

(CDE use only)
Application #

No Child Left Behind Act of 2001
LOCAL EDUCATIONAL AGENCY PLAN

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

LEA Plan Information:

Name of Local Educational Agency (LEA): El Tejon Unified School District

County/District Code: 15-45168-1530401

Dates of Plan Duration (should be five-year plan): **July 1, 2003 to June 30, 2008 (to be updated annually)**

Date of Local Governing Board Approval: September 13, 2006

District Superintendent: John Lindsay

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

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

John Lindsay

September 13, 2006

Printed or typed name of Superintendent

Date

Signature of Superintendent

Steve Newman

September 13, 2006

Printed or typed name of Board President

Date

Signature of Board President

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Part I

Background and Overview

Background

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

Development Process for the LEA Plan

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Federal and State Programs Checklist

District Budget for Federal and State Programs

Background

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The Consolidated Application (ConApp)

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

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

The Single Plan for Student Achievement (School Plan)

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

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

The Local Educational Agency Plan (LEA Plan)

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

Categorical Program Monitoring (CPM)

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

Development Process for the LEA Plan

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

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

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

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

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

Step One: Measure the Effectiveness of Current Improvement Strategies

Analyze Student Performance

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

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

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

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

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

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

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

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

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

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

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

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

Step Three: Develop or Revise Performance Goals

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

Step Four: Revise Improvement Strategies and Expenditures

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

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

Step Five: Local Governing Board Approval

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

Step Six: Monitor Implementation

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

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

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

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

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

FEDERAL AND STATE PROGRAMS CHECKLIST

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

Federal Programs		State Programs	
X	Title I, Part A	X	EIA – State Compensatory Education
	Title I, Part B, Even Start	X	EIA – Limited English Proficient
	Title I, Part C, Migrant Education		State Migrant Education
X	Title I, Part D, Neglected/Delinquent	X	School Improvement
	Title II, Part A, Subpart 2, Improving Teacher Quality		Child Development Programs
	Title II, Part D, Enhancing Education Through Technology		Educational Equity
X	Title III, Limited English Proficient	X	Gifted and Talented Education
	Title III, Immigrants		Gifted and Talented Education
X	Title IV, Part A, Safe and Drug-Free Schools and Communities	X	Tobacco Use Prevention Education (Prop 99)
	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
	Adult Education	X	School Safety and Violence Prevention Act (AB1113, AB 658)
	Career Technical Education	X	Tenth Grade Counseling
	McKinney-Vento Homeless Education		Healthy Start
X	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):

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	\$27,391	\$203,630	\$231,021	100%
Title I, Part B, Even Start	N/A			
Title I, Part C, Migrant Education	N/A			
Title I, Part D, Neglected/Delinquent	N/A			
Title II Part A, Subpart 2, Improving Teacher Quality	N/A			
Title II, Part D, Enhancing Education Through Technology	N/A			
Title III, Limited English Proficient	-0-	-0-	-0-	-0-
Title III, Immigrants	N/A			
Title IV, Part A, Safe and Drug-free Schools and Communities	Kern County SOS Consortium			
Title V, Part A, Innovative Programs – Parental Choice	-0-	\$4,108	\$4,108	100%
Adult Education	N/A			
Career Technical Education	N/A			
McKinney-Vento Homeless Education	N/A			
IDEA, Special Education	Kern County SELPA			
21 st Century Community Learning Centers	N/A			
Other (describe)				
TOTAL	\$27,391	\$207,738	\$235,129	100%

DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
EIA – State Compensatory Education	-0-	\$33,537	\$33,537	100%
EIA – Limited English Proficient	N/A			
State Migrant Education	N/A			
School and Library Improvement Block Grant	\$35,836	\$91,696	\$127,532	100%
Child Development Programs	N/A			
Educational Equity	N/A			
Gifted and Talented Education	-0-	\$16,890	\$16,890	100%
Tobacco Use Prevention Education – (Prop. 99)	Kern County SOS Consortium			
High Priority Schools Grant Program (HPSG)	N/A			
School Safety and Violence Prevention Act (AB 1113)	\$12,112	\$12,465	\$24,577	100%
Tenth Grade Counseling	-0-	\$2,954	\$2,954	100%
Healthy Start	N/A			
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)	N/A			
Other (describe)				
TOTAL	\$47,948	\$157,542	\$205,490	100%

Part II

The Plan

Needs Assessments

Academic Achievement

Professional Development and Hiring

School Safety

Descriptions – District Planning

District Profile

Local Measures of Student Performance

Performance Goal 1

Performance Goal 2

Performance Goal 3

Performance Goal 4

Performance Goal 5

Additional Mandatory Title I Descriptions

Needs Assessment

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

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

Academic Performance

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

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

Teacher Quality

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

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

School Safety and Prevention

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

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

Descriptions – District Planning

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

District Profile

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

It serves the mountain communities of Lebec, Pinon Pines, Cuddy Valley, Lockwood Valley, the western Antelope Valley, Gorman, Frazier Park, Lake of the Woods, and Pine Mountain Club. Frazier Mountain High School is located west of Interstate 5 between Gorman and Lebec.

The mission statement for the district is:

The El Tejon Unified School District, in partnership with the community, will educate students in a safe and challenging environment that links learning to life.

The El Tejon Unified School District unified in 1989 in preparation for the high school. There are three schools in the district: Frazier Park School – kindergarten through third grades with an enrollment of 311 students, El Tejon School – fourth through eighth grades with an enrollment of 508 students with 9 students on Independent Study, and Frazier Mountain High School – ninth through twelfth grades with an enrollment of 464 students, with an additional twenty-nine students in the Independent Study program.

This is a diverse community in many ways. Due to limited job opportunities in the area, many parents commute north to Bakersfield (80-120 miles round trip) or south to the Los Angeles area (80-120 miles round trip). The students commute to school as well, with 90 percent riding the bus. The combined population of the greater Frazier Park area served by the district is approximately 5,000.

