

(CDE use only)	
Application #	

No Child Left Behind Act of 2001
SINGLE SCHOOL DISTRICT PLAN

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

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

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

SSD Plan Information:

Name of Local Educational Agency (LEA): East Palo Alto Academy

County/District Code: 41-69062 (School: 0126722; Charter: 1446)

Dates of Plan Duration (should be five-year plan): July 1, 2012 – June 30, 2017

Date of Local Governing Board Approval: November 15, 2012

District Superintendent: Lawrence Vilaubi, Principal

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

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

Lawrence Vilaubi

11/13/12



Printed or typed name of Superintendent

Date

Signature of Superintendent

Claude Steele

11/14/12



Printed or typed name of Board President

Date

Signature of Board President

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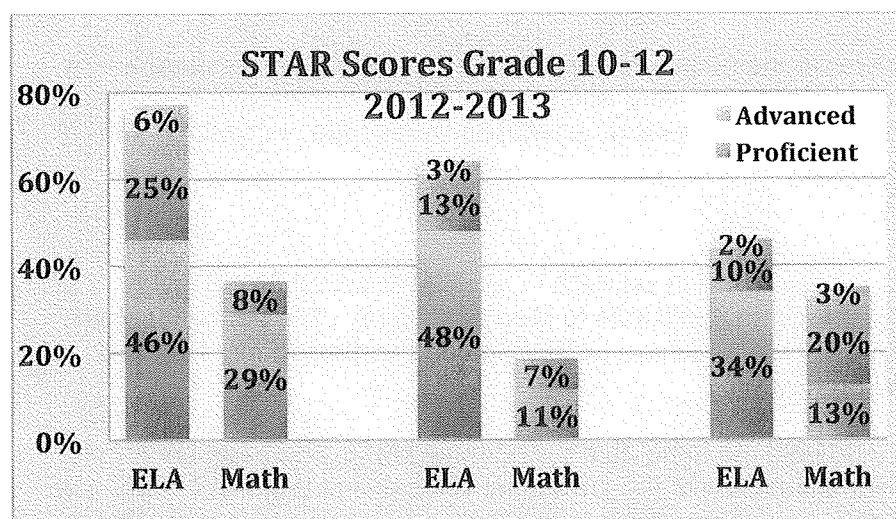
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Needs Assessment

Academic Performance

East Palo Alto Academy serves roughly 250 9th-12th grade students with wide-ranging levels of academic achievement, high poverty, high transiency, and high levels of trauma. Early year baseline assessments find that our students are entering ninth grade with average reading and math proficiency at the fifth grade level, with most students falling between 2nd and 7th grade levels. Additional review of these students' available prior year STAR test scores, grades, and targeted reading and math assessments has helped us to identify students in need of significant targeted support. Our major elementary and middle feeder schools showed STAR proficient and advanced performance levels falling in the 25-40% range for ELA and 4-30% for Algebra 1.

Data for our current 10th, 11th, and 12th grade students is provided in the table below.



Many of our 10th-12th grade enrollees have come to us with high levels of credit deficiency as well as low skills, which present quite a challenge to our teachers, who must differentiate their instruction for a large spectrum of individual needs. In addition to this, nearly 85% of our students speak a language other than English as their first language and some that have come to us redesignated as fluent in English may turn out to need more English language development supports as they move into more advanced and challenging instructional settings.

It is clear to us that our academic program must be targeted toward building literacy in all subject areas, making math accessible, building academic stamina, and doing it all in a highly relevant and rigorous context.

Staffing

East Palo Alto Academy recruits professional, effective, and qualified personnel to serve in administrative, instructional support, and non-instructional support capacities. We believe that each employee plays a key role in creating a successful learning environment.

All employees are screened and satisfy the expectations for all employees described in the school's Personnel Policy. Employees meet specific qualifications for employment as outlined in their job descriptions.

Instructional Leaders

Instructional leaders at East Palo Alto Academy have been chosen because they possess leadership abilities and a comprehensive educational vision that is consistent with the school's mission and educational program. They know how to hire and supervise excellent teachers. They hold technological and data-analysis experience, and in some cases, business experience. An appropriate credential is required for the principal and encouraged for all other positions. A bachelor's degree is required at a minimum.

Instructional leaders at EPAA endeavor to maintain and improve their professional competence by all available means, including, but not limited to, joining and participating in appropriate local, state, and national educational associations and their activities, as well as workshops, visitations, and meetings

Teachers

Our teachers meet all requirements for employment set forth in applicable provisions of law, including California credential requirements as applicable to charter schools. The educational and skill level qualifications and job descriptions of teachers to be employed in the schools meet the goals as outlined by the educational program.

No firm offers of employment are made until the candidate's credential status has been confirmed by human resources personnel, in consultation with the credential specialist at the San Mateo County Office of Education ("SMCOE"), and all needed documentation has been received. Special scrutiny is given to the credential compliance and documentation of teachers who received their credentials from states other than California. Credential status and documentation are re-confirmed before the start of school to ensure class assignments are in alignment with valid credentials. Specific qualifications include:

- In accordance with Education Code Section 47605(l), possession of a clear or preliminary California Teaching Credential or other California Commission on Teacher Credentialing document equivalent to that which a teacher in other public schools would be required to hold;
- Meet the highly qualified requirements of the No Child Left Behind Act;
- Dedication to putting in time, energy, and effort in developing the school's program;
- Commitment to working with parents as educational partners;
- Willingness to become a learner as well as teacher/coach in the school;
- Knowledge of or willingness to become knowledgeable about the developmental needs of our students;
- Sensitivity to social as well as academic needs of the students;
- Willingness and ability to plan cooperatively with other teachers;
- Willingness to be trained in the use of different curricula, instructional strategies and technologies in the classroom;

- Willingness to be an active participant in staff meetings;
- Willingness to work closely with the Student Study Team coordinator by providing any information regarding a student's behavior change, attitude, and/or classroom performance;
- Willingness to work with Stanford University faculty and students on research and development activities;
- Willingness to take a leadership role in some aspect of the school's development; and
- A strong knowledge of their personal strengths and weaknesses, and a willingness to continue education through additional courses and training, workshops, seminars, and staff development.

As a professional development school in partnership with the Stanford Graduate School of Education, East Palo Alto Academy can provide a career path for educators with aspirations for professional advancement. Expanded leadership opportunities include but are not limited to: lead teacher, coach, curriculum specialist, vice principal, principal, and other roles. All teachers are encouraged to pursue National Board Professional Certification within their first five years of work at the school.

