costs</p> <p>I. No extra costs</p> <p>J. Cost of online trainings</p> <p>K. No extra costs</p>	<p>A. \$10,000</p> <p>B. N/A</p> <p>C. TBD</p> <p>D. TBD</p> <p>E. TBD</p> <p>F. N/A</p> <p>G. N/A</p> <p>H. N/A</p> <p>I. N/A</p> <p>J. TBD</p> <p>K. N/A</p>	<p>A. General Fund</p> <p>B. N/A</p> <p>C. General Fund</p> <p>D. General Fund General Fund and Title I</p> <p>E. General Fund</p> <p>F. N/A</p> <p>G. N/A</p> <p>H. N/A</p> <p>I. N/A</p> <p>J. General Fund</p> <p>K. N/A</p>



<p>technology.</p> <p>J. Teachers take online trainings for the online components of the textbooks they use.</p> <p>K. The President of the Board has access to Ed Helper, a website that is a resource center for teachers where they can get additional materials.</p>			
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>A. Minimum days are scheduled every other Friday, in which outside sources come to do professional development from local universities and reinforce teaching of standards.</p> <p>B. About 4 inservice days are scheduled this year, including a professional development teacher's retreat.</p> <p>C. Principal attended 2-day CSDC conference in Long Beach.</p> <p>D. Prior to the beginning of the school year, teachers will receive training on ELD (English Language Development) and SDAIE (Specially Designed Academic Instruction in English) techniques to inform their instructional and assessment practices.</p> <p>E. An academic advisor, who will focus primarily on curriculum and instructional strategies, will support teachers. The advisor will meet with individual instructor 1-2 times every other week or on an as-needed basis.</p> <p>F. At the beginning of each school year, the Student Support Team will conduct an inservice to train Stallworth's regular classroom staff on pre-referral interventions and the criteria and indicators for determining whether the interventions are successful.</p> <p>G. Teachers will meet frequently to plan lessons, assess student progress, evaluate instructional strategies, develop strategic approaches that meet the needs of all students, especially those with special needs and English</p>	<p>Executive Director, Principal, Assistant Principal, Assistant ED, Teachers, any relevant training consultants</p> <p>Ongoing</p>	<p>A. Salary and benefits of teaching staff every other Friday, cost of training consultants</p> <p>B. Salary and benefits of teaching staff for 4 days, cost of training consultants</p> <p>C. Conference fees and travel and lodging costs</p> <p>D. Costs of ELD and SDAIE training</p> <p>E. Cost of academic advisor</p> <p>F. Cost of one inservice day</p> <p>G. No extra costs</p> <p>H. Costs of professional development efforts</p> <p>I. Costs of weeklong inservice</p> <p>J. No extra costs</p> <p>K. Cost of Student Study Team training</p>	<p>A. TBD</p> <p>B. TBD</p> <p>C. TBD</p> <p>D. TBD</p> <p>E. TBD</p> <p>F. TBD</p> <p>G. N/A</p> <p>H. TBD</p> <p>I. TBD</p> <p>J. N/A</p> <p>K. TBD</p> <p>A. General Fund and Title II</p> <p>B. General Fund and Title II</p> <p>C. Title II</p> <p>D. Title II</p> <p>E. Title II</p> <p>F. Title II</p> <p>G. N/A</p> <p>H. Title II</p> <p>I. Title II</p> <p>J. N/A</p> <p>K. Title II</p>

<p>Language Learners.</p>	<p>H. The School Director will provide adequate resources for high quality instruction, including professional development, instructional materials, and various forms of technology for the independent learning center site, libraries, and laboratories.</p> <p>I. Staff will attend a weeklong professional development plan in-service training in which activities will be directly linked to improving student performance. All of Stallworth's professional development programs will enable the entire staff to coordinate curriculum within and across grade levels to provide coherent and developmentally sound programs. Each teacher will have their own individual professional development plan derived from Stallworth's own development plan.</p> <p>J. Stallworth will use university and education partnerships to provide high quality professional development workshops.</p> <p>K. District will be doing Student Study Team (SST) training.</p>							<p>P. N/A</p> <p>Q. N/A</p> <p>R. N/A</p> <p>S. N/A</p> <p>T. N/A</p> <p>U. N/A</p> <p>V. General Fund</p> <p>W. N/A</p> <p>X. N/A</p> <p>Y. N/A</p> <p>Z. N/A</p>
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>A. Teachers will work in teams. They will use results from standardized test assessments, portfolios, and teacher assessments to develop an instructional academic plan for each student. Parents are also expected to be active participants in the development of each student's individualized performance goals, and in assessing achievement of these goals.</p> <p>B. Students will attend and receive group counseling. Bi-weekly counseling sessions will provide a safe place for students to express themselves, establish personal goals, develop communication skills, and provide peer support. Parents or guardians will also be given the opportunity to</p>	<p>Executive Director, Principal, Assistant Principal, Assistant ED, teachers and parents</p> <p>Ongoing</p>	<p>A. No extra costs</p> <p>B. No extra costs</p> <p>C. No extra costs</p> <p>D. No extra costs</p> <p>E. No extra costs</p> <p>F. No extra costs</p> <p>G. Cost of printing student handbooks</p> <p>H. No extra costs</p> <p>I. No extra costs</p> <p>J. No extra costs</p> <p>K. No extra costs</p>	<p>A. N/A</p> <p>B. N/A</p> <p>C. N/A</p> <p>D. N/A</p> <p>E. N/A</p> <p>F. N/A</p> <p>G. TBD</p> <p>H. N/A</p> <p>I. N/A</p> <p>J. N/A</p> <p>K. N/A</p>					

<p>take part in monthly group counseling sessions.</p> <p>C. The Student Support Team will typically include Stallworth's principal, a regular education teacher, a special education teacher, a counselor, and other educational specialists as necessary. The Student Support Team will be responsible for notifying the student's parents of the concerns involving the student and give the parents the opportunity to share information that may impact the student's learning or behavior problems.</p> <p>D. As Stallworth is in its first year of operation, parents will be invited to join community input groups that will be established to help with facilities, funding, community support, and outreach.</p> <p>E. The commitments for parental support include helping with homework each night, assisting their child in contacting the teacher regarding any problem or question on any assignment, providing a quiet, well-lit place for their child to study at home and being available to meet with teachers at home or at the independent learning center site of the need arises.</p> <p>F. Other opportunities for parental involvement include report card pick up, parents' night, newsletters, local field trips, and end of year trips.</p> <p>G. Parents will also receive a parent/student handbook upon the commencement of the school year.</p> <p>H. The Advisory Council, comprised of all stakeholders (Director of Operations, Director of Academic Affairs, one faculty rep for each department, one parent of an elementary student, one parent of middle school student, and one parent of a high school student), will be responsible for developing the School Plan, reviewing the implementation of the School Program, and periodically assessing the effectiveness of the School Plan in meeting benchmarks.</p> <p>I. School Support Committees will strategize on the best</p>		<p>L. No extra costs</p> <p>M. No extra costs</p> <p>N. No extra costs</p> <p>O. Cost of printing monthly newsletters</p>	<p>L. N/A</p> <p>M. N/A</p> <p>N. N/A</p> <p>O. TBD</p>	<p>AA. N/A</p> <p>BB. N/A</p> <p>CC. N/A</p> <p>DD. General Fund</p>
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<p>methodology to implement the recommendations of the Advisory Council. They will send proposals to the Advisory Council via their reps. Students, parents, can community members are all welcome on all committees.</p>						<p>Q. N/A R. N/A S. General Fund and Title V T. N/A U. N/A</p>
<p>J. A parent committee (PTA) will meet monthly to discuss school issues and policies.</p>					<p>A. No extra costs B. No extra costs C. Cost of fundraising and community service projects D. No extra costs</p>	<p>A. N/A B. N/A C. TBD D. N/A E. N/A F. TBD</p>
<p>K. Parent-Teacher meetings will be held at least four times per year in order to facilitate communication between parents, teachers, the administration and students, track student progress, and develop any necessary interventions.</p>						
<p>L. Parents will be encouraged to form committees that will plan events and fundraisers, review curriculum and policies, or get involved in other areas of interest, consistent with the vision, mission, and policies of Stallworth.</p>						
<p>M. Parents will be encouraged to provide a minimum of three hours of service per month, or the equivalent, to Stallworth. Service opportunities will include, but not be limited to, assistance in classrooms, tutoring, translating, supervision, communications, facilitation, and clerical support.</p>						
<p>N. The staff will maintain open lines of communication at all times with parents. Parents will be advised when teachers will be available for additional conferences as needed.</p>						
<p>O. A newsletter goes out to parents once a month.</p>						
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p>						
<p>A. Given the demographics of the San Joaquin Valley community, Stallworth believes in the importance of teaching their students to be proficient in two languages.</p>						

