

No Child Left Behind Act of 2001
LOCAL EDUCATION AGENCY PLAN

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California Department of Education
Specialized Programs Division
1430 N Street, Suite 4309
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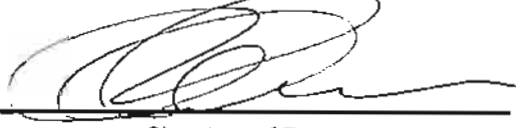
LEA Plan Information:

Name of Local Education Agency (LEA): Port of Los Angeles High School # 0542
County/Charter School Code: 19-64733-0107755 919-12
Dates of Plan Duration: July 1, 2008 to June 30, 2013 (to be updated annually)
Date of local governing board approval: 4/07/09

Charter School Superintendent: Jim Cross
Address: 43438 Business Park Drive
City: Temecula Zip code 92590
Phone: 951-694-3050 x204 Fax: 951-694-3054

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.

JAMES CROSS 4/30/09 
Printed or typed name of Executive Director Date Signature of Executive Director

CAMILIA TOWNSEND 5/1/09 
Printed or typed name of Board President Date Signature of Board President

FEDERAL AND STATE PROGRAMS CHECKLIST

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

Federal Programs		State Programs	
X	Title I, Part A		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
X	Title II, Part A, Subpart 2, Improving Teacher Quality		Child Development Programs
	Title II, Part D, Enhancing Education Through Technology		Educational Equity
	Title III, Limited English Proficient		Gifted and Talented Education
	Title III, Immigrants		Gifted and Talented Education
	Title IV, Part A, Safe and Drug-Free Schools and Communities		Tobacco Use Prevention Education (Prop 99)
	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 (describe):
	Other (describe):		Other (describe):
	Other (describe):		Other (describe):

CHARTER SCHOOL BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your Charter School.

Programs	Prior Charter School Carryovers	Current Charter School Entitlements	Current Direct Services to Students at School Sites (\$)	Current Direct Services to Students at School Sites (%)
Title I, Part A	0	99,871	99,871	100
Title I, Part B, Even Start	0	0	0	0
Title I, Part C, Migrant Education	0	0	0	0
Title I, Part D, Neglected/Delinquent	0	0	0	0
Title II Part A, Subpart 2, Improving Teacher Quality	0	9,421	9,421	100
Title II, Part D, Enhancing Education Through Technology	0	0	0	0
Title III, Limited English Proficient	0	0	0	0
Title III, Immigrants	0	0	0	0
Title IV, Part A, Safe and Drug-free Schools and Communities	0	0	0	0
Title V, Part A, Innovative Programs – Parental Choice	0	0	0	0
Adult Education	0	0	0	0
Career Technical Education	0	0	0	0
McKinney-Vento Homeless Education	0	0	0	0

IDEA, Special Education	0	0	0	0
21 st Century Community Learning Centers	0	0	0	0
Other (describe)	0	0	0	0
TOTAL	0	109292	109292	100

CHARTER SCHOOL BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your Charter School.

Categories	Prior Year Charter School Carryovers	Current Year Charter School Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
EIA – State Compensatory Education	0	0	0	0
EIA – Limited English Proficient	0	0	0	0
State Migrant Education	0	0	0	0
School Improvement	0	0	0	0
Child Development Programs	0	0	0	0
Educational Equity	0	0	0	0
Gifted and Talented Education	0	0	0	0
Tobacco Use Prevention Education -- (Prop. 99)	0	0	0	0

Immediate Intervention/ Underperforming Schools Program (IUUSP)	0	0	0	0	0	0
School Safety and Violence Prevention Act (AB 1113)	0	0	0	0	0	0
Tenth Grade Counseling	0	0	0	0	0	0
Healthy Start	0	0	0	0	0	0
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)	0	0	0	0	0	0
Other (describe)	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0

Charter School Profile

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

The Port of Los Angeles High School (POLAHS) is a small public high school located within the third largest port of the nation. We are dedicated to providing our students with a challenging and rewarding college preparatory curriculum with a focus on maritime trade and international business. We recognize that each of our students has unique strengths and talents and we work to provide a learning environment that supports their needs. Through cooperative partnerships with local business and organizations, our students are afforded hands on and experiential learning opportunities, which they can apply directly to future maritime careers.

POLAHS educators and staff provide a supportive educational environment that recognizes students as individuals and works with each to meet their individual learning needs. Our entire fulltime teaching faculty is not only fully credentialed but they are credentialed in the subject that they teach at POLAHS. As simple as this concept sounds, it is most certainly NOT the case with many other high schools. In addition, many of our teachers hold multiple degrees in education, business, science, and other relevant disciplines. POLAHS also requires that all of our teaching staff have a minimum of three years of classroom experience with most having twice this amount.

Parents as Partners in Education

POLAHS places the utmost priority on family partnerships. Parents and guardians are the cornerstone of a good education. Without the foundation of family support, encouragement, and involvement a student cannot realize their maximum potential. We believe in this relationship to such an extent that we require parents and guardians to enter into a "contract" with the school at the time of student enrollment. This contract defines the kind of support, participation, and cooperation that we expect from families. At POLAHS, we strive to connect with our families. We go far beyond "back to school nights" and PTA meetings by maintaining regular communication with parents in a number of unique and informative ways. One of these communication methods is an automated system called Power School. Utilizing this tool, parents can instantly check on attendance, grades, homework, and much more from any computer.

