



**Local Education Agency Plan  
Blue Oak Charter**

**Table of Contents**

**Part I: Background and Overview**

Background

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

Development Process for the LEA Plan

LEA Plan Planning Checklist

Federal and State Programs Checklist

District Budget for Federal and State Programs

**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

**Part III: Assurances and Attachments**

Assurances

Signature Page

Appendices

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: District & Student Performance Data

Table 1: Academic Performance Index by Student Group

Table 2: Title III Accountability

Table 3: Adequate Yearly Progress (English-Language Arts)

Table 4: Adequate Yearly Progress (Mathematics)

Table 5: California English Language Development Data

## Part I Background and Overview

### **Background**

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

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

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

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

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

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

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

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

- rigorous academic standards
- standards-aligned instructional materials
- standards-based professional development
- standards-aligned assessment
- an accountability structure that measures school effectiveness in light of student achievement.

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

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

### **Descriptions of the Consolidated Application, the LEA Plan, and Categorical Program Monitoring**

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

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

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

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

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

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

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

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

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

#### **Categorical Program Monitoring (CPM)**

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

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

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

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

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

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

#### **Step One: Measure the Effectiveness of Current Improvement Strategies**

##### **Analyze Student Performance:**

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

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

- API Reports (<http://www.cde.ca.gov/ta/ac/ap>)
- Standardized Testing and Reporting (STAR) data (<http://www.cde.ca.gov/ta/tg/sr>)
- Title III Accountability Reports (AMAO 1, 2 & 3) for English learners (<http://www.cde.ca.gov/sp/el/t3/acct.asp>)
- AYP Reports (<http://www.cde.ca.gov/ta/ac/ay>)

##### **Analyze Current Educational Practices, Professional Development, Staffing, and Parental Involvement:**

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

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

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

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

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

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

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

### **Step Three: Develop or Revise Performance Goals**

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

### **Step Four: Revise Improvement Strategies and Expenditures**

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

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

### **Step Five: Local Governing Board Approval**

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

### **Step Six: Monitor Implementation**

To verify achievement of performance targets, monitor areas such as:

- a) assignment and training of highly qualified staff;
- b) identification of participants;
- c) implementation of services;
- d) provision of materials and equipment;
- e) initial and ongoing assessment of performance; and
- f) progress made toward establishing a safe learning environment.

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

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

## Planning Checklist for LEA Plan Development

### LEA Plan - Comprehensive Planning Process Steps

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

## Federal 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	
X	Title I, Part A
	Title I, Part B, Even Start
	Title I, Part C, Migrant Education
	Title I, Part D, Neglected/Delinquent
X	Title II, Part A, Subpart 2, Improving Teacher Quality
	Title II, Part D, Enhancing Education Through Technology
	Title III, Limited English Proficient
	Title III, Immigrants
	Title IV, Part A, Safe and Drug - Free Schools and Communities
	Title V, Part A, Innovative Programs - Parental Choice
	Adult Education
	Career Technical Education
	McKinney - Vento Homeless Education
	Individuals with Disabilities Education Act (IDEA), Special Education
	21 <sup>st</sup> Century Community Learning Centers
	Other (describe):

## 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.

<b>State Programs</b>
Economic Impact Aid (EIA) - State Compensatory Education
EIA - Limited English Proficient
After - School Education and Safety Programs
School and Library Improvement Block Grant
Child Development Programs
Educational Equity
Gifted and Talented Education
High Priority Schools Grant Program
Tobacco Use Prevention Education (Prop 99)
Immediate Intervention/ Under performing Schools Program
School Safety and Violence Prevention Act (AB1113, AB 658)
Healthy Start
Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
English Language Acquisition Program
Community Based English Tutoring
Art/Music Block Grant
School Gardens
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	0	0	80,357	100
Title I, Part B Even Start	0	0	0	0
Title I, Part C Migrant Education	0	0	0	0
Title I, Part D Neglected/Delinquent	0	0	0	0
Title II Part A, Subpart 2 Improving Teacher Quality	0	0	3000	100
Title II, Part D Enhancing Education Through Technology	0	0	0	0
Title III Limited English Proficient	0	0	0	0
Title III Immigrants	0	0	0	0
Title IV, Part A Safe and Drug-Free Schools	0	0	0	0
Title V, Part A Innovative Programs - Parental Choice	0	0	0	0
Adult Education	0	0	0	0
Career Technical Education	0	0	0	0
McKinney - Vento Homeless Education	0	0	0	0
IDEA, Special Education	0	0	0	0
21st Century Community Learning Centers	0	0	0	0
Other (describe)				
<b>Total</b>	<b>0</b>	<b>0</b>	<b>83,357</b>	<b>100</b>

## 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	0	0	0	0
EIA - Limited English Proficient	0	0	0	0
School & Library Improvement Block Grant	0	0	0	0
After School Education and Safety Program	0	0	0	0
Child Development Programs	0	0	0	0
Educational Equity	0	0	0	0
Gifted and Talented Education	0	0	0	0
Tobacco Use Prevention Education	0	0	0	0
High Priority Schools Grant Program	0	0	0	0
School Safety and Violence Prevention Act	0	0	0	0
Tenth Grade Counseling	0	0	0	0
Healthy Start	0	0	0	0
Dropout Prevention and Recovery Act	0	0	0	0
English Language Acquisition Program	0	0	0	0
Community Based English Tutoring	0	0	0	0
Other (describe)				
<b>Total:</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

## Part II The Plan

### Needs Assessment

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

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

### Academic Performance

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

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

### Teacher Quality

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

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

### School Safety and Prevention

The LEA needs assessment also focuses on Performance Goal 4 (see Appendix A). It is based on an evaluation of objective data regarding the incidence of violence, alcohol, tobacco, and other illegal drug use in the elementary and secondary schools and the communities to be served. It includes the objective analysis of the current conditions and consequences regarding violence, alcohol, tobacco, and other illegal drug use, including delinquency and serious discipline problems, among students who attend such schools (including private school students who participate in the drug and violence prevention program). This analysis is based on ongoing local assessment or evaluation activities (Sec. 4115 (a)(1)(A). California's Healthy Kids Survey may also provide useful information in this area. The Survey is available at [http://www.wested.org/pub/docs/chks\\_survey.html](http://www.wested.org/pub/docs/chks_survey.html).

### Descriptions - District Planning

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

## **District Profile**

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

The mission of Blue Oak School is to nurture and deepen each child's academic and creative capacities using Waldorf methods in a public school setting. Blue Oak School is located in Butte County, a rural community where a moderate percentage of the population is comprised of families with socio-economic needs. We provide a Free & Reduced Lunch and Snack Program to over 60% of our student population. We are nonsectarian in our programs, admission policies, employment practices and all other operations. We do not charge tuition and will not discriminate against any pupil on the basis of ethnicity, national origin, gender or disability.

As a public charter school using Waldorf curriculum methods we foster a life-long love of learning by educating the whole child, head, heart and hands. The school educates children in grades K-8 from Chico and surrounding communities. The school uses a small group setting to enrich imagination, creativity, academic excellence, and social responsibility. Teaching emphasizes natural developmental rhythms and is responsive to diverse learning styles and cultural backgrounds. Educated students in the 21st century will emerge capable of self-expression, effective communication, problem solving and critical thinking, with a global consciousness and the ability to succeed amidst the challenges of our changing world.