	Ongoing			
<p>Stallworth will offer Spanish and English as a second language.</p> <p>B. Students will choose elective classes in the Arts, Sports and the Social Studies in Community Action program.</p> <p>C. Fundraising and community service projects will be done. Examples are: preparing food and clothes for the needy at shelters during Thanksgiving, hosting yard sales, Thanksgiving Dinner sales, collecting cereal box tops and labels, and recycled ink cartridges and cell phones.</p> <p>D. Student government is held for the high school students.</p> <p>E. Stallworth will establish collaborative relationships with other community service agencies that will help to implement strong tutoring, after-school and parental support programs to promote success in school. These programs will include:</p> <p>F. Youth in Theater, Dance and Music: Multicultural productions that will train youth to develop their artistic and acting skills by participating in the production of a play and performing in other schools and youth centers.</p> <p>G. Sports Program: The Sports Academy program is a periodized sport and lifestyle program offered throughout the school year, designed to support and work in harmony with a student athlete's competitive sport training schedule.</p> <p>H. Summit Youth Adventures: SYA's adventure programs include teambuilding, ropes courses, rock climbing and weeklong and 3-day wilderness trips. Students learn to work together to overcome mental and physical challenges that may seem impossible at first. During the process they learn to develop constructive communication techniques, leadership skills, and patience, which opens their minds to new relationships and possibilities.</p> <p>I. The Minority Scholarship Program for Junior and Senior High School Students: Stallworth's Minority Scholarship program will assist Junior and Senior High School students to prepare for college. This program will provide</p>	Ongoing	<p>E. No extra costs</p> <p>F. Cost of Arts Program</p> <p>G. Cost of Sports Program</p> <p>H. Cost of Summit Youth Adventures</p> <p>I. Cost of The Minority Scholarship Program for Junior and Senior High School Students</p> <p>J. Cost of Summer Sports Camp</p> <p>K. Cost of Social Studies in Community Action Program</p> <p>L. Cost of cheerleading squad</p> <p>M. No extra costs</p> <p>N. Cost of team-building activities, field trips, and access to quality mental and physical health care</p> <p>O. Cost of Life Skills program</p> <p>P. Cost of counseling</p>	<p>G. N/A</p> <p>H. TBD</p> <p>I. TBD</p> <p>J. TBD</p> <p>K. TBD</p> <p>L. TBD</p> <p>M. N/A</p> <p>N. TBD</p> <p>O. TBD</p> <p>P. TBD</p>	<p>V. Title V</p> <p>W. Title V</p> <p>X. Title V</p> <p>Y. Title V</p> <p>Z. Title V</p> <p>AA. Title V</p> <p>BB. Title V</p> <p>CC. N/A</p> <p>DD. General Fund and Title V</p> <p>EE. Title V</p> <p>FF. Title V</p>

educational planning, career and financial aid counseling to low-income, first generation and underserved high school students and their parents.

J. Summer Sports Camp: Through innovative programming and the use of active learning practices focusing on obesity prevention, lifelong fitness, and skill development, Stallworth will accomplish its educational and public service mission. The six week Summer Sports Camp will offer new and exciting programming that features up-to-date information and activities on lifetime fitness and wellness.

K. Social Studies in Community Action Program: teaches respect for others, regardless of race, gender, age, class, sexuality, appearance, political or religious belief, and physical or mental ability. Social Studies in Community Action will teach empathy (a willingness to understand the views of others from their standpoint) and appreciation of and respect for diversity.

L. Stallworth has its own cheerleading squad.

M. Elective subjects will include Music, Economics and Foreign Language and Intramural and Individual Sports, the Creating Change curriculum and the Rural Action Environmental Learning Curriculum.

N. The learning school environment will support a personal approach to learning, with wrap-around support for students that includes team-building activities, field trips, and access to quality mental and physical health care.

O. Each student will be required to participate in a Life Skills program that will include, Decision Making, Communication Skills, Goal Setting, Accountability, Gender Issues, Budgeting and Financing. These life skills will focus on a deliberate student "Success Plan" which will focus on each student's individual skills that will help the student to successfully transition from elementary to middle school, to high school.

P. Students will attend and receive group counseling. Bi-

<p>weekly counseling sessions will provide a safe place for students to express themselves, establish personal goals, develop communication skills, and provide peer support. Parents or guardians will also be given the opportunity to take part in monthly group counseling sessions.</p>				
<p>8. Monitoring program effectiveness:</p> <p>A. Parent-teacher conferences are scheduled as needed and each teacher takes appointment by phone, letter and in person.</p> <p>B. Report cards are issued quarterly.</p> <p>C. Stallworth is considering using SASI as a student information system.</p> <p>D. Stallworth is considering using Study Island, which shows student test scores and includes CAHSEE preparation.</p> <p>E. A home language survey is taken to identify English learners. A home language interview is conducted for those identified as English learners.</p> <p>F. Teachers will work in teams. They will use results from standardized test assessments, portfolios, and teacher assessments to develop an instructional academic plan for each student. Parents are also expected to be active participants in the development of each student's individualized performance goals, and in assessing achievement of these goals.</p> <p>G. For English learners, teachers will design common assessments that measure various proficiency levels. Teachers will then use these assessments to reform their instructional practices and determine language development progress over time.</p> <p>H. Stallworth will use ELD portfolios to collect samples of student work to assess the level of progress of the student. The portfolios will travel with students from year to year.</p> <p>I. Stallworth will use the California English Language</p>	<p>Executive Director, Principal and teachers</p> <p>Ongoing</p>	<p>A. No extra costs</p> <p>B. Costs of issuing report cards</p> <p>C. Cost of student information system</p> <p>D. Cost of Study Island</p> <p>E. Cost of printing and mailing home surveys</p> <p>F. No extra costs</p> <p>G. No extra costs</p> <p>H. No extra costs</p> <p>I. Cost of student assessment</p> <p>J. No extra costs</p> <p>K. Special Ed teacher's salary and benefits</p> <p>L. No extra costs</p> <p>M. No extra costs</p> <p>N. No extra costs</p> <p>O. No extra costs</p>	<p>A. N/A</p> <p>B. TBD</p> <p>C. TBD</p> <p>D. TBD</p> <p>E. TBD</p> <p>F. N/A</p> <p>G. N/A</p> <p>H. N/A</p> <p>I. TBD</p> <p>J. N/A</p> <p>K. \$25,000</p> <p>L. N/A</p> <p>M. N/A</p> <p>N. N/A</p> <p>O. N/A</p>	<p>P. N/A</p> <p>Q. General Fund</p> <p>R. General Fund</p> <p>S. General Fund</p> <p>T. General Fund and Title I</p> <p>U. N/A</p> <p>V. N/A</p> <p>W. N/A</p> <p>X. General Fund</p> <p>Y. N/A</p> <p>Z. Title I</p> <p>AA. N/A</p> <p>BB. N/A</p> <p>CC. N/A</p> <p>DD. N/A</p>

Development Test (CELD) to identify English learners, diagnose areas upon which to focus, and as one of the criteria for reclassification. The goal is that students who are continuously enrolled will advance at least one level each academic year.