The community is aesthetically appealing and draws many visitors because of the remote, mountainous terrain. The greater Frazier Park area offers year-round recreational activities such as hiking and camping in the summer, cross-country skiing and sledding in the winter, and facilities for off-road vehicle use.

The local economy is based on commercial business, which serves travelers through the I-5 corridor. However, much of the working population commutes to Bakersfield or the Los Angeles area. The Tejon Ranch is the largest business in the area, but it employs a small number of local residents. However, Tejon Ranch is a generous contributor to the District.

The unemployment rate for the town of Frazier Park is 5.3% as of the 2000 census, with a 10.1% rate for Kern County. There are no figures for all areas served by the El Tejon Unified School District.

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

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

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

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

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

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

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

Planned Improvement in Student Performance in Reading

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

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards: The district will conduct inservice activities stressing content area articulation both horizontally and vertically. ELA state standards will be aligned to instruction.</p>	<p>Curriculum committee, site administrators, working together throughout the school year.</p>	<p>Site adopted texts and related supplemental materials</p>		<p>Instructional Materials Fund</p>
<p>2. Use of standards-aligned instructional materials and strategies: Intervention programs and teachers will provide differential instruction utilizing appropriate intervention strategies. AP course offerings and access will be increased.</p>	<p>District Director of Curriculum – ongoing</p>	<p>State adopted texts and related supplemental materials</p>		<p>Instructional Materials Fund</p>
<p>3. Extended learning time: An Intersession is in place at the high school designed primarily for remediation of identified students. It is also intended to create elective opportunities to which students might not normally have access. As funding permits students at the ES/MS have access to remediation through summer school. All students have access to peer tutors, staff tutors, and adult</p>	<p>Selected certificated staff, community volunteers, and high school students</p>	<p>Supplemental materials and teacher stipends</p>	<p>\$10,000.00</p>	<p>Site stipend allocation, grant monies</p>

volunteer tutors at all school sites.				
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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: There is an ever-increasing variety of options for students to access technology as they attend the ETUSD schools. As students matriculate to each grade, they are exposed to a variety of hardware and software. All students have access to instruction in one-on-one and/or lab learning environments. All students have high-speed access to the Internet.</p>	<p>District Technology Coordinators and sub-contractors District certificated staff</p>	<p>Appropriate software and hardware</p>		<p>District tech funds, community donations</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials: There are numerous opportunities for professional development. They include but are not limited to the following:</p> <ul style="list-style-type: none"> • Membership in the California League of High Schools • Participation in Subject Matter projects • Participation in CSLA School Leadership Teams • Participation in school sponsored training • BTSA activities 	<p>District administration, District Director of Curriculum 2000-present</p>	<p>Consultants and staff development buyout days</p>	<p>\$8,000.00</p>	<p>District consultant funds</p>
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): Parents/guardians and the community are involved in the schools through PTA, PTSO, School Site Council and student academic events, such as; Academic Decathlon, Math Counts, History Day, Science Fair, Oral Language Festival, and ELAC's.</p>	<p>Site administration, parents, community volunteers, auxiliary organizations, i.e., Clubs, PTSO, SSC</p>	<p>Materials, reproductions, postage</p>	<p>\$2,000.00</p>	<p>School site funds</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): The district is a partner with the local Healthy Start program and is an active partner with Kern County in the development of a Regional Library in the local community.</p>	<p>Site administration, classroom teacher</p>	<p>Test administration, reporting materials</p>	<p>\$3,000.00</p>	<p>Mandated Assessment</p>

<p>. Monitoring program effectiveness: Both the site administrators and the District Superintendent perform regular facility and classroom walkthroughs. GATE, Honors, and AP student participation is monitored on an annual basis. Presentations by the school sites are regularly given to the Board of Trustees regarding program status and success. Data from state mandated assessment programs is analyzed to help guide decision-making.</p>	<p>Classroom teachers, Instructional aides, and community volunteers</p>	<p>Salaries and supplemental materials</p>	<p>\$10,000.00</p>	<p>Title 1, SIP, EIA, Instructional Materials Fund</p>
<p>Description of Specific Actions to Improve Education Practice in Reading</p>	<p>Persons Involved/ Timeline</p>	<p>Related Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>As appropriate instructional aides are provided in target areas. A daily Late Bus is provided to allow for after school academic activities. There is regular collaboration between regular and special education.</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 district-operated programs and approved school-level plans)

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards: The district will conduct inservice activities stressing content area articulation both horizontally and vertically.</p>	<p>District Technology Coordinators and sub-contractors District certificated staff</p>	<p>Appropriate software and hardware</p>		<p>District tech funds, community donations</p>
<p>2. Use of standards-aligned instructional materials and strategies: Intervention programs and teachers will provide differential instruction utilizing appropriate intervention strategies. AP course offerings and access will be increased.</p>	<p>District Director of Curriculum , Principals, and Teachers- ongoing</p>	<p>State adopted texts and related supplemental materials</p>		<p>Instructional Materials Fund</p>
<p>3. Extended learning time: An Intersession is in place at the high school designed primarily for remediation of identified students. It also is intended to create elective opportunities to which students might not normally have access. As funding permits students at the ES/MS have access to remediation through summer school. All students have access to peer tutors, staff tutors, and adult volunteer tutors at all school sites.</p>	<p>Selected certificated staff, community volunteers, and high school students</p>	<p>Supplemental materials and teacher stipends</p>	<p>\$10,000.00</p>	<p>Site stipend allocation, grant monies</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <p>There is an ever-increasing variety of options for students to access technology as they attend the ETUSD schools. As students matriculate to each grade they are exposed to a variety of hardware and software.</p> <p>All students have access to instruction in one-on-one and/or lab learning environments.</p> <p>All students have high-speed access to the Internet.</p>	<p>District Technology Coordinators and sub-contractors District certificated staff</p>	<p>Appropriate software and hardware</p>	<p>\$10,000.00</p>	<p>DHS grant, district tech funds, community donations</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>There are numerous opportunities for professional development. They include but are not limited to the following:</p> <ul style="list-style-type: none"> • Membership in the California League of High Schools • Participation in Subject Matter projects • Participation in CSLA School Leadership Teams • Participation in school sponsored training BTSA activities 	<p>Principals, and District Certificated Staff.</p>			