The Primary Goals of The Blue Oak School are:

- To inspire children to grow and learn by using a balanced individualized curriculum, active learning, integration of the arts, and rigorous academic instruction that aligns with state standards.
- To prepare children for active and ethical citizenship by using instruction that measures and guides critical thinking, self-awareness, intellectual curiosity, creative imagination, and social responsibility.
- To enable each student to demonstrate proficiency in English-Language Arts, mathematics, science, and social sciences.
- To develop a lifelong love of learning by honoring daily and seasonal rhythms and by teaching subject matter when children are at the appropriate developmental stage for learning.
- To attract, develop, and retain highly-effective, adaptable faculty, staff, and administrators
- To enable pupils to become or remain self-motivated, competent and lifelong learners.
- To foster a strong community of parents, teachers, and staff, who collaborate to create a supportive and healthy Blue Oak School learning environment.

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

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

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

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

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

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

The Blue Oak School responds to the personal and academic needs of each child, identifies and serves those who are academically low achieving. The school's student/staff ratios and looping model allow educators to develop special sensitivity towards individual student needs and backgrounds. However, some students will invariably need additional academic or individual support. Blue Oak has developed a plan for low academic achievers that is modeled after the Response to Intervention (RTI) framework. Our goal is to meet the needs of all our students through the use of a three-tiered system of support.

### Tier I: Prevention

Tier I includes high quality classroom instruction delivered by highly-qualified teachers, and regular assessments of all students to monitor their progress toward reaching grade level benchmarks. Teachers are trained to address different learning styles of their students.

### Tier II: Identification and Selected Interventions Identification:

In order to identify students who are not achieving at or above expected grade level, students falling below the class average on varied assessments are evaluated to determine if performance was at or below their potential, taking into account the timing of particular subject matter in Blue Oak's curriculum and the age of the child. Beyond academic performance, teachers look for other signals of need as we recognize that there are many factors that affect a student's performance.

**Selected Interventions:** Selected interventions are implemented by teachers and intervention specialists for students identified as achieving below average grade level expectations. Interventions may include, but are not limited to, any of the following:

- Utilize trained intervention specialists for standards instruction in key content areas
- Utilizing other teachers for collaborative, individual or small group instruction
- Utilizing parent volunteers for individual or small group instruction
- Peer support with older students, e.g. "reading buddies"
- Individualized or differentiated math, writing, reading, and spelling approaches
- Increased movement/sensory integration activities
- Modified class work, extra lessons, or extended learning opportunities
- Additional parent /teacher communication or partnerships

### Tier III: Student Success Team

The Student Success Team (SST) explores concrete and possible avenues to support the individual child's needs. Strengths and concerns regarding individual children are brought to the attention of the teacher, parent, school administrator and other stakeholders currently working with the child. The team develops strategies to help support the learning needs of the child. Including possible referrals to special education and the potential of an IEP assessment as described in the Special Education section in this charter. Student Success Team (SST) meetings are referred by the parent, teacher or administration for those students with significant behavioral or academic issues.

### The Blue Oak School's Levels of Academic Support

#### Group Description Strategies/Interventions Benchmarks

- Advanced Group Exceeding State Standards Differentiated instruction during practice periods
- Supported flexible math programs
- Teachers provide extra challenges
- Leadership opportunities
- Additional academic and artistic responsibilities offered in school programs CST Advanced

#### Main Lesson Portfolio 2.75+

#### Report Card Average 2.75+

- Proficient Group Meeting State Standards High-quality instruction
- Regular assessments
- Regular benchmarks
- Supported flexible math groupings
- Leadership opportunities CST Proficient

#### Main Lesson Portfolio 2.5

#### Report Card Average 2.5

#### Local formative assessments at standard

All strategies above applied to levels below

- Basic Group Experiencing difficulties in meeting State Standards Utilizing other teachers for collaborative individual or small group instruction
- Utilizing parent volunteers for individual or small group instruction
- Peer support with older students, e.g., "reading buddies"
- Individualized or differentiated math, writing, reading and spelling approaches
- Increased movement/sensory integration activities
- Modified class work, extra lessons or extended learning opportunities
- Additional parent/teacher communication or partnerships CST Basic

#### Main Lesson Portfolio Score 2.0

#### Report Card Average 2.0

#### Local formative assessments below standard

- Below Basic Group One or two standard deviations below the mean according to results of standardized testing. Provide additional 1:1 with Intervention Specialist
- Student Success team Meeting to discuss appropriate support
- Specific additional targeted assignments
- Specific accommodations and modifications to the classroom environment, curriculum or instruction as identified
- Referral to Tier II Intervention: student may need special modifications to curriculum or instruction, as specified in their individualized education program
- Assess classroom curriculum to determine if it provides necessary support to students
- Use data driven analysis of delivery of curriculum to provide professional development to faculty
- Referral to homework club CST Below Basic

#### Main Lesson Portfolio Score 1.5

Report Card Average 1.5

Local formative assessments below standard

- Far Below Basic Group Seriously at risk as indicated by their extremely and chronically low performance on one or more measures Initiation of Student Success Team
- Referral to Tier II Intervention
- Intensive 1:1 instruction by Intervention Specialist
- Tutoring
- Services of classroom assistant
- Modification of curriculum, instruction and/or testing materials
- Referral to homework club CST Far Below Basic

Main Lesson Portfolio Score

1.0

Report Card Average 1.0

Local formative assessments far below standard

**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:                      BLUE OAK will take the following steps to align instruction with content standards:                      1) Charter Administration will continue to receive training on standards and how to supervise and evaluate teacher's according to their existing ability to instruct to standards                      2) teacher recruitment, hiring, evaluation and tenure decisions will focus on the standards                      3) all textbooks and supplemental materials align with the content standards                      4) local evaluations will stress mastery of standards based content as aligned with the California Standards for the Teaching Profession.                      5) Development of standards-based benchmark assessments to measure progress. And Alignment to California Language Framework.                      6) We have implemented a new research-based linguistic reading program "Reading Discovery" which is being integrated across grades 2-4. We have purchased the materials, trained staff and assessed student levels. We hired a credentialed reading specialist to support faculty to develop effective lesson plans. Our K-8 report cards align with state standards.</p> <p>BLUE OAK Shall use both Statewide and internally developed entrance assessment methods to identify those students who fall below grade level standards.</p>	<p>1-5. Charter Administrator                      4. New teachers                      All ongoing</p>	<p>Administrator and Teacher stipends</p>	<p>1-4. \$5,000 GF</p>	<p>1-4. General Fund</p>
<p>2. Use of standards-aligned instructional materials and strategies:</p>				



Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1) BLUE OAK’s administrators will participate in professional development training, with a module specifically devoted to reading.</p> <p>2) BLUE OAK’s teachers will participate in professional development training, which has a heavy emphasis on standards-based instruction and assessment.</p> <p>3) Concurrent with The new standards based reading materials “Reading Discovery”, 2-4 grade teachers will participate in professional development related to their use.</p> <p>4) BLUE OAK utilizes a 15 day per year Professional Development calendar. 10 days prior to school start and then various student free days throughout the year. Regardless of school size the minimum PD costs is established.</p>	<p>1) Charter Administrator</p> <p>2-6. Teachers</p>	<p>1-2. Consultant/presenter fees</p>	<p>1-2. \$5,600 GF</p>	<p>General Fund</p>
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>1) The community, parents and staff are invited to give feedback annually through our survey. We have weekly news releases on our website that keep the community abreast of current news. Parents are involved with their child’s parent-teacher conferences two times yearly. Parents volunteer in the library, during reading groups, and at any other time they are available. Parent input is solicited annually on the effectiveness of programs and services. Parents are serve on the Parent Council and the Charter Council.</p> <p>2) The school will provide each parent with his/her student’s individual benchmark assessment results, with an explanation of how to interpret them.</p> <p>3) Benchmark Standards are issued to all parents.</p> <p>4) Classroom newsletters are sent as needed to all parents</p> <p>5) School Festivals are held throughout the year when parents can participate with their classrooms in a variety of ways.</p>	<p>1) Committee</p> <p>2) Charter Administrator and secretaries/annually</p> <p>3) Individual parents and teachers/ fall and spring</p>	<p>1) mailing costs</p> <p>2) School costs to mail test results</p> <p>3) No extra costs</p>	<p>1) \$300 GF</p> <p>2) \$300 GF</p>	<p>General Fund</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p>				

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1) Classroom aides will work in classrooms to assist teachers in helping students acquire reading skills.  2) IEP transitional services  3) Middle School to High School orientation</p> <p>Title 1 funds used for work with Identified Students only</p> <p>4) Science Camp is offered during the school year.  5) Homework club is available after school four days per week.  6) Parent Enrichment Nights are held monthly to discuss on-going teaching and learning issues along with child development topics.</p>	<p>1) Title I aides/daily  2-3. Teachers</p>	<p>1) Salaries/benefits  Aides 2-3. Stipends</p>	<p>\$15,000 GF</p>	<p>General Fund</p>
<p>8. Monitoring program effectiveness:</p> <p>1) BLUE OAK board and administration will fully support the Public School Accountability Act.  2) BLUE OAK will participate in all phases of the state's standards-based assessment system, including the California Standards Tests.  3) Test data and API results will be used to monitor programs and drive changes in instructional practice, when needed.  4) Classroom teachers will regularly assess students' mastery of standards by examining student work; re-teaching occurs as needed.  5) Triennial, and end of year testing and assessments are utilized in a historical rubric system tied directly to each state content standard.</p> <p>Assessments include:  Benchmark Exams  End of Instructional Block Standards based-assessments.  CST  CELDT  ELA Writing Test  PFT</p> <p>BLUE OAK's Instructional Leadership Team meets with Administration and Teaching staff regularly to evaluate student performance data and make instructional adjustments as necessary.</p>	<p>1-4 Charter Administrator  3-4. Teachers</p>	<p>1) No extra cost  2) No extra cost  3) No extra cost  4) No extra cost  5) No extra cost</p>	<p>1) N/A  2) N/A  3) N/A  4) N/A  5) N/A</p>	<p>1) N/A  2) N/A  3) N/A  4) N/A  5) N/A</p>
<p>9. Targeting services and programs to lowest-performing student groups:</p>				



**Performance Goal 1 (continued):**

**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:            BLUE OAK will take the following steps to align instruction with content standards:            1) Charter Administrator will receive training on standards and how to supervise and evaluate teacher's according to their existing ability to instruct to standards            2) teacher recruitment, hiring, evaluation and tenure decisions will focus on the standards            3) all textbooks and supplemental materials align with the standards            4) local evaluations will stress mastery of standards based content</p> <p>BLUE OAK Shall use both Statewide and internally developed entrance assessment methods to identify those students who fall below grade level standards..</p>	<p>1-4. Charter Administrator            4. New teachers            All ongoing</p>	<p>Teacher salaries</p>	<p>Mr. C.Combs Salary and benefits is \$42,606.32 (100% allocated to Title 1 under 1.0 FTE</p>	<p>Title 1</p>
<p>2. Use of standards-aligned instructional materials and strategies:            1) We have purchased a state adopted math curriculum. The curriculum provides consistency and a solid building block from grade to grade. Lesson plans are developed following the publisher's references. Our assessment materials allow teachers to evaluate student work to ensure that they are mastering grade level standards.            2) Teachers will regularly examine student work samples at faculty meetings, to ensure that students are mastering grade level standards            3) Teacher block schedules will make reference to the standards being taught.</p> <p>Use of NCLB funds shall be supplementary only. Through intake assessments and ongoing quarterly assessments – students shall be identified as meeting or falling below grade level standards. Funding will be used to supplement general remedial instruction.</p>	<p>1-3. Charter Administrator            2-3. Teacher            All ongoing</p>	<p>1) Math instructional materials            2) Duplicating costs</p>	<p>1-4. \$5,000 GF</p>	<p>1-4. General Fund</p>
<p>3. Extended learning time:</p>				

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1) BLUE OAK will offer after school supplemental instructional time.</p> <p>2) BLUE OAK will offer double periods of math for students with need for extra help.</p> <p>3) An extra main lesson period is offered several times a week.</p> <p>4) We offer homework clubs four days a Week</p> <p>Title 1 funds used for work with Identified Students only</p>	1-3. Teachers	1. Stipends	1. \$4500.00 GF \$2000 GF	General Fund
<p>4. Increased access to technology:</p> <p>1) Use of computer center in grades 6-8</p> <p>2) Tech Committee to develop tech plan and implement computer center and library work stations.</p> <p>3) Use of Internet to locate interactive math Activities at grades 6-8</p> <p>(BLUE OAK already has a well equipped technology and internet backbone system. Please note that BOS is a Waldorf Methods School and excessive screen (technology) time is not pedagogically supported at grades K-5)</p>	<p>1) Classroom teachers and aides/ongoing</p> <p>2) Technology coordinator and teachers/ongoing</p> <p>3) Classroom teachers/ongoing</p>	<p>1)Computer Centers</p> <p>2) Computer and Internet connections</p>	1) \$0	1) General Fund
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>1) BLUE OAK administrators will participate in professional development training, with a module specifically devoted to math.</p> <p>2) BLUE OAK teachers will participate in professional development training, which has a heavy emphasis on standards-based materials.</p> <p>3) Whenever BLUE OAK adopts new standards based math materials, all teachers will participate in professional development related to their use.</p> <p>4) Our math teacher has been trained in workshops specifically for our state-adopted math program.</p> <p>5) Our days have been restructured to include planning time for teachers to collaborate with each other to become more effective in the classroom.</p>	<p>1) Charter Administrator</p> <p>2-3. Teachers</p>	1-2. Consultant/presenter fees	1-2. \$2500 GF	1) General Fund
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p>				