- J. Stallworth will monitor students to ensure that they receive appropriate support services. Stallworth is committed to creating a supportive environment for students with exceptional needs and to provide services for those students who have IEP's.
- K. The Special Education teacher will be responsible for conducting all initial evaluations and re-evaluations, including obtaining written parental consent, tracking required timelines, scheduling, and facilitating eligibility determination meetings.
- L. Stallworth will establish clearly-defined performance review criteria that include: Commitment to Stallworth's missions and goals, Successful implementation of the curriculum and educational philosophy, High level of professionalism, High level of accomplishment; and Effective participation in Stallworth staff "team."
- M. Tools used in the evaluation process will include: Written evaluations based on classroom observations, Self-evaluation completed by the teacher evaluated, Student performance on major assessments, Feedback from parents
- N. Parent-Teacher meetings will be held at least four times per year in order to facilitate communication between parents, teachers, the administration and students, track student progress, and develop any necessary interventions.
- O. The Principal, Assistant Principal and Executive Director visit the classroom daily to observe and review the teaching and learning process. Teacher evaluations are completed twice a semester by both the principal and assistant principal.



9. Targeting services and programs to lowest-performing student groups:	Teachers, Special Ed Teacher, Aides	A. Salaries and benefits of Aides	A. TBD	N. Title I
<p>A. Aides exist in every classroom to help all kids and especially those that are at-risk and struggling.</p> <p>B. A Special Ed TA rotates between classrooms and pulls Special Ed kids.</p> <p>C. A Special Ed teacher provides a once a week consultation for all special ed students.</p> <p>D. Services for academically low-achieving students will begin with a diagnosis of those students' needs by staff members. Staff will be trained in the signs of common learning differences to increase the likelihood that these needs will be identified. Instruction activities will vary to accommodate different learning styles to draw out students' various strengths.</p> <p>E. Each student will be assigned to a mentor group headed by a credentialled teacher. The teacher/mentor will oversee the progress of the students in his or her group and will help the student identify where extra help is needed.</p> <p>F. Stallworth's Student Support Team will develop criteria and indicators to determine whether a pre-referral intervention is successful. At least two pre-referral interventions will be conducted and documented before a child is referred for a special education assessment, unless the child's suspected disability is obvious or an initial assessment is requested by the parent, a teacher or other individuals knowledgeable about the child.</p> <p>G. Stallworth will employ a variety of assessment methods to direct the students' educational plan: IEP reports, CAT-6 test scores, graded tests and quizzes, teacher observation, and class and project work.</p> <p>H. Intervention will be provided in the following manner: one-on-one tutoring during school day if needed, subject-specific enhancement classes, homework support in after</p>	<p>Ongoing</p>	<p>A. Salaries and benefits of Aides</p> <p>B. Salary and benefits of Special Ed Aide</p> <p>C. Salary and benefits of Special Ed Aide</p> <p>D. No extra costs</p> <p>E. No extra costs</p> <p>F. No extra costs</p> <p>G. Student assessment costs</p> <p>H. Costs of tutors</p> <p>I. No extra costs</p> <p>J. No extra costs</p> <p>K. No extra costs</p> <p>L. Costs of tutors</p> <p>M. No extra costs</p>	<p>A. TBD</p> <p>B. \$12/hour, 30 hours a week</p> <p>C. \$25,000</p> <p>D. N/A</p> <p>E. N/A</p> <p>F. N/A</p> <p>G. TBD</p> <p>H. TBD</p> <p>I. N/A</p> <p>J. N/A</p> <p>K. N/A</p> <p>L. TBD</p> <p>M. N/A</p>	<p>O. Title I</p> <p>P. Title I</p> <p>Q. N/A</p> <p>R. N/A</p> <p>S. N/A</p> <p>T. General Fund and Title I</p> <p>U. Title I</p> <p>V. N/A</p> <p>W. N/A</p> <p>X. N/A</p> <p>Y. Title I</p> <p>Z. N/A</p>

<p>school programs, counseling, and parent support.</p> <p>I. To help English learners master the language, Stallworth will use the English Language Development standards as a guide to structure lessons and assessments. Second, Stallworth will use SDAIE (Specially Designed Academic Instruction in English) techniques to enhance English learners' understanding of core curriculum content.</p> <p>J. Teachers will use comprehensible language, express content in multiple modalities, use visuals and give students ample opportunities to develop proficiency in the four language domains: listening, speaking, reading and writing. During group work offered once per week, English learners will alternate between working with other students within the same ELD level and diverse ELD levels depending on the activity.</p> <p>K. Class sizes will range from 20-25 students with a 25:1 student/teacher ratio, allowing students to receive more individualized attention from their teachers.</p> <p>L. Stallworth will create curriculum that is relevant and responsive to each student individually. All students will independently study and tutors will be provided to all students who need extra support.</p> <p>M. A member of the board has a Ph.D. in Psychology and has made herself available as a School Psychologist or Counselor.</p>			
<p>10. Any additional services tied to student academic needs:</p> <p>None</p>			


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

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

**THIS SECTION DOES NOT APPLY TO STALLWORTH**

	Description of how the LEA is meeting or plans to meet this requirement.
<p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <p>a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;</p>	N/A
<p>b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;</p>	N/A
<p>c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <ul style="list-style-type: none"> <li>▪ meeting the annual measurable achievement objectives described in Section 3122;</li> <li>▪ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B));</li> <li>▪ 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));</li> </ul>	N/A
<p>d. Describe how the LEA will promote parental and community participation in LEP programs.</p>	N/A

Required Activities

	<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c)).</p> <p>The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> <li>• English proficiency; and</li> <li>• Academic achievement in the core academic subjects</li> </ul>	N/A
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Description of how the LEA is meeting or plans to meet this requirement.	
	<p>N/A</p>
<p>Required Activities</p>	<p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p> <ul style="list-style-type: none"> <li>a. designed to improve the instruction and assessment of LEP children;</li> <li>b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;</li> <li>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;</li> <li>d. long term effect will result in positive and lasting impact on teacher performance in the classroom.</li> </ul> <p>4. Upgrade program objectives and effective instruction strategies.</p>
<p>Allowable Activities</p>	<p>Yes or No N/A</p> <p>If yes, describe: N/A</p>

		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities		Yes or No N/A	If yes, describe: N/A
5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.		Yes or No N/A	If yes, describe: N/A
6. Develop and implement programs that are coordinated with other relevant programs and services.		Yes or No N/A	If yes, describe: N/A
7. Improve the English proficiency and academic achievement of LEP children.		Yes or No N/A	If yes, describe: N/A

Allowable Activities		Description of how the LEA is meeting or plans to meet this requirement.
<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –</p> <ul style="list-style-type: none"> <li>○ To improve English language skills of LEP children; and</li> <li>○ To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.</li> </ul>	<p><b>Yes or No</b> N/A</p> <p><b>If yes, describe:</b> N/A</p>	
<p>9. Improve the instruction of LEP children by providing for –</p> <ul style="list-style-type: none"> <li>○ The acquisition or development of educational technology or instructional materials</li> <li>○ Access to, and participation in, electronic networks for materials, training, and communication; and</li> <li>○ Incorporation of the above resources into curricula and programs.</li> </ul>	<p><b>Yes or No</b> N/A</p> <p><b>If yes, describe:</b> N/A</p>	
<p>10. Other activities consistent with Title III.</p>	<p><b>Yes or No</b> N/A</p> <p><b>If yes, describe:</b> N/A</p>	



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

<p><b>Parents of Limited-English-Proficient students must be notified:</b> The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>
<p>Required Activity</p>	<p>N/A</p>
<p>1. LEA 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"> <li>a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program;</li> <li>b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement;</li> <li>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;</li> <li>d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;</li> <li>e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;</li> <li>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;</li> <li>g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;</li> </ul>	<p>N/A</p>

Description of how the LEA is meeting or plans to meet this requirement.	
<p>h. information pertaining to parental rights that includes written guidance detailing –</p> <ul style="list-style-type: none"> <li>i. the right that parents have to have their child immediately removed from such program upon their request; and</li> <li>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;</li> <li>iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.</li> </ul>	<p>Required Activity</p>
<p>N/A</p>	<p><b>Note:</b> Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>
<p>N/A</p>	<p><b>LEA Parent Notification Failure to Make Progress</b> If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>