<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>Parents/guardians and the community are involved in the schools through PTA, PTSO, School Site Council and student academic events, such as; Academic Decathlon, Math Counts, History Day, Science Fair, Oral Language Festival, and ELAC's.</p>	<p>Principaals and District Certificated Staff-On-going</p>			
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>The district is a partner with the local Healthy Start program and is an active partner with Kern County in the development of a Regional Library in the local community.</p>				
<p>8. Monitoring program effectiveness:</p> <p>Both the site administrators and the District Superintendent perform regular facility and classroom walkthroughs. GATE, Honors, and AP student participation is monitored on an annual basis. Presentations by the school sites are regularly given to the Board of Trustees regarding program status and success. Data from state mandated assessment programs is analyzed to help guide decision-making.</p>	<p>District Certificated Staff and Principals; on-going</p>			
<p>Description of Specific Actions to Improve Education Practice in Mathematics</p>	<p>Persons Involved/ Timeline</p>	<p>Related Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>As appropriate instructional aides are provided in target areas. A daily Late Bus is provided to allow for after school academic activities.</p> <p>There is regular collaboration between regular and special education.</p>	<p>Principals, Teachers</p>			

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

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

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activities	<ol style="list-style-type: none"> 1. (Per Sec. 3116(b) of NCLB, this Plan must include the following: <ol style="list-style-type: none"> a. Describe the programs and activities to be developed, implemented, and administered under the subgrant; b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122; c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for: <ul style="list-style-type: none"> ▪ meeting the annual measurable achievement objectives described in Section 3122; ▪ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)); ▪ annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1)); d. Describe how the LEA will promote parental and community participation in LEP programs. 	<p>a) Students are provided access to the core curriculum through English Language Development (ELD) strategies and Specially Designed Academic Instruction in English (SDAIE). All students are expected to master the same core curriculum and to meet specific standards for grade-level achievement. Teachers and bilingual aides work with the students on the State English Language Learner standards. Students take the same classroom assessments and the STAR test as English-only students. The APRENDA assessment is used for primary language students as needed.</p> <p>English Language Learner individual learning plans will be developed for students designated as LEP or EL. These learning plans will indicate the types of additional services received by a EL student which supplement regular classroom instruction. These services may include, but not be limited to the assistance of an aide an/or volunteers who work with the LEP students individually or in small groups. The core curriculum will be taught in English in the regular classroom. EL students will receive supplemental English language instruction with Santillana Intensive English program.</p> <p>b) El Tejon Unified School District is a small school district with a relatively small number of English Language Learners; therefore the grant monies are minimal. The district feels the best use of those monies is to expand and increase the English language acquisition instruction materials, such as the Santillana program. This will assist English Language Learners in their progress toward English language acquisition and proficiency.</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"> • English proficiency; and • Academic achievement in the core academic subjects 	<p>c) The LEA will hold elementary and secondary schools receiving funds under this subpart accountable for EL students' progress in language acquisition and proficiency through annual State testings such as the STAR testing program and CELDT testing. The district will increase the number of EL students who achieve proficiency by the end of each year.</p>
		<p>d) Parents are involved as volunteers and as members of PTSO, ELAC, and School Site Council. Furthermore, the district, in cooperation with Healthy Start, offers ESL classes for parents twice a week in order to help the parents participate more fully in their children's education.</p>
		<p>The district will provide small group instruction to EL students, using the Santillana Intensive English program. The program is structured at levels ranging from kindergarten through Level 6. Each level focuses on appropriate vocabulary enrichment and reading instruction for that level. The goal is to move English Learners quickly toward English acquisition and proficiency. EL students simultaneously are immersed in the regular classroom for instruction in the core academic subjects, building on the skills they learn in the Intensive English program. Additionally, some or certain teachers are trained in SDAIE, CLAD, or B-CLAD in order to help English Learners succeed while learning English.</p>

		Description of how the LEA is meeting or plans to meet this requirement.	
Required Activities	<p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p> <ul style="list-style-type: none"> a. designed to improve the instruction and assessment of LEP children; b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students; c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills; d. long term effect will result in positive and lasting impact on teacher performance in the classroom. 	<p>Some teachers have CLAD, B-CLAD, and SDAIE training, and when the district hires new teachers, this training and experience is looked upon favorable. Training strategies to help English Language learners has also been made available at the sites in order to provide the knowledge of standards for English Language acquisition.</p> <p>In 2005 – 2006, 25 teachers attended SB 325 SDAIE/ELD training.</p>	
Allowable Activities	<p>4. Upgrade program objectives and effective instruction strategies.</p>	<p>Yes or No</p> <p>No.</p>	<p>If yes, describe:</p>
		Description of how the LEA is meeting or plans to meet this requirement.	

Allowable Activities	5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.	Yes or No Yes.	If yes, describe: The district offers after-school tutoring and many of the EL students take advantage of the opportunity to further skills in English language acquisition as well as core academic subjects.
	6. Develop and implement programs that are coordinated with other relevant programs and services.	Yes or No No.	If yes, describe:
	7. Improve the English proficiency and academic achievement of LEP children.	Yes or No Yes.	If yes, describe: LEP students are immersed in English and receive instruction in the regular classroom. A teacher or bilingual aide works with the identified LEP students using the Santillana Intensive English program to improve their English acquisition and proficiency.