Extended School Day, Greater Learning Opportunities

The POLAHS school day consists of a full seven periods. Most high schools provide only five or six. This longer day allows for greater flexibility and a wider range class schedules and offerings. It also gives students course credits that exceed the State and LAUSD graduation requirements and enables them to meet UC and CSU admission standards.

Well-Rounded Curriculum, Educating the Whole Student

A well-rounded education is more than books and tests. That is why POLAHS offers a fully integrated art program into our curriculum. Through a partnership with Angels Gate Cultural Center our students have access to a full performing and visual arts program. Our students will experience success at a wide range of artistic endeavors including drawing, painting, sculpting, dance, and more.

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 Charter School-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: Port of Los Angeles High School will take the following steps to align instruction with content standards: 1) Charter Administrator will receive training on standards and how to supervise and evaluate teacher's according to their existing ability to instruct to standards</p>	<p>1-5. Charter Administrator 4. New teachers All ongoing</p>	<p>Administrator and Teacher stipends</p>	<p>1-4. \$5,000 GF \$2,000 Title 5</p>	<p>1-4. General Fund 3. Title V</p>

<p>2) teacher recruitment, hiring, evaluation and tenure decisions will focus on the standards</p> <p>3) all textbooks and supplemental materials align with the standard</p> <p>4) local evaluations will stress mastery of standards based content</p> <p>5) Development of standards-based benchmark assessments to measure progress. And Alignment to California Language Framework</p> <p>POLA Shall use both Statewide and internally developed entrance assessment methods to identify those students who fall below grade level standards..</p>				
<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>1) Port of Los Angeles High School will purchase materials on aligned with the standards</p> <p>2) Standards will be available in every room, for students to see.</p> <p>3) Teachers will regularly examine student work samples at grade level meetings, to ensure that students are mastering grade level standards</p> <p>4) Teacher lesson plans will make reference to the standards being taught.</p> <p>Use of NCLB funds shall be supplementary only. Through intake assessments and ongoing quarterly assessments – students shall be identified as meeting or falling below grade level standards. Funding will be used to supplement general remedial instruction.</p>	<p>1-4. Charter Administrator</p> <p>2-4. Teacher</p> <p>All ongoing</p>	<p>1) Reading instructional materials</p> <p>2) Duplicating costs</p>	<p>1-4. \$12,000 GF</p> <p>\$3,000 Title 5</p>	<p>1-4.General Fund, Title V.</p>

<p>3. Extended learning time: 1) Port of Los Angeles High School will offer before and after school supplemental instructional time. 2) Port of Los Angeles High School will offer double periods of reading for students with need for extra help. 3) Need Students identified through incoming assessment, historical testing data, and collaborative information sessions with faculty and administration.</p> <p>See Part 8 as well</p> <p>Title 1 funds used for work with <u>Identified Students</u> only</p>	<p>1-2. Teachers</p>	<p>1-2. Stipends</p>	<p>1-2. \$3,500 GF \$2,000 - SI</p>	<p>1-2. Supplemental Instruction & General Fund</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <ol style="list-style-type: none"> 1) Use of computer centers in all grades. Computer centers provide monitored instructor led lessons. Utilizing Read 180 2) Use of video to stimulate interest in topics 3) Use of Internet to locate interactive reading Activities 4) The school utilizes the professional development IT services of POLA for integration of the educational software into the lesson plan. <p>(Port of Los Angeles High School already has a well equipped technology and internet backbone system)</p>	<ol style="list-style-type: none"> 1) Classroom teachers and aides/ongoing 2) Library/media center staff and teachers/ongoing 3) Classroom teachers/ongoing 	<ol style="list-style-type: none"> 1) Computer Centers 2) Videos 3) Computer and Internet connections 	<ol style="list-style-type: none"> 2) \$750 Title 2 3) \$2500 Title 5 	1-3 Title II and V.
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials.</p> <ol style="list-style-type: none"> 1) Port of Los Angeles High School's administrators will participate in professional development training, with a module specifically devoted to reading. 2) Port of Los Angeles High School's teachers will participate in professional development training, which has a heavy emphasis on standards-based materials. 3) Whenever Port of Los Angeles High School adopts new standards based reading materials, all teachers will participate in professional development related to their use. 4) POLAHS utilizes a 10 day per year Professional Development calendar. 5 days prior to school start 	<ol style="list-style-type: none"> 1) Charter Administrator 2-3. Teachers 	1-2. Consultant/presenter fees	1-2. \$35,600 GF	General Fund

<p>and then 5 student free days throughout the year. Regardless of school size the minimum PD costs is established. Larger schools PD costs are absorbed by POLA</p>				
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <ol style="list-style-type: none"> 1) The school will maintain a committee with staff, parent and community representatives. It receives reports on overall student assessment results in reading, and communicates the results to the entire school community. The committee also contributes input on how to improve school reading programs. 2) The school will send each parent his/her student's individual assessment results, with an explanation of how to interpret them. 3) Each parent will be invited to two parent conferences, at which teachers discuss the reading program and assessment results. 4) Benchmark Standards are issued to all parents in Spanish and English 5) Newsletters are sent quarterly to all parents 6) Open House in October and March each school year 	<ol style="list-style-type: none"> 1) mailing costs 2) School costs to mail test results 3) No extra costs 	<ol style="list-style-type: none"> 1) Committee 2) Charter Administrator and secretaries/ annually 3) Individual parents and teachers/ fall and spring 	<ol style="list-style-type: none"> 1) \$300 GF 2) \$300 GF 	<p>General Fund</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <ol style="list-style-type: none"> 1) Title I aides will work in classrooms to assist teachers in helping students acquire reading skills. 2) IEP transitional services 3) Middle School to High School orientation 4) POLA Mentor Program – Successful Seniors guide 	<ol style="list-style-type: none"> 1) Salaries/benefits of Title I aides 2-3. Stipends 	<ol style="list-style-type: none"> 1) Title I aides/ daily 2-3. Teachers 	<ol style="list-style-type: none"> 1. \$45,000 Title 1 \$15,000 GF 2-3. \$5000 Title 5 	<p>Title I (For Teachers Aide work with identified students), V & General Fund</p>