**Plans to Provide Services for Immigrants**

<p><b>IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).</b></p>	<p><b>Description of how the LEA is meeting or plans to meet this requirement.</b></p>	
	<p><b>Yes or No</b> N/A</p>	<p><b>If yes, describe:</b> N/A</p>
<p>1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:</p>	<p>Yes or No N/A</p>	<p>If yes, describe: N/A</p>
<p>2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:</p>	<p>Yes or No N/A</p>	<p>If yes, describe: N/A</p>
<p>3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;</p>	<p>Yes or No N/A</p>	<p>If yes, describe: N/A</p>

Allowable Activities

Allowable Activities		Yes or No	If yes, describe:
4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:		N/A	N/A
5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:		N/A	N/A
6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:		N/A	N/A

Allowable Activities	7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:	Yes or No N/A	If yes, describe: N/A
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**Performance Goal 3: *All students are taught by highly qualified teachers.***

**Summary of Needs and Strengths for Professional Development**

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

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

STRENGTHS	NEEDS
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<ul style="list-style-type: none"> <li>• The administrative staff has selected the teachers based on teaching experience, credentials and subject matter expertise.</li> <li>• All teachers of core academic subjects must be NCLB compliant, by having (1) a bachelor's degree, (2) a state credential or an Intern/Certificate/Credential for no more than three years, and (3) demonstrated core academic subject matter competence.</li> <li>• The 4<sup>th</sup> grade teacher was credentialed in the Philippines and has passed her CBEST.</li> <li>• The K-1<sup>st</sup> grade teacher has an emergency credential.</li> <li>• The 8<sup>th</sup> grade teacher has a career substitute teaching credential.</li> <li>• The 5<sup>th</sup>-6<sup>th</sup> grade teacher has a district intern credential.</li> <li>• The 7<sup>th</sup> grade teacher has a preliminary single subject teaching credential.</li> <li>• The Social Studies/History teacher has an emergency credential</li> <li>• The PE teacher has a 30-day sub credential.</li> <li>• Three teachers have Master's Degrees (the chemistry teacher, the calculus teacher, and the Special Ed teacher)</li> <li>• The Principal has a Ph.D. in Educational Technology from University of Oklahoma. She is in the process of getting certificated. She has a standard teaching certificate in business education.</li> <li>• The Executive Director has a B.S. in business management with the University of Phoenix.</li> <li>• The Assistant Principal has a B.A. in Psychology from Cal State Stanislaus.</li> <li>• The Assistant Executive Director has a Masters Degree in Education Administration from National University and a cleared professional administrative credential from Fresno State University.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase teacher support and professional development in the attainment of academic standards.</li> <li>• Professional development is assigned to prepare for additional areas of instruction and growth.</li> <li>• Two teachers are currently pursuing their credentials in the Impact Program (5th-6th grade teacher and the English teacher)</li> </ul>
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- Stallworth's teachers are educated in the areas of Human Growth and Development: *Observational skills to match students' developmental needs with materials and activities. This allows the teacher to guide students in creating their individual learning plan.*
- *An open-ended array of suggested learning materials and activities that empower teachers to design their own developmentally responsive, culturally relevant learning environment.*
- *Teaching strategies that support and facilitate the unique and total growth of each individual.*
- *Classroom leadership skills that foster a nurturing environment that is physically and psychologically supportive of learning.*
- Teachers will meet frequently to plan lessons, assess student progress, evaluate instructional strategies, develop strategic approaches that meet the needs of all students, especially those with special needs and English Language Learners.
- The School Director will provide adequate resources for high quality instruction, including professional development, instructional materials, and various forms of technology for the independent learning center site, libraries, and laboratories.
- Professional development will occur regularly based on the central goal of building a learning community. These activities are issued to facilitate teachers' reflection on practice and assessment of their own teaching.
- Staff will attend a weeklong professional development plan in-service training in which activities will be directly linked to improving student performance. All of Stallworth's professional development programs will



enable the entire staff to coordinate curriculum within and across grade levels to provide coherent and developmentally sound programs. Each teacher will have their own individual professional development plan derived from Stallworth's own development plan.

- Stallworth will use university and education partnerships to provide high quality professional development workshops.
- Stallworth will establish clearly-defined performance review criteria that include: *Commitment to Stallworth's missions and goals; Successful implementation of the curriculum and educational philosophy; High level of professionalism; High level of accomplishment; and Effective participation in Stallworth staff "team."*
- Tools used in the evaluation process will include: *Written evaluations based on classroom observations; Self-evaluation completed by the teacher evaluated; Student performance on major assessments; and Feedback from parents*
- Stallworth has clearly written policies in the employee handbook, and all procedures are communicated frequently at teacher in-services.

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**Performance Goal 3: *All students are taught by highly qualified teachers.***

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

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <p>The school's leadership team will conduct an annual professional development needs assessment of teachers and administrators in relation to criteria for highly qualified staff, and trends in data on formative and summative assessments of student progress in relation to State content and academic achievement standards. Professional development goals will be created to assist staff to move toward proficiency in standards for all students. Professional development activities will be designed and selected based on staff strengths and needs in relation to student achievement results. Input from teachers will be critical throughout this process.</p>	<p>Principal, Assistant Principal, Executive Director, Assistant ED, teachers</p> <p>Annual process</p>	<p>No additional costs</p>	<p>No additional costs</p>	<p>N/A</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>To develop the professional development plan the leadership team 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. The leadership team will pay special attention to those topics and formats that have the greatest impact on teachers' ability to accelerate the learning of students in the lowest performing groups. They will design a system of professional development that is 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. Teachers and</p>	<p>Principal, Assistant Principal, Executive Director, Assistant ED, teachers</p>	<p>No additional costs</p>	<p>No additional costs</p>	<p>N/A</p>

administrators will support one another through coaching and mentoring.

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Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <p>The Executive Director will meet with teachers to understand assessment data and to develop a plan to address weaknesses. This plan will include identifying appropriate professional development opportunities and establishing goals relative to such training. Furthermore, the leadership team will regularly assess the quality of professional development activities based on the following performance questions:</p> <ol style="list-style-type: none"> <li>1. How well does it focus on students meeting/exceeding key standards through the use of standards-based materials and formative assessments?</li> <li>2. How close to the instructional work of teachers is professional development work situated?</li> <li>3. To what degree is the system built on the strengths and needs of the staff in relation to academic and cultural learning strengths and needs of the student populations in teachers' classrooms?</li> <li>4. How well do selected professional development resources apply to particular English learners?</li> <li>5. How well integrated are materials adopted/selection, intervention approaches, and family and community relations with the professional development system?</li> </ol>	<p>Principal, Assistant Principal, Executive Director, Assistant ED, teachers</p>	<p>No additional costs</p>	<p>No additional costs</p>	<p>N/A</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 leadership team will ensure that professional development activities are coordinated to address staff needs in assisting students to meet or exceed state academic standards. Activities will be designed to help teachers integrate standards-based curriculum, instructional practices,</p>	<p>Principal, Assistant Principal, Executive Director, Assistant ED, teachers</p>	<p>No additional costs</p>	<p>No additional costs</p>	<p>N/A</p>

<p>assessment and understanding of the strengths and needs of the student populations in their classes. Classroom management, intervention, and 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 achievement standards.</p>	<p>Teachers Ongoing</p>	<p>A. Computers, wiring, software, and maintenance B. No extra costs C. Cost of Imagine It D. Cost of Real Math online E. Cost of CD roms in textbooks F. No extra costs G. No extra costs H. No extra costs I. No extra costs J. Cost of online trainings</p>	<p>A. \$10,000 B. N/A C. TBD D. TBD E. TBD F. N/A G. N/A H. N/A I. N/A J. TBD K. N/A</p>	<p>A. General Fund B. N/A C. General Fund D. General Fund E. General Fund and Title I F. General Fund G. N/A H. N/A I. N/A J. General Fund K. N/A</p>
<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <p>A. Teachers will work in teams. They will use results from standardized test assessments, portfolios, and teacher assessments to develop an instructional academic plan for each student. Parents are also expected to be active participants in the development of each student's individualized performance goals, and in assessing achievement of these goals.</p> <p>B. Students will attend and receive group counseling. Bi-weekly counseling sessions will provide a safe place for students to express themselves, establish personal goals, develop communication skills, and provide peer support. Parents or guardians will also be given the opportunity to take part in monthly group counseling sessions.</p> <p>C. The Student Support Team will typically include Stallworth's principal, a regular education teacher, a special education teacher, a counselor, and other educational specialists as necessary. The Student Support Team will be responsible for notifying the student's parents of the concerns involving the student and give the parents the opportunity to share information that may impact the student's learning or behavior problems.</p> <p>D. As Stallworth is in its first year of operation, parents will be invited to join community input groups that will be established to help with facilities, funding, community support, and outreach.</p> <p>E. The commitments for parental support include helping with homework each night, assisting their child in contacting the teacher regarding any problem or question on any assignment, providing a quiet, well-lit place for their child to study at home and being</p>				