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1) The community, parents and staff are invited to give feedback annually through our survey. We have weekly news releases on our website that keep the community abreast of current news. Parents are involved with their child's conferences two times yearly. Parents volunteer in the library, during reading groups, and at any other time they are available. Parent input is solicited annually on the effectiveness of programs and services. Parents are invited to serve on the Parent Council and the Charter Council.</p> <p>2) The school will send each parent his/her student's individual benchmark assessment results, with an explanation of how to interpret them.</p> <p>3) Each parent will be invited to two parent conferences, at which teachers discuss the math program and assessment results.</p>	<p>1) Committee 2) Charter Administrator and secretaries/annually 3) Individual parents and teachers/ fall and spring</p>	<p>1) mailing costs 2) School costs to mail test results 3) No extra costs</p>	<p>1) \$300 GF 2) \$300 GF 3) N/A</p>	<p>General Fund</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>1) Aides will work in classrooms to assist teachers in helping students acquire math skills.</p> <p>2) After school math support and math intervention support during the school day is available to referred students.</p> <p>3) School Tours are offered weekly to families interested in enrollment.</p> <p>4) Parent Enrichment Nights are presented on the second Tuesday of every month for the purpose of better informing parents of the instructional program and home support strategies.</p> <p>Title 1 funds used for work with Identified Students only</p>	<p>1) Title I aides/daily 2. Teachers</p>	<p>1) Salaries/benefits of Title I aides 2. Stipends</p>	<p>1. \$15,000 GF</p>	<p>General Fund</p>
<p>8. Monitoring program effectiveness:</p> <p>1) BLUE OAK board and administration will fully support the Public School Accountability Act.</p> <p>2) BLUE OAK will participate in all phases of the state's standards-based assessment system, including the California Standards Tests.</p> <p>3) Test data and API results will be used to monitor programs and drive changes in instructional practice, when needed.</p> <p>4) Classroom teachers will regularly assess students' mastery of standards by examining student work; re-teaching occurs as needed.</p> <p>5) Blue Oak will have a Single Plan for Student Achievement, and the principal and Site Council have the responsibility for monitoring progress and making needed revisions.</p>	<p>1-5 Charter Administrator, ongoing 3-4. Teachers, ongoing</p>	<p>1) No extra cost 2) No extra cost 3) No extra cost 4) No extra cost 5) No extra cost</p>	<p>1) N/A 2) N/A 3) N/A 4) N/A 5) N/A</p>	<p>1) N/A 2) N/A 3) N/A 4) N/A 5) N/A</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>1) Students scoring below basic in mathematics will receive extra help from Title I teachers and aides.</p> <p>2) SST meetings are scheduled to evaluate low performing students and to develop effective interventions for increased performance levels in math.</p> <p>Title 1 funds used for work with Identified Students only Program includes Program includes – after school and small group targeted instruction – related specifically to matched areas where below grade level deficiencies have been identified.</p>	<p>1) Title I teachers and aides 2) Summer school teachers</p>	<p>1) Title I teachers'/aides' salaries and benefits</p>	<p>1) \$7,500 2) \$2,000</p>	<p>General Fund</p>
<p>10. Any additional services tied to student academic needs:</p>				

**Performance Goal 2:**

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

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

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Required Activities	
<p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <ul style="list-style-type: none"> <li>a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;</li> <li>b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;</li> <li>c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:               <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> </li> <li>d. Describe how the LEA will promote parental and community participation in LEP programs.</li> </ul>	<p>BLUE OAK will not be seeking funding under Title III.</p>
<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>	
<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><b>Check if Yes:</b></p> <p><b>If yes, describe:</b></p>

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

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Allowable Activities	
5. Provide: a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.	<b>Check if Yes:</b>  <b>If yes, describe:</b>
6. Develop and implement programs that are coordinated with other relevant programs and services.	<b>Check if Yes:</b>  <b>If yes, describe:</b>
7. Improve the English proficiency and academic achievement of LEP children.	<b>Check if Yes:</b> X  <b>If yes, describe:</b>
8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families - <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>	<b>Check if Yes:</b> X  <b>If yes, describe:</b>
9. Improve the instruction of LEP children by providing for - <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>	<b>Check if Yes:</b> X  <b>If yes, describe:</b>
10. Other activities consistent with Title III.	<b>Check if Yes:</b>  <b>If yes, describe:</b>

**Performance Goal 2 (continued):  
Plans to Notify and Involve Parents of Limited-English-Proficient Students**

Parents of Limited-English-Proficient students must be notified:

The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Required Activities	
1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):	
a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program;	
b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement;	
c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction;	
d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;	
e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;	
f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools;	
g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;	
h. information pertaining to parental rights that includes written guidance detailing -	
i. the right that parents have to have their child immediately removed from such program upon their request; and	
ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available;	
iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.	

**Note:** Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.

**LEA Parent Notification Failure to Make Progress**

If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.



**Performance Goal 2 (continued):  
Plans to Provide Services for Immigrants**

If the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).

<b>Description of How the LEA is Meeting or Plans to Meet this Requirement</b>	
<b>Allowable Activities</b>	
1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:	<p><b>Check if Yes:</b></p> <p><b>If yes, describe:</b></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><b>Check if Yes:</b></p> <p><b>If yes, describe:</b></p>
3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	<p><b>Check if Yes:</b></p> <p><b>If yes, describe:</b></p>
4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	<p><b>Check if Yes:</b></p> <p><b>If yes, describe:</b></p>
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:	<p><b>Check if Yes:</b></p> <p><b>If yes, describe:</b></p>
6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:	<p><b>Check if Yes:</b></p> <p><b>If yes, describe:</b></p>
7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:	<p><b>Check if Yes:</b></p> <p><b>If yes, describe:</b></p>

**Performance Goal 3:**

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

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

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

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

<b>Strengths</b>	<b>Needs</b>
<p>As of this time 100% our teachers will meet the federal definition of highly-qualified teachers.</p> <p>In-house Pedagogical Coach mentoring program.</p> <p>BTSA program mentor is on site as a part time employee.</p> <p>School administrator serves as an instructional leader.</p> <p>Classroom observations by peers and administrator.</p> <p>Teachers have received training in Waldorf Methods and strategies to support literacy across the content areas.</p> <p>Teachers attending professional development workshops and share information at the Teachers Organization meetings by presenting the information to the rest of the staff.</p> <p>A comprehensive student data analysis System "OARS" to assess student benchmark progress throughout the year.</p>	<p>All Professional Development focused on standards-based practices in areas of program weakness will include examination of research based practices for accelerating English Learners toward standards mastery in English.</p> <p>Provide summer professional development programs for teachers and administrators in standards based instruction.</p> <p>Develop a fully articulated Behavior Support Plan which incorporates the existing discipline policy, class behavior plans, suspension/expulsion policy and grade level behavior rubrics.</p>

**Performance Goal 3:**

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

**Planned Improvements for Professional Development (Title II)**

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

Descriptions	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 BLUE OAK Board and Charter Administrators will conduct a yearly professional needs assessment of teachers and Charter Administrator in relation to the highly qualified Teacher criteria. Professional development activities will be designed and selected based on staff strengths and needs in relation to student achievement results</p>	<p>Charter Board, Administration and Faculty.</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>BLUE OAK will review research on professional development activities that assist teachers and administrators to ensure all students will meet or exceed State content and academic achievement standards. They will pay special attention to those topics that have the greatest positive impact on teachers’ ability to accelerate the learning of students in the lowest performing groups. They will then design a system of professional development that is both coherent and differentiated based on teacher effectiveness and assignment. This system will focus on improving student achievement. Resources will concentrate at the point of greatest need.</p>	<p>Charter Board, Administration and Faculty.</p>			
<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>BLUE OAK will design a system that coordinates faculty and administrative involvement to measure student achievement relative to teacher training, education, development, and certification.</p>	<p>Charter Board, Administration and Faculty</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>				