<p>incoming freshmen.</p> <p>Title 1 funds used for work with <u>Identified Students</u> only</p> <p>5) Summer school reading development courses will be provided for all students as necessary.</p> <p>6) 9th grade reading classes will be provided for entering freshmen with poor reading skills.</p>			
<p>8. <u>Monitoring program effectiveness:</u></p> <p>1) Port of Los Angeles High School board and administration will fully support the Public School Accountability Act.</p> <p>2) Port of Los Angeles High School will participate in all phases of the state's standards-based assessment system, including the California Standards Tests.</p> <p>3) Test data and API results will be used to monitor programs and drive changes in instructional practice, when needed.</p> <p>4) Classroom teachers will regularly assess students' mastery of standards by examining student work; re-teaching occurs as needed.</p> <p>5) Incoming , mid year, and end of year testing and assessments are utilized in a historical rubric system tied directly to each state content standard.</p> <p>Assessments include: Benchmark Exams CST CELDT CAHSEE</p>	<p>1-4 Charter Administrator 3-4. Teachers</p>	<p>1) No extra cost 2) No extra cost 3) No extra cost 4) No extra cost 5) No extra cost</p>	<p>1) N/A 2) N/A 3) N/A 4) N/A 5) N/A</p>

<p>POLA Chief Academic Officer and Academic Support Team meet with Administrator and Teaching staff quarterly to evaluate student performance data and make instructional adjustments as necessary.</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> <ol style="list-style-type: none"> 1) Students scoring below the 50th percentile in reading will receive extra help from Title I teachers and aides. 2) Summer school remedial reading classes will be offered to students who are reading below grade level, to help them prepare for success in future grades. 3) Students in grades 10-11 who fail the English/Language Arts section of CAHSEE will be provided with after-school tutoring. 4) Read 180 used with identified students 5) POLA academic support team identified student groups are also identified for additional instructional time, support, and services. <p>Title 1 funds used for work with Identified Students only</p> <p>Program includes – before and after school targeted instruction – related specifically to matched areas where below grade level deficiencies have been identified. In addition Saturday and Summer School supplemental services are offered for identified students whom before and after school services are deemed insufficient.</p>	<ol style="list-style-type: none"> 1) Title I teachers and aides 2) Summer school teachers 3) Tutors 	<ol style="list-style-type: none"> 1) Title I teachers/aides' salaries and benefits 2) Summer school teachers' salaries and benefits 3) Tutors' salaries and benefits 	<ol style="list-style-type: none"> 1) \$19500 Title I 2) \$8000 GF 3) \$4000 GF <p>Title I and General Fund</p>
<p>10. Any additional services tied to student academic needs:</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 Charter School-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: Port of Los Angeles High School will take the following steps to align instruction with content standards: 1) Charter Administrator will receive training on standards and how to supervise and evaluate teacher's according to their existing ability to instruct to standards 2) teacher recruitment, hiring, evaluation and tenure decisions will focus on the standards 3) all textbooks and supplemental materials align with the standard 4) local evaluations will stress mastery of standards based content</p> <p>POLA Shall use both Statewide and internally developed entrance assessment methods to identify those students who fall below grade level standards.</p>	<p>1-4. Charter Administrator 4. New teachers All ongoing</p>	<p>Administrator and Teacher stipends</p>	<p>1-4. \$6,000 GF</p>	<p>1-4. General Fund</p>

<p>2. Use of standards-aligned instructional materials and strategies:</p> <ol style="list-style-type: none"> 1) Port of Los Angeles High School will purchase materials aligned with the standards 2) Standards will be available in every room, for students to see. 3) Teachers will regularly examine student work samples at grade level meetings, to ensure that students are mastering grade level standards 4) Teacher lesson plans will make reference to the standards being taught. <p>Use of NCLB funds shall be supplementary only. Through intake assessments and ongoing quarterly assessments – students shall be identified as meeting or falling below grade level standards. Funding will be used to supplement general remedial instruction.</p>	<p>1-4. Charter Administrator</p> <p>2-4. Teacher</p> <p>All ongoing</p>	<p>1) Reading instructional materials</p> <p>2) Duplicating costs</p>	<p>1-4. \$15,000 GF</p>	<p>1-4. General Fund</p>
<p>3. Extended learning time:</p> <ol style="list-style-type: none"> 1) Port of Los Angeles High School will offer before and after school supplemental instructional time. 2) Port of Los Angeles High School will offer double periods of math for students with need for extra help. <p>Title 1 funds used for work with <u>Identified Students</u> only</p>	<p>1-2. Teachers</p>	<p>1-2. Stipends</p>	<p>1-2. \$4500.00 GF</p> <p>\$2000 SI</p>	<p>1-2. Supplemental Instruction & General Fund</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> <ol style="list-style-type: none"> 1) Use of computer centers in all grades 2) Use of video to stimulate interest in topics 3) Use of Internet to locate interactive math activities <p>(Port of Los Angeles High School already has a well equipped technology and internet backbone system)</p>	<ol style="list-style-type: none"> 1) Classroom teachers and aides/ongoing 2) Library/media center staff and teachers/ongoing 3) Classroom teachers/ongoing 	<ol style="list-style-type: none"> 1) Computer Centers 2) Videos 3) Computer and Internet connections 	<ol style="list-style-type: none"> 1) \$0 2) \$750 GF 3) \$2500 Title 2 	<ol style="list-style-type: none"> 1) General Fund 2) Title II Funds
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <ol style="list-style-type: none"> 1) Port of Los Angeles High School's administrators will participate in professional development training, with a module specifically devoted to math. 2) Port of Los Angeles High School's teachers will participate in professional development training, which has a heavy emphasis on standards-based materials. 3) Whenever Port of Los Angeles High School adopts new standards based math materials, all teachers will participate in professional development related to their use. 	<ol style="list-style-type: none"> 1) Charter Administrator 2-3. Teachers 	<ol style="list-style-type: none"> 1-2. Consultant/presenter fees 	<ol style="list-style-type: none"> 1-2. \$2500 GF \$3,000 Title 2 	<ol style="list-style-type: none"> 1) General Fund 2) Title II Funds