<p>available to meet with teachers at home or at the independent learning center site of the need arises.</p>	<p>K. No extra costs</p>	
<p>F. Other opportunities for parental involvement include report card pick up, parents' night, newsletters, local field trips, and end of year trips.</p>		
<p>G. Parents will also receive a parent/student handbook upon the commencement of the school year.</p>		
<p>H. The Advisory Council, comprised of all stakeholders (Director of Operations, Director of Academic Affairs, one faculty rep for each department, one parent of an elementary student, one parent of middle school student, and one parent of a high school student), will be responsible for developing the School Plan, reviewing the implementation of the School Program, and periodically assessing the effectiveness of the School Plan in meeting benchmarks.</p>		
<p>I. School Support Committees will strategize on the best methodology to implement the recommendations of the Advisory Council. They will send proposals to the Advisory Council via their reps. Students, parents, can community members are all welcome on all committees.</p>		
<p>J. A parent committee (PTA) will meet monthly to discuss school issues and policies.</p>		
<p>K. Parent-Teacher meetings will be held at least four times per year in order to facilitate communication between parents, teachers, the administration and students, track student progress, and develop any necessary interventions.</p>		
<p>L. Parents will be encouraged to form committees that will plan events and fundraisers, review curriculum and policies, or get involved in other areas of interest, consistent with the vision, mission, and policies of Stallworth.</p>		
<p>M. Parents will be encouraged to provide a minimum of three hours of service per month, or the equivalent, to Stallworth. Service opportunities will include, but not be limited to, assistance in classrooms, tutoring, translating, supervision, communications, facilitation, and clerical support.</p>		
<p>N. The staff will maintain open lines of communication at all times with parents. Parents will be advised when teachers will be available for</p>		

<p>additional conferences as needed.</p> <p>O. A newsletter goes out to parents once a month.</p>	<p>Executive Director, Principal, Assistant Principal, Assistant ED, Teachers, any relevant training consultants</p> <p>Ongoing</p>	<p>L. Salary and benefits of teaching staff every other Friday, cost of training consultants</p> <p>M. Salary and benefits of teaching staff for 4 days, cost of training consultants</p> <p>N. Conference fees and travel and lodging costs</p> <p>O. Costs of ELD and SDAIE training</p> <p>P. Cost of academic advisor</p> <p>Q. Cost of one inservice day</p> <p>R. No extra costs</p>	<p>L. TBD</p> <p>M. TBD</p> <p>N. TBD</p> <p>O. TBD</p> <p>P. TBD</p> <p>Q. TBD</p> <p>R. N/A</p> <p>S. TBD</p> <p>T. TBD</p> <p>U. N/A</p> <p>V. TBD</p>	<p>L. General Fund and Title II</p> <p>M. General Fund and Title II</p> <p>N. Title II</p> <p>O. Title II</p> <p>P. Title II</p> <p>Q. Title II</p> <p>R. N/A</p> <p>S. Title II</p> <p>T. Title II</p> <p>U. N/A</p> <p>V. Title II</p>
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	<p>S. Costs of professional development efforts</p> <p>T. Costs of weeklong inservice</p> <p>U. No extra costs</p> <p>V. Cost of Student Study Team training</p>
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Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <p>Stallworth will develop a technology plan, Based on this plan it will acquire the hardware and software to ensure that all students and teachers have access to technology to facilitate learning. In addition, teachers must receive staff development training to facilitate the effective use of technology.</p>	<p>Principal, Assistant Principal, Executive Director, Assistant ED, teachers</p>	<p>Computer hardware and software</p> <p>Training for staff and teachers</p>	<p>TBD</p> <p>TBD</p>	<p>General Fund and Title II</p> <p>TBD</p>
<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p>	<p>Principal, Assistant Principal, Executive Director, Assistant ED, teachers, students</p>	<p>Computer hardware and software</p> <p>Training for staff and</p>	<p>TBD</p> <p>TBD</p>	<p>General Fund and Title II</p> <p>TBD</p>

<p>The school will be actively working to identify software that can facilitate standards-based instruction and learning for all students. Teachers will receive training on the new software that addresses how to effectively use the software to enhance instructional quality.</p>		teachers			
<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 LEA Plan:  The leadership team has consulted with teachers and parents. Furthermore, parents participate in the Parent Teacher Committee and school board. The school expects that teachers, parents, and all school administrators will be involved in monitoring the plan and updating it annually.</p>	Principal, Assistant Principal, Executive Director, Assistant ED, teachers, parents  Annual Process	No additional costs	N/A	N/A	
<p>Please provide a description of:</p>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source	
<p>9. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency;</li> <li><input type="checkbox"/> Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn;</li> <li><input type="checkbox"/> Involve parents in their child's education; and</li> <li><input type="checkbox"/> Understand and use data and assessments to improve classroom practice and student learning.</li> </ul>	Principal, Assistant Principal, Executive Director, Assistant ED, teachers, any relevant training consultants  Ongoing	<p>A. Salary of Retired Teacher</p> <p>B. No additional costs</p> <p>C. Salaries and benefits of teachers for two days</p> <p>D. Conference fees and associated travel costs</p>	<p>A. \$27,000</p> <p>B. N/A</p> <p>C. \$7,315.57</p> <p>D. \$1,000</p>	<p>A. General Fund, Title II</p> <p>B. N/A</p> <p>C. General Fund, Title II</p> <p>D. General Fund, Title II</p>	
<p>A. All Stallworth teachers participate in weekly staff meetings, where student learning needs are identified and discussed. Administration address teacher and student concerns or needs. A retired teacher speaks at some of these meetings to share analysis on STAR test results and coaches teachers on how to improve scores.</p>					
<p>B. School leadership frequently observes in the classroom to evaluate and improve the quality of instruction, and to further define areas of professional growth.</p>					

<p>C. Two professional development days are scheduled a year for all teachers. Most of it is online training through CCSA.</p> <p>D. Staff also participates in professional development which includes:</p> <ul style="list-style-type: none"> <li>• New school technology and programs</li> <li>• State standardized testing updates and procedures</li> <li>• Math and Language Arts instructional strategies</li> <li>• Charter school workshops and conferences</li> <li>• District-sponsored workshops for charters</li> </ul>				
<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 11119:</p> <p>A. The district will form partnerships with an IHE partner to support teachers completing the requirements for a California Commission on Teacher Credentialing Professional Clear credential and CLAD or B-CLAD certification for all teachers.</p> <p>B. IHE's will provide ongoing professional development support and share research updates to support standards-based instruction practices.</p> <p>C. The school will provide local test preparation support for teachers.</p>	<p>Principal, Assistant Principal, Executive Director, Assistant ED, teachers</p>	<p>A. MOUs for local offerings of courses, reduction of fees for teachers</p> <p>B. MOUs for local offerings of courses, reduction of fees for teachers;</p> <p>C. Consultant fee, basic test prep materials</p>	<p>A. TBD</p> <p>B. TBD</p> <p>C. TBD</p>	<p>A. Title II, part A</p> <p>B. Title II, part A</p> <p>C. Title II, part 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 LEA's strengths and needs regarding how students are supported physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning, along with the LEA's strengths and needs regarding student barriers to learning (e.g., attendance, mobility, and behavior).

