

(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): Cutler-Orosi Joint Unified School District
County/District Code: 54-71860
Dates of Plan Duration (should be five-year plan): March 9, 2012 to March 9, 2017
Date of Local Governing Board Approval: June 16, 2016

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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.

Yolanda Valdez June 16, 2016
Printed or typed name of Superintendent Date Signature of Superintendent

Eduardo Valero June 16, 2016
Printed or typed name of Board President Date Signature of Board President

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Part I

Background and Overview

Background

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

Development Process for the LEA Plan

LEA Plan Planning Checklist

Federal and State Programs Checklist

District Budget for Federal and State Programs

Background

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

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

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

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

- 1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2016-2017.**
- 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. 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 school site 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 sub-grants 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 California Assessment of Student Performance and Progress (CAASPP) 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, CAASPP, and API data.) The LEA is expected to gather and review its own information from these resources and use it to inform the planning process.

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

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

Step One: Measure the Effectiveness of Current Improvement Strategies

Analyze Student Performance

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

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

- CAASPP Reports - <http://www.cde.ca.gov/ta/tg/ca>
- 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
✓	✓ Measure effectiveness of current improvement strategies
✓	✓ Seek input from staff, advisory committees, and community members.
✓	✓ Develop or revise performance goals
✓	✓ Revise improvement strategies and expenditures
✓	✓ Local governing board approval
✓	✓ 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.

2016-2017

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

**DISTRICT BUDGET FOR FEDERAL PROGRAMS
2016-2017**

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	\$ 350,155	\$2,420,228	\$2,410,233	87%
Title I, Part B, Even Start	-	-	-	-
Title I, Part C, Migrant Education	-	-	-	-
Title I, Part D, Neglected/Delinquent	-	-	-	-
Title II Part A, Subpart 2, Improving Teacher Quality	-	\$ 254,150	\$ 238,901	94%
Title II, Part D, Enhancing Education Through Technology	-	-	-	-
Title III, Limited English Proficient	\$ 7,030	\$ 182,993	\$ 186,223	98%
Title III, Immigrants	\$ 1,300	\$ 5,464	\$ 6,630	98%
Title IV, Part A, Safe and Drug-free Schools and Communities	-	-	-	-
Title V, Part A, Innovative Programs – Parental Choice	-	-	-	-
Adult Education	-	-	-	-
Career Technical Education	-	-	-	-
McKinney-Vento Homeless Education	-	-	-	-
Special Education- Federal	-	\$ 589,564	\$ 554,190	94%
21 st Century Community Learning Centers	-	-	-	-
Other (describe)	-	-	-	-
TOTAL	\$358,485	\$3,452,399	\$3,353,578	88%

DISTRICT BUDGET FOR STATE PROGRAMS

2016-2017

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	-	-	-	-
EIA – Limited English Proficient	-	-	-	-
State Migrant Education	-	-	-	-
School and Library Improvement Block Grant	-	-	-	-
Child Development Programs	-	-	-	-
Educational Equity	-	-	-	-
Gifted and Talented Education	-	-	-	-
Tobacco Use Prevention Education – (Prop. 99)	-	-	-	-
High Priority Schools Grant Program (HPSG)	-	-	-	-
School Safety and Violence Prevention Act (AB 1113)	-	-	-	-
Middle and High School Counseling	-	-	-	-
Healthy Start	-	-	-	-
Special Education-State	-	\$893,594	\$839,978	94%
Other (describe): QEIA	-	-	-	-
Other (describe): Lottery	-	-	-	-
Other (describe): Common Core	-	-	-	-
TOTAL	-	\$893,594	\$839,978	94%

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 California Assessment of Student Performance and Progress (CAASPP), the California English Language Development Test (CELDT) 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, CAASPP, 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.

