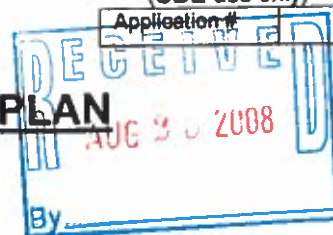


(CDE use only)

Application #

No Child Left Behind Act of 2001
LOCAL EDUCATIONAL AGENCY PLAN



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

LEA Plan Information:

Name of Local Educational Agency (LEA): American Indian Public Charter School II

County/District Code: 01-⁶¹²⁵⁹~~62590~~-0114363

Dates of Plan Duration: July 1, 2007 – June 30, 2012

Date of Local Governing Board Approval: 12/20/2007

District Superintendent: Jorge Lopez

Address: 171 12th St

City: Oakland

Zip code: 94607

Phone: 510-893-8701

Fax: 510-893-0345

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

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

Jorge Lopez

12/20/2008

Printed or typed name of Superintendent

Date


Signature of Superintendent

Atiba S. Thomas

12/20/2008

Printed or typed name of Board President

Date


Signature of Board President

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Part I

Background and Overview

Background

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

Development Process for the LEA Plan

LEA Plan Planning Checklist

Federal and State Programs Checklist

District Budget for Federal and State Programs

Background

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

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

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

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

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

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

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

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

- rigorous academic standards
- standards-aligned instructional materials
- standards-based professional development
- standards-aligned assessment

- an accountability structure that measures school effectiveness in light of student achievement.

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

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

Descriptions of the Consolidated Application, the Local Education Agency Plan, and the Categorical Program Monitoring

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

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

The Consolidated Application (ConApp)

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

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

The Single Plan for Student Achievement (School Plan)

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

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

The Local Educational Agency Plan (LEA Plan)

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

Categorical Program Monitoring (CPM)

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

Development Process for the LEA Plan

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

In developing the Plan, the LEA will review its demographics, test results, performance, and resources. Given that the majority of such information is readily available in the School

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

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

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

Step One: Measure the Effectiveness of Current Improvement Strategies

Analyze Student Performance

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

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

- API Reports - <http://www.cde.ca.gov/ta/ac/ap>
- Standardized Testing and Reporting (STAR) data - <http://www.cde.ca.gov/ta/tg/sr>
- LEA Accountability Reports of Annual Measurable Achievement Objectives (AMAOs) for English learners - <http://www.cde.ca.gov/sp/el/t3/acct.asp>
- AYP Reports – <http://www.cde.ca.gov/ta/ac/ay>

Analyze Current Educational Practices, Professional Development, Staffing, and Parental Involvement

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

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

- The Academic Program Survey (APS) – school-level survey of status of implementation of the nine essential program components

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

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

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

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

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

Step Three: Develop or Revise Performance Goals

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

Step Four: Revise Improvement Strategies and Expenditures

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

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

Step Five: Local Governing Board Approval

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

Step Six: Monitor Implementation

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

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

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

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

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

FEDERAL AND STATE PROGRAMS CHECKLIST

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

Federal Programs		State Programs	
√	Title I, Part A	√	EIA – State Compensatory Education
	Title I, Part B, Even Start	√	EIA – Limited English Proficient
	Title I, Part C, Migrant Education		State Migrant Education
	Title I, Part D, Neglected/Delinquent		School Improvement
√	Title II, Part A, Subpart 2, Improving Teacher Quality		Child Development Programs
	Title II, Part D, Enhancing Education Through Technology		Educational Equity
√	Title III, Limited English Proficient		Gifted and Talented Education
	Title III, Immigrants		Gifted and Talented Education
	Title IV, Part A, Safe and Drug-Free Schools and Communities		Tobacco Use Prevention Education (Prop 99)
√	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
	Adult Education		School Safety and Violence Prevention Act (AB1113, AB 658)
	Career Technical Education		Tenth Grade Counseling
	McKinney-Vento Homeless Education		Healthy Start
	IDEA, Special Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	21 st Century Community Learning Centers	√	Other: Charter School Categorical Block Grant
	Other (describe):	√	Other: EDS Block Grant
	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		
Title I, Part B, Even Start	0	0		
Title I, Part C, Migrant Education	0	0		
Title I, Part D, Neglected/Delinquent	0	0		
Title II Part A, Subpart 2, Improving Teacher Quality	0	0		
Title II, Part D, Enhancing Education Through Technology	0	0		
Title III, Limited English Proficient	0	0		
Title III, Immigrants	0	0		
Title IV, Part A, Safe and Drug-free Schools and Communities	0	0		
Title V, Part A, Innovative Programs – Parental Choice	0	0		
Adult Education	0	0		
Career Technical Education	0	0		
McKinney-Vento Homeless Education	0	0		
IDEA, Special Education	0	0		
21 st Century Community Learning Centers	0	0		
Other (describe)	0	0		
TOTAL	0	0		

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		
EIA – Limited English Proficient	0	0		
State Migrant Education	0	0		
School and Library Improvement Block Grant	0	0		
Child Development Programs	0	0		
Educational Equity	0	0		
Gifted and Talented Education	0	0		
Tobacco Use Prevention Education – (Prop. 99)	0	0		
High Priority Schools Grant Program (HPSG)	0	0		
School Safety and Violence Prevention Act (AB 1113)	0	0		
Tenth Grade Counseling	0	0		
Healthy Start	0	0		
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)	0	0		
Other (describe)	0	0		
TOTAL	0	0		

Part II The Plan

Needs Assessments

Academic Achievement

Professional Development and Hiring

School Safety

Descriptions – District Planning

District Profile

Local Measures of Student Performance

Performance Goal 1

Performance Goal 2

Performance Goal 3

Performance Goal 4

Performance Goal 5

Additional Mandatory Title I Descriptions

Needs Assessment

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

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

Academic Performance

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

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

Teacher Quality

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

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

School Safety and Prevention

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

also provide useful information in this area. The Survey is available at http://www.wested.org/pub/docs/chks_survey.html.

Descriptions – District Planning

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

District Profile

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

School and District Information	
School and District Name	American Indian Public Charter School II
Principal	Jorge Lopez
Superintendent	Jorge Lopez
Street	171 12 th Street
City, State, Zip	Oakland, CA 94607
Phone Number	510-893-8701
Web Site	www.aipcsii.org
Email Address	aipcs2@gmail.com

I. School and District Vision Statement and Description

- A. Our Vision** – The American Indian Public Charter School II (AIPCS II) will eventually serve 200 inner-city students in 5th through 8th grade. The focus of AIPCS II is excellent student attendance (99%) that helps to ensure that the academic needs of students interested in attending our school are met. We will provide them with an education to enhance their academic skills in reading, writing, spelling, mathematics, science, social science, business, and humanities so they may compete and be productive members in a capitalistic society. This will be a collaborative effort between school, family, and community.
- B. Description** – AIPCS II will provide a rigorous, standards-based curriculum with a focus on language arts, mathematics, science and social studies. This model has proven to be successful at American Indian Public Charter School. The school finished the 2005-2006 school year with an API score of 920. In 2006 AIPCS became the first public school in Oakland, California, to win the national “Blue Ribbon” award (See Appendix A, Page 29).

Small class size alone cannot guarantee academic achievement, though research shows that it does often contribute to higher levels of academic success. With fewer students in a classroom, teachers can better meet their needs. At AIPCS small, self-contained classes have resulted in higher attendance rates (99%), reduced dropout rates (0%), and increased academic performance for our minority students of socio-economically disadvantaged backgrounds. All students in every class spend a minimum of one and half hours each on math and language arts every day.

AIPCS has proven that continuing an extended-year calendar will provide increased opportunities for targeted intervention to assist low-performing students. Through this process, we will provide an environment that will ensure that students not only continue to meet, but also exceed the language arts, mathematics, science and social studies requirements on California standardized tests.

In our first year, we expect enrollment of approximately 75 students in grades six and seven. In our second year, the 2008-2009 school year, we will add an eighth grade class and project an enrollment of 150 students.

II. Demographic Information

A. Demographic Information

Student Enrollment by Grade Level

Grade Level	Enrollment
Grade 6	62
Grade 7	12
Grade 8	0
Total Enrollment	74

Student Enrollment by Ethnic Group

Race/Ethnic Category	Number of Students	Percent of Students
African-American	12	16%
Asian	48	65%
Hispanic / Latino	14	19%

Student Enrollment by Socio-economic Status

Lunch Status	Number of Qualifying Students	Percent of School Population
Free Lunch	50	67.5%
Reduced Fee Lunch	14	19%
Neither	10	13.5%

III. Academic Data

STAR (Standardized Testing and Reporting)

As a new school, we will not have data to report for STAR testing prior to August of 2008. Once that information is available, the LEA will be updated accordingly. Given the success of the educational model at other sites, the following goals have been set. These are the ways in which AIPCS II will be held accountable for student achievement:

- A. Meeting or exceeding the expectation of attaining scores at the 50th percentile on the total reading, total math and total language batteries of the STAR Tests or any other test used to measure academic growth against the California Content Standards
- B. Exceeding 97% attendance rate during each of the next five years
- C. Maintaining an API of 700 or higher after the first year of school

AIPCS II will meet or exceed the school's annual Academic Performance Index (API) growth target. In addition, AIPCS II will meet or exceed Adequate Yearly Progress (AYP) and meet or exceed the requirements set forth in the NCLB Act of 2001. AIPCS II will incorporate the Content Standards for California Schools in the curriculum. AIPCS II will update to all amended standards and will continue to incorporate them in the curriculum to enhance student performance.