STRENGTHS	NEEDS
<ol style="list-style-type: none"> <li>1) The ratio between students to teachers is low.</li> <li>2) The Parent/Student Handbook includes a comprehensive set of health, safety, and risk management policies. These policies will be reviewed on an ongoing basis in the Stallworth's staff development efforts and governing board policies.</li> <li>3) Stallworth will adhere to California laws, including fingerprinting, drug testing, and prohibitions regarding the employment of any person who has been convicted of a violent or serious felony. Criminal background checks must also be passed.</li> <li>4) Stallworth functions as a drug, alcohol, and tobacco free workplace. There is a zero tolerance policy for weapons, drugs and alcohol.</li> <li>5) Teachers and staff will be mandated reporters for suspected child abuse.</li> <li>6) Instructional and administrative staff receive training in first responder and emergency response.</li> <li>7) There are policies relating to preventing contact with blood-borne pathogens.</li> <li>8) There are policies and procedures for response to natural disasters and emergencies, including fires and earthquakes.</li> <li>9) There are policies for responding to emergencies on field trips.</li> <li>10) Stallworth will maintain a Safe School Plan in accordance with CA state law.</li> <li>11) Property and facilities will be approved by SUSD and will comply with Uniform Building Codes, federal American Disabilities Act access requirements, and other applicable fire,</li> </ol>	<ol style="list-style-type: none"> <li>1) The school needs additional counselors to better support students and their families.</li> <li>2) More prevention services would be helpful, as opposed to just disciplinary measures.</li> <li>3) Increase parent and community involvement to enhance the school culture and promote student personal and academic growth.</li> <li>4) Improve the use of disaggregated student achievement data as early detection and monitoring needs to ensure all students are progressing towards the standards.</li> <li>5) Devise a schoolwide action plan to ensure the student achievement in the expected schoolwide learning results and academic standards.</li> </ol>

health and structural safety codes.

- 12) Stallworth will hire the most able, energetic, and diverse teaching staff possible.
- 13) Stallworth is committed to maintaining a diverse student body, and will take steps to achieve a racial, ethnic, and gender balance that is reflective of SUSD as a whole.
- 14) A Discipline Policy regarding Suspension and Expulsion is outlined in the Parent/Student Handbook.
- 15) Daily physical activity, free nutritious lunches (for FRL kids, same as SUSD) and regular health and wellness instruction challenge students to make healthy choices.
- 16) SUSD visits at least once annually to review the safety and cleanliness of the school environment.
- 17) The Principal holds an "Open Door Policy" in which teachers can come to the principal's office and talk to her any time there is an issue of concern, without waiting.
- 18) A School Site Council Team exists in which teachers can refer at-risk students to the coordinator of this team. The coordinator will then set up a meeting with the teacher, student and parent.
- 19) Trainings are often conducted or assigned during bi-weekly staff meetings, which promotes an atmosphere of professionalism, mutual accountability and collegiality.
- 20) The staff often meets to identify and solve student problems, review current educational practices, and ways to improve student learning.
- 21) Stallworth sponsors frequent field trips, special events, career exploration, service projects, visits to local colleges and universities, sports involvement, and other opportunities for personal growth and progress toward career choices.
- 22) Supplemental sports and arts programs to keep kids engaged outside of academics are provided.

**Environments Conducive to Learning (Activities):**

Please list the activities or programs supported by all NCLB or state funded programs that the LEA will implement to support students physically, socially, emotionally, intellectually, and

psychologically in environments that are conducive to learning. Include programs and strategies designed to address students' barriers to learning (e.g. attendance and behavior). Include a copy of the LEA's code of conduct or policy regarding student behavior expectations.

### ACTIVITIES

- Daily physical activity, free nutritious lunches (for FRL kids, same as SUSD) and regular health and wellness instruction challenge students to make healthy choices.
- Stallworth will establish collaborative relationships with other community service agencies that will help to implement strong tutoring, after-school and parental support programs to promote success in school. These programs will include:
- **Youth in Theater, Dance and Music:** Multicultural productions that will train youth to develop their artistic and acting skills by participating in the production of a play and performing in other schools and youth centers.
- **Sports Program:** The Sports Academy program is a periodized sport and lifestyle program offered throughout the school year, designed to support and work in harmony with a student athlete's competitive sport training schedule.
- **Summit Youth Adventures:** SYA's adventure programs include teambuilding, ropes courses, rock climbing and weeklong and 3-day wilderness trips. Students learn to work together to overcome mental and physical challenges that may seem impossible at first. During the process they learn to develop constructive communication techniques, leadership skills, and patience, which opens their minds to new relationships and possibilities.
- **The Minority Scholarship Program for Junior and Senior High School Students:** Stallworth's Minority Scholarship program will assist Junior and Senior High School students to prepare for college. This program will provide educational planning, career and financial aid counseling to low-income, first generation and underserved high school students and their parents.
- **Summer Sports Camp:** Through innovative programming and the use of active learning practices focusing on obesity prevention, lifelong fitness, and skill development, Stallworth will accomplish its educational and public service mission. The six week Summer Sports Camp will offer new and exciting programming that features up-to-date information and activities on lifetime fitness and wellness.
- **Social Studies in Community Action Program:** teaches respect for others, regardless of race, gender, age, class, sexuality, appearance, political or religious belief, and physical or mental ability. Social Studies in Community Action will teach empathy (a willingness to understand the views of others from their standpoint) and appreciation of and respect for diversity.
- Students will attend and receive group counseling. Bi-weekly counseling sessions will provide a safe place for students to express themselves, establish personal goals, develop communication skills, and provide peer support. Parents or guardians will also be given the opportunity to take part in monthly group counseling sessions.

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

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

STRENGTHS	NEEDS
<ul style="list-style-type: none"> <li>• The Parent/Student Handbook includes a Student Discipline Policy that specifically outlines inappropriate and unacceptable behaviors. This includes a zero tolerance policy for alcohol, drugs, tobacco, and weapons. Parents are required to sign this book upon receipt.</li> <li>• In addition to providing students with substance abuse education, Stallworth will maintain a drug, tobacco, and alcohol free environment through intervention and disciplinary action. Any student found in possession of, or under the influence of illegal drugs, alcohol or tobacco, will be disciplined according to Stallworth policy. Any student who is found selling drugs or alcohol will be expelled from Stallworth.</li> <li>• Stallworth plans to hold a drug intervention assembly next month, and have several speakers from the Mary Magdalene Outreach Program come and educate students on the danger of drugs, alcohol and gangs.</li> <li>• There is an Expulsion/Suspension Committee. Students who are referred for expulsion will be reviewed by the committee, which is composed of staff and board members. The student has the right to appeal and the board will vote on it.</li> <li>• The Student Behavior and Consequences Contract is filled out after suspension, and includes a list of conditions the student must fulfill to stay in school.</li> </ul>	<ul style="list-style-type: none"> <li>• Stallworth does not yet have its own counselor, but will have access to a consultant until it secures a counselor.</li> <li>• Stallworth is considering implementing a counseling program called Crossroads.</li> <li>• Stallworth is considering implementing a program on drinking and driving called Reality Check.</li> <li>• The district will adopt a proven, comprehensive prevention program to promote a safe, drug-free school environment. The program will comply with CDE principles and NCLB requirements.</li> <li>• The district needs to ensure that the prevention program must have an established set of performance measures described in detail in the following section.</li> </ul>