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>The Charter will ensure that professional development activities are coordinated to address staff needs in assisting all students to meet or exceed State academic achievement standards. Activities will be designed to help teachers integrate standards based curriculum, instructional practice, assessment and understanding of the strengths and needs of the student populations in their classes. Faculty will receive increased access to on-site technology and training in the use of student data analysis through OARS. BTSA program mentor is on site as a part time employee</p>	<p>1) Charter Board, Administration and Faculty. 2) BTSA Support Provider</p>		<p>1) \$None 2) \$3000 per provider 1st \$1,726 allocated toward Title 2</p>	<p>1) N/A 2) Title 2 funds &amp; General Fund</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 be taught a format for use of collaboration time focused on coordinating the teaching and assessing of data to indicate key/essential standards in the subject matter areas of most needed improvement.</p> <p>B. Staff development days will focus on core research-based practices used in the standards-based materials in the subject matter areas of most needed improvement.</p> <p>C. Charter Administrator' professional development will combine the leaders' roles in supporting standards implementation, organization and management for continuous improvement, and addressing diverse needs of student, particularly students in the lowest-performing groups in BLUE OAK.</p>	<p>Outside Vendors</p>			<p>General Fund</p>
<p>6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <p>BLUE OAK will ensure links to other collaborating charters and resources are coordinated through the school administration – and will focus on those lowest performing students and programs tailored to meet their needs.</p>	<p>Charter Board, Administration and Faculty.</p>	<p>N/A</p>	<p>N/A</p>	<p>General fund</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>				

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>a. BLUE OAK will continue to utilize its available strong technology base and its relationships with local technology partners in ensuring strong professional development for media technology.</p>	<p>Charter Board, Administration and Faculty.</p>			<p>General Fund</p>
<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:</p> <p>a. BLUE OAK's Instructional Leadership Team (comprised of teachers, specialists, coordinators and administration) collaborates and plans professional development activities based on data and student need. Representatives are selected from the range of school levels and communities served by BLUE OAK.</p> <p>b. Together these groups, conduct an annual needs assessment, establish professional development goals and schedule that are tied to improving teachers' and Charter Administrator' knowledge and skill and organizational support for improved teaching and learning.</p>	<p>Charter Board, Administration and Faculty, Parent Committee's</p>			<p>General Fund</p>
<p>9. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> <li>• 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>• Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn;</li> <li>• Involve parents in their child's education; and</li> <li>• Understand and use data and assessments to improve classroom practice and student learning.</li> </ul>				

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>a. Staff development days focused on practicing core research-based practices used in the standards-based materials in the strands/subject matter areas of most needed improvement also includes planning for addressing diverse student needs, student behavior management, and working with families.</p> <p>b. Teacher collaboration time focused on selecting benchmark assessments for key/essential standards and joint review of student work on those assignments, includes planning for addressing diverse student needs, student behavior management, and working with families.</p> <p>c. One week Professional Development time provides intensive, focused professional learning on how to accelerate students in the lowest performing groups.</p> <p>d. Charter Administrator professional development will combine the leaders' roles in supporting standards implementation, organization and management for continuous improvement with behavior management, working with students' families, and addressing diverse needs of students, particularly students in the lowest-performing groups in BLUE OAK.</p>	<p>Charter Board, Administration and Faculty.</p>			
<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <p>a. BLUE OAK will enter into partnerships with neighboring Charter Schools and the local school board to provide course work for multiple and single subject credentials in English/language arts, mathematics, science, and English language development.</p> <p>b. BLUE OAK will enter into partnership with neighboring Charter Schools and local Colleges to provide course work and tutoring locally in subject matter competency in English/language arts, mathematics, science and English language development.</p> <p>c. BLUE OAK will provide local test preparation support for teachers.</p>	<p>Charter Board, Administration and Faculty</p>	<p>a. Stipends</p>	<p>\$1000</p>	<p>General Fund</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
<p>1) BLUE OAK has a strongly enforced and well publicized progressive discipline policy.</p> <p>2) There is a clear set of emergency procedures and opportunities for practice drills.</p> <p>3) Administrators and staff support the view that emotional, psychological and social needs of students are intrinsically related to academic achievement and promote this approach.</p> <p>4) Parents are provided with regular information, a Charter School newsletter and survey reports.</p> <p>5) A system is in place to identify truancy, provide early intervention through community workers and counselors, and provide ongoing services to students and their families.</p> <p>6) The physical environment is well maintained and classrooms have been modernized to facilitate learning; there is a Charter School plan to support this as an ongoing process.</p>	<p>Develop a fully articulated Behavior Support Plan which incorporates the existing discipline policy, class behavior plans, suspension/expulsion policy and grade level behavior rubrics.</p> <p>Provide an onsite counselor for student social emotional intervention</p>

**Environments Conducive to Learning (Activities)**

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

Activities
<p>1) Peers will be trained yearly in conflict resolution and peer mediation.</p> <p>2) A broad range of after-school programs will operate within BLUE OAK that engage students with a variety of needs and interests; these include homework centers, tutoring, athletic activities, drama, music, journalism, Club Live etc.</p> <p>3) Research-validated curriculum will be taught, teachers will be trained and booster sessions will be conducted on a yearly basis.</p>

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

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

Strengths	Needs
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<b>Strengths</b>	<b>Needs</b>
BLUE OAK will Not be applying for Funding under Title IV.	

**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 <b>decrease</b> biennially by:	5th: % 7th: %	5th: % 7th: %
The percentage of students that have used cigarettes within the past 30 days will <b>decrease</b> biennially by:	7th: % 9th: % 11th: %	7th: % 9th: % 11th: %
The percentage of students that have used marijuana will <b>decrease</b> biennially by:	5th: % 7th: %	5th: % 7th: %
The percentage of students that have used alcohol within the past 30 days will <b>decrease</b> biennially by:	7th: % 9th: % 11th: %	7th: % 9th: % 11th: %
The percentage of students that have used marijuana within the past 30 days will <b>decrease</b> biennially by:	7th: % 9th: % 11th: %	7th: % 9th: % 11th: %
The percentage of students that feel very safe at school will <b>increase</b> biennially by:	5th: % 7th: % 9th: % 11th: %	5th: % 7th: % 9th: % 11th: %
The percentage of students that have been afraid of being beaten up during the past 12 months will <b>decrease</b> biennially by:	7th: % 9th: % 11th: %	7th: % 9th: % 11th: %

<b>Tuancy Performance Indicator</b>	<b>Most recent date: Baseline Data</b>	<b>Biennial Goal (Performance Indicator)</b>
<p>The percentage of students who have been truant will decrease annually by from the current LEA rate shown here.</p> <p>Note: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same</p>	%	%
<b>Protective Factors Performance Measures from the California Healthy Kids Survey</b>	<b>Most recent date: Baseline Data</b>	<b>Biennial Goal (Performance Indicator)</b>
<p>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:</p>	5th: % 7th: % 9th: % 11th: %	5th: % 7th: % 9th: % 11th: %
<p>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:</p>	5th: % 7th: % 9th: % 11th: %	5th: % 7th: % 9th: % 11th: %
<p>The percentage of students that report high levels of opportunities for meaningful participation at their school will <b>increase</b> biennially by:</p>	5th: % 7th: % 9th: % 11th: %	5th: % 7th: % 9th: % 11th: %
<p>The percentage of students that report high levels of school connectedness at their school will <b>increase</b> biennially by:</p>	5th: % 7th: % 9th: % 11th: %	5th: % 7th: % 9th: % 11th: %