School Safety and Prevention

Students at East Palo Alto Academy do not engage in high levels of violence or substance abuse on campus, but are exposed to a great deal in their communities. East Palo Alto annually experiences higher rates of violent crime than the state and nation. Since the school year's start, we know of 5 young men from the community who have been lost due to gun violence. For this reason, it is important that EPAA remain a safe, positive, gang-free learning community for all of its students and families.

A 2010 Safe and Healthy Kids Survey conducted on behalf of the Ravenswood City School District, which houses the majority of our elementary feeder schools suggests that concerns about safety, behavior, and the capacity to address these concerns worry the district's staff, students, and parents, as well.

While we do not suffer significant discipline problems across our student population, tardiness is a significant challenge. In addition, our students come to us having suffered high levels of trauma.

Our Program

The following features illustrate essential program design elements of East Palo Alto Academy and reflect EPAA's beliefs about how learning best occurs.

- *Small and personalized*
Research shows that small schools allow students and teachers to develop intensive, long-term relationships that enable better conditions for teaching and learning. East Palo Alto Academy serves students through its small size (250 – 300 students), small classes (under 25 students), and an advisory program which ensures that students have a caring adult who knows them well, communicates with their parents, and monitors and guides their progress. Because East Palo Alto Academy is a professional development school, additional teachers from Stanford's certification programs routinely work in classes team-teaching, working with small groups of students, and working with students individually.
- *Rigorous and relevant*
East Palo Alto Academy students have the opportunity to prepare for college and careers through the completion of college preparatory classes and access to community college courses and career pathways. Graduates will demonstrate mastery and growth through performance assessments and present and defend selected work to a committee. Students are supported with multiple strategies for active learning of academic skills, culturally responsive and differentiated teaching, and the opportunity to master a demanding curriculum with real world connections.
- *Flexible supports*
A variety of supports help students negotiate the demands of challenging curriculum and assignments. These include in-school academic supports, after school tutors, and advisors who are responsible for the progress of fewer than 20 students, with the goal of keeping these under 15.
- *Multiple paths to learning*
Students have opportunities to use many learning strategies in the classroom, from independent and group work in high school and community college classes to on-line coursework, community service, and internships.
- *Highly qualified and supported teachers*
The faculty consist of well prepared and fully certified teachers that are already National Board Certified or that agree to pursue National Board Certification within their first five years at East Palo Alto Academy. Professional development and teacher collaboration are scheduled on a regular and on-going basis to support teachers throughout their careers. In establishing a professional teaching environment East Palo Alto Academy ensures collaborative planning time for teachers to design student focused curriculum, pedagogy and assessment through which students can make connections, deepen their understanding of concepts and achieve at high levels.
- *Community engagement*
Students engage with members of the community through classroom projects and through community service activities and internships. Students also help build a productive and positive school community through their regular practice of the school habits of personal and social responsibility, their leadership of school community-building activities, and their participation in peer mediation.

Pedagogy

East Palo Alto Academy offers equitable access to standards-aligned, rigorous instruction. All elements of curriculum are aligned with state standards (with work to shift to the common core) and the instructional design supports access to grade level content to ensure student success. Students will develop competence in literacy and mathematics such that they demonstrate achievement on standards-based state tests, performance assessments, and, most importantly, in the real world. Toward these ends, the school uses comprehensive, standards-aligned instructional frameworks in language and literacy and math, science, and social studies. The instructional approach combines direct and explicit instruction with articulated learning goals, inquiry and project-based approaches, as well as small group instruction and individualized support. This means that, on a daily basis, students have opportunities to work at some learning tasks independently, and others with support from teachers and peers.

To accomplish both grade level content and language proficiency goals, teachers organize instruction around key research-based principles:

- Use of background knowledge: Activation of prior knowledge and connecting new learning with the experiences and skills of students' homes and the East Palo Alto community.
- Integrated oral and written language: Integration of listening, speaking, reading, and writing into all content areas supports research that language is acquired most effectively when the emphasis is on meaning and message.
- Scaffolded instruction: Organization of thoughts and texts utilizing multiple strategies - graphic organizers, summaries, visuals, or contextual and semantic clues.
- Interactive learning: Cooperative activities for problem-solving and social skills; heterogeneous and homogeneous flexible groupings.

Project-based instruction: Along with direct instruction, projects linked to subject matter standards create opportunities for students to apply learning to complex and authentic problems, and to develop products that require written and oral expression, extended research, analysis and synthesis of information, planning, perseverance, and organization. These are all skills that are essential for success in the 21st Century. Project-based instruction is implemented across the grades and across content areas.

Culturally responsive, differentiated teaching: A culturally sensitive pedagogy enables students to appreciate and respect their own and each others' heritages, and to develop an understanding of multiple perspectives. To this end, teachers are committed to planning for and applying differentiated practices to connect instruction with students' prior experience, skills and knowledge, learning styles, and cultural backgrounds.

Professional development: High quality professional development is a priority for EPAA and is supported by the research and expertise of the Stanford University School of Education. The foundation of professional development is based on the National Board for Professional Teaching Standards and the five core propositions: Teachers 1) are committed to students and their learning; 2) know the subjects they teach and how to teach those subjects to students; 3) are responsible for managing and monitoring student; 4) think systematically about their practices and learn from experience; and, 5) are members of learning communities. The culture of a professional learning community ensures that students have high quality instruction in every classroom. To this end, teachers at the high school have 15 non-student days in the 2012-2013 year for collaboration and professional development, as well as weekly staff development from 1p to 4p on Wednesdays. The non-student days used for professional development occur primarily in the summer and at key

points throughout the year. They do not reduce the number of student instructional days, which meet state requirements. East Palo Alto Academy is also a professional partner school for Stanford students who enroll the Stanford Teacher Education Program ("STEP"), and a number of STEP students have been placed with EPAA for their student teaching.

Curriculum

Our curriculum develops a foundation of basic skills and cultivates higher-order thinking skills as aligned to our school's five habits of mind: 1) Personal Responsibility; 2) Social Responsibility; 3) Critical and Creative Thinking; 4) Application of Knowledge; and, 5) Communication. The curriculum is aligned with the California State Standards in every content area, and complies with all provisions of No Child Left Behind. We are actively building our capacity to transition to the Common Core standards in 2013-2014. The high school program supports students to meet or exceed expectations of the UC/CSU A-G system of subject requirements.

English: The English curriculum explicitly develops reading and writing skills, using a wide range of literature-based readings, including a variety of genres, often selected to integrate with History / Social Science units. Writing is a strong focus of the English curriculum and teachers use rubrics to develop college-ready writing skills. For those students in need of targeted support, small groups also participate in a Reading class specifically designed to show multiple grade level literacy gains in a school year. These classes are kept to 8 students or fewer.