		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families – <ul style="list-style-type: none"> ○ To improve English language skills of LEP children; and ○ To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. 	Yes or No Yes.	If yes, describe: Please see #1d.
	9. Improve the instruction of LEP children by providing for – <ul style="list-style-type: none"> ○ The acquisition or development of educational technology or instructional materials ○ Access to, and participation in, electronic networks for materials, training, and communication; and ○ Incorporation of the above resources into curricula and programs. 	Yes or No Yes.	If yes, describe: The district plans to research the availability of software that will enhance the instruction of LEP students. If adequate funding is available for such an acquisition, the district will invest in such software to be used at all grade levels during the 2006-2007 school year.
	10. Other activities consistent with Title III.	Yes or No	If yes, describe:

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

	<p>Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>
<p>Required Activity</p>	<ol style="list-style-type: none"> 1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB): <ol style="list-style-type: none"> a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; b. the child’s level of English proficiency, how such level was assessed, and the status of the student’s academic achievement; c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; 	<p>ETUSD Board Policy 6174(a) and Administrative Regulation 6174(a) address the above applicable items. The English Language Learner population of the district is 10%, so there are not large or various programs. However, the district endeavors to meet the needs of its English Learner students and to follow the law regarding the notification of and communication with parents. The California English Language Development Test is administered each fall and parents are notified of the results and the progress of their children. The Student Study Team process is used to keep parents apprised of any lack of progress their children might be experiencing. During those meetings additional interventions are discussed and subsequently put in place. English Learners who also have a disability are provided with the best possible program to meet the objectives of their IEPs.</p>

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activity	<ul style="list-style-type: none"> h. information pertaining to parental rights that includes written guidance detailing – <ul style="list-style-type: none"> i. the right that parents have to have their child immediately removed from such program upon their request; and ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA. 	Each school site will mail a letter to each parent of EL students with a description of their parental rights.
<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>		Each school site will send a letter to each parent of EL students with a description of program options.
<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>		

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 style="writing-mode: vertical-rl; transform: rotate(180deg);">Allowable Activities</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>Yes or No</p>	<p>If yes, describe:</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>Yes or No</p>	<p>If yes, describe:</p>
	<p>3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;</p>	<p>Yes or No</p>	<p>If yes, describe:</p>
	<p>4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:</p>	<p>Yes or No</p>	<p>If yes, describe:</p>

Allowable Activities	5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:	Yes or No	If yes, describe:
	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:	Yes or No	If yes, describe:
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	If yes, describe:

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

Summary of Needs and Strengths for Professional Development

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

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

STRENGTHS	NEEDS
<p>Longevity of teachers throughout the District has created stability and opportunities for ongoing collaboration.</p> <p>Teacher proficiency in use of technology for the delivery of instruction.</p> <p>Teachers are experienced in classroom management strategies.</p> <p>There is a high degree of interest in continued staff development within the teaching staff of the ETUSD.</p>	<p>District-wide collaborative planning time to accomplish horizontal and vertical integration of curriculum.</p> <p>As technology evolves, ongoing and continued training is necessary, as well as exposure to emerging hardware and software.</p> <p>Training techniques for modification of curriculum to meet the needs of all students in each classroom.</p>

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

Planned Improvements for Professional Development (Title II)

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

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> <ul style="list-style-type: none"> • Establishing grade level power standards. • Development of benchmark assessments to measure student progress. • Development of standards-based report card, K-3 	<p>All district teachers District Curriculum Director and Principals District Curriculum Committee and Principals ongoing timeline</p>	<p>Teacher stipends State standards in all core subjects</p>	<p>Unknown</p>	<p>Staff Development Buyout days</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> <ul style="list-style-type: none"> • Development of integrated thematic units at each grade level based on current brain research on learning styles. 				
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>Classroom teachers</p>			

<ul style="list-style-type: none"> Use of cooperative learning activities that bridge difference in student academic levels and learning styles. 				
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <ul style="list-style-type: none"> Participation in county sponsored workshops, seminars and training at KCSOS and local school sites. 	KCSOS consultants	Fees to KCSOS	Unknown	Title I and Title III funds
<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <ul style="list-style-type: none"> Peer Assistance and Review District-wide staff development activities ACSA workshops and training for administrators 	<p>Teacher support providers</p> <p>District Curriculum Director</p> <p>Site Principals</p>			
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>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>	District Technology Committee			

<ul style="list-style-type: none"> District-wide staff development days Site specific technology training 				
<p>8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</p> <ul style="list-style-type: none"> School Site Councils ELAC and DELAC PTSO at each school site District Curriculum Committee 				
<p>Please provide a description of:</p>	<p>Persons Involved/ Timeline</p>	<p>Related Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</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. <ul style="list-style-type: none"> County workshops, seminars, and training Staff development days SAT and SST meetings Effective and ongoing school-to-home communication Parent Nights including Back-to-School nights, Parent Conference Week, Open House, ELAC and DELAC 	<p>KCSOS consultants</p> <p>All district teachers and administrators</p> <p>Special Education Coordinator and staff</p>			
<p>How the LEA will use funds under this subpart to meet the requirements of Section 1119:</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
<ul style="list-style-type: none"> • The district has a code of conduct policy that is strongly enforced, clearly communicated to students, staff and parents and that supports student learning. • A district-wide advisory group with staff, administrators, parents, students and community members continues to guide the district in planning, implementing and assessing the on-going effectiveness of its school safety, drug, alcohol, tobacco and violence prevention programs. • Staff trained in Student Assistance Team process and meet regularly to support an environment conducive to learning. • A clear set of emergency procedures is contained in the Safety Plans on all campuses and regular practice drills are conducted. Staff is CPR trained. • Parents are provided with information on how to support their child on a regular basis through the “District Parent Handbook”, district/site parent newsletters, “Parents Make a Difference/Parents Still Make a Difference” (middle school and high school) in English and Spanish. • District participates in a partnership with the Kern County Probation Department and child and family-serving agencies to provide a Truancy Reduction Program (TRP) to identify habitual truants and provide early intervention services to students and their families. • Contracted counseling referrals through Kern County Mental Health. • Staff trained in Classroom Management Training and Resource Guide (CDE/LACOE model), or Fred Jones, or Assertive Discipline, or BEST Classroom management, or Crisis Prevention Institute. 	<ul style="list-style-type: none"> • Programs or strategies for supporting highly mobile student population • Improved truancy intervention and prevention services • Improved behavior intervention/modification program needed to address bullying concerns • Improved Parent Involvement program • Additional staff training time in general • Early intervention services for literacy development for students who enter lacking those basic skills • Opportunities for students to participate in the decision-making process and to have a greater voice in school climate issues need to be created • Increased student access to qualified school nurses, counselors, psychologists is needed