<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <ol style="list-style-type: none"> 1) The school will maintain a committee with staff, parent and community representatives. It receives reports on overall student assessment results in math, and communicates the results to the entire school community. The committee also contributes input on how to improve school math programs. 2) The school will send each parent his/her student's individual assessment results, with an explanation of how to interpret them. 3) Each parent will be invited to two parent conferences, at which teachers discuss the math program and assessment results. 	<ol style="list-style-type: none"> 1) Committee 2) Charter Administrator and secretaries/ annually 3) Individual parents and teachers/ fall and spring 	<ol style="list-style-type: none"> 1) mailing costs 2) School costs to mail test results 3) No extra costs 	<ol style="list-style-type: none"> 1) \$300 GF 2) \$300 GF 3) N/A 	<p>General Fund</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <ol style="list-style-type: none"> 1) Title I aides will work in classrooms to assist teachers in helping students acquire math skills. 2) Summer school math development courses will be provided for all students as necessary. 3) 9th grade math classes will be provided for entering freshmen with poor reading skills. <p>Title I funds used for work with Identified Students only</p>	<ol style="list-style-type: none"> 1) Title I aides/ daily 2-3. Teachers 	<ol style="list-style-type: none"> 1) Salaries/benefits of Title I aides 2-3. Stipends 	<ol style="list-style-type: none"> 1. \$50,000 Title 1 2. \$5,000 GF 2-3. \$8000 Title 1 	<p>Title I & General Fund</p>

<p>8. Monitoring program effectiveness:</p> <p>1) Port of Los Angeles High School board and administration will fully support the Public School Accountability Act.</p> <p>2) Port of Los Angeles High School will participate in all phases of the state's standards-based assessment system, including the California Standards Tests.</p> <p>3) Test data and API results will be used to monitor programs and drive changes in instructional practice, when needed.</p> <p>4) Classroom teachers will regularly assess students' mastery of standards by examining student work; re-teaching occurs as needed.</p>	<p>1-4 Charter Administrator 3-4. Teachers</p>	<p>1) No extra cost 2) No extra cost 3) No extra cost 4) No extra cost 5) No extra cost</p>	<p>1) N/A 2) N/A 3) N/A 4) N/A 5) N/A</p>	<p>1) N/A 2) N/A 3) N/A 4) N/A 5) N/A</p>
<p>8. Monitoring program effectiveness:</p> <p>1) Port of Los Angeles High School board and administration will fully support the Public School Accountability Act.</p> <p>2) Port of Los Angeles High School will participate in all phases of the state's standards-based assessment system, including the California Standards Tests.</p> <p>3) Test data and API results will be used to monitor programs and drive changes in instructional practice, when needed.</p> <p>4) Each site will have a Single Plan for Student Achievement, and the principal and Site Council have the responsibility for monitoring progress and making needed revisions.</p> <p>5) Classroom teachers will regularly assess students' mastery of standards by examining student work; re-teaching occurs as needed.</p>	<p>1) Board and Superintendent / ongoing 2) Administrators and Teachers/ ongoing 3) Administrators and Teachers/ ongoing 4) Charter Administrator and Site Councils/ ongoing 5) Teachers/ ongoing</p>	<p>1) No extra cost 2) No extra cost 3) No extra cost 4) No extra cost 5) No extra cost</p>	<p>1) N/A 2) N/A 3) N/A 4) N/A 5) N/A</p>	<p>1) N/A 2) N/A 3) N/A 4) N/A 5) N/A</p>

	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Description of Specific Actions to Improve Education Practice in Mathematics</p> <p>9. Targeting services and programs to lowest-performing student groups:</p> <ol style="list-style-type: none"> 1) Students scoring below the 50th percentile in mathematics will receive extra help from Title I teachers and aides. 2) Summer school remedial math classes will be offered to students who are below grade level, to help them prepare for success in future grades. 3) Students in grades 10-11 who fail the Math section of CAHSEE will be provided with after-school tutoring. <p>Title 1 funds used for work with Identified Students only</p> <p>Program includes - before and after school targeted instruction - related specifically to matched areas where below grade level deficiencies have been identified. In addition Saturday and Summer School supplemental services are offered for identified students whom before and after school services are deemed insufficient.</p>	<ol style="list-style-type: none"> 1) Title I teachers and aides 2) Summer school teachers 3) Tutors 	<ol style="list-style-type: none"> 1) Title I teachers'/aides' salaries and benefits 2) Summer school teachers' salaries and benefits 3) Tutors' salaries and benefits 	<ol style="list-style-type: none"> 1) \$17,500 - Title I 2) \$6000 Title 1 3) \$4000 GF 	<p>Title I and General Fund</p>

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)

1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:
 - 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:
 - 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.