History / Social Science: In grades 9-12, Social Science curriculum supports students in developing historical thinking skills through careful analysis of primary source documents, inquiry, sourcing and formulating historical perspective. Students' historical perspectives are conveyed through evidence-based writing and oral presentation. Lessons are designed to build mastery of state and national standards and are based on well-structured reading materials that support successful reading of expository text. Comprehensive graphic organizers are used to record key ideas and help students obtain meaning from what they read. Graphic organizers help students to see the underlying logic and interconnections among concepts and therefore improve their comprehension and retention in the subject area.

Mathematics: The math curriculum for grades 9-12 is College Preparatory Mathematics (CPM). CPM courses offered include: Algebra I, Geometry, Algebra II, and Math Analysis. The CPM program presents mathematical ideas in contexts that help students make sense of otherwise abstract principles. Each course is built around several core ideas that are used to develop related topics, skills and procedures. Much of the classroom time is spent doing guided investigations – similar to a math lab – that develop ideas in concrete, visual ways. For those students in need of additional support the school offers a Math Foundations course that accompanies Algebra I and utilizes technology-based curriculum supports such as ALEKS and Kahn Academy tutorials.

Science: Science courses are aligned to the California State Standards blueprint for Biology, Physiology, Chemistry, and Physics. Additional science courses are also offered as part of the Early College program. In all science courses, hands-on lab activities and leveled support materials provide access to rigorous content. The curriculum is organized around themed units that focus on the big ideas of the discipline and frame core concepts within everyday, real world contexts. Courses are designed to promote critical-thinking skills and inquiry-based learning so that students will begin to think like scientists.

Spanish oral language and literacy development: A full sequence of Spanish courses is offered, from introductory to Advanced Placement levels. The goal for English speakers is to develop

Spanish oral language proficiency. Spanish for Native Speakers is also taught so that students whose first language is Spanish become literate in their heritage language. Students can also have access to other world languages through the Early College Program.

Early College: Credit-bearing college courses are offered to students, based on their readiness, through a partnership with Cañada College and Stanford University. The Early College program provides direct experiences with college, combined with strategic and systematic support from high school teachers, to build students' competence and familiarity with the expectations of college, and to increase their chances of college success. In addition to courses that will transfer to two- and four-year colleges, the Early College program offers access to career pathways that allow students to gain headway on certificates (often offered in conjunction with AA degrees) in fields like the health sciences and education.

College preparatory sequence. The high school offers a complete set of approved A-G required courses that can enable every student to complete the entire required sequence to be eligible for college. These course requirements listed below, plus portfolios and exhibitions, constitute the school's graduation requirements.

Expected Program of Studies and Minimum Graduation Requirements

Subject	Expected Program of Study	Minimum Graduation Requirements	CA State Requirements
English	40**	40	30
Mathematics	30** Including Algebra 1, Geometry, Algebra 2	20 Including Algebra & one course beyond Algebra	20 Including Algebra
Science	20** Including 2 lab science courses	20 Including 1 lab science	20 Including Biological and Physical Science
History/Social Science	40** Including US History, World History, Government, and Economics	30 Including US History, World History, Government and Economics	30 Including a semester course in American government and economics and courses that include: US history and geography, World history, culture, and geography
Language Other than English	20** [Same language]	10	10 in either foreign language OR visual or performing arts
Arts	10**	10	
Electives*	60** (Includes advisory and service learning and a UC approved elective)	50-70 (Includes advisory and service learning)	[Physical education, waived per charter] No other requirements
Exhibitions*	20	20	No requirements
Total	240	220	

[†] 10 credits = 1 year

* Electives include Advisory for each year the student attends EPAA.

** Meets or exceeds California A-G requirements for admission to UC / CSU system

Technology

Both teachers and students use technology extensively. Every staff member is provided with a laptop computer. We currently have enough hardware to build toward a ratio of 1 computer for every 1 student at EPAA. We house one computer lab, multiple laptop carts, and computers permanently located in classrooms. Specialized applications like Geometer's SketchPad support inquiry-based lesson plans in math classes. As stated above students use computer-based programs like ALEKS and web-based specialized programs to learn equation balancing.

ActivBoard inter-active white boards are used in both the math and humanities departments with ongoing professional development. The ActivBoards can be used in conjunction with handheld devices to provide feedback to the students about the accuracy of their responses and enable data collection of student responses to lesson questions/items that are used to differentiate instruction based on student learning needs.

Online sharing of documents shortens the correction/revision cycle and simplifies tracking assignments for teachers and students alike. Word processing tools help improve the first pass document with spelling and grammar error correction. Student collaboration and peer editing are also enhanced. Keeping files online also helps students stay organized. Also of real importance is that teachers, students, and their parents can see attendance and grades online.

Supports for Meeting Student Needs

Described below are elements of the educational program that will enable the school to support a range of student needs.

Coordinated Support Services: EPAA uses a referral process to provide high quality instruction, early-targeted intervention, and prevention and behavioral strategies. The intention is to provide a continuum of support for all students whether they are high achieving or struggling. An integral component of the referral process is the development of the Mental Health Team.

Mental Health Team: This team meets every week using a Case Study approach to provide coordinated support services for students and their families. The team also addresses the needs of teachers and identifies ways to better support them in their work with students and their families. The Mental Health Team is a partnership initiative among Stanford New Schools, Stanford University, and the Lucille Packard Children's Hospital.

Independent Study: To support individual academic progress and minimize disruption to the educational program as a result of an extended student absence, EPAA can provide short-term independent study contracts. These are designed to meet the needs of each individual participant and supported by school administration and faculty to ensure successful completion of schoolwork.

Credit Recovery. A personalized independent program is operated in an elective block and through collaboration between advisors and classroom teachers via office hours after school to support students in making up missing projects or exams and completing coursework under the guidance of a designated instructor. Credit recovery can also take place during our summer school program, which will run for 5-6 weeks between June and July.

Serving English Language Learners: EPAA uses a Structured English Immersion Program approach to meet the needs of our sizable English Learner population. Those student that have not attained reasonable fluency in English receive specialized English Language Development ("ELD")

instruction and access to the core curriculum using methodologies such as specially-designed academic instruction in English ("SDAIE") with primary language support as needed.

Serving Special Needs Students: EPAA has been authorized to operate as its own Local Educational Agency within the San Mateo County Special Education Local Planning Area ("SELPA") with regard to the provision of the special education services. In this capacity, EPAA is solely responsible for identifying, assessing, and serving students who qualify under IDEA, applicable state law, SELPA policies and procedures, and each student's Individualized Education Program ("IEP").

All children have access to East Palo Alto Academy and no student is denied admission due to disability. EPAA meets its "child find" obligations by ensuring that enrollment packets provide questions to determine if a student has an existing Individual Education Plan (IEP) or a 504 Plan, or if parents have any concerns regarding potential eligibility.