<ul style="list-style-type: none"> • Classroom-based student involvement programs such as Positive Discipline Using Classroom Meetings and school-wide efforts such as Friday Night Live/Club Live/FNL Kids are in place. • Activities that foster a positive school climate, such as school pride days, play days, Friday Night Live activities and student planned and presented programs for Red Ribbon Week etc., provide regular opportunities for positive youth development. • District/site has an approved plan to ensure equitable access to technology. 	
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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
<ul style="list-style-type: none"> • Caring School Community (grades K-6); or Project ALERT or Skills for Adolescence (middle school grades) or Project Toward No Drug Abuse (grades 9-12), Peer Conflict Mediation - - Title IV funded • Communication devices, classroom phones, surveillance cameras in cafeteria, campus supervision - - AB 1113/SSVP • Truancy Reduction Program - - Title IV funded • Family Life or Sex Can Wait or Sex Respect Teen Health program

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
<ul style="list-style-type: none"> • There is on-going data collection on alcohol, tobacco, other drug use and violence (ATODV) through the CHKS, staff surveys, and school-site council surveys to parents to assess high priority areas of need. Additional information is gathered on school crime incidents, suspensions, expulsions, discipline referrals and truancy. • A district-wide advisory group with staff, administrators, parents, students and community members continues to guide the district in planning, implementing and assessing the on-going effectiveness of its drug, alcohol, tobacco use and violence prevention programs. • The district participates in a Title IV and TUPE consortium through the Kern County Office of Education. The Kern COE/Title IV/TUPE Consortium administrator coordinates with local collaborative partners, health support agencies and law enforcement. <p><u>CSSA Report</u></p> <p>0 Drug and Alcohol Offenses 0 Battery, Assault with Weapon 0 Sex Offenses 0 Weapon Possessions 0 Property Crimes 8 Suspensions for 2005-2006 0%Expulsion rate for the past three years</p> <p><u>According to CHKS:</u></p> <p>% perceived frequent use of marijuana to be extremely harmful</p> <p>% perceived frequent use of alcohol to be extremely harmful</p> <p>% perceived frequent use of cigarettes to be extremely harmful</p> <p>% feel safe in school</p>	<p><u>So far this year (as of March):</u></p> <p>_____ Days of “<u>unexcused</u>” absences</p> <p>_____ Days of “excused” absences</p> <p>_____ # students late to class (3 – 29 min)</p> <p>_____ #students tardy to class (over 30 min)</p> <p><u>According to the CHKS:</u></p> <p>_____ % of 7th graders report having been in a physical fight at school within the past 12 months</p> <p>_____ % Students report being bullied at school</p> <p><u>District needs:</u></p> <p>Adequate funding levels to support teacher training on strategies for integrating ATOD prevention education into the curriculum.</p> <p>Bullying needs to be addressed more aggressively-materials and interventions are not in place.</p> <p>Intervention strategies, such as support groups, and tobacco cessation groups are difficult to staff and train due to already over-stretched staffing configurations in smaller districts.</p> <p><u>Parent/Community Concerns:</u></p> <p>Parent and community member involvement in designing a comprehensive prevention program, though addressed in a general way at the consortium level, is an on-going challenge due to the geographic isolation of many of the small and rural school districts in the consortium.</p>

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

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

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

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

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

<p>The percentage of students that feel very safe at school will increase biennially by:</p>	<p>5th — % 7th — % 9th — % 11th — %</p>	<p>5th <u> </u> % 7th <u> </u> % 9th — % 11th — %</p>
<p>The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by:</p>	<p>7th — % 9th — % 11th — %</p>	<p>7th <u> </u> % 9th — % 11th — %</p>
<p>Truancy Performance Indicator</p>		
<p>The percentage of students who have been truant will decrease annually by <u> 1% </u> 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><u> 8 </u> %</p> <p><u> </u> students classified as truant/<u> </u> CBEDS</p>	<p><u> 1 </u> %</p>
<p>Protective Factors Performance Measures from the California Healthy Kids Survey</p>	<p>Most recent date: <u> / / </u></p> <p>Baseline Data</p>	<p>Biennial Goal (Performance Indicator)</p>
<p>The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by:</p>	<p>5th — % 7th — % 9th — % 11th — %</p>	<p>5th <u> </u> % 7th <u> </u> % 9th — % 11th — %</p>
<p>The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by:</p>	<p>5th — % 7th — % 9th — % 11th — %</p>	<p>5th <u> </u> % 7th <u> </u> % 9th — % 11th — %</p>

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

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.

<p>LEA Specified Performance Measures</p>	<p>Performance Indicator Goal</p>	<p>Baseline Data</p>
<p>Compare annual P2; compare percentage of notified truant students (Process to collect data)</p>		
<p>The average annual percentage of students with perfect attendance in one grading period will increase.</p>	<p>1% growth</p>	<p>Look up attendance records; average %'s across grading periods</p>
<p>The number of “truant” students (3 or more unexcused absences) will decrease.</p>	<p>1% decrease</p>	<p>Look up _____ %</p>

Science Based Programs (4115 (a)(1)(C)):

The LEA must designate and list the science-based programs (programs proven by science to effectively prevent tobacco use, alcohol use, other drug use, and violence) selected from Appendix C. From Appendix C, list the scientifically based programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