IV. Teacher Qualifications

Teacher Credentials	2007
Total Teachers	4
Teachers with Full Credential	1
Teachers Teaching outside Subject Area	0
Teachers in Alternate Routes to Certification (district and university internship)	2
Teachers in Non-core subject areas	1

Teacher Education Level	2007
Doctorate	0
Master's Degree	1
Bachelor's Degree	3
Less than Bachelor's Degree	0

All core classes were taught by highly qualified teachers in 2007-2008.

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.

AIPCS II will have a rigorous assessment and goal-setting program to measure students' proficiency levels and ensure that each student is making progress toward becoming a responsible, well-educated adult. AIPCS II will assess students regularly from the time they enter the school through graduation, and teachers will monitor their progress closely. AIPCS II will use the following assessments:

- a. Each student will take a pre-assessment test in mathematics and language arts in the first three weeks of school.
- b. *State Required Tests*: All state required tests will be given and analyzed closely (STAR, CELDT, etc.)
- c. *Other Standardized Tests*: PSAT and SAT with Center for Talented Youth – a program of Johns Hopkins University.
- d. *Traditional Classroom Assessments*: Quizzes, essays, projects and exams will be delivered regularly in each class.
- e. To measure overall school success, an API of 700 or higher will be the academic benchmark of student success at AIPCS II after the first year of its operation.

Students will be measured in non-curricular areas such as class attendance, tardies, and discipline to ensure they are performing at the level stated in the school's mission statement. For example, classes will compete with each other for the greatest number of consecutive days of perfect attendance. It will be monitored within each classroom and posted on a bulletin board in the hallway. Non-curricular areas are often overlooked at urban middle schools. When it comes to assessment, we believe that students develop quicker when they are held accountable for attendance, punctuality, and performance.

The scores from all student assessments – standardized and traditional in-class assessments – will be analyzed and shared with each family. This allows us to track a student's progress within a particular subject. Teachers and the administration will critically analyze student data in an ongoing basis each year, identify strengths, and develop individualized learning plans and defined goals for their students.

Goals will be clearly communicated to students. Student progress will be tracked and discussed with both students and families on a regular basis. Regular student assessments and analysis help administrators manage their schools more effectively as they can clearly identify problem areas for certain students or subjects and allocate resources to address those areas.

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

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

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <p>The teaching staff will implement a curriculum with reading practices that adhere to California English/Language Arts standards. By grade eight, students will read one million words annually on their own. The teaching staff will make selections that include a good representation of grade-level-appropriate narrative and expository texts</p>	<p>All 5th-8th grade self-contained classroom teachers. 2007-2012</p>	<p>Hiring extra staff to reduce teaching load and allow time for planning.</p>	<p>\$9,500</p>	<p>General Fund, Categorical Block Grant, Title I, Title III</p>
<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>English/Language Arts textbooks have been adopted from the state approved list. In addition, All instructional materials used in English classes are state approved. Small class size is supplemented with small group instruction and targeted tutoring from a resource teacher.</p>	<p>All 5th-8th grade self-contained classroom teachers. 2007-2012</p>	<p>Hiring extra staff to reduce teaching load and allow time for planning</p>	<p>\$9,500</p>	<p>General Fund, Categorical Block Grant, Title I, Title III</p>
<p>3. Extended learning time:</p> <p>AIPCS II students who enroll below grade level in either English or mathematics will be immediately identified by the Student Success Team (SST) as low-achieving, and a personalized learning plan will be created to enhance their skills in core academic subject. The small school atmosphere provides for more personalized attention, especially when combined with the structured academic curriculum of high expectations and tutorial support. The extended-year calendar (196 days) will provide each student with a better opportunity for success in school. All students will participate in a</p>	<p>All 5th-8th grade self-contained classroom teachers. 2007-2012</p>	<p>Hiring extra staff members and after school tutoring.</p>	<p>\$9,500</p>	<p>General Fund, Categorical Block Grant, Title I, Title III</p>

<p>minimum of 294 hours of language arts and 294 hours of mathematics each school year.</p>				
<p>Description of Specific Actions to Improve Education Practice in Reading</p> <p>4. Increased access to technology: Teachers are encouraged to use the myriad of supplemental materials purchased to complement the standards-aligned curriculum provided by the publisher. These may include CDs, DVDs, CD-ROMs, and fine arts slides related to reading material.</p> <p>5. Staff development and professional collaboration aligned with standards-based instructional materials: Staff development will continue to focus on team building related to grade level and state English/language arts standards and on implementing standards based reading practices across the subject. In addition to annual staff training, ongoing observation-based staff training and assessment will occur.</p> <p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): Socio-economically disadvantaged students who have a strong academic foundation are more likely to succeed in school and life. The key to a successful school is strong administrative leadership, excellent teachers, and a structured learning environment that focuses on hard work and academics. Families and community members will be continuously encouraged to participate in their</p>	<p>Persons Involved/ Timeline</p> <p>All 5th-8th grade self-contained classroom teachers. 2007-2012</p> <p>All 5th-8th grade self-contained classroom teachers. 2007-2012</p> <p>All 5th-8th grade self-contained classroom teachers and Jorge Lopez, Site Administrator. 2007-2012</p>	<p>Related Expenditures</p> <p>Peripheral equipment, and technology support</p> <p>Hiring extra staff to reduce teaching load and allow time for planning and mentoring</p> <p>Hiring extra staff to reduce teaching load and allow time for planning.</p>	<p>Estimated Cost</p> <p>\$12,500</p> <p>\$9,500</p> <p>\$9,500</p>	<p>Funding Source</p> <p>General Fund, Categorical Block Grant, Title I, Title V</p> <p>General Fund, Categorical Block Grant, Title I</p> <p>General Fund, Categorical Block Grant, Title I</p>

<p>child's education.</p> <p>The scores from all student assessments will be analyzed and shared with each family. This allows us to track a student's progress in English/ language arts. Teachers and the administrator will critically analyze student data, identify strengths and develop individualized learning plans and defined goals for their students.</p> <p>Goals will be clearly communicated to students. Student progress will be tracked and discussed with both students and families on a regular basis. Regular student assessments and analysis help administrators manage their schools more effectively as they can clearly identify problem areas for certain students or subjects and allocate resources to address those areas</p>				
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>The school will conduct a three to six week summer program for all students, to ensure a solid foundation in English/ language arts and math. This will also aid in the transition for incoming 6th graders who are adapting to the middle school curriculum.</p>	<p>All 5th-8th grade self-contained classroom teachers and Jorge Lopez, Site Administrator. 2007-2012</p>	<p>Summer Sessions</p>	<p>\$5,000</p>	<p>General Fund, Categorical Block Grant, Title I</p>
<p>8. Monitoring program effectiveness:</p> <p>The school will continue to summarize, analyze and disaggregate standardized STAR test score results in reading of the student population.</p> <p>Staff will continue to meet weekly to discuss performance of students, specifically underachieving students in English/Language Arts.</p>	<p>All 5th-8th grade self-contained classroom teachers and Jorge Lopez, Site Administrator. 2007-2012</p>	<p>Extra staff development days.</p>	<p>\$9,000</p>	<p>General Fund, Categorical Block Grant, Title I, Title II.</p>
<p>Description of Specific Actions to Improve Education Practice in Reading</p>	<p>Persons Involved/ Timeline</p>	<p>Related Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>

<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>AIPCS II students who enroll below grade level in either English or mathematics will be immediately identified by the Student Success Team (SST) as low-achieving, and a personalized learning plan will be created to enhance their skills in core academic subject. This will require the student to spend three additional hours a week after school, to attend Saturday school when necessary, and to participate in the S.A.I.L. summer program to ensure the student is getting the academic assistance needed to be successful.</p> <p>AIPCS II is designed to address the educational needs of students with learning difficulties. The small school atmosphere provides for more personalized attention, especially when combined with the structured academic curriculum of high expectations and tutorial support. The extended-year calendar (196 days) will provide each student with a better opportunity for success in school. AIPCS II staff will work with the Oakland Unified School District to ensure special education services are provided to students, including psychologists, resource specialists and other services as needed. For additional information, see the special education section on page 12.</p>	<p>All 5th-8th grade self-contained classroom teachers and Jorge Lopez, Site Administrator. 2007-2012</p>	<p>Small class size (25:1) After school tutoring Summer session.</p>	<p>\$14,500</p>	<p>General Fund, Categorical Block Grant, Title I</p>
<p>10. Any additional services tied to student academic needs:</p> <p>In addition to standards-aligned textbooks, students will be required to read a selection of grade-level appropriate novels. This will foster a greater appreciation of classic and contemporary literature. It will also ensure that students meet the "million words a year" reading requirement listed in the California language arts standards.</p> <p>A full time resource teacher will be available to assist students throughout the day and after school hours. The resource teacher will coordinate with classroom teachers to ensure that reading goals are met by all students, providing support for both teachers and students.</p>	<p>All 5th-8th grade self-contained classroom teachers and resource specialist 2007-2012</p>	<p>Supplemental reading materials, full-time resource teacher to allow for individualized attention and coordination with classroom teachers.</p>	<p>\$9,500</p>	<p>General Fund, Categorical Block Grant, Title I</p>