Parent and teacher observation, supported by the Director of Special Education, School Social Worker, and Student Study Team (SST) identifies any student who may require assessment for eligibility. The special education team:

- Provides assessments and assessment plans in accordance with timelines specified by state and federal law;
- Informs all teachers of modifications/accommodations required by a student's IEP to ensure implementation of the best strategies to support student learning; and
- Holds IEP team meetings in accordance with the timelines and procedures specified in state and federal law.

EPAA provides parents with their Parent's Rights and Responsibilities form as required by law and encourages parents/guardians to raise concerns or issues. The Director of Special Education responds to issues that are raised by parents. The Director of Special Programs, as the Uniform Complaint Officer, addresses concerns received under the Uniform Complaint Policy.

EPAA uses an integrated model of services, augmented with pullout services as required by a student's IEP. The IEP team uses a strengths-based approach, maximizing the home-school connection and effective collaboration with general education teachers. Consequently, to meet the learning needs of our special education students, the special education staff meets with general education staff in order to create necessary accommodations and/or modifications for students. Differentiated instruction is used to promote individual growth toward achieving grade level content standards and standards-based IEP goals. Professional development supports all teachers in providing accommodations and modifications in the classroom to better address the learning needs of all students. As a member of the San Mateo County SELPA, EPAA complies with the SELPA's procedural handbook, posted on the SMCOE website.

Serving Students with 504 Plans: EPAA recognizes that each child must have equal access to educational opportunity and that any student who has a disability that impacts the student's education is eligible for accommodation. As a part of the referral process, the SST initiates the necessary steps to convene a 504 team, including the parent/guardian to review the student's existing academic, social, and behavioral records. If the student is found to have a disability under section 504, the team is responsible for determining what accommodations or services are needed to ensure that the student receives a free and appropriate public education. A copy of the student's written 504 plan is provided for all teachers, parent/guardian, and team participants. A copy is also maintained in the student's file and reviewed annually.

Parent Partnerships and Community Linkages

Research demonstrates that parent involvement is critical to students' school success. At EPAA, we believe that school professionals must reach out to parents, ensure that they feel welcome and that any obstacles to communication and understanding are overcome. We seek to include them in decisions about their children's education so that parents and teachers can work as a team. Among the supports for parent involvement in the educational process are the following:

Academic and social supports: *Narrative report cards* offer detailed information about children's academic development in relation to specific skills and standards—letting parents know what their children are working on at school and what they need to learn next—and a range of other indicators such as attendance and tardiness. In addition, each teacher ensures that parents understand the assessments that are being used to monitor student progress, and that they are also knowledgeable of and comfortable with activities that they can do at home to support their child's learning. *Student-led conferences* allow students to run a meeting that keeps their parents informed of both their progress and any challenges they are facing.

Parent education: Through our Parent Meetings, we address topics like parent participation in homework, opportunities to be meaningfully engaged in their child's classroom, and how to check grades and attendance online. The Parent Meetings take place monthly.

School Site Council / ELAC: Parents are integral members of our SSC and ELAC and are asked to help us evaluate our programs and expenditures throughout the year. We also maintain a parent representative seat on our Board of Directors.

Referrals and assistance: EPAA works with community agencies to learn about the services that exist in the neighborhood for children and families and make personal connections with specific individuals at the agencies. A full-time social worker on the EPAA staff facilitates this work.

Local Measures of Student Performance

Dynamic assessments to guide instructional decision-making: To inform teachers' everyday instructional decision-making, East Palo Alto Academy uses classroom-based, periodic assessments including examination of student work and outcome data at grade level meetings. Writing rubrics are used to ensure that students understand how to produce quality writing for various purposes. These systems are designed to help teachers understand what each student already knows, and what s/he needs to learn next. A systematic use of benchmark assessments aligned to content standards is used bi-annually (Measures of Academic Progress through NWEA). This timely information helps the teacher gauge how students are learning, and who might benefit from both small group instruction and targeted intervention for specific students.

East Palo Alto Academy requires a series of student performance assessments and exhibitions appropriate to the developmental level of our students. These exhibitions require evidence of the five habits of mind mentioned previously as well as subject matter competencies. The exhibitions include evidence of:

- Mathematical Modeling
- Science Inquiry
- Social Science Research
- Literary Understanding and Writing Proficiency
- Technology Proficiency

District Profile

East Palo Alto Academy seeks to serve between 250-320 students in grades nine through twelve and draws most of its incoming students from the Sequoia Union HS District and Ravenswood City School District. The independently reporting charter school began its charter under the Sequoia Union High School District in the summer of 2012.

The Ravenswood City School District is 77.8% Latino, 12.3% African-American, 7.9% Pacific Islanders, and 1.8% Asian, Filipino, White, and American Indian. Of these students 68.3% are English Language Learners, 12.9% are Fluent English Proficient, and 84.7 % qualify for Free/Reduced Lunch status. Our school student population reflects these demographics, but with nearly 95% eligible for free or reduced price lunches and with a larger ELL population.

The fundamental characteristic of the new millennium is ever accelerating change. Information is multiplying as quickly as it is becoming obsolete and ideas are continually revisited, retested and revised. The world is increasingly interdependent. These challenges mean that East Palo Alto Academy students must *learn to learn* and *learn to collaborate* in order to participate in the dynamic world that is the 21st century.

In working to educate students for the 21st century EPAA will foster the following habits in its students: intellectual curiosity; analytic ability, creative expression; social responsibility; moral reasoning and; empathetic action. EPAA will enable its pupils to become self-motivated, competent, and collaborative life-long learners. To this end EPAA students will be encouraged to welcome challenges, develop persistence in solving problems, be willing to try new strategies, show initiative in seeking out information, seek to understand others' perspectives and ideas so that they can build on them in a constructive way.

Students will learn to contribute to and lead group efforts while supporting all team members in accomplishing the goals of the team. Our goal is for students to become self-regulated learners who believe that they can make a difference in society. The school will enable students to develop the skills, strategies and dispositions to become contributing members of their community and active leaders in solving real world problems.

The success of collaborative problem solving depends on a solid academic foundation. EPAA is committed to providing an instructional program that is aligned with state standards in all content areas and supports acceleration of English language proficiency for English learners as well as mastery of academic language across content areas for all students.

East Palo Alto Academy expects its students to graduate able to collect information, think systematically and critically about that information, create new knowledge and effectively express and apply their thinking to real world problems. The information with which they engage may be a novel, a choreographed dance piece, a set of statistics, a newspaper report, an historical account or a scientific article. The expression of student thinking may come in an essay, a painting, a poem, an oral presentation, a one-act play, a mathematical argument, or a scientific analysis. The goal is that students will graduate from EPAA with the ability to access, use and analyze information, produce new knowledge and respond critically and thoughtfully.