Science-Based Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
Project ALERT	ATOD	Grades 5 – 8 Estimate enrollment = _____	All students in grades 5, 7	8/03	9/03	Fall 2003
Child Development Project: Caring School Community	AODV + Youth Dev.	Grades 5 – 8 Estimate enrollment = _____	All students	8/03	9/03	Fall 2003
Lions-Quest Skills for Adolescence	ATODV + Youth Dev.	Grades 5 – 8 Estimate enrollment = _____	All students in grades 6-8	7/03	8/03	Fall 2003
Project Toward No Drug Abuse (High School Only)	ATODV	Grades 5 – 8 Estimate enrollment = _____	All students in grades 9 – 12	8/03	9/03	Fall 2003

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

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

Check	Activities	Program ATODV Focus	Target Grade Levels
X	After School Programs	Alcohol, Tobacco, Other Drugs, Violence	Grades K-8
X	Conflict Mediation/Resolution	Violence	Grades 3-8, 9-12
	Early Intervention and Counseling		
	Environmental Strategies		
	Family and Community Collaboration		
	Media Literacy and Advocacy		
X	Mentoring	Alcohol, Tobacco, Other Drugs, Violence	Grades 3-8, 9-12
	Peer-Helping and Peer Leaders		
X	Positive Alternatives	Alcohol, Tobacco, Other Drugs, Violence	Grades 3-8, 9-12
X	School Policies	Alcohol, Tobacco, Other Drugs, Violence	Grades K-8, 9-12
	Service-Learning/Community Service		
X	Student Assistance Programs	Alcohol, Tobacco, Other Drugs, Violence	Grades K-8
	Tobacco-Use Cessation		

Check	Activities	Program ATODV Focus	Target Grade Levels
X	Youth Development Caring Schools Caring Classrooms	Alcohol, Tobacco, Other Drugs, Violence	Grades K-8, 9-12
	Other Activities		

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

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

Promising Program name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
N/A						

Waiver to Adopt Promising or Favorable Programs not listed in Appendix E:

Check the box below if the LEA will submit an application for waiver in order to include other promising or favorable programs not found in Appendix E. Programs not listed in Appendix E will be considered on a case-by-case basis. The LEA must demonstrate that the program for which a waiver is requested is legitimately innovative or demonstrates substantial likelihood of success. The CDE will provide under separate cover additional information and the forms for submitting a waiver request.

Analysis of Data for Selection of Programs and Activities (4115 (a)(1)(D)):

For each selected Appendix C programs or Appendix D activities, provide a brief narrative rationale based on the LEA’s analysis of CSS, CHKS, and CSSA data related to why the LEA selected these programs and activities for implementation.

The district has selected the following programs for implementation: Child Development Project: Caring School Community for grades K-6, Project ALERT for 5, 7, Skills for Adolescence at 6, 8, and Project Toward No Drug Abuse, 9-12. Our district advisory committee reviewed relevant data, including CHKS, CSSA, and staff and parent surveys. It was determined based on our review of district needs assessment data that three areas of concern should be addressed: truancy/tardy rates, inappropriate behaviors warranting disciplinary action and/or suspension, and community issues concerning substance abuse. The selected programs from Appendix C were consistent with the Federal Principles of Effectiveness and were shown to be effective in usage with similar demographic student populations. Based on input from staff, parents, students and administrators, the district-wide areas of focus will be truancy, positive behavior, and substance abuse prevention. The Child Development Project: Caring School Community matched our needs in all of these areas since this program focuses on building “caring communities of learners”, raising academic achievement levels, and decreasing ATOD use. Project ALERT is interactive in nature and effective at reducing ATOD use, and it is motivational for adolescents and has a parent component. Skills for Adolescence addresses classroom climate, service learning and can be integrated into core curriculum content areas. We have selected supplementary programs from Appendix D to provide a comprehensive prevention program to address all identified areas of need and to incorporate research-based prevention activities based on the Youth Development model. The activities selected from Appendix D are: After School Programs, Conflict Mediation/Resolution, Mentoring, Positive Alternatives, School Policies, Student Assistance Programs, and Youth Development. We believe that in combination with the science-based prevention programs listed above, these youth development, peer relation building and school connectedness types of efforts will make a difference in the three identified areas because these programs will be implemented district-wide and local training and support are available through the Kern County Superintendent of Schools Office Title IV/TUPE Consortium.

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

Provide a description for how the LEA will conduct regular evaluations of the effectiveness of the LEA’s alcohol, tobacco, other drug use and violence prevention program. Describe how the results of the evaluation will be used to refine, improve and strengthen the program.

An evaluation of program effectiveness will be conducted on an annual basis and reviewed by the district advisory committee. The evaluation will involve an analysis of CHKS survey results, CSSA/UMIRS data, truancy/tardy rates, suspension rates and discipline referrals. Operational aspects of the program will be evaluated through the collection of process data (number of teachers trained, lesson delivery logs) and the results will be used to refine, improve and strengthen the program, as deemed appropriate by the district advisory committee. The district will conduct the CHKS core and resiliency modules in fall 2003 and will continue to use it every other year as required. Students will complete pre-post tests for each curriculum series to assess changes in knowledge, attitude and intentions to use ATOD and participate in violent acts. A consumer satisfaction survey will be administered each year to staff and parents regarding ATODV. This data will be analyzed by the district advisory committee to gauge district trends and specific strengths and needs for each area of focus. This data will be formulated into the SDFSC/TUPE Annual Report and it will be shared with the District Board and action steps will be determined to refine, improve and strengthen the program.

Use of Results and Public Reporting (4115 (a)(2)(B)):

Describe the steps and timeline the LEA will use to publicly report progress toward attaining performance measures for the SDFSC and TUPE programs. Describe how the evaluation results will be made available to the public including how the public will be provided notice of the evaluation result’s availability.

Results of the district’s SDFSC and TUPE program performance measures will be reported to the District Board of Trustees during an open session, they will also be reviewed by the School Site Councils, and they will be included in our School Accountability Report Cards, and they will be posted in district newsletters and/or on our district website. The purpose of this annual report of progress on the performance measures will be to provide feedback on the proposed plan of action and provide an opportunity for parent and community input in order to improve and strengthen the program. Notice of the Board Meeting and School Site Council Meetings will be posted as usual according to the Brown Act.