The Cutler-Orosi Joint Unified School District is located in the rural area of California's San Joaquin Valley; forty miles southeast of Fresno, fifteen miles north of Visalia. The District serves two unincorporated towns, Cutler and Orosi, which rely on the County of Tulare for library, planning, public health, police, fire protection, and other public services.

Cutler and Orosi are experiencing a period of growth as people move away from large population centers and settle in this rural area. A Tulare County Board of Supervisors study has concluded that incorporation is feasible and public hearings have occurred. 2010 Census figures show the combined population of the two communities at 18,269 (88% Hispanic, 5.2% Asian, 5.7% Anglo, and 1.1% other).

Agriculture is the primary industry in the area. Over 50% of the families served by the District work in agriculture-related jobs. The majority of the community is comprised of Hispanic farmworkers. The poverty rate for the area is high. The median household income is approximately \$33,500, with 38% of residents with incomes of less than \$15,000. The educationally disadvantaged rate is also high. 63% of the adults 25 years and older do not have a high school diploma.

Within this setting, approximately 4,200 students attend one comprehensive high school, one middle school, five elementary schools, and four alternative schools. There has been a trend of continued growth in ethnic minorities over the past twelve years. These local demographic changes reflect California's increasing diversity. The ethnic makeup of the District in 2014 stood at 98% minority students (94.2% Hispanic, 3% Filipino, 1.5% Anglo, and .3% other).

The District serves a large economically disadvantaged student population. The District uses Eligibility for Free and Reduced Price Lunch as the low income measure used in Title I ranking. The poverty rate for the District is 88.2%.

The District has a significant number of Limited English Proficient (LEP) students. 48.47% of the total K-12 student population is LEP. Many are recently arrived immigrants speaking only Spanish. The District has been active in responding to the challenge of its ethnically and linguistically diverse student population and utilizes much of its categorical funds to better meet the unique needs of language minority students.

Although the district entered into Program Improvement Year 3 in 2007, Cutler-Orosi Joint Unified School District local academic indicators show the district is improving every year. The 2014-2015 California Assessment of Student Progress and Performance results provides a baseline data. In English Language Arts, 22% of the overall student population that was tested met or exceeded the standard and 17% of the overall student population tested in mathematics met or exceeded the standard. The number of students graduating and completing A-G course requirements has increased from 34.1 in 2014 to 38.2 in 2015.

Cutler-Orosi Joint Unified has recently developed the mission of “Educating Minds and Inspiring Futures.” The district has established goals that consist of priorities, actions, and allocation of resources being guided by efforts to:

- Achieve academic excellence and meet the needs of all students in a safe and supportive environment so that all students will be college and career ready and prepared to compete in a global economy.
- Build human capacity by investing in training, coaching and setting expectations for students, parents, staff and the Board to support student achievement
- Create efficient and effective systems that are innovative, accountable and proactive to support 21st century learning

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.

Cutler-Orosi Joint Unified School District utilizes various assessments that inform instruction and measure the academic progress of students in the district. These assessments monitor student progress toward mastery of standards and inform teachers and district level administration of student academic progress. Teachers use assessment data to anchor collaborations and to identify strengths and weaknesses in instruction and in student learning.

Grades K-5

- All K-5 students take CCSS benchmarks throughout the school year which allow the teachers and the district to monitor academic progress in the content standards.
- AIMS-Web diagnostic assessment is administered to place students in strategic intervention services.
- Students take progress monitoring assessments on specific standards in English Language Arts throughout the year that assess one to three standards. These assessments help teachers inform instruction and make re-teaching decisions.
- Students take eight curriculum embedded math assessments throughout the school year.
- The CAASPP State Assessments is administered in in April.

Grade 6-8

- Benchmark assessments are administered for both English Language Arts and for math.
- Progress monitoring “quick checks” is administered in English Language Arts and math. These progress monitoring assessments assess one to two standards and provide teachers with quick and accurate checks of understanding before the major benchmark administrations.
- The CAASPP State Assessments is administered in April.