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

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

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

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

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



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

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

**Other Performance Measures**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



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

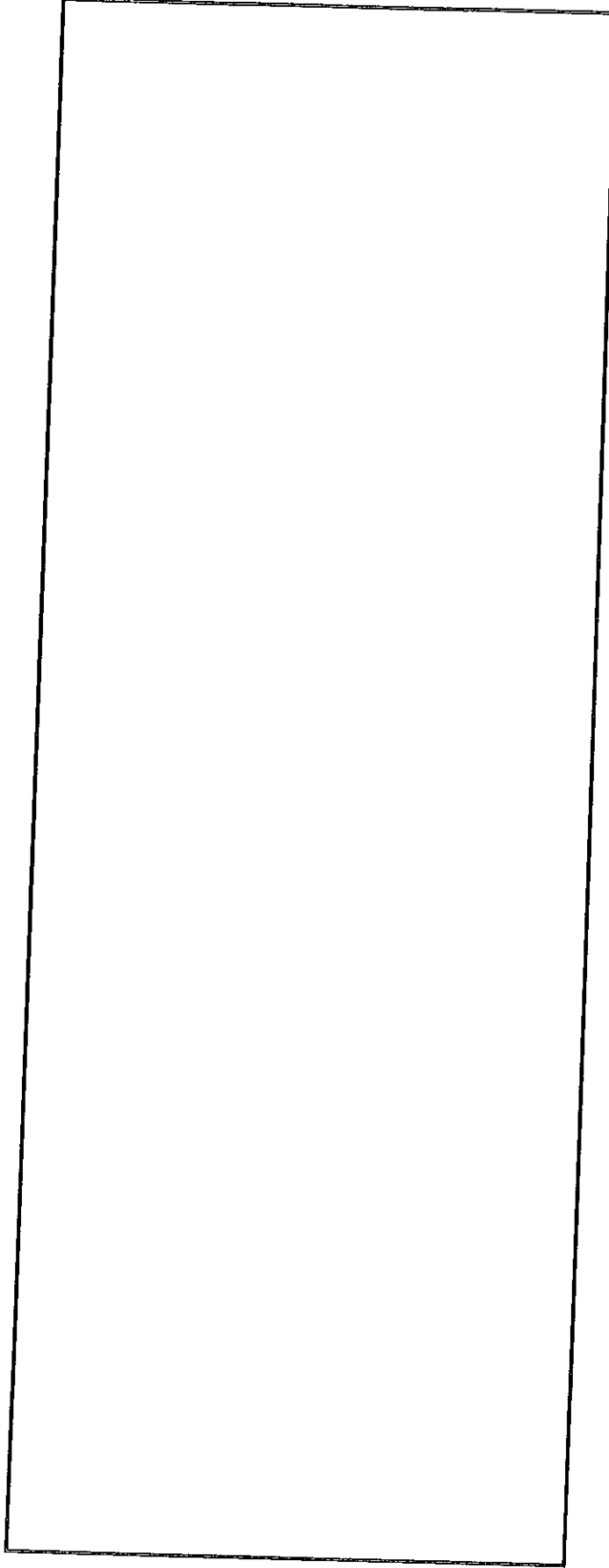
Provide a detailed, but brief, explanation of how the LEA will coordinate SDFSC funded alcohol, tobacco, other drug and violence prevention programs with other federal state and local prevention programs.

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

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

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

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



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

Position/Title	Full time equivalent

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

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

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

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.1 (High School Graduates)	<ol style="list-style-type: none"> <li>1) Report cards are issued quarterly for all grades.</li> <li>2) Parent-teacher conferences are scheduled as needed and each teacher takes appointments by phone, letter, and in person.</li> <li>3) Each student will have a high school graduation plan. Advisors work with each 9<sup>th</sup> grader to make the plan and these same advisors keep the students on track each semester, by making sure they are completing credits for their high school diplomas.</li> <li>4) Stallworth provides students and parents with a Parent/Student Handbook which outlines the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements.</li> </ol>	All students	<ol style="list-style-type: none"> <li>1) Teachers</li> <li>2) Parents and Teachers</li> <li>3) Advisors, administrators</li> <li>4) Teachers, administrators</li> </ol>	The school will have its first graduating class in June 2009. Hence, the benchmarks are based on projects, not actual data.	General fund

<p><b>5.2</b> (Dropouts)</p>	<ol style="list-style-type: none"> <li>1) The 7<sup>th</sup> grade teacher could possibly act as a vocational advisor for students who are not interested in going to college and would rather enter the workforce after graduation.</li> <li>2) The Student Complication Team (SCT) will act to identify students with poor behavior and grades and identify their weaknesses so intervention can be arranged.</li> </ol>	<p>All students</p>	<ol style="list-style-type: none"> <li>1) 7<sup>th</sup> grade teacher</li> <li>2) Parents and advisors</li> </ol>	<p>Stallworth aims for a 0% dropout rate.</p>	<p>General Fund</p>
<p><b>5.3</b> (Advanced Placement)</p>	<ol style="list-style-type: none"> <li>1) All courses at Stallworth are college prep. Students wishing to attend a California public college or university will have the opportunity to take courses that will meet California State Universities and University of California in "A-G Requirements."</li> <li>2) Stallworth offers IB (international baccalaureate) classes in multiple subjects from K-12.</li> <li>3) Stallworth is working directly with San Joaquin Delta College (the local community college) to allow their 10<sup>th</sup> through 12<sup>th</sup> graders to take classes and obtain college credits.</li> </ol>	<p>9<sup>th</sup>-12<sup>th</sup> graders</p>	<p>Teachers, Executive Director, Principal, San Joaquin Delta College</p>	<p>Stallworth would like to offer AP classes in 2009-2010.</p>	<p>General Fund</p>

## **Additional Mandatory Title I Descriptions**

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

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

- National School Lunch Program data is used as the poverty index to determine eligibility.
- There are no targeted assistance sites.

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

Students will be identified using Home survey information, specifically data collected from the National School Lunch Program survey form. Additionally, students will be identified using the academic support systems in place at the site. Specifically, this includes the teacher whose role as "Advisor" to the student will be monitoring academic progress of the specific student. Parent-Teacher conferences will also be used to identify students needing services. Student progress reports will further highlight students in need. Teacher teams meetings, parent-initiated meetings, and SSTs, will also identify students who are struggling academically and in need of services.

\*\*\*\*\*

## **Additional Mandatory Title I Descriptions** (continued)

Please provide a general description of the nature of the programs to be conducted by the LEA's schools under Sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.

Services provided include, but are not limited to:

- Extended learning time before school, after school, and during the summer.
- Class size reduction in kindergarten through grade 3.
- Parent involvement and education.
- Learning environment.
- Advisors.
- Standards-based literacy/mathematics curriculum.

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

**Corrective Actions include:**

- Developing and revising a two-year school improvement plan based on scientifically based research.
- Assurance that not less than 10 percent of Title I funds will be used for professional development.
- Consultants and retired teacher will provide support to teachers to analyze assessment data to inform instruction.
- Provide extra support for students in mathematics and reading.
- Increased number of "highly qualified" teachers.

## **Additional Mandatory Title I Descriptions** (continued)

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

### **Public School Choice**

Should the school be classified as Program Improvement all parents will be notified in February that they have the right to transfer their child to a school not identified as program improvement in the next school year. Parents will be provided with the following information:

- A statement that the school is in Program Improvement.
- A definition of Program Improvement.
- What the school is doing to increase student achievement.
- How parents can be involved to improve student achievement.

### **Supplemental Services**

All parents whose eligible children attend schools in year 2 or higher in Program Improvement will be notified annually if the child remains at the school, supplementary educational services are available. A list of state-approved providers and services will be provided.

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

All professional development activities must be supportive and consistent with school improvement and student learning goals. Ensuring a consistent and coordinated approach will be accomplished as follows:

- The leadership team will be responsible for developing plans for both Title I and professional development. All planned activities will have an appropriate training component. In addition, all training activities must have a clear connection to school improvement goals.
- Plans will be shared with teachers, parents, and the school board. These groups will be asked to consider how training and school improvement are related.
- Data from assessments will be considered to evaluate the value of professional development activities. This will be done in coordination with the assessment director, curriculum specialist, and teachers.
- Ensuring that all teachers are highly qualified will be a high priority for the school.



## **Additional Mandatory Title I Descriptions**

(continued)

### ***Coordination of Educational Services***

In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as:

Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.

- The school will develop a needs assessment to identify teacher and principal needs.
- Based on identification of needs in credentialing, experience, practice and leadership of teachers, paraprofessionals, and/or principals, Title I and Title II funds will be used to provide professional development that is data-driven and results-based.
- A long range professional development plan will be developed and will include, based on need, the following areas
  - Literacy
  - Mathematics
  - Effective instructional practices
  - Science
  - Resiliency
  - School safety
- Teacher qualifications, as mandated by NCLB, will be tracked and monitored.