EPAA students will become self-regulated learners who know both their academic strengths and growth areas, and develop a repertoire of strategies that they can apply to daily academic challenges for increased success.

The distinguishing habits of mind and action that will support students in achieving not only academic success, but also self-regulated learning and collaborative problem solving are:

1. Personal Responsibility
2. Social Responsibility
3. Critical and Creative Thinking
4. Communication
5. Application of Knowledge

These habits of mind characterize an educational opportunity built on a comprehensive 9-12 model. As a result EPAA will provide:

- A unified vision and articulation of the educational program. This will ensure smooth transitions for the students, continued differentiated instruction, and ongoing commitment to each student's needs.
- A community for students, families and other stakeholders that can accommodate whole families, providing parents with consistency of instructional program, school climate, and student services.
- Connections with community and Stanford resources for all grades and levels.

Our Mission

East Palo Alto Academy seeks to ensure that students are prepared for college and for the 21st century world and workplace by enabling them to graduate with the full array of knowledge, skills, and dispositions needed for success in a complex world, and with the ability to learn independently throughout their lives.

Our Values

We are committed to:

- Providing equity of access and opportunity so that all students can achieve academic success and smooth transitions to college and careers
- Responsive, challenging and engaging instruction that promotes creativity, critical thinking, and problem solving skills
- Using technology effectively to improve learning and to prepare students to use technology productively in their lives
- Addressing the needs of the whole child, including physical and mental health, and developing social skills and a sense of personal and social responsibility
- Providing students opportunities to become literate and conversant in both English and Spanish
- Broadening students' real-world experiences
- Putting our students' needs at the center of all decisions
- Engaging families as partners in the education of our students in an environment that respects the culture and language diversity of our students and families
- Providing a supportive, inclusive and productive professional learning community for teachers and staff
- Partnering with Stanford University to develop, assess, and disseminate innovative educational practices and serve as a resource for teacher preparation

Planned Improvements in Student Performance

SCHOOL GOAL # 1: All students, in each AYP disaggregated group, will demonstrate increased proficiency on state measures.	
Student groups and grade levels to participate in this goal: All students in grades 9-11 for state content assessments and grades 9-12 for state language assessment. Disaggregated Target Groups are: <ul style="list-style-type: none"> • English Learners • Hispanic/Latino students • Students eligible for free/reduced price meals 	Anticipated annual performance growth for each group: <ol style="list-style-type: none"> 1. Maintain the percentage of students who have achieved proficiency in the previous grade level and increase the number of students who are proficient on average by 10% in each disaggregated group. 2. Decrease the percent of students by 10% who are not proficient in each CST level in each disaggregated group. 3. Annual increase in CELDT level by one level for every student whose CELDT composite level is 1 or 2. 4. Annual increase in CELDT level by one level for at least 15% of students whose CELDT composite level is 3.
Means of evaluating progress toward this goal: <ul style="list-style-type: none"> • State STAR tests and common core assessments • CELDT test performance 	Data to be collected to measure academic gains: Annual performance level data for STAR and CELDT assessments.
SCHOOL GOAL # 2: All students will arrive at school on time. Because attendance has a tremendous impact on grades and academic performance, we know that this goal is essential to accomplishing Goal #1.	
Student groups and grade levels to participate in this goal: All students in grades 9-12.	Anticipated annual performance growth for each group: Tardiness rates will decrease by 20% each year until stable at or below 10% of the student population demonstrating challenges with timely attendance.
Means of evaluating progress toward this goal: Attendance reports will be run and shared with students, parents, staff, and community representatives throughout the year.	Data to be collected to measure academic gains: Attendance rates by quarter Relationship between attendance and grades (by quarter)
SCHOOL GOAL # 3: Grade level enrollments will stabilize at 80 students per grade level by three years from now (2015-2016 school year). This is critical because stable enrollment numbers permit the acquisition of stable funding needed to provide essential programs that support Goals 1 & 2.	
Student groups and grade levels to participate in this goal: All students in grades 9-12.	Anticipated annual performance growth for each group: Enrollments will stabilize at 80 students after early year attrition and transfers, beginning with the 9 th grade class of 2012-2013 and on.
Means of evaluating progress toward this goal: Enrollment reports.	Data to be collected to measure academic gains: Enrollment trends and reasons for transferring in or out of the school.

For all estimated costs and funding sources, please see attached budget in Appendix C.

<u>Specific Actions To Improve Student Achievement</u>	Persons Involved and Timeline	Related Expenditures
<p><u>Alignment of instruction with content standards:</u></p> <ul style="list-style-type: none"> • Coaching of teachers around state and common core standards by peers, leadership, and Stanford faculty. • Monthly department meetings with focus on vertical alignment. • Ongoing training and coaching for teachers related to differentiated instruction with a focus on English Learners and students with special needs. • Individual teachers evolve their curricula in alignment with content standards. • Teachers have two formal and multiple informal evaluations throughout the year, a portion of which focus on the quality of their curriculum and instruction. <p><u>Use of standards-aligned instructional materials and strategies:</u></p> <ul style="list-style-type: none"> • Please see narrative on pages 7-9 for detail. • Exhibitions of student learning through intensive projects (one per grade level). • Students will engage in a wide range of assessments to build familiarity and stamina. <p><u>Extended learning time:</u></p> <ul style="list-style-type: none"> • Summer Bridge program for rising 9th graders providing team building, cultural acclimation to high school, introduction to systems, and some academic support. • Summer School program for all students providing opportunities to take college courses, recover credit, or catch up on classes needed for graduation. • All teachers host office hours at least one afternoon per week. • Tutorpedia – This tutoring provider is piloting a small (15 students, 3 tutors) cohort program for upper classmen to support their progress toward graduation in a targeted way. Similar to advisory. <p><u>Increased access to technology:</u></p> <ul style="list-style-type: none"> • Staff and students use computers, ActivBoards, and other technologies extensively, including programs like ALEKS that help students measure and augment their math knowledge independently. • The school will increase instruction in the use of technology each year, offering classes in software applications from digital and web design to basic office suites. • By 2013-2014, the school will have launched a 1:1 computer program. 	<p>Principal, Vice Principal, Faculty Sponsor, Stanford faculty, Teachers, Director of Special Education, English Language Development Coach and Coordinator</p> <p>As above.</p>	<p>Salaries, Materials, Contract costs</p> <p>Salaries, Materials, Contract costs</p>
	<p>Principal, Vice Principal, Teachers, Director of Special Education, SPED teacher, English Language Development Coach and Coordinator, Tutorpedia program staff, Mural and Music Arts Program staff, Early College Director, Cañada College faculty, Students</p>	<p>Salaries, Materials, Contract costs, Food services, Transportation, Enrichment costs</p>
	<p>Principal, Vice Principal, Teachers, Technology Director, Director of Special Programs, Students</p>	<p>Salaries, Materials, Technology and upgrades, License fees, Contract costs</p>