Grade 9-12

- English Language Arts and all math classes administer four to eight benchmarks throughout the school year and use progress monitoring assessments which test one to three standards to inform their instruction.
- English Language Arts and math content areas are administered the CAASPP State Assessments in April.

Performance Goal 1: *All students will reach high standards, at a minimum, attaining proficiency or better in reading and Mathematics, by 2016-2017.*

LCAP GOAL 1: Achieve academic excellence and meet the needs of all students in a safe and supportive environment so that all students will be college and career ready and prepared to compete in a global economy.

Related State and/or Local Priorities

1 X 2 X 3 4 X 5 X 6 X 7 X 8 X

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>Alignment of instruction with content standards:</p> <ul style="list-style-type: none"> ● Ensure Units of Study are fully implemented in every classroom and are aligned to CA Common Core Standards (CCSS). ● Provide Reading Specialists that will provide services to student reading and writing below grade level in one-on-one or small group settings. ● Ensure the state required instructional minutes for all core subjects at each school site. Ensure schools provide consistent uninterrupted instructional time. ● Ensure all administration and staff receives professional development and aligns instruction, curriculum and pacing calendars to CA Common Core Standards (CCSS). ● Ensure the standards aligned common formative and summative assessments are implemented consistently. <ul style="list-style-type: none"> - Smarter-Balance Consortium (CAASPP) - Printing and copies of supplemental materials 	School Principals 2012-2017	Contracts	\$15,881	Title I 30100 L/C 3015
	School Principals	Salary and Benefits	\$56,595	Title I 30100
	School Principals, Assistant Superintendent of C & I and Program Improvement	Substitutes Auxiliary	\$12,000 \$7,678	Title I 30100 L/C 3015 Title I 30100 L/C 3015
	School Principals, Assistant Superintendent of C & I and Program Improvement-2012-2017	Duplicating costs for assessments, and Rentals and Repairs	\$1,300 \$4,200	Special Ed. State 65000 Title II 40350

<p>Use of standards-aligned instructional materials and strategies:</p> <ul style="list-style-type: none"> ● Ensure the pacing and assessments of the Units of Study are followed with consistency and fidelity. Local assessments must be monitored for reliability as predictors of achievement on the CAASPP. ● Supplementary books and reference materials will be provided for use with students that are below grade level on targeted skills. ● Provide differentiated instruction with student deployment to meet individual needs, including ELD, Strategic Intervention and GATE. ● Provide supplemental services to students residing in the district that attend private schools 	<p>School Principals, Learning Directors, APs, Coaches, Assistant Superintendent - Program Improvement, Teachers</p> <p>Director of Categorical Services, Assistant Superintendent - Program Improvement, Teachers, Coaches</p> <p>Director of Categorical Services</p> <p>Director of Categorical Services</p>	<p>Travel and Conference</p> <p>Consumable Materials, Workbooks, etc.</p>	<p>\$8,099</p> <p>\$89,850</p>	<p>Title I 30100 L/C 3012</p> <p>Lottery-63000</p>
<p>Extended learning time:</p> <ul style="list-style-type: none"> ● The District will reserve Title 1 funds for Supplemental Alternative Supports for students performing below grade level. ● Implement technology-based programs to assist students “at risk students” and for credit recovery in the secondary level. 	<p>Director of Categorical Services, School Principals, Learning Directors</p> <p>Principals, Director of Categorical Services</p>	<p>Auxiliary</p> <p>Edgenuity</p>	<p>\$137,500</p> <p>\$5,000</p>	<p>Title I-30100</p> <p>Title I-30100</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Increased access to technology:</p> <ul style="list-style-type: none"> ● Use Accelerated Reader in classrooms as a practice reading monitoring system. Use Lexia as a supplemental reading program. ● Use of technology or on-line programs to support students below grade level in intervention programs ● Utilize technology for the implementation of the CA Common Core State Standards. Hardware and software will need to be purchased, as well as, the cost for the interim-benchmarks from Smarter Balance Consortium (CAASPP). ● Development of the Technology Plan to address Common Core State Standards. ● Increase student exposure to technology by adding computers and updating the server and infrastructure. 	<p>Teachers, Principals, Instructional Data Specialist</p> <p>Teachers & Principals, Student Services</p> <p>School Principals, Technology Director- 2012-2017</p> <p>Assistant Superintendent - Program Improvement, Director of Categorical Services, Principals</p> <p>Teachers, Principals, Instructional Data Specialist, Assistant Supt. Of Curriculum and Instruction and PI</p>	<p>Services</p> <p>Shmoop Cyber High</p> <p>Non-Cap Equipment Non-Cap Equipment</p>	<p>\$43,291</p> <p>\$15,000 \$12,026</p> <p>\$207,345 \$3,400</p>	<p>Lottery 63000</p> <p>Lottery-63000 Lottery-63000</p> <p>Title 1 30100 Special Ed State 65000</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <ul style="list-style-type: none"> ● Provide the support of content specialists to ensure the use of professional development in daily teacher practice to improve student learning. 	<p>Assistant Superintendent C & I and Program Improvement</p>			