Required Activities

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

Port of Los Angeles High School currently provides the following basic instructional services to students identified as English Learners:

- Structured English Immersion (SEI): EL students who have been assessed on the CELDT and found to be at "less than reasonable levels of fluency in English" (CELDT levels 1 - 3) receive daily designated instruction in ELD and access to core content subjects through SDAIE instruction. ELD instruction focuses on listening, speaking, reading and writing in English, is targeted to the students' levels of proficiency in English, and is based on the ELD standards. Core content instruction is based on state grade level standards, and teachers utilize appropriate strategies to ensure comprehensibility of instruction. Both ELD and SDAIE content courses are taught by teachers with the appropriate state authorizations.
- English Language Mainstream (ELM): students who have been assessed on the CELDT and have found to be at "reasonable levels of fluency in English" (CELDT levels 4 - 5) receive daily instruction in ELD targeted to their language proficiency needs, and grade-level instruction in the core content areas with ongoing attention paid to the language demands of the instruction. SDAIE strategies continue to be used in the ELM program. Teachers who work with EL students in the ELM program possess appropriate state authorizations.

Port of Los Angeles High School will not be seeking funding under Title III but will continue to meet the standards and program requirements it has outlined above.

	<p style="text-align: center;">Required Activities</p> <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:</p> <ul style="list-style-type: none"> <input type="checkbox"/> English proficiency; and <input type="checkbox"/> Academic achievement in the core academic subjects 	<p>Description of how the LEA is meeting or plans to meet this requirement.</p> <p>Port of Los Angeles High School currently offers daily ELD and SDAIE and/or primary language instruction in the core academic subjects in its SEI, ELM and alternative programs for the EL students. Program goals promote high expectations for student success while developing a positive self-concept in students. Standards-aligned content curricula and instruction are implemented at all sites. Ongoing monitoring of student progress takes place times a year, with close attention paid to the achievement of our AYP goals.</p> <p>ELD: Each EL student, upon assessment for language proficiency level, receives daily, targeted instruction in ELD appropriate to his/her level of fluency in English. Teachers at each site team teach for ELD instruction during ELD time.</p> <p>Teachers currently teach ELD lessons of 30 minutes</p> <p>ELD is taught by a qualified teacher.</p> <p>Each EL student currently receives access to core content through specially designed academic instruction in English (SDAIE) or in Spanish parent waiver required). EL students at less than reasonable fluency in English are grouped together within their grade level for SDAIE instruction that is taught by a qualified teacher. EL students receive at least one period daily of ELD.</p>
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	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>
<p>3. Provide high quality professional development for classroom teachers, Charter Administrator, administrators, and other school or community-based personnel.</p> <ul style="list-style-type: none"> a. designed to improve the instruction and assessment of LEP children; b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students; 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; c. Long term effect will result in positive and lasting impact on teacher performance in the classroom. 	<p>In order for administrators, teachers, parents and the community to meet the needs of EL students at all proficiency levels, they will participate in a comprehensive standards-based professional development program. Title II funds will be used to design a professional development plan that will integrate research and scientifically-based theory with high quality instructional practices. The content of this plan will include the development of:</p> <ul style="list-style-type: none"> <input type="checkbox"/> strategies to identify potential interference between the primary language and English <input type="checkbox"/> a vast repertoire of strategies for literacy instruction <input type="checkbox"/> scientifically-based, research-based best practices for reading comprehension <input type="checkbox"/> the ability to systematically identify and develop resources for differentiating instruction in the teaching of reading, writing, listening and speaking <input type="checkbox"/> an understanding of the role of assessment in guiding and evaluating instructional and programmatic practices <input type="checkbox"/> the use classroom data to differentiate instruction and evaluate the efficacy of instruction <p>The Professional Development plan will provide extensive, on-going, mandatory training for all teachers at all levels on the Reading/Language Arts framework, ELA standards, ELD standards, California content standards, Charter School standards based curricula and adopted materials, and standards-based instruction and materials.</p>
<p>Required Activities</p>	<p>Yes or No</p> <p>NO</p>
<p>Allowable Activities</p>	

	<p>5. Provide –</p> <ul style="list-style-type: none"> a. tutorials and academic or vocational education for LEP students; and b. intensified instruction. 	<p>Yes or No</p> <p>NO</p>	
<p>Allowable Activities</p>	<p>6. Develop and implement programs that are coordinated with other relevant programs and services.</p>	<p>Yes or No</p> <p>NO</p>	
	<p>7. Improve the English proficiency and academic achievement of LEP children.</p>	<p>Yes or No</p> <p>Yes</p>	<p>As outlined in Parts 1 and 2 above.</p>

		Description of how the LEA is meeting or plans to meet this requirement.
	Yes or No	As outlined in Parts 1 and 2 above.
<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"> o To improve English language skills of LEP children; and o To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. 	Yes	
<p>9. Improve the instruction of LEP children by providing for –</p> <ul style="list-style-type: none"> o The acquisition or development of educational technology or instructional materials o Access to, and participation in, electronic networks for materials, training, and communication; and o Incorporation of the above resources into curricula and programs. 	Yes or No Yes	As outline in Parts 1 and 2 above
<p>10. Other activities consistent with Title III.</p>	Yes or No No	