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

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

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards: The teaching staff will implement a curriculum with mathematics practices that adhere to California mathematics standards. All students will take Algebra I in the eighth grade, as recommended by the Department of Education. This will provide the solid foundation students who, ultimately, are being prepared not just for high school but also for college.</p> <p>2. Use of standards-aligned instructional materials and strategies: Math textbooks have been adopted from the state approved list. In addition, All instructional materials used in English classes are state approved. Small class size is supplemented with small group instruction and targeted tutoring from a resource teacher.</p>	<p>All 5th-8th grade self-contained classroom teachers. 2007-2012</p>	<p>Hiring extra staff to reduce teaching load and allow time for planning.</p>	<p>\$9,500</p>	<p>General Fund, Categorical Block Grant, Title I, Title III</p>
<p>3. Extended learning time: AIPCS II students who enroll below grade level in either English or mathematics will be immediately identified by the Student Success Team (SST) as low-achieving, and a personalized learning plan will be created to enhance their skills in core academic subject. The small school atmosphere provides for more personalized attention, especially when combined with the structured academic curriculum of high expectations and tutorial support. The extended-year calendar (196 days) will provide each student with a better opportunity for success in school. These students will also be required to participate in S.A.I.L., an intensive summer math program.</p>	<p>All 5th-8th grade self-contained classroom teachers. 2007-2012</p>	<p>Hiring extra staff to reduce teaching load and allow time for planning</p>	<p>\$9,500</p>	<p>General Fund, Categorical Block Grant, Title I, Title III</p>
<p>3. Extended learning time: AIPCS II students who enroll below grade level in either English or mathematics will be immediately identified by the Student Success Team (SST) as low-achieving, and a personalized learning plan will be created to enhance their skills in core academic subject. The small school atmosphere provides for more personalized attention, especially when combined with the structured academic curriculum of high expectations and tutorial support. The extended-year calendar (196 days) will provide each student with a better opportunity for success in school. These students will also be required to participate in S.A.I.L., an intensive summer math program.</p>	<p>All 5th-8th grade self-contained classroom teachers. 2007-2012</p>	<p>Hiring extra staff members and after school tutoring.</p>	<p>\$9,500</p>	<p>General Fund, Categorical Block Grant, Title I, Title III</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <p>Teachers are encouraged to use the myriad of supplemental materials purchased to complement the standards-aligned curriculum provided by the publisher. These may include CDs, DVDs, CD-ROMs, and fine arts slides related to reading material.</p>	<p>All 5th-8th grade self-contained classroom teachers. 2007-2012</p>	<p>Peripheral equipment, and technology support</p>	<p>\$12,500</p>	<p>General Fund, Categorical Block Grant, Title I, Title V</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>Staff development will continue to focus on team building related to grade level and state mathematics standards and on implementing standards based math practices across the subject.</p> <p>In addition to annual staff training, ongoing observation-based staff training and assessment will occur.</p>	<p>All 5th-8th grade self-contained classroom teachers. 2007-2012</p>	<p>Hiring extra staff to reduce teaching load and allow time for planning and mentoring</p>	<p>\$9,500</p>	<p>General Fund, Categorical Block Grant, Title I</p>
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>Socio-economically disadvantaged students who have a strong academic foundation are more likely to succeed in school and life. The key to a successful school is strong administrative leadership, excellent teachers, and a structured learning environment that focuses on hard work and academics. Families and community members will be continuously encouraged to participate in their child's education.</p> <p>The scores from all student assessments will be analyzed and shared with each family. This allows us to track a student's progress in English/ language arts. Teachers and the administrator will critically analyze student data, identify strengths and develop individualized learning plans and defined goals for their students.</p>	<p>All 5th-8th grade self-contained classroom teachers and Jorge Lopez, Site Administrator. 2007-2012</p>	<p>Hiring extra staff to reduce teaching load and allow time for planning.</p>	<p>\$9,500</p>	<p>General Fund, Categorical Block Grant, Title I</p>

<p>Goals will be clearly communicated to students. Student progress will be tracked and discussed with both students and families on a regular basis. Regular student assessments and analysis help administrators manage their schools more effectively as they can clearly identify problem areas for certain students or subjects and allocate resources to address those areas</p>				
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>The school will conduct a three to six week summer program for all students, to ensure a solid foundation in mathematics for all. This includes the Stansford Academic Institute of Learning (S.A.I.L) program, an intensive summer math program. This will also aid in the transition for incoming 6th graders who are adapting to the middle school curriculum.</p>	<p>All 5th-8th grade self-contained classroom teachers and Jorge Lopez, Site Administrator. 2007-2012</p>	<p>Summer Sessions</p>	<p>\$5,000</p>	<p>General Fund, Categorical Block Grant, Title I</p>
<p>8. Monitoring program effectiveness:</p> <p>The school will continue to summarize, analyze and disaggregate standardized STAR test score results in reading of the student population.</p> <p>Staff will continue to meet weekly to discuss performance of students, specifically underachieving students in mathematics.</p>	<p>All 5th-8th grade self-contained classroom teachers and Jorge Lopez, Site Administrator. 2007-2012</p>	<p>Extra staff development days.</p>	<p>\$9,000</p>	<p>General Fund, Categorical Block Grant, Title I, Title II.</p>
<p>Description of Specific Actions to Improve Education Practice in Mathematics</p>	<p>Persons Involved/ Timeline</p>	<p>Related Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>

<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>AIPCS II students who enroll below grade level on the CST in either English or mathematics will be identified by the Student Success Team (SST) as low-achieving, and a personalized learning plan will be created to enhance their skills in core academic subject. This will require the student to spend three additional hours a week after school and to attend Saturday school when necessary to ensure the student is getting the academic assistance needed to be successful.</p> <p>AIPCS II is designed to address the educational needs of students with learning difficulties. The small school atmosphere provides for more personalized attention, especially when combined with the structured academic curriculum of high expectations and tutorial support. The extended-year calendar (196 days) will provide each student with a better opportunity for success in school. AIPCS II staff will work with the Oakland Unified School District to ensure special education services are provided to students, including psychologists, resource specialists and other services as needed. For additional information, see the special education section on page 12.</p>	<p>All 5th-8th grade self-contained classroom teachers and Jorge Lopez, Site Administrator. 2007-2012</p>	<p>Small class size (25:1) After school tutoring Summer session.</p>	<p>\$14,500</p>	<p>General Fund, Categorical Block Grant, Title I</p>
<p>10. Any additional services tied to student academic needs:</p> <p>In addition to a three week summer session that includes language arts, mathematics, history, and science, a separate math program will be instituted. Incoming sixth graders and students being promoted into the 8th grade will participate in the Stanford Academic Institute of Learning (SAIL) math program. This three week summer program will challenge those students in mathematics. It has been designed primarily to improve student math skills. SAIL will ensure that all students have the greatest opportunity for proficiency and success.</p>	<p>Jorge Lopez, Site Administrator, Janet Shewmon, Director, SAIL professors. 2007-2012</p>	<p>Supplemental learning materials, tuition assistance for socio-economically disadvantaged students (access will be provided to all)</p>	<p>\$9,500</p>	<p>General Fund, Categorical Block Grant, Title I</p>

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

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

Required Activities		Description of how the LEA is meeting or plans to meet this requirement.
<p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <ul style="list-style-type: none"> a. Describe the programs and activities to be developed, implemented, and administered under the subgrant; b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122; c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for: <ul style="list-style-type: none"> ▪ meeting the annual measurable achievement objectives described in Section 3122; ▪ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)); ▪ annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1)); d. Describe how the LEA will promote parental and community participation in LEP programs. <p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c). The effectiveness of the LEP programs will be determined by the increase in: <ul style="list-style-type: none"> • English proficiency; and • Academic achievement in the core academic subjects </p>		<p>English learners will be enrolled in regular classes and will receive supplementary instruction to learn English. AIPCS II will meet all requirements of federal and state law to provide equal access to the curriculum for English learners. The goal is high-quality instructional programs and services for English learners that will allow them to achieve the same challenging academic and graduation standards as English-speaking students. Listening, speaking, reading, and writing skills will be assessed.</p> <p>These policies and procedures, including the use of a home language survey and mandatory California English Language Development Test (CELDT) testing as required by law, will be included in the registration packet to help identify students who need assistance. When a language other than English is listed on the survey, students will be administered the CELDT.</p> <p>The test evaluates each student's English listening, reading, speaking and writing skills. AIPSC II will share the test results with the student's families and teachers. Teachers trained to work with English Language Learners will instruct these students in English. AIPCS II's English Learners students will be prepared with the skills in English and mathematics to meet California State Standards.</p> <p>The school will provide special ESL instruction by credentialed staff members, tutoring and peer assistance programs for LEP students.</p>