<u>Specific Actions To Improve Student Achievement</u>	Persons Involved and Timeline	Related Expenditures
<p>Involvement of staff, parents, and community:</p> <ul style="list-style-type: none"> • In addition to following all procedures required by local, state, and federal government, EPAA maintains: <ul style="list-style-type: none"> ◦ Monthly parent meetings – topics driven by parents' interests, but also designed to include ways parents can support students and understand our schooling context ◦ A School Site Council and ELAC ◦ A school site Leadership Team comprised of teachers and staff ◦ A Board of Directors with a parent representative (open sessions are posted and announced) ◦ A biannual survey process for students, staff, and parents ◦ A Council on Policy and Research, which includes community and staff members ◦ Weekly professional development meetings with all teaching staff and relevant non-teaching staff (SPED, ELD, counseling, etc.) <p><u>Monitoring program effectiveness:</u></p> <p>Please see pages 9-13, and 16.</p> <p>EPAA plans to graduate at least 90% of its senior class every year. We anticipate that there may be some students who require additional support passing CAHSEE or who will need a fifth year to complete the credits required for graduation.</p>	<p>Board of Directors, Faculty Sponsor, Principal, Director of Special Programs, Vice Principal, Parents, Teachers & Staff, Mental Health team, Students, Stanford faculty, interested local community members.</p>	<p>Salaries, Materials, Contract costs, Transportation</p>
	<p>Board of Directors, Faculty Sponsor, Principal, Director of Special Programs, Director of College Counseling, Vice Principal, Parents, Teachers & Staff, Students</p>	<p>Salaries, Materials, Contract costs</p>

Specific Actions To Improve Student Achievement – ELD Emphasis	Persons Involved and Timeline	Related Expenditures
<p><u>Programs and Activities:</u></p> <ul style="list-style-type: none"> • Grade 9 ELD Humanities class mimics the curriculum of English 9 while providing significant support for EL's whose proficiency level is not yet high enough to be in the mainstream English class. • ELD Support class offers a space for work on all content that low proficiency EL's experience in grades 10-12. • The school has a particular focus on literacy development through Drama, spoken word classes, an ELD college course, and its core classes, all of which are taught by CLAD credentialed teachers who receive ongoing training in SDAIE strategies and other differentiation techniques. • Early year assessment using CELDT and ongoing assessment using grades, writing samples, teacher assessments, CELDT scores, and state ELA scores (STAR, CAHSEE), as well as Language Usage and Reading modules of the Measures of Academic Progress (MAP) test 	<p>ELD Coordinator and Coach teaches ELD classes, provides ongoing monitoring of language development, facilitates CELDT testing, corresponds with parents, and coaches teachers so that they can differentiate effectively. Ongoing all year and during summer PD. Monitored by Principal, Vice Principal, and Director of Special Programs.</p>	<p>Salaries, Materials, Contract costs</p>
<p><u>Accountability for Meeting AMAO's, measuring growth locally, etc.:</u></p> <ul style="list-style-type: none"> • Please see above. Please note that and we emphasize SDAIE strategies as well as other differentiation strategies in <i>every</i> classroom. • CELDT Testing is done annually for all eligible students. <p><u>Parental and Community Participation:</u></p> <ul style="list-style-type: none"> • Please see pages 11-12, 18. • Parents are actively encouraged to participate in our classroom communities as guests, presenters, visitors, and chaperones. 	<p>ELD Coordinator and Coach, Principal, Vice Principal, Director of Special Programs, Teachers, Director of Special Education</p> <p>ELD Coordinator and Coach, Principal, Vice Principal, Director of Special Programs, Teachers</p>	<p>Salaries, Materials</p>
<p><u>The effectiveness of the LEP programs will be determined by the increase in:</u></p> <p>Please see School Goal #1</p>	<p>ELD Coordinator and Coach, Principal, Vice Principal, Director of Special Programs, Teachers, Director of Special Education</p>	<p>Salaries, Materials</p>
<p><u>High quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel:</u></p> <p>Please see pages 4-8.</p>	<p>ELD Coordinator and Coach, Principal, Vice Principal, Director of Special Programs, Teachers, Director of Special Education, Stanford Faculty</p>	<p>Salaries, Materials, Contract costs</p>

Specific Actions To Improve Student Achievement – ELD Emphasis	Persons Involved and Timeline	Related Expenditures
<p>Involvement of staff, parents, and community:</p> <p>Please see pages 11-12 and 18-19.</p>	<p>Board of Directors, Faculty Sponsor, Principal, Director of Special Programs, Vice Principal, Parents, Teachers & Staff, Mental Health team, Students, Stanford faculty, interested local community members.</p>	<p>Salaries, Materials, Contract costs, Transportation</p>
<p>Improving ELD instruction through educational technology and other materials, networks, and resources:</p> <p>Please see pages 7-13.</p>	<p>ELD Coordinator and Coach, Principal, Vice Principal, Director of Special Programs, Teachers, Director of Special Education</p>	<p>Salaries, Materials</p>
<p>Notification of Parent and Student Rights:</p> <p>The school follows all applicable laws and procedures including:</p> <ul style="list-style-type: none"> • Notification of EL program recommendation for returning students with and explanation of the program, its evolution, the processes for redesignation and monitoring, and the rights that parents and students have. (Letters are sent at year's start, when CELDT scores are received, and in the midst of redesignation proceedings). Parents are invited to meet with the ELD Coordinator, advisor, and the principal to discuss their student's academic program. • Sharing student academic progress through regular contact with advisors, parent meetings, communications with ELD coordinator, principal, and vice principal. 	<p>ELD Coordinator and Coach, Principal, Vice Principal, Director of Special Programs, Teachers, Director of Special Education</p>	<p>Salaries, Materials</p>

Planned Improvements: Safe and Drug Free Learning Environments

Please see pages 5-6 and 10-12.