Allowable Activities

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>1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):</p> <ul style="list-style-type: none"> 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>Upon registration of their student, and annually thereafter, parents will receive a written explanation of the following information:</p> <ul style="list-style-type: none"> a. The reasons for the identification of their child as EL and in need of services (Home Language Survey response, score on initial CELDT test) b. The child's level of English proficiency and how it was assessed (explanation of CELDT level, and explanation of CELDT exam), and the status of the student's academic achievement. (For "annual" EL students, it is important to record CST and/or other academic information, GPA, and results of other Charter School assessments.) c. The method of instruction the student will receive (Program description that includes information on time in ELD and materials to be used, subjects to be taught in SDAIE and materials to be used, and authorization of teacher. <p>In addition, benchmarks and yearly goals will be explained so that parents can monitor progress towards these goals.)</p> <ul style="list-style-type: none"> d. How this program is designed to meet the needs of the child (design based on CCR requirements, research, past successful experiences) e. How this program design helps their child learn English (emphasis on ELD component, training of teachers) f. Specific exit requirements (what is the redefinition criteria) and expected rate of promotion and graduation if student participates in this program. (If student is an under-schooled newcomer, he/she may need more instructional time to catch up with his/her peers.) g. If the student has a disability, state how the services prescribed by the IEP work together with the program in which the student is enrolled to maximize his/her learning experiences.
<p>Required Activity</p>	

	<p>h. information pertaining to parental rights that includes written guidance detailing –</p> <ol 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; 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. iii. 	<p>Description of how the LEA is meeting or plans to meet this requirement.</p> <p>h. Parental rights (to withdraw from the program but not the services) and to choose a different program (alternative bilingual)</p>
<p>Required Activity</p>	<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>For students who enroll after the beginning of the school year, this process will take place within 3 weeks of being placed in a language program.</p> <p>If Port of Los Angeles High School or site fails to make its AYP, all parents will be notified of such failure in writing in a language they understand no later than 30 days after such failure occurs. Bilingual counselors/Outreach Specialists will make phone calls to parents with a follow-up written letter to answer any questions the parents may have and to inform them of their option to choose another school within the district.</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>1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:</p>	<p>N/A</p>	
<p>2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:</p>	<p>N/A</p>	<p>If yes, describe:</p>
<p>3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;</p>	<p>N/A</p>	<p>If yes, describe:</p>

Allowable Activities

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

Allowable Activities

Allowable Activities	7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:	Yes or No N/A	If yes, describe:
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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 Charter School, 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
<p>As of August 2008 100% our teachers will meet the federal definition of highly-qualified teachers.</p>	<p>Student achievement data indicate the need for teacher improvement in science, mathematics and Language Arts. Part of Los Angeles High School Professional Development will focus on teaching students to meet or exceed grade-level standards in these areas.</p> <p>All Professional Development focused on standards-based practices in areas of program weakness will include examination of research based practices for accelerating English Learners toward standards mastery in English.</p>

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 Charter School-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>Port of Los Angeles High School's Board and Charter Administrator will conduct yearly professional needs assessment of teachers and Charter Administrator in relation to criteria for highly qualified. Professional development activities will be designed and selected based on staff strengths and needs in relation to student achievement results.</p>	<p>Charter Board, Administration and Faculty.</p>	<p>Stipends</p>	<p>\$1000</p>	<p>General Fund Title II Funds</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>Charter Board, Administration and Faculty.</p>	<p>Stipends</p>	<p>\$1000</p>	<p>General Fund</p>

<p>Port of Los Angeles High School will review research on professional development activities that assist teachers and administrators to ensure all students will meet or exceed State content and academic achievement standards. They will pay special attention to those topics that have the greatest positive impact on teachers' ability to accelerate the learning of students in the lowest performing groups. They will then design a system of professional development that is both coherent and differentiated based on teacher effectiveness and assignment. This system will focus on improving student achievement. Resources will be concentrate at the point of greatest need.</p>				
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Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <p>Port of Los Angeles High School will design a system that coordinates faculty and administrative involvement to measure student achievement relative to teacher training, education, development, and certification.</p>	<p>Charter Board, Administration and Faculty.</p>	<p>Stipends</p>	<p>\$500</p>	<p>General Fund</p>
<p>4. How the LEA will coordinate professional development activities authorized under Title I, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs: The Charter will ensure that professional development activities are coordinated to address staff needs in assisting all students to meet or exceed State academic achievement standards. Activities will be designed to help teachers integrate standards based curriculum, instructional practice, assessment and understanding of the strengths and needs of the student populations in their classes.</p>	<p>Charter Board, Administration and Faculty.</p>	<p>Stipends</p>	<p>\$None</p>	<p>N/A</p>
<p>5. The professional development activities that will be made available to teachers and Charter Administrator and how the LEA will ensure that professional development (which may include teacher mentoring) needs of</p>	<p>Charter Board, Administration and</p>	<p>a. Stipends</p>	<p>\$5000</p>	<p>General Fund and Title II</p>