	<p style="text-align: center;">Description of how the LEA is meeting or plans to meet this requirement.</p> <p>All teaching staff will continue to be provided with professional development focusing on sheltered English strategies appropriate for LEP secondary students.</p>	
	<p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p> <ol style="list-style-type: none"> a. designed to improve the instruction and assessment of LEP children; b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students; c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills; d. long term effect will result in positive and lasting impact on teacher performance in the classroom. 	<p>Yes or No</p> <p>No</p>
<p style="text-align: center;">Required Activities</p>		<p>If yes, describe:</p>
<p style="text-align: center;">Allowable Activities</p>	<p>4. Upgrade program objectives and effective instruction strategies.</p>	

Allowable Activities		Description of how the LEA is meeting or plans to meet this requirement.	
		Yes or No	If yes, describe:
5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.		Yes	Students will be provided with individualized attention from resource specialists trained in assisting LEP students. This instruction will be in addition to (not at the exclusion of) the instruction non-LEP students receive.
6. Develop and implement programs that are coordinated with other relevant programs and services.		Yes	LEP students will continue to receive assistance from self-contained classroom teacher, as well as tutoring from trained teaching assistants and tutors. AIPCS will continue to provide small class sizes (an average of 25 students per class).
7. Improve the English proficiency and academic achievement of LEP children.		Yes	LEP students will continue to receive academic assistance from self-contained classroom teachers, as well as tutoring a resource teacher and tutors. Specific goal setting for LEP students, based on both standardized and other traditional assessment results will be used to improve academic achievement for LEP students.

Allowable Activities		Description of how the LEA is meeting or plans to meet this requirement.	
	Yes or No	If yes, describe:	
<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –</p> <ul style="list-style-type: none"> ○ To improve English language skills of LEP children; and ○ To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. 	Yes	AIPCS II invites families of LEP students to regular meetings at the school and provides periodic information on student progress at school. The school also communicates student performance on standardized tests and makes instructions for understanding the results of these tests available in several languages other than English. Parents are invited to school site council meetings monthly. Advisors, from the teaching staff, meet regularly for parent-teacher conferences with families of LEP students.	
<p>9. Improve the instruction of LEP children by providing for –</p> <ul style="list-style-type: none"> ○ The acquisition or development of educational technology or instructional materials ○ Access to, and participation in, electronic networks for materials, training, and communication; and ○ Incorporation of the above resources into curricula and programs. 	No		
<p>10. Other activities consistent with Title III.</p>	No		

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

<p>Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>
<p>Required Activity</p> <ol style="list-style-type: none"> 1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB): <ol style="list-style-type: none"> a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement; c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; 	<p>The administrative staff at AIPCS II will regularly notify parents of LEP students of their LEP status, performance on the CELDT test and, in conjunction with advisors from the teaching staff, explain the strategies in place at the school for assisting LEP students as well as provide a venue for feedback from the families.</p>

	<p>Description of how the LEA is meeting or plans to meet this requirement.</p> <p>Parents will be provided information when enrolling their children at AIPCS II. Parents, students, and teachers sign agreement on learning plan and expectations prior to beginning of school.</p>
<p>Required Activity</p>	<p>h. information pertaining to parental rights that includes written guidance detailing –</p> <ul style="list-style-type: none"> i. the right that parents have to have their child immediately removed from such program upon their request; and ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA. <p>Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p> <p>LEA Parent Notification Failure to Make Progress If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>
	<p>Not Applicable</p>
	<p>LEP families are provided with: 1) regular, periodic information about their child's academic progress at school every three weeks, 2) their child's progress in acquiring English as measured by the CELDT, 3) their child's progress in meeting California standards in academic subjects as measured by the STAR tests.</p>

Plans to Provide Services for Immigrants

<p>IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).</p>		<p>Description of how the LEA is meeting or plans to meet this requirement.</p>	
<p>Yes or No</p>	<p>If yes, describe:</p>	<p>Yes or No</p>	<p>If yes, describe:</p>
<p>No</p>		<p>No</p>	
<p>No</p>		<p>No</p>	
<p>No</p>		<p>No</p>	
<p>No</p>		<p>No</p>	

Allowable Activities

Allowable Activities

	<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>	<p>Yes or No</p> <p>No</p>	<p>If yes, describe:</p>
	<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>	<p>Yes or No</p> <p>No</p>	<p>If yes, describe:</p>
<p>Allowable Activities</p>	<p>7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:</p>	<p>Yes or No</p> <p>No</p>	<p>If yes, describe:</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]

STRENGTHS	NEEDS
<ol style="list-style-type: none"> 1) All teachers have received their preliminary multiple-subject credential or are in a qualified university program to acquire this credential. 2) The teaching staff participates in annual all-staff training to learn educational strategies related to the American Indian Model. 3) All teachers receive observations, reviews, and training throughout the school year to ensure goals for student learning and achievement are being met. 4) A formal mentoring system for novice teachers at the school has been established. 	<ol style="list-style-type: none"> 1) New teachers at the school need additional beginning teacher support/mentoring. 2) New teachers need guidance in developing effective instructional strategies tied to state curriculum standards for mathematics as well as standards for passing the California High School Exit Exam. 3) The school staff need training in order to participate in the upcoming WASC process of accreditation.

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

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

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <p>The principal/superintendent of the LEA, AIPCS II, will facilitate continual collaboration amongst the teaching staff to discuss: 1) monitoring student progress 2) adapting existing programs, tutoring and instructional strategies to better meet the needs of the student population.</p>	<p>Jorge Lopez, Site Administrator / Teaching Staff 2007-20012</p>	<p>Hiring extra staff to reduce teaching load and allow time for planning</p>	<p>\$9,500</p>	<p>General Fund, Categorical Block Grant, Title I, Title II</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>AIPCS II will continue to align its professional development activities with its goals as a charter middle school promoting high achievement for students from high poverty, historically marginalized populations. The school's model is based upon both the school's design team and the school's community partner, the CHES Consortium, which introduced the American Indian Model and which has years of research and experience working with diverse student populations in urban settings.</p>	<p>Jorge Lopez, Site Administrator / Teaching Staff 2007-20012</p>	<p>Hiring extra staff to reduce teaching load and allow time for planning</p>	<p>\$9,500</p>	<p>General Fund, Categorical Block Grant, Title I, Title II</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. How the activities will have a substantial, measurable, 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>In addition to continuing to provide professional development in reading across the curriculum, staff development activities will focus on differentiated instruction in math and English, as well as effective strategies for teaching the math standards.</p> <p>AIPCS II will look to STAR test results to identify areas of weakness in student mastery of the content standards and will tailor training activities to improve teaching methods. Results of staff development will be readily measured by student improvement on STAR tests in future years.</p>	<p>Jorge Lopez, Site Administrator / Teaching Staff 2007-20012</p>	<p>Hiring extra staff to reduce teaching load and allow time for planning</p>	<p>\$9,500</p>	<p>General Fund, Categorical Block Grant, Title I, Title II</p>
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <p>The principal/superintendent of the LEA, AIPCS II, will coordinate all professional development activities, in consultation with school staff.</p>	<p>Jorge Lopez, Site Administrator / Teaching Staff 2007-20012</p>	<p>Hiring extra staff to reduce teaching load and allow time for planning</p>	<p>\$9,500</p>	<p>General Fund, Categorical Block Grant, Title I, Title II</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> <ol style="list-style-type: none"> Annual administrator training Annual all-staff training AP training for all teachers Differentiated instruction in mathematics, with an emphasis on teaching to the standards and assessments. 	<p>Jorge Lopez, Site Administrator / Teaching Staff 2007-20012</p>	<p>Hiring extra staff to reduce teaching load and allow time for staff development and mentoring</p>	<p>\$9,500</p>	<p>General Fund, Categorical Block Grant, Title I, Title II</p>

<p>e. Collaboration of teachers by grade level and subject area will continue.</p> <p>The principal of the LEA, AIPCS II, will consult with the teaching staff and provide opportunities for feedback on the nature of the professional development plan.</p>				
Please provide a description of:				
<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><i>NOTE: The LEA, AIPCS II, will not receive this technology funding.</i></p>	N/A			
<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <p><i>The LEA, AIPCS II, will not receive this technology funding.</i></p>	N/A			
<p>8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</p> <p>Teachers, resource specialists, the principal, the director, active volunteers, members of the Governance Board, parents who participate in the family advisory committee, and other active parents have all participated to shape the priorities outlined in this document.</p>	<p>Jorge Lopez, Site Administrator, teachers, staff, community members, and parents. 2007-2012</p>	<p>Hiring extra staff to reduce teaching load and allow time for planning</p>	<p>\$9,500</p>	<p>General Fund, Categorical Block Grant, Title I, Title II</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; <input type="checkbox"/> Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; <input type="checkbox"/> Involve parents in their child's education; and <input type="checkbox"/> Understand and use data and assessments to improve classroom practice and student learning. <p>The LEA, AIPCS II, will continue to provide professional development aimed at the needs of its student population: 1) differentiated instruction in English and Math; 2) appropriate methods of communication with families; 3) using disaggregated test data from standardized, mandated tests.</p>	<p>Jorge Lopez, Site Administrator / Teaching Staff 2007-20012</p>	<p>Hiring extra staff to reduce teaching load and allow time for staff development</p>	<p>\$9,500</p>	<p>General Fund, Categorical Block Grant, Title I, Title II</p>
<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <p>The LEA, AIPCS II, will provide professional development opportunities that will enable its teaching staff to move towards highly qualified status as the result of credit hours earned and appropriate content, such as differentiated instruction.</p>	<p>Jorge Lopez, Site Administrator / Teaching Staff 2007-20012</p>	<p>Allow release time, substitute teachers</p>	<p>\$5,000</p>	<p>General Fund, Categorical Block Grant, Title I, Title II</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>The LEA, AIPCS II, is a community initiated and supported safe, high expectation/high support charter school. The school staff members are responsive to the individual developmental and academic needs of students. In addition, the charter of the school emphasizes the goal of a comprehensive partnership between the school, the families and the community.</p>	<p>The LEA, AIPCS II, wishes to expand its community partnerships and mentoring networks to abate student at risk behaviors outside of the school campus.</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

NOTE: The LEA, AIPCS II, does not receive state funding for drug prevention programs.

