

**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 SSD’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 SSD’s strengths and needs regarding student barriers to learning (e.g., attendance, mobility, and behavior).

STRENGTHS	NEEDS
<p>-Students feel safe, nurtured and well-known in a small, caring school environment with clear and consistent expectations for student and adult conduct.</p> <p>- Our school design is predicated on the belief that a single-gender environment can realize powerful outcomes for adolescent girls that include increased academic achievement and increased self esteem and confidence</p> <p>-Our athletic/physically-themed curriculum builds on students’ natural desire to move and promotes <i>joy</i> in the learning process. -- Physical activities serves as a vehicle to develop focus and attention, work ethic, active participation and a commitment to excellence while developing students’ confidence and motivation.</p> <p>-GALS designs classes for each grade that teach girls practices in the areas of healthy relationships, positive self-image and critical life skills used in both school and in the world. This is called the GALS series.</p> <p>- Together, the community, the culture, and the climate create an environment that supports optimal academic achievement and self-development by motivating girls to take on new challenges and stretch themselves academically and personally.</p>	<p>-Due to the school being co-located on a large LAUSD middle school campus, security and safety of our students is critical. GALS has increased the level of supervision by staff and is creating schedules that limit the amount of exposure the students get to the other students on campus that are not part of our school.</p>

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

Please list the activities or programs supported by all NCLB or state funded programs that the SSD 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 SSD's code of conduct or policy regarding student behavior expectations.

<b>ACTIVITIES</b>

**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 SSD's strengths and needs related to preventing risk behaviors.

STRENGTHS	NEEDS

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

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

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

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

<p>The percentage of students that feel very safe at school will <b>increase</b> biennially by:</p>	<p>5<sup>th</sup> — % 7<sup>th</sup> — % 9<sup>th</sup> — % 11<sup>th</sup> — %</p>	<p>5<sup>th</sup> — % 7<sup>th</sup> — % 9<sup>th</sup> — % 11<sup>th</sup> — %</p>
<p>The percentage of students that have been afraid of being beaten up during the past 12 months will <b>decrease</b> biennially by:</p>	<p>7<sup>th</sup> — % 9<sup>th</sup> — % 11<sup>th</sup> — %</p>	<p>7<sup>th</sup> — % 9<sup>th</sup> — % 11<sup>th</sup> — %</p>
<p><b>Truancy Performance Indicator</b></p>		
<p>The percentage of students who have been truant will <b>decrease</b> 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><b>Protective Factors Performance Measures from the California Healthy Kids Survey</b></p>	<p><b>Most recent date:</b> _ / _ / _ <b>Baseline Data</b></p>	<p><b>Biennial Goal (Performance Indicator)</b></p>
<p>The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will <b>increase</b> biennially by:</p>	<p>5<sup>th</sup> — % 7<sup>th</sup> — % 9<sup>th</sup> — % 11<sup>th</sup> — %</p>	<p>5<sup>th</sup> — % 7<sup>th</sup> — % 9<sup>th</sup> — % 11<sup>th</sup> — %</p>
<p>The percentage of students that report high levels of high expectations from a teacher or other adult at their school will <b>increase</b> biennially by:</p>	<p>5<sup>th</sup> — % 7<sup>th</sup> — % 9<sup>th</sup> — % 11<sup>th</sup> — %</p>	<p>5<sup>th</sup> — % 7<sup>th</sup> — % 9<sup>th</sup> — % 11<sup>th</sup> — %</p>

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

**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.

<b>LEA Specified Performance Measures</b> <hr/> <b>(Process to Collect Data)</b>	<b>Performance Indicator Goal</b>	<b>Baseline Data</b>