**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.

Program 1
<b>Science Based Program Name:</b> <b>Program ATODV Focus:</b> <b>Target Grade Levels:</b> <b>Target Population Size:</b> <b>Purchase Date:</b> <b>Staff Training Date:</b> <b>Start Date:</b>
Program 2
<b>Science Based Program Name:</b> <b>Program ATODV Focus:</b> <b>Target Grade Levels:</b> <b>Target Population Size:</b> <b>Purchase Date:</b> <b>Staff Training Date:</b> <b>Start Date:</b>
Program 3
<b>Science Based Program Name:</b> <b>Program ATODV Focus:</b> <b>Target Grade Levels:</b> <b>Target Population Size:</b> <b>Purchase Date:</b> <b>Staff Training Date:</b> <b>Start Date:</b>

**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.

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		
Youth Development Caring Schools Caring Classrooms		
Other Activities		

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

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

Program 1
<b>Promising Program Name:</b> <b>Program ATODV Focus:</b> <b>Target Grade Levels:</b> <b>Target Population Size:</b> <b>Purchase Date:</b> <b>Staff Training Date:</b> <b>Start Date:</b>
Program 2
<b>Promising Program Name:</b> <b>Program ATODV Focus:</b> <b>Target Grade Levels:</b> <b>Target Population Size:</b> <b>Purchase Date:</b> <b>Staff Training Date:</b> <b>Start Date:</b>
Program 3
<b>Promising Program Name:</b> <b>Program ATODV Focus:</b> <b>Target Grade Levels:</b> <b>Target Population Size:</b> <b>Purchase Date:</b> <b>Staff Training Date:</b> <b>Start Date:</b>

**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.

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**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.

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**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.

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**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])

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**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.

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**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.

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**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.

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**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.

<b>5.1 (High School Graduates)</b>	
<b>Activities/Actions</b>	
<b>Students Served</b>	
<b>Timeline/ Person(s) Involved</b>	
<b>Benchmarks/ Evaluation</b>	
<b>Funding Source</b>	
<b>5.2 (Dropouts)</b>	
<b>Activities/Actions</b>	
<b>Students Served</b>	
<b>Timeline/ Person(s) Involved</b>	
<b>Benchmarks/ Evaluation</b>	
<b>Funding Source</b>	
<b>5.3 (Advanced Placement)</b>	
<b>Activities/Actions</b>	
<b>Students Served</b>	
<b>Timeline/ Person(s) Involved</b>	
<b>Benchmarks/ Evaluation</b>	
<b>Funding Source</b>	

**Additional Mandatory Title I Descriptions**

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

Describe the measure of poverty that will be used to determine which schools are eligible for Title I funding in accordance with Section 1113, "Eligible School Attendance Areas."

The school utilizes Free and Reduced Meal Count data. The current Free and Reduced percentage at the school is approximately 50%.

<b>Description of How the LEA is Meeting or Plans to Meet this Requirement</b>	
Identify one of the following options as the low-income measure to identify schools eligible for Title I funding: <ul style="list-style-type: none"><li>• Number of children in families receiving assistance under the CalWorks program;</li><li>• Number of children eligible for Free/Reduced Price Lunch programs;</li><li>• Number of children ages 5-17 in poverty counted by the most recent census data;</li><li>• Number of children eligible to receive medical assistance under the Medicaid program;</li><li>• Or a composite of the above.</li></ul>	
Describe how the low-income measure described above is used to rank and select schools to receive Title I funds <ul style="list-style-type: none"><li>• All schools with a 75% or above poverty level are funded</li><li>• All other schools are funded by poverty ranking district wide or by grade span.</li></ul>	

**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 provide a general description of the nature of the programs to be conducted by the LEA under Sections 1114, "Schoolwide Programs," and/or Section 1115, "Targeted Assistance Schools." All ten of the required components must be addressed.

For more information on Schoolwide, please go to <http://www.cde.ca.gov/sp/sw/rt>.  
For Targeted Assistance go to <http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp>.

**Schoolwide Programs (SWP) - Resources to Upgrade the Entire Educational Program**

### Schoolwide Programs (SWP) - Resources to Upgrade the Entire Educational Program

For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:

- A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards.
- Effective methods and instructional strategies based on scientifically-based research.
- Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.
- Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards.
- Instruction by highly qualified teachers and strategies to attract and keep such teachers.
- High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff.
- Strategies to increase parental involvement.
- Assistance to preschool children in transitioning from early childhood programs to elementary school programs.
- Timely and effective additional assistance to students who experience difficulty mastering state standards.

### Targeted Assistance Programs (TAS) - Student Identification

For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State's challenging academic standards. The description should include activities such as:

- Effective methods and instructional strategies based on scientifically-based research.
- Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.
- Strategies that minimize removing children from the regular classroom during regular school hours for instruction.
- Instruction by highly qualified teachers.
- Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff.
- Strategies to increase parental involvement.

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

**Targeted Assistance Programs (TAS) - Student Identification**

<p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</p> <ul style="list-style-type: none"> <li>• Identify children who are failing or most at risk of failing to meet the state academic content standards.</li> <li>• Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades.</li> <li>• Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds.</li> </ul>	
<p>The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.</p>	
<p>The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.</p>	

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

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**Program Improvement (PI) - Parent Notification**

<p>Describe the process for parent notification of the school's identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.</p>	
<p>Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.</p>	

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

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**Highly Qualified Teachers**

## Highly Qualified Teachers

Describe the LEA's strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.

Blue Oak employs a core, college-prep teaching staff who hold appropriate California teaching certificates, permits, or other documents issued by the Commission on Teacher Credentialing equivalent to that which a teacher in other public schools would be required to hold pursuant to Education Code Section 47605(l). Teachers are required to demonstrate a strong commitment to educating the whole child through active participatory learning; and must have the ability and background to incorporate art, music, drama, and storytelling into the integrated curriculum. Teachers participate in ongoing professional development approved by school administration.

Blue Oak employs core, college-prep teaching staff members who meet the highly qualified teacher and paraprofessional requirements of all relevant federal and state mandates associated with funding received by Blue Oak. Credentialed teachers are appropriately assigned. English Learners will be served by credential teachers holding a CLAD credential or the equivalent. All credentials shall be maintained on file at Blue Oak and shall be subject to periodic inspection by the District. In accordance with Education Code Section 47605(l), Blue Oak and the District acknowledge that it is the intent of the Legislature that charter schools be given flexibility with regard to noncore, noncollege preparatory courses.

Credentialed teachers teach the core academic classes of mathematics, language arts, science, and history / social studies. They are responsible for overseeing the students' academic progress and for monitoring, grading and matriculation decisions as specified in the school's operational policies. Staff job descriptions are on file with Blue Oak.

In addition, the following qualifications are considered in recruiting teachers:

- A continuing passion for learning and striving for professional excellence
- Intelligence, flexibility, and openness to the process of personal growth, skillfulness in communication and genuine compassion for the unique differences between individuals

Blue Oak also has instructional staff who does not teach the core curriculum nor college preparatory courses. As per Charter law, these instructional support staff members are not bound by credential requirements however, strong preference is given to candidates who possess an appropriate credential. They are required to possess an appropriate mix of subject matter knowledge, professional expertise and demonstrated capacity to work successfully in an instructional milieu. Professional service agreements are used to hire such classified staff to lead specialty classes and activities. Although these staff members have the qualifications requisite for the tasks they are to perform, immediate supervision and classroom management is provided by appropriately credentialed teachers. Instructional assistants at the charter school support the core-curriculum staff and assign student work with the approval and supervision of their overseeing teacher. Non-instructional staff possesses the necessary experience and skills to meet the requirements of the assorted duties. For a description of additional jobs at Blue Oak School See Appendix I.