The LEA, AIPCS II, has established the policies below regarding student conduct.

These rules and regulations must be followed at American Indian Public Charter School II.

Respect Self:

1. Students must attend school each day on time.
2. Students cannot miss more than 5 days of school. Students who miss more than 5 days may be retained.
3. Student absences must be made up during Saturday School.
4. Students who are tardy five times during the semester must attend Saturday School.
5. Students who receive two detentions in one week must attend Saturday School.
6. An absence from Saturday School must be made up by attending two Saturday Schools.
7. Students will complete all homework and class work given by the teacher.
8. Students who are absent must submit their missing work and collect new homework on the day of their absence.
9. Students will not use drugs, alcohol, smoke, or chew gum.
10. Students cannot have personal electronic devices (i.e. cell phones, pagers, game boys, iPods, etc.) at, or in the vicinity of, the school. If any of these items are visible or go off in your possession, they will be confiscated for the remainder of the school year.
11. Students must follow the school's dress code.
12. Students who receive a C- or lower in math or language arts may be retained.

Respect Others:

1. Students will not use foul language, put-downs, or fighting.
2. Students will raise their hands to be heard and will not interrupt.
3. Students will follow staff and teachers' directions.

Respect Facility:

1. Students must bring their own lunch. Parents **cannot** bring a student's lunch. Students may not have fast food.
2. Students cannot leave school grounds or campus.
3. Students are not allowed phone privileges.
4. Students are not allowed to have bikes, skateboards, scooters, or cars on campus.
5. Students cannot loiter on school grounds before or after school.
6. Students will not have food or drinks in the classrooms.
7. Visitors must check in at the front office.
8. Students may not leave school without a parent/guardian signing them out.
9. If a student misses school for an appointment, proof of the appointment must be submitted to the office.

Those who choose not to follow these rules will not be allowed to attend AIPCS II or any other AIPCS II activities.

AIPCS II/AIPHS Guarantee: Follow our model and your child will be prepared to graduate from college.

All students must adhere to the dress code, which is as follows:

Top:

1. Students must wear a WHITE shirt with a COLLAR. The white collared shirts may be short-sleeved or long-sleeved.
2. The shirts must be completely PLAIN with no logos, emblems, or designs of any kind.
3. Students cannot wear colored shirts underneath their white shirts.
4. Tank tops are not permitted.
5. Shirts cannot be revealing or inappropriate in any way.
6. All males must tuck in their shirts.

Bottom:

1. Students must wear NAVY or KHAKI pants that are completely PLAIN with no colorful designs or details (including stripes, patches, flashy stitching, etc.)
2. No jeans, shorts, capri pants, or athletic pants (sweatpants, nylon jogging pants, etc.) are permitted.
3. Skirts are permitted as long as they are below the knee.
4. Pants can have a maximum of four pockets: two in the front and two in the back. The pockets need to be near the waistline—not down the leg of the pants.
5. NO SAGGING PANTS are permitted.

Sweaters/Sweatshirts:

1. All sweaters and sweatshirts must be plain white.
2. NO HOODS are allowed.
3. A collared white shirt must be VISIBLE underneath students' sweater or sweatshirt.

Jackets:

1. Only plain white jackets can be worn on campus.
2. NO HOODS are allowed.

Accessories/Make-up:

1. Coloration of hair and fake nails are not permitted.
2. No make-up, including lip gloss and nail polish, is allowed.
3. Jewelry is not permitted and will be confiscated until the end of the school year if worn. This includes watches, rings, bracelets, chains, earrings, etc.
4. Students cannot wear sunglasses, hats, head bands, bandanas, beanies, colorful hair ties, ribbons, or anything with bright color in their hair. Simple barrettes, clips, and elastic hair ties that are black, brown, or white are permitted.
5. Only black and brown leather belts are permitted. Belts cannot have studs, stripes, flashy buckles or any other kind of ornamentation.
6. Colorful socks should not be visible.
7. HOODS are never allowed. On rainy days, students may use an umbrella.

Shoes:

1. Students cannot wear colorful laces, sandals, high heels, or shoes that may be distracting.
2. Brightly-colored shoes are not permitted.

If a student does not follow the dress code, the student will receive detention. Parents may be called and asked to bring the proper clothing to school. In cases where students are unable to adhere to this dress code due to economic hardships, alternatives will be taken by the director/teacher. Students who do not follow the dress code will not be allowed to attend AIPHS.

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

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

STRENGTHS	NEEDS
<p><i>NOTE: The LEA, AIPCS II, does not receive state funding for drug prevention programs.</i></p> <p>1) The LEA, AIPCS II, is a community initiated and supported safe, high expectation/high support charter school. The school staff members are responsive to the individual developmental and academic needs of students. In addition, the charter of the school emphasizes the goal of a comprehensive partnership between the school, the families and the community.</p>	<p>1) The LEA, AIPCS II, wishes to establish additional partnerships with community groups that could provide mentors for its students.</p> <p>2) The LEA wishes to achieve more funding for after school programs and tutoring that would serve as an intervention for high risk behavior by students after school.</p>

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

NOTE: The LEA, AIPCS II, does not receive funding for the programs listed below; This section is not applicable.

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

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

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

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

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

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

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 <hr/> (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.

NOTE: The LEA, AIPCS II, does not receive funding for the programs listed below; This section is not applicable.

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

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

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

Check	Activities	Program ATODV Focus	Target Grade Levels
✓	After School Programs	Tutoring in math and language arts, before and after school and for 3-6 weeks during the summer	5 th -8 th grade
	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		

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

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

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

Promising Program name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
<i>NOTE: The LEA, AIPCS II, does not receive funding for the programs listed below; This section is not applicable.</i>						

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.

NOTE: The LEA, AIPCS II, does not receive funding for the programs listed below; This section is not applicable.

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

Provide a description for how the LEA will conduct regular evaluations 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.

NOTE: The LEA, AIPCS II, does not receive funding for the programs listed below; This section is not applicable.

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.

NOTE: The LEA, AIPCS II, does not receive funding for the programs listed below; This section is not applicable.

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])

NOTE: The LEA, AIPCS II, does not receive funding for the programs listed below; This section is not applicable.

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.

NOTE: The LEA, AIPCS II, does not receive funding for the programs listed below; This section is not applicable.

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.

NOTE: The LEA, AIPCS II, does not receive funding for the programs listed below; This section is not applicable.

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.

NOTE: The LEA, AIPCS II, does not receive funding for the programs listed below; This section is not applicable.

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
<i>NOTE: The LEA, AIPCS II, does not receive funding for the programs listed below; This section is not applicable.</i>	

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

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

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

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.1 (High School Graduates)	AIPCS II Serves students from 5 th -8 th grade. We are committed to a rigorous curriculum that focuses on mathematics and language arts. This better prepares students for success at the high school level and should, therefore, increase graduation rates. Because AIPCS is not a high school, it does not have a more direct impact than this.	Entire Student Population	Jorge Lopez, Site Administrator / Teaching Staff 2007-20012	No data available because AIPCS II is not a high school.	Not Applicable
5.2 (Dropouts)	<ol style="list-style-type: none"> 1) Each student part of a self contained class whose teacher meets regularly with the students' family and makes recommendations based on the students' academic progress. 2) The LEA, AIPCS II, has policies in place for parent communication with regard to problems related to academic school work, attendance and tardiness. 3) Students experiencing academic difficulties are identified and placed with tutors and mentors. 4) Dress code and student contract. 	Entire population of students of LEA, AIPCS II	Jorge Lopez, Site Administrator / Teaching Staff 2007-20012	For each school year, the percentage of dropouts will be defined as students who have left school, with no record of transferring to another institution.	General Fund, Title I, Categorical Block Grant

<p>5.3 (Advanced Placement)</p>	<p>AIPCS II Serves students from 5th-8th grade. We are committed to a rigorous curriculum that focuses on mathematics and language arts. This better prepares them for entry to AP classes once they reach high school. Because AIPCS is not a high school, it cannot have a more direct impact than this.</p>	<p>Entire population of students of LEA, AIPCS II</p>	<p>Jorge Lopez, Site Administrator / Teaching Staff 2007-20012</p>	<p>No data available because AIPCS II does not currently offer AP classes.</p>	<p>Not Applicable</p>
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Additional Mandatory Title I Descriptions

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

Describe the measure of poverty that will be used to determine which schools are eligible for Title I funding in accordance with Section 1113, "Eligible School Attendance Areas."	
	Description of how the LEA is meeting or plans to meet this requirement:
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"> • Number of children in families receiving assistance under the CalWorks program; • Number of children eligible for Free/Reduced Price Lunch programs; • Number of children ages 5-17 in poverty counted by the most recent census data; • Number of children eligible to receive medical assistance under the Medicaid program; • Or a composite of the above. 	Number of children in families eligible for Free/Reduced Price Lunch programs.
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"> • All schools with a 75% or above poverty level are funded • All other schools are funded by poverty ranking district wide or by grade span. 	All schools with a 75% or above poverty level are funded.