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

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation
5.1 (High School Graduates)	Please see pages 6-12.	All	All personnel support students year-round and throughout the summer.	<ul style="list-style-type: none"> SLC's, Quarterly progress reports, Semester report cards, and Enrollment reports, Staff and teacher evaluations done by Principal and Vice Principal, Early College
5.2 (Dropouts)	<p>EPAA plans to graduate at least 90% of its senior class every year. We anticipate that there may be some students who require additional support passing CAHSEE or who will need a fifth year to complete the credits required for graduation.</p> <p>Among the key activities that promote graduation and decrease the likelihood of students dropping out are:</p> <ul style="list-style-type: none"> 1st and 3rd quarter Student-Led Conferences. Quarterly progress reports with narrative comments for parents The Advisory system (advisory meets daily) Our small school and class sizes A commitment to personalized and differentiated learning Multiple opportunities to recover credit, including during summer Multiple opportunities to engage in advanced study (AP Spanish and our Early College program, as well as the Stanford EPGY program for eligible students) 			<ul style="list-style-type: none"> SLC's, Quarterly progress reports, Semester report cards, and Enrollment reports, Staff and teacher evaluations done by Principal and Vice Principal, Early College participation and success rates, graduation and mobility rates.
5.3 (Advanced Placement)				

Summary of Needs and Strengths for Professional Development

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

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

STRENGTHS	NEEDS
<p>East Palo Alto Academy takes care to hire well-trained, fully credentialed teachers with the right values and dispositions to be of service to our students.</p> <p>These teachers typically have many years of experience in curriculum and pedagogy and have often received that experience in a similar school context.</p> <p>Teachers at EPAA are extremely dedicated.</p> <p>Within the school, with our current leadership, program, and teaching personnel, we are well-equipped to provide training in effective classroom management, innovative curriculum design, use of SDAIE and other differentiation strategies, and so on.</p>	<p>The school will benefit from (and has put into place) increased support preparing for our use of the Common Core standards and, as we move in that direction, increasing our capacity to differentiate instruction and improve the rigor that students experience in every class.</p> <p>The school has also prioritized increasing the integration of 21st century technologies and media into curriculum design both computer and non-computer based.</p>

<u>Planned Improvements for Professional Development</u>		Persons Involved/ Timeline	Related Expenditures
<u>Professional Development Aligned to Standards & Assessments:</u> Please see pages 4-8.		ELD Coordinator and Coach, Principal, Vice Principal, Director of Special Programs, Teachers, Director of Special Education, Stanford faculty, Faculty Sponsor	Salaries, Materials, Contract costs
Teachers spend an intensive two weeks in August gearing up for the school year. This time includes workshops and collaborative time around Advisory curriculum, subject area curriculum, pedagogy, student support, and goal setting for the year.			
Professional Development continues almost every Wednesday for the duration of the school year, again, with an emphasis on instructional practice to show the greatest possible student academic and personal gains.			
<u>Emphasis on Best Practices:</u>		As above.	Salaries, Materials, Contract costs
Please see pages 6-13.			
<u>Elimination of Achievement Gap:</u> Nearly all of our students are low income and belong to minority ethnic groups (99%). Our school exists specifically and is designed explicitly to increase these students' success and competitiveness during schooling and beyond.		As above.	Salaries, Materials, Contract costs
<u>Coordination of PD Activities Across Programs:</u> The school takes an integrated approach to developing its staff because our work is deeply intertwined. Program staff, like the Director of College Counseling and ELD Coordinator spend a great deal of time supporting, designing, and informing the development of both teaching and non-teaching staff. Our goal is to support and educate the whole child from mental health to academic needs.		As above.	Salaries, Materials, Contract costs
<u>PD Available to Personnel As Needed:</u> Among the supports EPAA is provided, beyond those described above are: <ul style="list-style-type: none"> ▪ Subsidized administrative credential program for Vice Principal ▪ Release time for the art teacher to take classes at the Stanford School of Education one afternoon each week during Fall semester. ▪ Teacher release time to observe practitioners in other settings, as well as at the school site. ▪ Budgeted funds to allow participation in relevant training from technology use to teaching strategies. Peer teachers or the Director of Technology often do technology training. 		All staff	Salaries, Materials, Contract costs

Planned Improvements for Professional Development	Persons Involved/ Timeline	Related Expenditures
High Access to Technology and Training in Its Use	All staff	Salaries, Materials, Contract costs
Please see page 10.		
Stakeholder Collaboration On PD and the SSD Plan: <ul style="list-style-type: none"> ▪ The school is engaged in a WASC process and the needs assessment has been useful. ▪ The school maintains Parent Meetings and an SSC/ELAC that provide input on instruction and teacher quality that guides PD design. ▪ Bi-annual surveys help us to refine our educational strategies with input from students, parents, and staff. ▪ The Leadership Team provides guidance to the principal and Director of Special Programs related to training and development needs. ▪ Staff evaluations help determine where additional training and support are desired and needed. 	All Stakeholders	Salaries, Materials, Contract costs
<u>Differentiated Instruction, Social-Emotional Learning, Parent Involvement, and Data:</u>	All Stakeholders	Salaries, Materials, Contract costs
Please see pages 6-13.		
<u>Training Paraprofessionals:</u>	Paraprofessional staff, Teachers, Principal, Vice Principal, Program Staff, Stanford faculty, Faculty Sponsor	Salaries, Materials, Contract costs
Our paraprofessionals are invited to participate in ongoing PD alongside teachers.		

APPENDIX A: FEDERAL AND STATE PROGRAMS CHECKLIST

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

Federal Programs		State Programs	
✓	Title I, Part A	✓	Economic Impact Aid (EIA) – State Compensatory Education
	Title I, Part B, Even Start	✓	EIA – Limited English Proficient
	Title I, Part C, Migrant Education		After-School Education and Safety Programs
	Title I, Part D, Neglected/Delinquent		School and Library Improvement Block Grant
✓	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		High Priority Schools Grant Program
	Title IV, Part A, Safe and Drug-Free Schools and Communities		Tobacco Use Prevention Education (Prop 99)
	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
	Adult Education		School Safety and Violence Prevention Act (AB1113, AB 658)
	Career Technical Education		Healthy Start
	McKinney-Vento Homeless Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	<i>Individuals with Disabilities Education Act</i> (IDEA), Special Education		English Language Acquisition Program
	21 st Century Community Learning Centers		Community Based English Tutoring
	Other (describe):		Art/Music Block Grant
	Other (describe):		School Gardens
	Other (describe):		Other (describe):
	Other (describe):		Other (describe):