Mandatory Safe and Drug Free Schools and Communities (4114(d)(2)(E)):

Briefly describe how SDFSC funded program services will be targeted to the LEA’s schools and students with the greatest need. (Section 4114 [d][3])

The district is a member of the Kern County Superintendent of Schools Office Substance Abuse Prevention Education Consortium for Title IV and TUPE. As a consortium member, we are invited to participate in any or all of the extensive trainings and activities that KCSOS offers. After reviewing the needs of our district, we have decided to target our SDFSC and TUPE funds on the science-based programs identified on page 45, which in turn will be targeted at the middle school grades because that is where our district advisory committee determined we showed the greatest need. SDFSC and TUPE funds will be utilized to pay for the implementation of these science-based programs, including curriculum materials, training costs, and substitute teacher reimbursements. These science-based programs, along with the formal Truancy Reduction Program that we plan to implement, will be targeted to improve the areas of greatest need that were identified by our district advisory committee.

Coordination of All Programs (4114 (d)(2)(A)):

Provide a detailed, but brief, explanation of how the LEA will coordinate SDFSC funded alcohol, tobacco, other drug and violence prevention programs with other federal state and local prevention programs.

The district is a member of the Kern County Superintendent of Schools Office Substance Abuse Prevention Education Consortium for Title IV and TUPE. As a consortium member, we are represented by the County Title IV/TUPE Coordinator at numerous county-wide meetings with collaborative prevention and law enforcement partners and at county-wide meetings to coordinate efforts with other federal and state categorically funded education programs. The Kern COE Title IV/TUPE coordinator serves as the chairman of the Kern County Prevention Education Partnership Advisory (KCPEP) Committee; he is a member of the Kern County Mental Health (ADP) Substance Abuse Prevention Advisory Committee; he is the President of Community Action Against Drug and Alcohol Abuse, a local non-profit coalition; he is the chairman of the American Cancer Society Great American Smoke-out Planning Committee; he is the co-chair of

the

Kern County Drug Free Youth Summit; he is a member of the Kern County CNET Committee (categorical network for school categorical program administrators); member of the ASAP Coalition (Adolescent Substance Abuse Project – a coalition formed to obtain grant funding to augment adolescent substance abuse treatment placement options); member of the Kern County School Safety and Violence Prevention Advisory Committee; member of the Kern County Threat Assessment Committee; member of the Kern County Tobacco Free Coalition; member of the Leaders in Life Youth Conference Planning Committee. Representation at these meetings on behalf of member districts helps to reduce duplication of services and enhances the effectiveness of local prevention programs.

Parent Involvement (4115 (a)(1)(e)):

Provide a brief, but detailed, description of the parent involvement and describe the parent notification procedures used to meet requirements under NCLB Title IV, Part A – SDFSC program.

Parents are involved in our district at many levels, such as planning and designing programs, implementing strategies as volunteers in the classroom and after school, and volunteering on committees such as the School Site Council. Parents are involved in planning for Red Ribbon Week activities and we host an Annual Title I Parent meeting, annual Back to School Night, ELACS, School Site Council meetings, parent conferences for first grading period/report card; and we send regular progress reports to parents. We provide an annual notification to parents of school district policies. We ask for parent feedback on school safety issues and prevention program plans as part of the yearly process of determining district priorities for program planning. Parents were consulted in the development of the LEA Plan Goal 4 portion of this document through input from the School Site Council, and via review by the District Board of Trustees. Parents are notified of progress on Title IV and TUPE performance indicators through district newsletters, the School Accountability Report Card and Board presentations. Other notification procedures on such issues as “Parent Choice options” and Safe School Status are in place to meet the required timelines indicated by NCLB.

TUPE Services for Pregnant Minors and Minor Parents (H&SC 104460):

Describe the TUPE services and referral procedures for pregnant minors and minor parents enrolled in the LEA and how they will be provided with tobacco-use prevention services. Include students participating in programs such as the California School Age Families Education (Cal-SAFE) program, the Adolescent Family Life Program (AFLP) administered through the Department of Health Services, and the Cal-Learn program administered by the Department of Social Services.

The district has procedures in place to make TUPE related services available to every pregnant minor and minor parent enrolled in the district, including:

1. Referral to perinatal and related support services through the Kern County Superintendent of Schools Office Health Services Coordinator and/or district nurse,
and from local Cal-SAFE and Adolescent Family Life Programs;
2. Outreach services and assessment of smoking status through referrals to the Kern County Department of Public Health-Tobacco Education Program, and from

- local Cal-SAFE and Adolescent Family Life Programs;
3. Individualized counseling and advocacy services through referrals to Kern County Mental Health service providers;
 4. Access to motivational messages to avoid smoking or chewing tobacco as part of the regular site TUPE program during school assemblies and classroom presentations; specific examples include “Diary of a Teenage Smoker: Why Girls Start Smoking and How They Quit” (video and activity booklet available from the Kern COE TUPE Coordinator);
 5. Cessation services, if appropriate from local cessation service providers via referrals to the Kern County Department of Public Health-Tobacco Education Program, cessation contact lists compiled by the Kern COE TUPE Coordinator and the toll-free 1-800-no-butts statewide tobacco cessation information, and “I Decide: Youth Tobacco Cessation” training and materials available from the Kern COE TUPE Coordinator;
 6. Incentives to maintain a healthy lifestyle listed in tobacco prevention materials distributed as part of the regular site TUPE program;
 7. Follow-up assessment, if necessary, through referrals to local physicians listed by the Kern County Department of Public Health-Tobacco Education Program;
 8. Maintenance and relapse prevention services, if necessary, through referrals to local physicians listed by the Kern County Department of Public Health-Tobacco Education Program.
- Once pregnant minors or minor parents are identified by the district, they will meet with a school site administrator or counselor who will assess what services are needed, including whether the minor uses tobacco or has family members who use tobacco products. Since our district is K-8, we do not provide these services on site, but have cooperative agreements with outside agencies by referral. The staff member provides case management to the adolescent assuring these linkages are completed and follow-up is provided.