<p>teachers and Charter Administrator will be met:</p> <p>a. Teachers will be taught a format for use of collaboration time focused on coordinating the teaching and assessing of key/essential standards in the subject matter areas of most needed improvement.</p> <p>B. Staff development days will focus on core research-based practices used in the standards-based materials in the subject matter areas of most needed improvement.</p> <p>C. Charter Administrator' professional development will combine the leaders' roles in supporting standards implementation, organization and management for continuous improvement, and addressing diverse needs of student, particularly students in the lowest-performing groups in Port of Los Angeles High School.</p>	<p>Faculty.</p>			
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Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <p>Port of Los Angeles High School will ensure links to other collaborating charters and resources are coordinated through the school administration - and will focus on those lowest performing students and programs tailored to meet their</p>	<p>Charter Board, Administration and Faculty.</p>	<p>N/A</p>	<p>N/A</p>	<p>General fund, Title II, part A</p>

<p>needs.</p>	<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.).</p> <p>a. Port of Los Angeles High School will continue to utilize its available strong technology base and its relationships with local technology partners in ensuring strong professional development for media technology.</p>	<p>Charter Board, Administration and Faculty.</p>	<p>a. Stipends</p>	<p>\$3000</p>	<p>General Fund and Title II</p>
<p>8. How the LEA, teachers, paraprofessionals, Charter Administrator, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</p> <p>a. Port of Los Angeles High School Board Committee is comprised of teachers, principals, paraprofessionals, and parent representatives as well as Charter School instruction staff. Representatives are selected from the range of school levels and neighborhoods/ communities served by Port of Los Angeles High School.</p> <p>b. Together these groups, conduct an annual needs assessment, establish professional development goals and schedule that are tied to improving teachers' and Charter Administrator' knowledge and skill and organizational support for improved teaching and learning.</p>	<p>Charter Board, Administration and Faculty, Parent Committee's</p>	<p>a. Stipends</p>	<p>\$1000</p>	<p>General Fund and Title II</p>	

	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Please provide a description of:</p> <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>a. Staff development days focused on practicing core research-based practices used in the standards-based materials in the strands/subject matter areas of most needed improvement also includes planning for addressing diverse student needs, student behavior management, and working with families.</p> <p>b. Teacher collaboration time focused on selecting benchmark assessments for key/essential standards and joint review of student work on those assignments, includes planning for addressing diverse student needs, student behavior management, and working with families.</p> <p>c. One week Professional Development time provides intensive, focused professional learning on how to accelerate students in the lowest performing groups.</p> <p>d. Charter Administrator professional development will combine</p>	<p>Charter Board, Administration and Faculty.</p>	<p>a. Stipends</p>	<p>\$3000</p>	<p>General Fund and Title II</p>

<p>the leaders' roles in supporting standards implementation, organization and management for continuous improvement with behavior management, working with students' families, and addressing diverse needs of students, particularly students in the lowest-performing groups in Port of Los Angeles High School.</p>				
<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <ul style="list-style-type: none"> a. Port of Los Angeles High School will enter into partnerships with neighboring Charter Schools and the locals school board to provide course work locally for multiple and single subject credentials in English/language arts, mathematics, science, and English language development. b. Port of Los Angeles High School will enter into partnership with neighboring Charter Schools and local Community Colleges to provide course work and tutoring locally in subject matter competency in English/language arts, mathematics, science and English language development. c. Port of Los Angeles High School will provide local test preparation support for teachers. 	<p>Charter Board, Administration and Faculty.</p>	<p>a. Stipends</p>	<p>\$2000</p>	<p>General Fund and 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>1) Port of Los Angeles High School has a strongly enforced and well publicized progressive discipline policy.</p> <p>2) There is a clear set of emergency procedures and opportunities for practice drills.</p> <p>3) Administrators and staff support the view that emotional, psychological and social needs of students are intrinsically related to academic achievement and promote this approach.</p> <p>4) Parents are provided with regular information, a Charter School newsletter and survey reports.</p> <p>5) A system is in place to identify truancy, provide early intervention through community workers and counselors, and provide ongoing services to students and their families.</p> <p>6) The physical environment is well maintained and classrooms have been modernized to facilitate learning; there is a Charter School plan to support this as an ongoing process.</p>	<p>1) Parents need to be more involved at the school site level.</p> <p>2) Opportunities for students to participate in the decision-making process and to have a voice in school climate issues need to be created.</p> <p>6) Materials are not routinely translated that inform parents about rules, responsibilities and procedures for discipline and behavioral problems.</p>

Environments Conducive to Learning (Activities):

Please list the activities or programs supported by all NCLB or state funded programs that the LEA will implement to support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning. Include programs and strategies

designed to address students' barriers to learning (e.g. attendance and behavior). Include a copy of the LEA's code of conduct or policy regarding student behavior expectations.

ACTIVITIES
<p>1) Peers will be trained yearly in conflict resolution and peer mediation. The program is coordinated at each school site.</p> <p>2) A broad range of after-school programs will operate within Port of Los Angeles High School that engage students with a variety of needs and interests; these include homework centers, tutoring, athletic activities, drama, music, journalism, Club Live etc.</p> <p>3) Research-validated curriculum will be taught, teachers will be trained and booster sessions will be conducted on a yearly basis.</p>

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

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

STRENGTHS	NEEDS
Port of Los Angeles High School will Not be applying for Funding under Title IV.	

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

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

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

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

Port of Los Angeles High School Will Not be Applying for Funds under Title IV.