Additional Mandatory Title I Descriptions
(continued)

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

	Description of how the LEA is meeting or plans to meet this requirement:
<p>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:</p> <ol style="list-style-type: none"> 1. 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. 2. Effective methods and instructional strategies based on scientifically-based research. 3. Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. 4. Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards. 5. Instruction by highly qualified teachers and strategies to attract and keep such teachers. 6. High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff. 7. Strategies to increase parental involvement. 8. Assistance to preschool children in 	<ol style="list-style-type: none"> 1. AIPCS II completed an in-depth needs assessment of the students' progress this year. The comprehensive data collected from the research was analyzed to determine students' academic needs. According to the recent needs assessment survey of students, there is a significant need in the areas of reading, writing, and comprehension. There is also significant need in mathematics. We will monitor student needs on an ongoing basis, using STAR test results, teachers' report cards, and test ready material for each student. 2. Students in grades 5-8 at American Indian Public Charter School II are in a self-contained classroom for all academic and elective subjects except physical education. Students do not rotate classes. This results in increased instructional time in each academic subject. At the end of each school year, the teachers move up a grade with their students until the 9th grade. After eighth grade graduation, the teacher drops back to the sixth grade and the process repeats itself.

<p>transitioning from early childhood programs to elementary school programs.</p> <p>9. Timely and effective additional assistance to students who experience difficulty mastering state standards.</p>	<p>The looping process provides more stability in each classroom and stronger bonds with students. The result is increased student attendance, increased test scores and reduced discipline problems in the school. Because our assessment indicated a specific need for student improvement in reading, reading comprehension, writing skills, and math, language arts and math are emphasized by placing them in the first two periods of every day. This is the time when students are generally the freshest. Language arts and math are each 90 minute periods, doubling the instructional time in this critical subject over the standard 45-minute instructional period. In both language arts and math we use textbooks that are aligned with the state standards and meet or exceed the states requirements. In language arts we supplement the materials in the textbooks with works by authors like Twain, Steinbeck, Shakespeare, Hemingway, etc. The textbooks are the driving force of our curriculum. This enriched curriculum is not limited to the school year.</p> <p>3. All students enrolled at AIPCS II participate in summer school or other summer academic programs, regardless of demonstrated achievement during the year. This policy allows students who are behind to gain additional instruction, while giving more advanced students opportunities to challenge themselves academically. In addition to this extended year, students also participate in small group tutoring with our full time resource teacher. These sessions may occur during the day or after school. Students who need additional assistance or who miss instructional time during the week</p>
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	<p>attend Saturday school.</p> <ol style="list-style-type: none"> 4. To address this educational need, American Indian Public Charter School has structured the school system to be a more personalized learning environment to our, all of whom belong to at least one of the groups traditionally deemed historically underserved populations. 5. Please see pg. 21 and 41-44 of this plan. 6. Please see pg. 41-44 of this plan. 7. Please see pg. 29-30 of this plan. 8. Not applicable to this school. 9. Please see pg. 31 of this plan.
<p>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:</p> <ul style="list-style-type: none"> • 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. 	<p>Not applicable; all schools are school wide.</p>

Additional Mandatory Title I Descriptions
(continued)

<p>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.</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<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"> • Identify children who are failing or most at risk of failing to meet the state academic content standards. • Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. • Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds. 	<p>Not applicable; all schools are school wide.</p>
<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>Not applicable; The LEA, AIPCS II, does not have students from these populations. If homeless students enroll, the LEA's administrative staff serves as the liaison for homeless students and their families to appropriate community resources.</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>	<p>Not applicable; The LEAAIPCS II, does not have students from these populations. If these students enroll, the LEA's administrative staff serves as the liaison for students and their families to appropriate community resources.</p>

Additional Mandatory Title I Descriptions
(continued)

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

	Description of how the LEA is meeting or plans to meet this requirement:
<p>If the LEA has a PI school(s), describe technical assistance activities the LEA will provide to help the PI school, such as the following:</p> <ul style="list-style-type: none"> • Assistance in developing, revising, and implementing the school plan. • Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas. • Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI. • Assistance in analyzing and revising the school budget so the school's resources are used effectively. 	<p>The LEA, AIPCS II, is not a PI school. This section does not apply.</p>

Additional Mandatory Title I Descriptions
(continued)

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

	Description of how the LEA is meeting or plans to meet this requirement:
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.	Not applicable, no program improvement schools
Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	Not applicable, no program improvement schools.

Additional Mandatory Title I Descriptions

(continued)

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

	Description of how the LEA is meeting or plans to meet this requirement:
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.	As the LEA consists of a single middle school, the principal/superintendent, in consultation with the teaching staff, can easily coordinate professional development appropriate for funding under both Title I and Title II.
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.	As the LEA consists of a single middle school, the principal/superintendent, in consultation with the teaching staff, can easily coordinate resources and efforts with parents to ensure that they are involved with AIPCS II and in their children's education..

Additional Mandatory Title I Descriptions

(continued)

Coordination of Educational Services

In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.

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, 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.

Description of how the LEA is meeting or plans to meet this requirement:

As the LEA consists of a single middle school, the principal/superintendent, in consultation with the teaching staff, can easily coordinate educational services and avoid duplication and fragmentation of the following programs:

FEDERAL PROGRAMS:

Title I, Part A
 Title II, Part A, Subpart 2, Improving Teacher Quality
 Title III, Limited English Proficient
 Title V, Part A, Innovative Programs—Parental Choice

STATE PROGRAMS:

EIA—State Compensatory Education
 EIA—Limited English Proficient
 Charter School Categorical Block Grant
 EDS Block Grant

Part III

Assurances and Attachments

Assurances

Signature Page

Appendix

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

Appendix B: Links to Data Web sites

Appendix C: Science-Based Programs

Appendix D: Research-based Activities

Appendix E: Promising or Favorable Programs

ASSURANCES

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

GENERAL ASSURANCES

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

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

TITLE I, PART A

The LEA, hereby, assures that it will:

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

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

TITLE I, PART D – SUBPART 2

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

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

TITLE II, PART A

34. The LEA, hereby, assures that:

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

TITLE II, PART D

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

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

TITLE III

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

TITLE IV, PART A

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

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

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

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

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

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

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

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

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

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

New LEAP Assurances

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

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

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

Other

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

SIGNATURE PAGE

Print Name of Superintendent

Signature of Superintendent

Date

APPENDIX A

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

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

California's NCLB Performance Goals and Performance Indicators

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

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

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

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

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

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

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

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

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

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

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

APPENDIX B

Links to Data Web sites

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

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

APPENDIX C

Science-Based Programs

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

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

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

C: < http://modelprograms.samhsa.gov/model_prog.cfm > (Center for Substance Abuse Prevention: Model Programs)

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

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

School-Based Programs

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

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

APPENDIX D

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

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

<i>Research-based Activities</i>	
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

APPENDIX E

Promising or Favorable Programs							
<p>Either the United States Department of Education's Expert Panel, the University of Colorado's Center for the Study and Prevention of Violence, or the Center for Substance Abuse Prevention has identified the programs listed below as producing a consistent positive pattern of results (CSAP) or have evidence of a deterrent effect (Blueprints) but otherwise did not match all of the criteria established by these agencies to be identified as an exemplary or model program. The code in the last column of the chart provides a quick reference indicating which web sites have information specific to each program.</p> <p>A: < http://www.californiahealthykids.org > (California Healthy Kids Resource Center)</p> <p>B: < http://www.colorado.edu/cspv/blueprints/model/overview.html > (University of Colorado: Blueprints)</p> <p>C: < http://modelprograms.samhsa.gov/model_prog.cfm > (Center for Substance Abuse Prevention)</p> <p>D: < http://www2.edc.org/msc/model.asp > (United States Department of Education: Expert Panel)</p> <p>E: < http://www.gettingresults.org/ > (Getting Results)</p>							
Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			x			C
Aggression Replacement Training	School				x		D
Aggressors, Victims, and Bystanders	6 to 9				x		D
Al'sPal's: Kids Making Healthy Choices	Pre K to 2				x		D
Baby Safe (Substance Abuse Free Environment) Hawaii	Families	x	x	x			C
Basement Bums	6 to 8		x				A
Be a Star	K to 6					x	C
Behavioral Monitoring and Reinforcement	7 to 8			x	x		C
Bilingual/Bicultural Counseling and Support Services	Communities	x		x			C
Bully Proofing Your School	K to 8				x		B
CAPSLE (Creating a Peaceful School Learning Environment)	K to 5				x		B
Club Hero	6					x	C
Coca-Cola Valued Youth Program (CCVYP)	School					x	B
Colorado Youth Leadership Project	7	x				x	C
Comer School Development Program (CSDP)	School					x	B
Earlscourt Social Skills Group Program	K to 6					x	B
Effective Black Parenting Program (EBPP)	Families				x		B
Facing History and Ourselves	7 to 12				x		D
Family Health Promotion	Families	x	x	x		x	C
FAST Track	1 to 6				x		B
Get Real About Violence	K to 12				x		C
Growing Healthy	K to 6	x	x	x			D
Intensive Protective Supervision Program	Community				X		B
Iowa Strengthening Families Program	Family	x					B
Kids Intervention with Kids in School (KIKS)	6 to 12	x	x	x	x	x	C
Let Each One Teach One	Mentoring					x	D
Linking the Interests of Families and Teachers (LIFT)	1 to 5				x		B, C, D
Lion's Quest Working Toward Peace	5 to 9				x		D
Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health Education	K to 12	x	x	x			D