All teachers and instructional assistants are expected to adhere to the Blue Oak Mission Statement and Educational Program, including the prohibition of the advancement or promotion of any particular religious doctrine. Such advancement will constitute grounds for dismissal.

### Highly Qualified Teachers

Describe the LEA's strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children's education.

Blue Oak serves the needs of the children and their families. The Parent Council represents all parents of Blue Oak, referred to collectively as the Parent Guild. They meet on a monthly basis during the school year and:

- Serve as a forum for the discussion of matters of interest and concern to the parents of the school;
- Act as a communication channel between the parents and other individuals and groups;
- For transparency and public access, all meetings are conducted in accordance with the Brown Act;
- Coordinate and sponsor committees, clubs, and other activities that contribute to the life of the school;
- Operate under the direction of Charter Council;
- Report to the Charter Council.

### 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.

### Increased Program Effectiveness

Describe how the LEA will coordinate and integrate educational services to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:

- a. Even Start
- b. Head Start
- c. Reading First
- d. Early Reading First
- e. Other preschool programs
- f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited - English proficient, and children with disabilities.

Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.

- I. CHARTER SCHOOL STUDENT ACHIEVEMENT GOAL: By June 2018, 50% of the English Learners will achieve the Proficient Level on the California Standards Test.
- A. High quality English language instruction will be provided using scientifically based research.
- B. Timeline
- o By Aug 2017, all teachers\* will know the ELD standards for their grade level.
  - o By June 2018, all teachers will use effective ELD teaching strategies.
  - o By June 2018, all teachers will formatively assess EL students on progress toward standards.
  - o By June 2018, all teachers will use student assessment results to inform and improve their instruction.

## **Part III**

### **Assurances and Attachments**

## **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:
- a. Strategies for using technology to improve academic achievement and teacher effectiveness.
  - b. Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
  - c. 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.
  - d. 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.
  - e. 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.
  - f. A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
  - g. 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.
  - h. A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
  - i. 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.
  - j. A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
  - k. Collaboration with adult literacy service providers.
  - l. 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.
  - m. 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**

Nathan Rose

April 14th 2016

Printed or typed name of Superintendent

Date

Signature of Superintendent

## Local Educational Agency Plan Blue Oak Charter

### Appendix A

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

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

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

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

**1.1 Performance indicator:** The percentage of students, in the aggregate and for each subgroup, who are above the proficient level in reading on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)

**1.2 Performance indicator:** The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(C)(i).)

**1.3 Performance indicator:** The percentage of Title I schools that make adequate yearly progress.

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

**2.1 Performance indicator:** The percentage of limited - English - proficient Students, determined by cohort, who have attained English proficiency by the end of the school year.

**2.2 Performance indicator:** The percentage of limited - English - proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.

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

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

**3.1 Performance indicator:** The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high - poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).

**3.2 Performance indicator:** The percentage of teachers receiving high - quality professional development. (See definition of "professional development" in section 9101(34).)

**3.3 Performance indicator:** The percentage of paraprofessionals (excluding those with sole duties as translators and parent involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).)

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

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

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

**5.1 Performance indicator:** The percentage of students who graduate from high school, with a regular diploma:

- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and,
- calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

**5.2 Performance indicator:** The percentage of students who drop out of school:

- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and
- calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

## Local Educational Agency Plan Blue Oak Charter

### Appendix B

#### **Links to Data Websites**

Below is a listing of Website 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>

**Local Educational Agency Plan  
Blue Oak Charter**

**Appendix C  
(School-Based Programs)**

**Science-Based Programs**

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

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

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

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

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

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

**School-Based Programs**

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

**Appendix C  
(School-Based Programs)**

School-Based Programs							
Name	Intended program outcomes and target grade levels. See research for proven effectiveness						
	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Minnesota Smoking Prevention Program	6 to 10		X				A,D,E
Olweus Bullying Prevention	K to 8				X		B,C,E
Positive Action	K to 12	X	X	X	X	X	C,D,
Project ACHIEVE	Pre - K to 8				X	X	A,C,E
Project ALERT	6 to 8	X	X	X			A,C,D,E
Project Northland	6 to 8	X		X			A,B,C,D,
Project PATHE	9 to 12					X	B,E
Project SUCCESS	9 to 12	X	X	X			C,
Project Toward No Drug Abuse (TND)	9 to 12	X	X	X	X		C,
Project Toward No Tobacco Use (TNT)	5 to 8		X				A,C,D,E
Promoting Alternative Thinking Strategies (PATHS)	K to 6				X		A,B,C,D,
Protecting You/Protecting Me	K to 5	X					C,
Quantum Opportunities	9 to 12					X	B,E
Reconnecting Youth	9 to 12	X		X	X	X	A,C,E
Responding in Peaceful and Positive Ways	6 to 12			X	X		C,D,E
Rural Educational Achievement Project	4				X		C
School Violence Prevention Demonstration Program	5 to 8				X		C
Second Step	Pre - K to 8				X		A,C,D,
Skills, Opportunities, and Recognition (SOAR): Seattle Social Development Project	K to 6	X			X	X	B,C,D,E
SMART Leaders	9 to 12			X			C
Social Competence Promotion Program for Young Adolescents (SCPP - YA)	5 to 7			X			C
Start Taking Alcohol Risks Seriously (STARS) for	6 to 8	X					C,
Students Managing Anger and Resolution Together (SMART) Team	6 to 9				X		C,D,
Too Good for Drugs	K to 12	X	X	X	X		C

**Appendix C**  
**(Community and Family-Based Programs)**

Community and Family-Based Programs								
Name	Target Population	Intended program outcomes and target grade levels. See research for proven effectiveness					Youth Dev.	Website
		Alcohol	Tobacco	Drugs	Violence			
Big Brothers Big Sisters	Community						X	B, E
Brief Strategic Family Therapy	Families			X				B, C,
CASASTART	Community			X	X			B, C, D,
Communities Mobilizing for Change	Community	X						C
Creating Lasting Family Connections	Families (6 to	X		X			X	A, C, D,
Families And Schools Together (FAST)	Families					X		C,
Family Development Research Project	Families					X		C
Family Effectiveness Training	Families					X		C,
Family Matters	Families	X	X					C
FAN (Family Advocacy Network) Club	Families			X			X	C
Functional Family Therapy	Families	X		X	X			B, E
Home-Based Behavioral Systems Family	Families					X		C
Houston Parent - Child Development Program	Parents						X	C
Multisystemic Therapy	Parents			X	X			B, C, E
Nurse - Family Partnership	Parents		X					B, C,
Parenting Wisely	Parents					X		C,
Preparing for the Drug Free Years	Parents (4 to 7)	X		X			X	A, B, C,
Project Star (Students Taught Awareness and Resistance): Midwestern Prevention Project	Community	X	X	X				B, D, C, E
Schools and Families Educating Children (SAFE Children)	Families						X	C
Stopping Teenage Addiction to Tobacco	Community		X					C
Strengthening Families Program	Families (4 to 6)	X		X	X		X	A, C, D,