APPENDIX B: East Palo Alto Academy Operating Budget

	2012-13
INCOME	
8096 In Lieu Property Tax Transfer	1,456,338
8097 Special Education	112,455
8220 Child Nutrition Programs	128,520
8290 Title I and Other Federal Funding	255,000
8480 Categorical Block Grant and EIA	162,690
8560 State Lottery Revenue	39,525
8599 Other State Revenue	10,500
8599 Facility Reimbursement (SB 740)	177,863
8690 Donations (General Operating)	1,424,500
8695 Other Facility Support (Donations, Sequioa)	400,000
8699 Other Local Revenue	33,000
Total Income	4,200,391
EXPENSES	
Salaries	
1100 Teachers' Salaries	1,309,659
1104 Substitute Teachers	35,000
1200 Certificated Pupil Support	214,200
1300 Administrators' Salaries	434,500
2100 Instructional Aides' Salaries	35,000
2200 Classified Support Salaries	8,000
2300 Classified Administrators' Salaries	137,000
2400 Clerical, Technical and Office Staff	159,500
Subtotal, Salaries	2,332,859
Benefits	
3101 STRS - State Teachers' Retirement System	164,452
3201 PERS - Public Employees' Retirement System	40,740
3301 Social Security	21,049
3302 Medicare	33,826
3401 Health and Welfare	251,550
3501 SUI - State Unemployment Insurance	11,664
3601 Workers' Compensation Insurance	30,327
Subtotal, Benefits	553,609
Materials and Supplies	
4100 Approved Textbooks and Core Curricula Materials	30,600
4200 Books and Other Reference Materials	16,575
4300 Materials and Supplies	30,600
4320 Software	25,500
4350 Custodial Supplies	8,100
4710 Student Food Service	131,090
4720 Food - Events, Meetings, Water	3,825
Subtotal, Materials and Supplies	246,290

**East Palo Alto Academy
2012-13 Budget - Detail**

Services and Operations

5110 Transportation (Ravenswood)	46,000
5120 Field Trips/Other Transportation	7,000
5200 Travel and Conferences	8,000
5300 Dues and Memberships	2,750
5450 Insurance	26,775
5500 Utilities	38,000
5510 Garbage	8,800
5520 Water	5,200
5530 Security	6,500
5600 Leases (Menlo Oaks Portables)	13,000
5600 Leases (Menlo Oaks Site from Ravenswood)	400,000
5601 Repairs	2,500
5801 Bank Fees	1,100
5802 Stanford Infrastructure Fees	52,000
5803 Legal Fees	6,000
5804 Advertising	5,000
5805 Licenses and Permits	1,800
5806 Audit Fees	27,500
5807 Accounting Expense	22,000
5808 Payroll Expense	6,500
5809 Consultants and Contracted Services	140,750
5811 Sports Referees	6,000
5812 Testing Services	4,000
5814 Postage	6,500
5815 Printing and Copying	6,000
5816 Oversight and Facility Fees	14,563
5899 Emergency Assistance to Families	1,000
5900 Communications	13,200

Subtotal, Services and Operations	878,438
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Capital Outlay

6401 Furniture	1,275
6402 Computers and Technology	25,500

Subtotal, Capital Outlay	26,775
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Total Expenses	4,037,972
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Net Income	162,419
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Net Income % of Charter Expenditures	4%
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Reserve (for Potential Revenue Cuts)	122,369
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Net Income After Reserve	40,049
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Net Income % of Charter Expenditures after Reserve	1%
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ASSURANCES

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

GENERAL ASSURANCES

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

9. Before the application was submitted, the SSD afforded a reasonable opportunity for public comment on the application and considered such comment.
- 9a. The SSD will provide the certification on constitutionally protected prayer that is required by Section 9524.
10. The SSD will comply with the armed forces recruiter access provisions required by Section 9528.

TITLE I, PART A

The SSD, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under Section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the SSD receives more than \$500,000 in Title I funds, it will allow one percent to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95 percent of the allocation will be distributed to schools.
13. Inform the school community and parents of schoolwide program authority and the ability to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to schoolwide programs.
15. Develop the school plan pursuant to California *Education Code* Section 64001 and Section 1114 and undertake activities pursuant to Section 1115 so adequate yearly progress toward meeting the State student academic achievement standards is made.
16. Fulfill 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 SSD that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under Section 641A(a) of the Head Start Act.
20. Develop and implement 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 the school community of the SSD's authority to obtain waivers on the school's behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 concerning factors that have significantly affected student achievement at the school.
24. Ensure, through the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
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 the school to determine whether it is making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in Section 1111(b)(3) within 12 years from the baseline year described in Section 1111(b)(2)(E)(ii).
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. Develop or identify examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and California *Education Code* Section 64001.
28. For schools in school improvement status, ensure that not less than ten percent of their Title I funds are spent to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
29. Prepare and disseminate an annual SSD report card in accordance with Section 1111(h)(2).

TITLE I, PART D – SUBPART 2

30. 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.
31. 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.

32. 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 SSD, hereby, assures that:

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

TITLE II, PART D

35. The SSD has an updated, local, long-range, strategic, educational technology plan in place that includes the following:

- Strategies for using technology to improve academic achievement and teacher effectiveness.
- Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
- Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
- Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
- Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.
- A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
- A description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.

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

TITLE III

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

TITLE IV, PART A

45. The SSD assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of private schools to be served, teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).
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 SSD assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.
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 SSD has a plan for keeping the school safe and drug-free that includes:

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

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

TITLE V, PART A

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

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

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

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

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

New LEAP Assurances

56. Uniform Management Information and Reporting System: the SSD assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in the format prescribed by CDE. That information will include:


- (i) truancy rates;
- (ii) the frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;
- (iii) the types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and
- (iv) the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107-110)

57. Unsafe School Choice Policy: the SSD assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. The SSD will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of schools that have been designated "persistently dangerous" in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107-110.)

Other

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

Lawrence (Larry) Vilaubi
Print Name of Superintendent


Signature of Superintendent

11/13/12
Date

School Site Council Recommendations and Assurances

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

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

☐ School Advisory Committee for State Compensatory Education Programs

☒ English Learner Advisory Committee

☐ Community Advisory Committee for Special Education Programs

☐ Gifted and Talented Education Program Advisory Committee

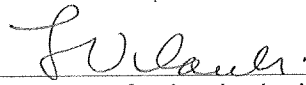
☐ Other **(list)**

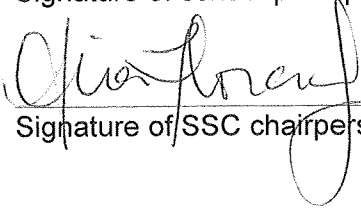
4. The school site council reviewed the content requirements for school plans of programs included in this *Single Plan for Student Achievement* and believes all such content requirements have been met, including those found in district governing board policies and in the LEA Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council at a public meeting on: 11/13/12.

Attested:

Lawrence (Larry) Vilaubi
Typed name of school principal

Aria Florant
Typed name of SSC chairperson

 11/13/12
Signature of school principal Date

 11/13/12
Signature of SSC chairperson Date