<ul style="list-style-type: none"> ● Provide a Technology Coach to assist teacher in utilizing technology and Common Core State Standards for students that are at-risk and/or below grade level. ● Continue the new teacher institute and the on-going district support for new teachers at the school sites. 	<p>Assistant Superintendent - Program Improvement, Site Principal</p> <p>Assistant Superintendent - Program Improvement, Site Principals ongoing</p>	<p>Salary and Benefits</p> <p>Teachers Auxiliary:</p>	<p>\$54,711</p> <p>\$11,892</p>	<p>Title I 30100 L/C3015</p> <p>Title II 40350</p>
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <ul style="list-style-type: none"> ● The district will develop a district-wide age appropriate Parent Education Program to help build capacity of parents on how to assist their students. ● A “Padres Promotores” program will be implemented to increase parent involvement and to provide them with information regarding graduation and Colleges/Universities. ● Site specific Parent Trainings and Parent Literacy Projects will be implemented. ● District-wide Women’s Conference for all girls, grades 6-12, and their mothers. Education, literacy, parent involvement, health, and enrichment sessions will be offered in this conference. 	<p>Site Principals, LDs, APs, Director of Categorical Services, Assistant Superintendent, Program Improvement. 2012-2017</p> <p>Director of Categorical Services, Principals</p> <p>Principals</p> <p>Community Services Director</p>	<p>Travel and Conference</p>	<p>\$1,211</p>	<p>Title I 30100 L/C 3016</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <ul style="list-style-type: none"> ● The District will provide smooth transitions between preschool, elementary, middle and high schools with 	<p>Site Administration, Assistant Superintendent,</p>	<p>Service and Operating</p>	<p>\$14,000</p>	<p>Title I 30100</p>