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
<p>5.1 (High School Graduates)</p>	<p>1) All students complete academic plans upon enrollment. 2) Parents are notified of graduation requirements. 3) Counselors are assigned to all students, and schedule annual meetings to assess progress. 4) Notices are sent parents concerning progress; conferences are scheduled when needed.</p> <p>The school has yet to have a graduating class.</p>	<p>1) All students</p>	<p>1) Counselors and administrators at enrollment 2) Administrators and parents/ annually 3) Counselors/ ongoing 4) Administrators , counselors and parents/as needed</p>	<p>The school will have a graduation rate of 95% or above.</p>	<p>1) General Funds</p>

<p>5.2 (Dropouts)</p>	<p>1) Student council 2) 8 interscholastic athletic teams, for females and males Various Clubs and alternate activities 3) Counselors are assigned to all students, and schedule annual meetings to assess progress. 4) Parent Guardian intervention meetings with student 5) Student intervention after high truancy or absenteeism</p>	<p>1) All at risk students</p>	<p>1) Vice principal ongoing 2) Principal 3) Key core instructors 4) Parent/Guardians</p>	<p>Dropouts will be less than 5%</p>	<p>General Fund</p>
<p>5.3 (Advanced Placement)</p>	<p>AP Classes and WASC</p>	<p>1) Students whose parents/relatives have not attended higher education 2) Students of Hispanic ancestry 3) Low income students 4) All students</p>	<p>Administration and Faculty</p>	<p>1) The number of students enrolled in AP classes will increase by 20%. 2) The number of EL students in AP classes will increase by 50%. 3) The number of AP classes/selections offered will</p>	<p>General Fund</p>

				increase by 25%.	
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Additional Mandatory Title I Descriptions

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

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

One-school Charter Schools or Charter Schools with fewer than 1000 ADA: Not applicable

N/A

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

The charter school utilizes a new student entry assessment test – created to identify grade level competency for incoming students. Students falling below grade level and proficient standards are provided additional instructional support and before and after school instruction. Assessment is conducted in group mode with subject oriented staff as well as administration. Parents are notified of subject deficiencies and able to provide input on strategies. Assessment is utilized upon student entry to the school's to determine Targeted Assistance placement.

Upon enrollment, assessment data from standardized tests, such as STAR, along with results from the initial entry assessment testing are utilized to identify underperforming students.

Additional Mandatory Title I Descriptions

(continued)

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

Demographic and educational assessment will be conducted in accordance with Title I. As a charter school and school of choice- there are no enrollment boundaries and no geographical areas of responsibilities. Should local homeless children enroll in the school – they shall be assessed and then have educational services and follow up provided in accordance with NCLB.

Title I funds will be used to supplement the basic instructional program. POLA shall use:

Supplemental Support of the Core curriculum, Increased Learning Time, Counseling, Mentoring, and Parent Outreach to assist Targeted Students in meeting standards. In addition, POLA will provide opportunities for high-quality ongoing professional development for teachers and other staff who work with participating children in the Title I program or in the regular education program.

Through Analysis of academic data, and attendance and demographic data; students are identified for supplementary instruction. English Learners – are also identified as at risk and appropriate services are directed towards those students.

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

The charter school will comply with notice and alternative school remedies. As well as coordinate Program Improvement funding, services, assessments, and requirements with its sponsoring school district.

Additional Mandatory Title I Descriptions (continued)

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

In the event, it becomes identified as in need of improvement, then corrective actions would include:

- Developing and revising a two-year school improvement plan on scientifically-based research
- Assurance that not less than 10% of the Title I funds will be used for professional development
- Provide extra support for students in mathematics and reading

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 Charter Administrator, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA-level staff in accordance with sections 1118 and 1119.

Please see Goals I, II and III above.

The LEA shall utilize internal and external professional development through Title II, to enhance subject matter, and demographic needs related to the provision of educational services of Title I students. The Title II development will actually be tailored around the maximization of content related to efficient and effective delivery of targeted instructional materials and curriculum to Title I students.

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.

I. CHARTER SCHOOL STUDENT ACHIEVEMENT GOAL: By June 2008, 50% of the English Learners will achieve the Proficient Level on the California Standards Test.

A. High quality English language instruction will be provided using scientifically based research.

B. Timeline

- o By June 2005, all teachers* will know the ELD standards for their grade level.
- o By June 2006, all teachers will have and use adopted materials to teach ELD.
- o By June 2007, all teachers will use effective ELD teaching strategies.
- o By June 2008, all teachers will formatively assess EL students on progress toward standards.
- o By June 2008, all teachers will use student assessment results to inform and improve their instruction.

Part III

Assurances and Attachments

Assurances

Signature Page

Appendix

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

Appendix B: Links to Data Web sites

Appendix C: Science-Based Programs

Appendix D: Research-based Activities

Appendix E: Promising or Favorable Programs

Appendix F: NCLB Legislation, Sections 1111 through 1120

ASSURANCES

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

GENERAL ASSURANCES

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

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

TITLE I, PART A

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 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 64601*.
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 Charter Administrator) for each fiscal year.
29. Prepare and disseminate an annual LEA report card in accordance with section 1111(b)(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 Charter Administrator 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, Charter Administrator, 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 students 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:
- o 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
 - o is enforcing the operation of such technology protection measure during any use of such computers by minors; and
 - o 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.
 - o 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.)

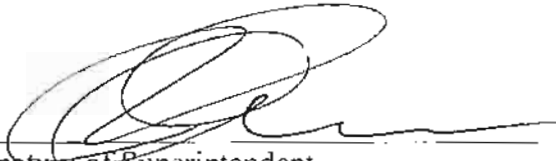
Other

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 Charter School levels) will participate in the state's assessments program.

SIGNATURE PAGE

JAMES CROSS

Print Name of Superintendent



Signature of Superintendent

4/30/9

Date