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

171 12th Street, Suite 101
Oakland, CA. 94607
Phone: 510.893.8701
Fax: 510.893.0345



Fax

To: Monique From: AIPCS II

Fax: 916-319-0151 Date: 10/1/08

Phone: _____ Pages: ~~1~~ 2

Re: _____ CC: _____

Urgent For Review Please Comment Please Reply Please Recycle

•Comments:

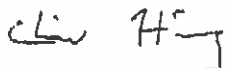
Please let me know if you need any additional information.

American Indian Public Charter School
3637 Magee Avenue
Oakland, California 94619

To Whom It May Concern:

Meeting minutes for the American Indian Public Charter School (AIPCS) Governance Board's December 2007 meeting indicate that Title I plans were approved. At this meeting, the Board approved American Indian Public Charter School II's Schoolwide Title I Plan of Action.

Sincerely,



Ms. Chiu Hing
Secretary, AIPCS Governance Board

171 12th Street, Suite 101
Oakland, CA. 94607
Phone: 510.893.8701
Fax: 510.893.0345



Fax

To: Monique From: AIPCS II

Fax: 916-319-0151 Date: 10/1/08

Phone: _____ Pages: ~~1~~ 2

Re: _____ CC: _____

Urgent For Review Please Comment Please Reply Please Recycle

•Comments:

Please let me know if you need any additional information.

**American Indian Public Charter School
171 12th Street, Suite 100, Oakland, CA 94607
(510) 893-8701**

BOARD MEETING

December 20, 2007

7:00 p.m.

Minutes

Members Present: Sylvia Thomas, Hilda Amador, Bob Cooter
Guests: Marsha Amador, Jorge Lopez, and Sopath Mey

I. The meeting was called to order at 7:07 p.m, quorum established.

II. The minutes were approved by all board members.

III. **Public Comment or Announcements:** None

IV. Administrator's Report

1. Over 30 seventh grade students from both AIPCS and AIPCS will be attending a very rigorous summer math program through Stanford Academic Institute of Learning (SAIL) at Merritt College.

2. Ms. Rose and Mrs. Walker are both working together to plan out the 8th grade student's field trip to Washington D.C. Ms. Mey has booked the flights and hotel. The teachers will decide on the sites and museums to be visited.

V. Action Items

- a. **After-School Programs:** The ASES after-school program received \$150,000 to be used for enhancing student
- b. **Summer Academic Program:** The board unanimously approved a summer math program to be held at Merritt College for 7th graders who will be entering the 8th grade in June 2008.
- c. **LEA Plan for AIPCS II:** Hilda moved to approve the LEA plans. It was seconded by Dr. Cooter and approved by the board.
- d. **Title 1 plan for AIPCS II:** Hilda moved to approve the Title 1 plans. It was seconded by Dr. Cooter and approved by the board.

VI. Adjournment

Ms. Amador moved that the meeting be adjournment at 8:32 p.m. I was 2nd by Ms. Thomas.

171 12th Street, Suite 101
Oakland, CA. 94607
Phone: 510.893.8701
Fax: 510.893.0345

**American Indian Public
Charter School II**

Fax

To: Monique From: AIPCS II

Fax: 916-319-0151 Date: 10/1/08

Phone: _____ Pages: 10

Re: _____ CC: _____

Urgent For Review Please Comment Please Reply Please Recycle

•Comments:

Please let me know if you need
any additional information.

**California Department of Education
Request for Authorization of a Schoolwide Program**

(Please print or type all information.)

County: Alameda School District: Oakland Unified School District
School: American Indian Public Charter School II CDS Code (14 digits): 01-61259-0114363
Street Address: 171 12th Street
City: Oakland Zip: 94607
Principal: Jorge Lopez Telephone: 510-893-8901
FAX: 415-893-8705 E-mail: socio23@sbcglobal.net
Consolidated Program Director: Jorge Lopez Telephone: 510-893-8901
FAX: 415-893-8705 E-Mail: socio23@sbcglobal.net

District Criteria to Rank Schools

Check one and include percentage.

AFDC ___% Free/Reduced Lunch 87% Combination ___% Other ___%

Signatures

The undersigned certify that this schoolwide program plan incorporates the ten federally required components as listed on Attachment A of the California Department of Education schoolwide Web site located at: <http://www.cde.ca.gov/sp/sw/rf/>

Superintendent:  Date: 12/20/2007

Principal:  Date: 12/20/2007

School Planning Team Representative: Deepa Ramamoorthy

School Site Council Representative: Nathan Robles

Consolidated Program Director: Jorge Lopez

Date of Local Board Approval: 12/20/2007

**California Department of Education
Request for Authorization of a Schoolwide Program**

The undersigned certify that they have been involved in the schoolwide planning process as representatives for the programs included in this schoolwide program plan.

Check federal programs addressed in the schoolwide program plan.

Federal Programs	Representatives Signature (Required)
✓ Title I, Part A—Improving Basic Programs Operated by Local Educational Agencies	
□ Title I, Part B—Student Reading Skill Improvement Grants	
□ Title I, Part C—Education of Migratory Children (Migrant Parent)	
□ Title I, Part C—Education of Migratory Children (Director or Designee)	
□ Title I, Part D—Prevention and Intervention Programs for Youth Who Are Neglected, Delinquent, or At Risk	
□ Title I, Part F—Comprehensive School Reform	
✓ Title II, Part A—Improving Teacher Quality State Grants	
□ Title II, Part D—Educational Technology State Grants	
✓ Title III, Part A—English Acquisition State Grants	
□ Title IV, 21 st Century Schools	
□ Title IV, Part A—Safe and Drug-Free Schools and Communities	
✓ Title V, Promoting Informed Parental Choice and Innovative Programs	
□ Title V, Part D, Subpart 6—Gifted and Talented Students	
□ Title VI, Flexibility and Accountability	
□ Title VI, Part B, Subpart 2, Rural Education	
□ Title VII, Indian, Native Hawaiian, and Alaska Native Education	
□ Title VIII, Impact Aid Program	
□ Title IX, General Provisions	
□ Title X, Part C—Education of Homeless Children & Youths	
□ Title X, Part D—Native American Education Improvement (Program Director/Coordinator or Indian Tribal Representative)	

**California Department of Education
Request for Authorization of a Schoolwide Program**

Check other programs included in the schoolwide program plan.

- School Improvement Program (SIP)
- Economic Impact Aid/Limited English Proficient (EIA/LEP)
- Economic Impact Aid/State Compensatory Education (EIA/SCE)
- Special Education
- State Preschool
- Health Services
- Food and Nutrition
- Other _____

To meet NCLB requirements, each schoolwide program school must receive technical assistance when it completes its comprehensive needs assessment and its schoolwide program plan. Please check the box for at least one entity that has provided technical assistance for your school. Also, identify by name the lead provider for each box checked.

- Regional System of District and School Support (RSDSS) _____
- County Office of Education _____
- External Coaches/Consultants Stanford Academic Institute of Learning _____
- Institution of Higher Education _____
- Other _____

Please return a copy of this completed form to:

California Department of Education
District and School Program Coordination Office
1430 N Street, Suite 4401
Sacramento, CA 95814

AMERICAN INDIAN PUBLIC CHARTER SCHOOL II

Schoolwide Title I Plan of Action

171 12th Street, Suite 101

Oakland, CA 94607

(510) 893.3701

MISSION STATEMENT

The American Indian Public Charter School II will eventually serve 200 inner-city students in 5th through 8th grade. The focus of AIPCS II is excellent student attendance (99%) that helps to ensure that the academic needs of students interested in attending our school are met. We will provide them with an education to enhance their academic skills in reading, writing, spelling, mathematics, science, social science, business, and humanities so they may compete and be productive members in a capitalistic society. This will be a collaborative effort between school, family, and community.