<p>parent meetings and information nights. All families will receive pre-high school counseling. -Naviance</p> <ul style="list-style-type: none"> ● Provide supplemental services to support student learning for students below grade level. 	<p>Program Improvement Ongoing</p> <p>Site Administration, Assistant Superintendent, Program Improvement Ongoing</p>			
<p>8. Monitoring program effectiveness:</p> <ul style="list-style-type: none"> ● Provide personnel support in the use of data to monitor placement and acceleration of learning for the tiered RtI intervention model across the District. ● Conduct web-based surveys for staff development effectiveness and conduct benchmark monitoring quarterly. ● Increase the number as well as the consistency of principal walkthroughs followed by reflective questioning/feedback which would support teachers in improving both the quality and consistency of classroom instruction. 	<p>Assistant Superintendent - Program Improvement, Director of Categorical Services, Teachers, Coaches, School Principals,</p> <p>Assistant Superintendent - Program Improvement, Director of Categorical Services</p> <p>Site Administration, Director of Categorical Services, Assistant Superintendent of Program Improvement</p>	<p>Instructional Data Specialist, Administrative Assistant Salary & Benefits</p>	<p>\$81,619 \$149,143 \$66,556</p>	<p>Title I 30100 L/C 3018 Title I 30100 L/C 3015 Title II 40350</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
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<p>9. Targeting services and programs to lowest-performing student groups:</p> <ul style="list-style-type: none"> ● Ensure a fully developed intervention plan at all schools based on student needs with state approved materials for intensive and strategic interventions in ELA. ● Materials for all students in 4-8 grade who are 2 years below grade level as replacement curriculum for two hours per day in reading and English-Language Arts to include special needs students. ● Supplementary materials (including agendas, student binders, etc.) will be provided for use with at-risk students on targeted needs. ● Special Ed Director and support staff will support students below grade level and identify students for participation in Early Literacy Intervention by utilizing AIMS WEB as a diagnostic instrument. ● Direct and indirect services will be provided for homeless children, as needed to support students in their standards based learning programs as well as preparation for college and career. ● The middle school and high school will have support classes for students requiring strategic interventions in reading/English-Language Arts 	<p>Secondary Principals, Assistant Superintendent of Program Improvement, Assistant Superintendent of Administrative Services</p> <p>Site Principals, Assistant Superintendent of Program Improvement</p> <p>Director of Categorical Dept., Assistant Superintendent of Program Improvement</p> <p>Assistant Superintendent, Program Improvement, Director of Categorical Services, Spec. Ed. Direct.</p> <p>Assistant Superintendent, Program Improvement, Assistant Superintendent, Administrative Services</p> <p>Assistant Superintendent, Program Improvement, Assistant Superintendent, Administrative Services</p>	<p>Materials and Supplies Materials and Supplies</p> <p>Dir. Salary and Benefits Support Staff Salary/Ben Auxiliary Substitute Membership Telephone</p> <p>Materials and Supplies</p> <p>Salary and Benefits for FTE Substitutes</p>	<p>\$84,900 \$22,500</p> <p>\$172,173 \$60,866 \$63 \$253 \$100 \$1,500</p> <p>10,000</p> <p>\$195,878 \$2,743</p>	<p>Title I 30100 Special Ed. State 65000</p> <p>Special Ed. State 65000 Special Ed. State 65000 Special Ed. State 65000 Special Ed. State 65000 Special Ed. State 65000 Special Ed. State 65000</p> <p>Title I 30100 L/C 3011</p> <p>Title I 30100 Title I 30100</p>
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<ul style="list-style-type: none"> ● Ensure that transitional and support classes are in place at all schools for students requiring strategic intervention in English, Reading and/or Language Arts. ● Ensure the uniform use of diagnostic and placement tests to determine students requiring strategic or intensive interventions in Language Arts. ● Learning Directors will coordinate site program improvement efforts, including counseling, IEP, 504 administrative representative SSTs, and strategic intervention. ● Assistant Principal will coordinate site program improvement efforts, including counseling, IEP, 504 administrative representative SSTs, and strategic intervention ● Resource Teachers and support staff will support students below grade level and identify students for participation in Early Literacy Intervention by utilizing AIMS WEB as a diagnostic instrument. 	<p>Principal</p> <p>Assistant Superintendent, Program Improvement</p> <p>School Principals, Assistant Superintendent – Program Improvement</p> <p>Assistant Superintendent, Program Improvement, Director of Sp. Ed.</p> <p>Assistant Superintendent, Program Improvement, Director of Sp. Ed.</p>	<p>Salary and Benefits</p> <p>Salary and Benefits</p> <p>Telephones</p> <p>Salary and Benefits</p> <p>Services and Operating</p> <p>Teacher Salary & Benefits</p> <p>Substitutes</p> <p>Auxiliary</p> <p>Transportation</p> <p>Teacher Salary & Benefits</p> <p>Substitutes</p> <p>Auxiliary</p>	<p>\$66,125</p> <p>\$102,572</p> <p>\$1,077</p> <p>\$75,963</p> <p>\$25,000</p> <p>\$574,952</p> <p>\$4,068</p> <p>\$1,376</p> <p>\$900</p> <p>\$575,306</p> <p>\$2,849</p> <p>\$2,975</p>	<p>Special Ed. State 65000</p> <p>Special Ed. Federal 33100</p> <p>Title I 30100 L/C 3018</p> <p>Special Ed. Federal 33100</p> <p>Special Ed. State 65000</p> <p>Special Ed. State 65000</p> <p>Special Ed. State 65000</p> <p>Special Ed. State 65000</p> <p>Special Ed. Fed. 33100</p> <p>Special Ed. Fed. 33100</p> <p>Special Ed. Fed. 33100</p>