## **Part III**

### **Assurances and Attachments**

*Assurances*

*Signature Page*

*Appendix*

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

*Appendix B: Links to Data Web sites*

*Appendix C: Science-Based Programs*

*Appendix D: Research-based Activities*

*Appendix E: Promising or Favorable Programs*

*Appendix F: NCLB Legislation, Sections 1111 through 1120*

## ASSURANCES

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

### GENERAL ASSURANCES

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

- 9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.
10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

### **TITLE I, PART A**

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4<sup>th</sup> and 8<sup>th</sup> grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the LEA receives more than \$500,000 in Title I funds, it will allow 1% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.
13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to schoolwide programs.
15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.
18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001*.
21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.

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

#### **TITLE I, PART D – SUBPART 2**

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

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

#### **TITLE II, PART A**

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

#### **TITLE II, PART D**

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

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

### **TITLE III**

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

### **TITLE IV, PART A**

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



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

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

#### **TITLE IV, PART A, SUBPART 3**

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

#### **TITLE V, PART A**

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

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

**New LEAP Assurances**

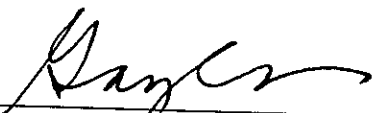
56. Uniform Management Information and Reporting System: the LEA assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in the format prescribed by CDE. That information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

**Other**

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

**SIGNATURE PAGE**

Gayle Stallworth  
Print Name of Superintendent

  
Signature of Superintendent

11-2-08  
Date

## APPENDIX A

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

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

### California's NCLB Performance Goals and Performance Indicators

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

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

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

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

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

**Performance Goal 3: *All students are taught by highly qualified teachers.***

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

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

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

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

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

## APPENDIX B

### *Links to Data Web sites*

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

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

# APPENDIX C

## Science-Based Programs

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

- A: < <http://www.californiahealthykids.org> > (California Healthy Kids Resource Center: Research-Validated Programs)
- B: < <http://www.colorado.edu/cspv/blueprints/model/overview.html> > (University of Colorado: Blueprints)
- C: < [http://modelprograms.samhsa.gov/model\\_prog.cfm](http://modelprograms.samhsa.gov/model_prog.cfm) > (Center for Substance Abuse Prevention: Model Programs)
- D: < <http://www2.ed.gov/mse/model.asp> > (United States Department of Education: Expert Panel)
- E: < <http://www.gettingresults.org/> > (Getting Results)

## School-Based Programs

Name	Intended program outcomes and target grade levels. See research for proven effectiveness									
	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website			
Across Ages	4 to 8	x	x	x						
All Stars™	6 to 8	x	x	x		x	C,			
ATLAS (Athletes Training and Learning to Avoid Steroids)	9 to 12	x		x			A, C, D, E			
Border Binge Drinking Reduction Program	K to 12	x		x			A, B, C, D,			
Child Development Project/Caring School Community	K to 6	x		x	x		C,			
Cognitive Behavioral Therapy for Child Sexual Abuse	Families	x		x	x	x	A, B, C, D, E			
Cognitive Behavioral Therapy for Child Traumatic Stress	Families				x		C			
DARE To Be You	5 to 8				x		C			
Early Risers Skills for Success	Pre-K	x		x	x		C			
East Texas Experiential Learning Center	K to 6			x	x	x	A, C,			
Friendly PEERSuasion	7	x		x	x		C,			
Good Behavior Game	6 to 8	x	x	x	x		C			
HighScope Perry Preschool Project	1 to 6						C			
I Can Problem Solve	Pre-K				x		B, C			
Incredible Years	Pre-K				x		B, C, E			
Keep A Clear Mind	K to 3				x		A, B, D			
Leadership and Resiliency	4 to 6				x		B, C,			
Botvin's LifeSkills™ Training	9 to 12	x	x		x		A, C,			
Lions-Quest Skills for Adolescence	6 to 8	x	x	x	x		C,			
Minnesota Smoking Prevention Program	6 to 8				x		A, B, C, D, E			
	6 to 10		x				D, C, E			
							A, D, E			

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





## APPENDIX D

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

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

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

## APPENDIX E

### Promising or Favorable Programs

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

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

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

C: < [http://modelprograms.samhsa.gov/model\\_prog.cfm](http://modelprograms.samhsa.gov/model_prog.cfm) > (Center for Substance Abuse Prevention)

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

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

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			x			C
Aggression Replacement Training	School				x		D
Aggressors, Victims, and Bystanders	6 to 9				x		D
Al'sPal's: Kids Making Healthy Choices	Pre K to 2				x		D
Baby Safe (Substance Abuse Free Environment) Hawaii	Families	x	x	x			C
Basement Bums	6 to 8		x				A
Be a Star	K to 6					x	C
Behavioral Monitoring and Reinforcement	7 to 8			x	x		C
Bilingual/Bicultural Counseling and Support Services	Communities	x		x			C
Bully Proofing Your School	K to 8						
CAPSLE (Creating a Peaceful School Learning Environment)	K to 5				x		B
Club Hero	6						
Coca-Cola Valued Youth Program (CCVYP)	School					x	C
Colorado Youth Leadership Project	7	x					B
Comer School Development Program (CSDP)	School					x	C
Earlscourt Social Skills Group Program	K to 6					x	B
Effective Black Parenting Program (EBPP)	Families				x		B
Facing History and Ourselves	7 to 12				x		D
Family Health Promotion	Families	x	x	x			C
FAST Track	1 to 6					x	C
Get Real About Violence	K to 12				x		B
Growing Healthy	K to 6	x	x	x	x		C
Intensive Protective Supervision Program	Community				X		D
Iowa Strengthening Families Program	Family	x					B
Kids Intervention with Kids in School (KIKS)	6 to 12	x	x	x	x	x	C
Let Each One Teach One	Mentoring						
Linking the Interests of Families and Teachers (LIFT)	1 to 5				x		D
Lion's Quest Working Toward Peace	5 to 9						B, C, D
Massachusetts Tobacco Control Program	7 to 12		X		x		D
Michigan Model for Comprehensive School Health Education	K to 12	x	x	x			C

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

## Pre-ID Reminder

From: **Alice Stallworth** (alices\_samuelhancock@hotmail.com)  
 Sent: Mon 2/21/11 1:12 PM  
 To: Gayle Stallworth (yellowgree@aol.com); Janine Anderson (jnanderson209@aol.com); Monique Hernandez (mhstallworth@yahoo.com); Robin Moore-Zaid (moorezaid@msn.com)

FYI

Mrs. Alice Stallworth  
 DLDSSCSI Principal  
 Phone: (209) 948-4511  
 Fax: (209) 943-5218

From: **STAR** (STAR@ETS.ORG)  
 Sent: Mon 2/21/11 9:00 AM  
 To: alices\_samuelhancock@hotmail.com

Dear District STAR Coordinator:

This is a friendly reminder that Dr. Lewis Dolphin Stallworth S has a Pre-ID due date coming up on 03/04/2011

If you have already uploaded the Pre-ID file, congratulations! If you still need to submit a Pre-ID file or correct errors, please be sure to do so before the Pre-ID cutoff date. If you elected to receive Pre-ID'd Documents and are unable to meet the Pre-ID cutoff date please contact the STAR Technical Assistance Center prior to the cutoff date to inform them. The STAR Technical Assistance Center staff will be happy to discuss the Pre-ID options open to you and where necessary adjust your order to receive Pre-ID labels.

If you do not load the Pre-ID file prior to the Pre-ID cutoff date but subsequently load a file after the Pre-ID deadline the data submitted will be used to create "/Late Labels" and these will be charged at the rate of 44 cents per student (plus 22 cents for optional student address details) instead of the regular 38 cents per student.

To review your Pre-ID deadlines, visit the STAR Management System at <http://k12star.ets.org/star2011/> and click on "Test Administration Summary" to see a list of all dates for your test administrations. Each administration will have its own Pre-ID deadline.

If you have any questions, please contact STAR Technical Assistance at 800-955-2954.

Thank you.

STAR Technical Assistance Center  
 800-955-2954  
 Fax: 800-541-8455 or 925-808-2118  
 star@ets.org

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