I. Comprehensive data and standards-based needs assessment of the entire school:

American Indian Public Charter School II completed an in-depth needs assessment of the students and compiled the following using data from the 2007-2008 school year's STAR test results:

6th Grade (Current 7th Grade):

Overall – STAR

	%Advanced	% Proficient	% Basic	% Below Basic	% Far Below Basic	Mean Scale Score
English Language Arts	40	35	21	3	0	380.9
Mathematics	50	29	18	3	0	406.2

English Language Arts – in detail

	Word Analysis & Vocabulary Development	Reading Comprehension	Literary Response & Analysis	Written Conventions	Writing Strategies
Mean Percent Correct	79	71	68	83	70

Mathematics – in detail

	Ratios, Proportions, %, Neg. fractions	Operations & Problem Solving w/ Fractions	Algebra & Functions	Measurement & Geometry	Statistics, Data Analysis & Probability
Mean Percent Correct	74	74	83	77	80

AMERICAN INDIAN PUBLIC CHARTER SCHOOL II

Schoolwide Title I Plan of Action

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7th Grade (Current 8th Grade):

Overall – STAR

	Advanced	Proficient	Basic	Below Basic	Far Below Basic	Mean Scale Score
English Language Arts	50	25	8	17	0	390.3
Mathematics	50	25	17	0	8	403.3

CAT/6 – National Grade Percentile Rank

Reading	64
Language	66
Mathematics	75
Spelling	89

The test results confirm that there is a significant need in English Language Arts and related areas, such as reading comprehension, language and literary analysis. Accordingly, AIPCS II has implemented a Language Arts intensive curriculum and believe that students are making significant academic progress so far.

II. Research-based approaches that provide opportunities for all students to meet state content and performance standards and promote use of effective instructional strategies, including:

1. Increased instructional time:

Students in grades 5-8 at American Indian Public Charter School II are in self-contained classrooms for all academic and elective subjects except Physical Education. Students do not rotate classes, and this allows for increased instructional time on each academic subject. Our students receive 1,650 instructional minutes per week, 7,600 minutes per month and 76,000 minutes per year. At the end of each school year, teachers move up a grade along with their students until the 8th grade, at which point the teacher starts with a new class in the sixth grade and the process repeats itself. This looping process provides more stability in each classroom and stronger bonds with students. This results in increased student attendance, increased test scores and a reduction in discipline problems in the school. As our assessment indicated a specific need for student improvement in reading, literary analysis and writing skills, Language Arts is emphasized and placed at the very beginning of the day, when students are generally at their most attentive and freshest. Language Arts is a 90-minute period, doubling the instruction time in this critical subject over the standard 45-minute instructional period.

2. Enriched and accelerated curriculum:

AMERICAN INDIAN PUBLIC CHARTER SCHOOL II

Schoolwide Title I Plan of Action

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Oakland, CA 94607
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Language Arts and Mathematics are the two subjects that make up the core of American Indian Public Charter School II's curriculum. We have implemented the EMC Masterpiece Series, Literature and the Language Arts, Exploring Literature for all our grades. This is supplemented at each grade level by the works of Mark Twain, Alice Walker, Shakespeare, Jonathan Swift, etc. With regards to Mathematics, we have incorporated McDougal Littell's Mathematics, Concept and Skills Course I and II for the 6th and 7th grades. As for the 8th grade, we adopted Prentice Hall's Algebra I, North Carolina Edition (meets all California standards). These textbooks are the driving force of our curriculum. They meet and exceed the California Content Standards.

Curriculum enrichment is not limited to the school year. All students enrolled at American Indian Public Charter School II participate in summer school, regardless of demonstrated achievement during the year. In addition, students going on to the 8th grade take Algebra classes at the Stanford Academic Institute of Learning (SAIL). It should be noted that math classes at SAIL are at no additional cost for students, as they receive full tuition from AIPCS II. These additional curriculum enrichment opportunities at American Indian Public Charter School II allow students who are behind to gain valuable additional instruction, while giving more advanced students the opportunities to challenge themselves academically.

3. Addressing needs of historically underserved populations:

American Indian Public Charter School II is located in Oakland's Chinatown, an area traditionally composed of recent immigrants from China, as well as from Vietnam, Cambodia and other parts of Asia.

Our ethnic breakdown is as follows:

	American Indian	Asian	Hispanic	African American	Caucasian	Pacific Islander
AIPCS II	1%	70%	14%	13%	1%	1%

A large percentage of our students are English learners or speak a language other than English at home. To address the educational needs of these students, American Indian Public Charter School places emphasis on Language Arts and has structured the school system to be a more personalized learning environment, providing after school tutoring services to all students who need it.

4. Coordination with the district's local improvement plan:

AMERICAN INDIAN PUBLIC CHARTER SCHOOL II

Schoolwide Title I Plan of Action

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Oakland, CA 94607
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American Indian Public Charter School has developed a productive working relationship with the Oakland Unified School District's Department of Assessment and Equity to insure that we are in line with the district's plan of academic achievement. AIPCS II's curriculum and testing specialist participates in the district's ongoing training sessions, trains our staff and coordinates student testing each year to evaluate student academic progress in reading, writing, comprehension, spelling, mathematics, and social studies.

5. Addressing needs of all students, but particularly the needs of students targeted by the funds coordinated in the Schoolwide Program:

American Indian Public Charter School II operates on the belief that "all students can learn when they put forth the effort." This also requires an outstanding group of teachers who are supported by the administration and school community, as well as a sound curriculum. As mentioned previously, we have implemented the EMC Masterpiece series, *Literature and the Language Arts, Exploring Literature* for all students. The McDougal Littell *Mathematics, Concepts and Skills Course* is used for our 6th and 7th graders, while our 8th graders are taught from *Algebra I, North Carolina Edition*. This is a very effective curriculum in preparing students to meet state standards, and is especially effective for meeting the needs of our low achieving students.

III. Instruction provided by highly qualified teachers:

Each classroom at American Indian Public Charter School II is taught by an appropriately multi-subject credentialed staff member. In addition, all of our teachers graduated in the top 5% of their class.

IV. Ongoing data and standards based professional development for teachers, aides, parents, administrators, school leadership teams, and other school personnel:

The teachers, parents, administrators, and other school personnel participate in ongoing staff development throughout the year. Based on the needs assessment of our student population, this training is designed to focus on reading, writing, comprehension, and spelling. However, other subjects are not neglected. AIPCS II has a MESA program that focuses on mathematics and science for students at the middle school level. The teachers, students and parents are actively involved in the program.

V. Strategies to attract highly qualified teachers to high-need schools:

AMERICAN INDIAN PUBLIC CHARTER SCHOOL II

Schoolwide Title I Plan of Action

171 12th Street, Suite 101

Oakland, CA 94607

(510) 893.3701

Funds from Title I, EIA/SCE and SIP programs will be used only to supplement the salaries of five classroom teachers and for instructional curriculum material to enhance student academic performance, as outlined in this schoolwide plan. Funds will not be used for any other purpose.

VI. Strategies to increase family involvement:

We have ongoing family committee meetings throughout the school year. Family members, community members, and staff work together each year to coordinate a fall and spring festival. Family involvement is an integral part of the philosophy of American Indian Public Charter School II. There are 157 students enrolled in the 5th to 8th grades; however, over 400 parents, students, community and family members participate in family night each meeting.

VII. Strategies for assisting in the transition from pre-school to elementary grades, or from high school to college/world of work:

1. All students are enrolled in the appropriate core academic courses to meet high school entrance requirements.
2. Each teacher monitors all students' grades to ensure they meet high school requirements.
3. Students have a school counselor and advisor to monitor their progress.
4. Students are provided the opportunity to go on field trips to visit San Francisco State University, UC Berkeley and other colleges each year.

VIII. Teacher involvement in decisions regarding use of assessments:

Teachers at American Indian Public Charter School II meet with the director, parents and testing coordinators throughout the year regarding student assessments. This provides teachers the opportunity for input regarding modification to the curriculum to enhance student academic success.

IX. Timely and effective interventions and additional assistance for students who have difficulty mastering standards, including:

1. Timely identification of students' learning difficulties:

The staff at American Indian Public Charter School II focuses on student attendance, classroom instruction with peers and teachers, the completion of homework, and reading and comprehension ability as important factors in determining success in school. Once a student is determined as having difficulties in one or more

AMERICAN INDIAN PUBLIC CHARTER SCHOOL II

Schoolwide Title I Plan of Action

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of these areas, the student's teacher meets with the principal to create a plan of action to be implemented. If the student does not appear to be improving in a particular area, a student success team (SST) consisting of teacher, parent, special education teacher, and principal is created to develop a strategic plan of action to regarding the student's learning difficulties.

2. Training for teachers in techniques for diagnosing students' educational needs:

Teachers have been participating in ongoing training that focuses on improving the reading comprehension skills of students. Particular emphasis was placed on enhancing the performance of students who tested basic and below basic on the STAR 2007. Teachers were instructed in techniques for diagnosing student needs and how to address them in the self-contained classroom setting.

3. Parent-teacher conferences for any student who has not met the standards:

Each teacher will meet with all their students and parents at the beginning of the school year. This is a formal meeting to inform parents and students at what grade level the student has been tested at the previous year. At this time, goals and objectives are set and agreed upon by all parties. A signed contract will be entered between the teacher, child and parent. A copy will be maintained in the student's file.

X. Coordination and integration of federal, state, and local services and programs, including programs supported under NCLB, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training:

The director of American Indian Public Charter School II works in concert with the Governor's Board to coordinate and integrate federal, state and local services and programs supported under the No Child Left Behind Act.