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<p>10. Any additional services tied to student academic needs:</p> <ul style="list-style-type: none"> ● Maintain class size reduction in K-3 as per LCFF. ● Lower class size in grades primary grades Cutler School and Golden Valley School. ● Lower class size at El Monte Middle School. <p>Human Resources</p> <ul style="list-style-type: none"> ● A cabinet level position to fully implement, monitor and be held accountable for all areas needed to improve teaching and learning, including the implementation of the plan, approving materials and the use of resources. The Director of Categorical services and support staff will guide and monitor categorical programs and guide learning for English Language Learner students. ● Administrators will realign fiscal resource allocations to measurable student achievement outcomes and instructional goals, including the EPCs, as detailed in the LEA Plan. 	<p>Principals and Assistant Supt, Admin. Services</p> <p>Principals and Assistant Supt, Admin. Services</p> <p>Principals and Assistant Supt, Admin. Services Assistant Superintendent, Program Improvement, Principals</p> <p>Assistant Superintendent, Program Improvement</p> <p>Director of Categorical Services</p>	<p>Salaries and benefits, Phone Transportation Travel and Conference Membership Services and Operating Materials and Supplies Postage Substitutes Auxiliary Printing Non Cap</p>	<p>\$144,463 \$2000 \$8,000 \$8,000 \$2,000 \$16,116 \$40,000 \$2,000 \$1,141 \$2,535 \$7,628 \$15,000</p>	<p>Title I-30100 Title I-30100 Title I-30100 Title I-30100 Title I-30100 Title I-30100 Title I-30100 Title I-30100 Title I-30100 Title I-30100 Title I-30100 Title I-30100</p>
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<ul style="list-style-type: none"> Develop an accurate centralized data system through training, monitoring and accountability to ensure that accurate data is reported to the state (Eclipse, Illuminate, Key Data System) 	<p>Superintendent, Assistant Superintendent, Administrative Services, Principals</p>			
<ul style="list-style-type: none"> Classified instructional and clerical support personnel (including Instructional Aides targeted for Kindergarten, AVID tutors, Computer Aides/Technicians, etc.) will be provided for targeted assistance for lowest performing student groups. 	<p>Director of Categorical Services and Director of Categorical Services</p>	<p>Salary and benefits \$269,816 Salary and benefits \$304,986 Substitutes \$3,997 Auxiliary \$1,114</p>		<p>Title I 30100 Special Ed. State 65000 Special Ed. State 65000 Special Ed. State 65000</p>
Fiscal Operations				
<ul style="list-style-type: none"> District ensures that the Single Plan for Student Achievement (SPSA) is aligned to the District plan and addresses the prioritized needs. 	<p>Director of Categorical Services</p>			
<ul style="list-style-type: none"> District annually reports to the Board the fiscal alignment for systemic reform, innovative leadership and high impact/evidence based best practice student achievement initiatives. 	<p>Assistant Superintendent, Program Improvement</p>			
<ul style="list-style-type: none"> Assistant Superintendent – Program Improvement, will evaluate each program’s effectiveness based on improved student achievement and will adjust professional development and resources according to program needs. Priority and amount of funding should be distributed by determining which sites have the greatest needs. 	<p>Assistant Superintendent, Program Improvement</p>	<p>Assistant Superintendent – Program Improvement, Salary and Benefits \$38,147 \$18,705 \$115,609 Telephone \$19,553 \$500</p>		<p>Title I 30100 L/C 3012 Title I 30100 L/C 3018 Title II 40350 Special Ed. State 65000 Title II 40350</p>
<ul style="list-style-type: none"> The District and school sites’ budgets are consistent and aligned to the goals and actions included in the LEA Plan and SPSA. 	<p>Director of Categorical Services</p>			
<ul style="list-style-type: none"> Communication to school site councils and all stakeholders regarding their responsibilities to understand that categorical funding allocation will be directly aligned to student instructional goals. 	<p>Director of Categorical Services</p>			
<ul style="list-style-type: none"> The site principals will use the LEA Plan as a document to ensure that the school-level funding is appropriately allocated to meet the district-identified expectations for student achievement and supports the SPSA adopted by school site councils. 	<p>Superintendent and Cabinet</p>			