TUPE Funded Positions (Health & Safety Code 104420(b)(3)):

Provide full time equivalent (FTE) staffing configuration for all TUPE funded positions. (Health and Safety Code section 104420 [b] [3])

Position/Title	Full time equivalent
The district participates in the Kern County Superintendent of Schools Office Title IV/TUPE Consortium. District positions are not funded with these monies. The consortium provides trainings, materials, support, and guidance in the implementation of programs related to tobacco use prevention.	N/A

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

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

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

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.1 (High School Graduates)	Each student will have an Individual Learning Plan developed and monitored throughout their high school years	All Students	Ongoing/ Counselor(s) and staff members	Graduation rates College acceptance rates	General fund, Tenth Grade Counseling
5.2 (Dropouts)	Alternative education options will be offered when students are determined to be at-risk for dropping out of school, such as; Independent Student, California Virtual campus, the Community Learning Center	At risk students	IS teacher Counselor(s)	Drop out rates recidivism rates	General Fund, Tenth Grade Counseling
5.3 (Advanced Placement)	Presently we offer a selection of 11 AP courses through on-line learning with APEX Learning Corp. Intend to offer an on-campus AP course in English Literature	All interested students	Ongoing 2003/2004 school year	Numbers of the students involved in AP courses Number of students successfully completing coursework	AP Challenge and UCCP grants

Additional Mandatory Title I Descriptions

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

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

	Description of how the LEA is meeting or plans to meet this requirement:
<p>Identify one of the following options as the low-income measure to identify schools eligible for Title I funding:</p> <ul style="list-style-type: none"> • Number of children in families receiving assistance under the CalWorks program; • Number of children eligible for Free/Reduced Price Lunch programs; • Number of children ages 5-17 in poverty counted by the most recent census data; • Number of children eligible to receive medical assistance under the Medicaid program; • Or a composite of the above. 	<p>THE HIGH SCHOOL RECEIVES NO TITLE I MONEY, THEREFORE THIS SECTION DOES NOT APPLY.</p>
<p>Describe how the low-income measure described above is used to rank and select schools to receive Title I funds</p> <ul style="list-style-type: none"> • All schools with a 75% or above poverty level are funded • All other schools are funded by poverty ranking district wide or by grade span. 	

**Additional Mandatory Title I Descriptions
(continued)**

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

	Description of how the LEA is meeting or plans to meet this requirement:
<p>For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:</p> <ul style="list-style-type: none"> • A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards. • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards. • Instruction by highly qualified teachers and strategies to attract and keep such teachers. • High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff. 	

<ul style="list-style-type: none"> • Strategies to increase parental involvement. 	
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Additional Mandatory Title I Descriptions
(continued)

<ul style="list-style-type: none"> • Assistance to preschool children in transitioning from early childhood programs to elementary school programs. • Timely and effective additional assistance to students who experience difficulty mastering state standards. 	
<p>For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State’s challenging academic standards. The description should include activities such as:</p> <ul style="list-style-type: none"> • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Strategies that minimize removing children from the regular classroom during regular school hours for instruction. • Instruction by highly qualified teachers. • Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement. 	

Additional Mandatory Title I Descriptions

(continued)

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

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

Additional Mandatory Title I Descriptions

(continued)

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

	Description of how the LEA is meeting or plans to meet this requirement:
<p>If the LEA has a PI school(s), describe technical assistance activities the LEA will provide to help the PI school, such as the following:</p> <ul style="list-style-type: none"> • Assistance in developing, revising, and implementing the school plan. • Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas. • Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI. • Assistance in analyzing and revising the school budget so the school’s resources are used effectively. 	

Additional Mandatory Title I Descriptions

(continued)

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

	Description of how the LEA is meeting or plans to meet this requirement:
Describe the process for parent notification of the school’s identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.	
Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	

Additional Mandatory Title I Descriptions

(continued)

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

	Description of how the LEA is meeting or plans to meet this requirement:
Describe the LEA’s strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly	

qualified teachers, principals, and other staff.	
Describe the LEA's strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children's education.	

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.

	Description of how the LEA is meeting or plans to meet this
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	requirement:
<p>Describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:</p> <ul style="list-style-type: none"> a. Even Start b. Head Start c. Reading First d. Early Reading First e. Other preschool programs f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities. <p>Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.</p>	

Part III
Assurances and Attachments

Assurances

Signature Page

Appendix

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

Appendix B: Links to Data Web sites

Appendix C: Science-Based Programs

Appendix D: Research-based Activities

Appendix E: Promising or Favorable Programs

ASSURANCES

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

GENERAL ASSURANCES

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

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

TITLE I, PART A

The LEA, hereby, assures that it will:

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

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

TITLE I, PART D – SUBPART 2

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

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

TITLE II, PART A

34. The LEA, hereby, assures that:

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

TITLE II, PART D

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

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

TITLE III

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

TITLE IV, PART A

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

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

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

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

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

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

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

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

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

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

New LEAP Assurances

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

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

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

Other

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

SIGNATURE PAGE

John Lindsay
Print Name of Superintendent

Signature of Superintendent

September 13, 2006
Date

APPENDIX A

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

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

California's NCLB Performance Goals and Performance Indicators

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

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

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

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

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

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

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

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

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

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

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

APPENDIX B

Links to Data Web sites

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

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

APPENDIX C

Science-Based Programs

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

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

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

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

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

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

School-Based Programs

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

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

Preparing for the Drug Free Years	Parents (4 to 7)	x		x		x	A, B, C, D,
Project Star (Students Taught Awareness and Resistance): Midwestern Prevention Project	Community	x	x	x			B, D, C, E
Schools and Families Educating Children (SAFE Children)	Families					x	C
Stopping Teenage Addiction to Tobacco	Community		x				C
Strengthening Families Program	Families (4 to 6)	x		x	x	x	A, C, D,

APPENDIX D

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

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

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

APPENDIX E

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

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