**Local Educational Agency Plan  
Blue Oak Charter**

**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:

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

**Local Educational Agency Plan  
Blue Oak Charter**

**Appendix E  
(Promising or Favorable Programs)**

**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: California Healthy Kids Resource Center: <http://www.californiahealthykids.org>

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

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

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

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

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)	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	Communiti	X		X			C
Bully Proofing Your School	K to 8				X		B
Creating a Peaceful School Learning Environment	K to 5				X		B
Club Hero	6					X	C
Coca - Cola Valued Youth Program (CCVYP)	School					X	B
Colorado Youth Leadership Project	7	X				X	C
Comer School Development Program (CSDP)	School					X	B
Earls court Social Skills Group Program	K to 6					X	B
Effective Black Parenting Program (EBPP)	Families				X		B
Facing History and Ourselves	7 to 12				X		D
Family Health Promotion	Families	X	X	X		X	C
FAST Track	1 to 6				X		B
Get Real About Violence	K to 12				X		C
Growing Healthy	K to 6	X	X	X			D

**Appendix E**  
(Promising or Favorable Programs)

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Intensive Protective Supervision Program	Community				X		B
Iowa Strengthening Families Program	Family	X					B
Kids Intervention with Kids in School (KIKS)	6 to 12	X	X	X	X	X	C
Let Each One Teach One	Mentoring					X	D
Linking the Interests of Families and Teachers (LIFT)	1 to 5				X		B, C, D
Lion's Quest Working Toward Peace	5 to 9				X		D
Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health	K to 12	X	X	X			D
Open Circle Curriculum	K to 5				X	X	D
Parent - Child Assistance Program (P - CAP)	Families	X		X			C
PeaceBuilders	K to 8				X		D
Peacemakers Program	4 to 8				X		D
Peer Assistance and Leadership	9 to 12			X	X		C
Peer Coping Skills (PCS)	1 to 3				X		B
Peers Making Peace	K to 12				X		D
Personal/Social Skills Lessons	6 to 12		X				A
Preventive Intervention	6 to 8			X			B
Preventive Treatment Program	Parents			X	X		B
Primary Mental Health Project	Pre k to 3						D
Project Alive	K to 12		X				A
Project BASIS	6 to 8				X	X	C
Project Break Away	6 to 8		X	X			C
Project Life	9 to 12		X				A
Project PACE	4					X	C
Project SCAT	4 to 12		X				A
Project Status	6 to 12			X	X	X	B

**Appendix E**  
(Promising or Favorable Programs)

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Safe Dates	School				X		B
Say It Straight (SIS) Training	6 to 12	X					D
School Transitional Environmental Program	9 to 12			X	X	X	B
Smokeless School Days	9 to 12		X				A
Social Decision Making and Problem Solving	1 to 6	X			X		D
Social Decision Making and Problem Solving Program (SDM/PS)	K to 5					X	B
Socio - Moral Reasoning Development Program	School				X		B
Storytelling for Empowerment	6 to 8	X		X			C
Strengthening Hawaii Families	Families			X			C
Strengthening the Bonds of Chicano Youth & Families	Communiti	X		X			C
Syracuse Family Development Program	Family				X		B
Teams - Games - Tournaments Alcohol Prevention	10 to 12	X					C
Teenage Health Teaching Modules	6 to 12		X				C, D
Teens Tackle Tobacco! - Triple T	6 to 12		X				A
The Scare Program	School				X		D
The Think Time Strategy	K to 9				X		D
Tinkham Alternative High School	9 to 12					X	C
Tobacco - Free Generations	8 to 12		X				A
Viewpoints	9 to 12				X		B
Woodrock Youth Development Project	K to 8	X	X	X		X	C
Yale Child Welfare Project	Families				X		B
Project Break Away	6 to 8		X	X			C
Project Life	9 to 12		X				A
Project PACE	4					X	C
Project SCAT	4 to 12		X				A
Project Status	6 to 12			X	X	X	B

## Appendix F

### District & Student Performance Data

#### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	50	47	94.0	46	2338.8	6	6	15	70
Grade 4	44	42	95.5	40	2423.3	7	14	29	45
Grade 5	53	48	90.6	48	2481.8	15	31	17	38
Grade 6	55	52	94.5	52	2483.6	2	23	46	29
Grade 7	54	47	87.0	47	2531.9	11	28	34	28
Grade 8	35	31	88.6	31	2575.5	10	55	26	10
All Grades	291	267	91.8	264		8	25	28	38

Grade Level	READING			WRITING			LISTENING			RESEARCH/INQUIRY		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	7	24	70	7	24	70	9	48	43	9	30	59
Grade 4	18	43	30	5	28	58	20	58	18	10	40	23
Grade 5	25	33	42	10	48	42	17	69	15	19	58	23
Grade 6	10	56	35	6	44	48	13	67	19	10	69	21
Grade 7	21	51	28	13	51	36	15	66	19	21	55	23
Grade 8	26	58	16	16	65	19	16	77	6	26	61	13
All Grades	17	44	38	9	42	47	15	64	21	15	53	28

**CAASPP Results (All Students)**

**Mathematics**

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Grade 3	50	46	92.0	46	<b>2354.2</b>	2	11	20	67
Grade 4	44	42	95.5	42	<b>2440.7</b>	10	19	40	31
Grade 5	53	48	90.6	48	<b>2474.9</b>	13	17	31	40
Grade 6	55	52	94.5	52	<b>2486.6</b>	8	15	37	40
Grade 7	54	47	87.0	47	<b>2518.3</b>	15	28	19	38
Grade 8	35	31	88.6	31	<b>2563.1</b>	13	35	29	23
All Grades	291	266	91.4	266		10	20	29	41

Grade Level	CONCEPTS & PROCEDURES			PROBLEM SOLVING & MODELING/DATA ANALYSIS			COMMUNICATING REASONING		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard	Above Standard	At or Near Standard	Below Standard
Grade 3	9	20	72	7	37	57	2	43	54
Grade 4	12	45	38	19	33	45	12	48	36
Grade 5	17	33	50	17	33	50	6	56	38
Grade 6	8	37	56	12	56	33	12	48	40
Grade 7	23	32	45	23	49	28	19	60	21
Grade 8	26	48	26	10	74	16	26	52	23
All Grades	15	35	49	15	46	39	12	51	36

## Appendix F

### District & Student Performance Data

#### Title III Accountability

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	1,059	968	941
Percent with Prior Year Data	99.8	99.2	99.9
Number in Cohort	1,057	960	940
Number Met	633	545	590
Percent Met	59.9	56.8	62.8
NCLB Target	57.5	59.0	60.5
Met Target	Yes	No	Yes

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	720	532	713	449	671	443
Number Met	137	267	153	228	162	248
Percent Met	19.0	50.2	21.5	50.8	24.1	56.0
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	No	Yes	No	Yes	No	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
<b>English-Language Arts</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
<b>Mathematics</b>			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
<b>Met Target for AMAO 3</b>	<b>No</b>	<b>No</b>	

## Appendix F

### District & Student Performance Data

#### California English Language Development (CELDT) Data

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#

Grade	2014-15 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#