<p>Governance</p> <ul style="list-style-type: none"> The Board of Trustees, with the assistance of the Superintendent, will review the vision, mission, values and, specifically, the measurable goals for student achievement to ensure continuous improvement. 	<p>Board of Trustees, Superintendent</p>			
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Performance Goal 1: *All students will reach high standards, at a minimum, attaining proficiency or better in reading and Mathematics, by 2016-2017.*

LCAP GOAL 1: *Achieve academic excellence and meet the needs of all students in a safe and supportive environment so that all students will be college and career ready and prepared to compete in a global economy.*

Related State and/or Local Priorities
1 X 2 X 3 4 X 5 X 6 X 7 X 8 X

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:</p> <ul style="list-style-type: none"> Provide professional development to ensure the current Common Core State Standards and research-based instructional strategies are implemented in full in every classroom. Ensure the state required instructional minutes are implemented for all core subjects at each school site. 	<p>Teachers, Principals, Math Content Specialists</p> <p>Principals, Learning Directors, Assistant Supt.</p>	<p>Substitutes for collaboration Transportation</p>	<p>\$11,926 \$3,000</p>	<p>Title I 30100 L/C 3018 Title I 30100 L/C 3012</p>

<ul style="list-style-type: none"> ● Ensure all administration and staff aligns instruction, curriculum and pacing calendars to CA Common Core Standards (CCSS). ● Ensure the common formative and summative assessments are implemented consistently <ul style="list-style-type: none"> -Inspect Item Bank -Smarter-Balance Consortium (CAASPP) 	<p>Program Improvement</p> <p>Principals, Learning Directors, Assistant Supt. Program Improvement</p> <p>Principals, Learning Directors, Assistant Supt. Program Improvement</p>			
<p>2. Use of standards-aligned instructional materials and strategies:</p> <ul style="list-style-type: none"> ● Professional Development to ensure Common Core State Standards in K-5 and 6-9 will be implemented in full. Units of study will be implemented in all grade levels. ● Ensure the ancillary materials are being used with students in courses that support mathematics standards. ● Provide Math and Science content specialists that support and assist teachers to fully implement the adopted curriculum and to implement professional development in their classroom practices. ● Provide curriculum content specialists that support and assist teachers to fully implement the SBC adopted curriculum and to implement professional development in their classroom practices. ● Provide Positive Behavior Intervention Support (PBIS) training to staff and purchase materials and supplies to 	<p>School Principals, Learning Directors, Math Specialists</p> <p>School Principals, Learning Directors, Math Specialists</p> <p>School Principals, Learning Directors, Math Specialists</p> <p>Assistant Superintendent of PI</p> <p>School Principals, Learning Directors, Math Specialists</p>	<p>Auxiliary</p> <p>Salary and Benefits</p> <p>Salary and Benefits Books and Reference</p> <p>Substitutes Materials and Supplies</p>	<p>\$47,704</p> <p>\$133,717</p> <p>\$128,922</p> <p>\$8,155</p>	<p>Title I 30100 L/C 3012</p> <p>Title I 30100</p> <p>Title I 30100</p> <p>Title I 30100</p>
<p>3. Extended learning time:</p> <ul style="list-style-type: none"> ● Fully develop and target the use of extended learning day and extended school year with a targeted standards based, vocabulary and experience rich curriculum. 	<p>Assistant Superintendent, Program Improvement</p>	<p>Summer school cost-salaries,</p>		<p>Title I 30100 L/C 1135</p>

<ul style="list-style-type: none"> ● Provide Summer School opportunity for “at risk students” and for credit recovery in the secondary level. 	Assistant Superintendent, Program Improvement	materials	\$48,404	
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> <ul style="list-style-type: none"> ● The use of technology to implement the Common Core State Standards and in intervention programs 	Teachers & Principals	Purchase of Technology	\$186,364	Title I 30100 (Contingency)
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <ul style="list-style-type: none"> ● Provide training and support systems to meet personnel needs at all levels of the organization. ● Provide professional development for teachers in grades K-12. Math Consultants will assist in the transition to CCSS and to improve math instruction. 	<p>Assistant Superintendent, Program Improvement</p> <p>Assistant Superintendent, Student Services; Math Content Specialist</p>			
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <ul style="list-style-type: none"> ● Develop ways for parents to be more interactive with the learning of the child at home through interactive homework, reinforcement of learning or instructional strategies in the home, reading at home, talking about school and providing a space at home for educational activities. 	Assistant Superintendent, Program Improvement			
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <ul style="list-style-type: none"> ● The District will provide smooth transitions between preschool, elementary, middle and high schools with parent meetings and information nights. All families will receive pre-high school counseling. 	Assistant Superintendent, Program Improvement			

<p>8. Monitoring program effectiveness:</p> <ul style="list-style-type: none"> ● Develop an evidence-based instructional implementation plan for all supplemental materials and interventions that assesses the effectiveness of strategies on a yearly basis. ● Provide personnel and support in the use of data to monitor diagnosis, placement and acceleration of learning for the tiered RTI intervention model across the district. ● The Superintendent will ensure that the program evaluations and decisions to continue to fund a particular program are based on student achievement data. ● District administrators will use state and local assessment data to set student achievement goals district-wide, by school and by subgroup, and will adjust district and site budgets based on student data analysis and revision of achievement goals as set forth in the LEA Plan. 	<p>Assistant Superintendent, Program Improvement</p> <p>Assistant Superintendent, Program Improvement</p> <p>Assistant Superintendent, Program Improvement</p> <p>Assistant Superintendent, Program Improvement</p>			
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Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. Targeting services and programs to lowest-performing student groups:</p> <ul style="list-style-type: none"> ● Ensure a fully developed intervention plan at all schools based on student needs with state approved materials for intensive and strategic interventions in Math. 	<p>Assistant Superintendent, Program Improvement</p>			
<p>10. Any additional services tied to student academic needs:</p> <p>Fiscal Operations</p> <ul style="list-style-type: none"> ● The District will thoroughly review the current LEA Plan and revise the LEA Plan to be used as a guiding document for school staff as they develop each school's SPSA. <p>Data Systems</p> <ul style="list-style-type: none"> ● Develop an accurate centralized data system through training, monitoring and accountability to ensure that accurate data is reported to the state. 				

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.*

LCAP GOAL 1: *Achieve academic excellence and meet the needs of all students in a safe and supportive environment so that all students will be college and career ready and prepared to compete in a global economy.*

Related State and/or Local Priorities

1 X 2 X 3 4 X 5 X 6 X 7 X 8 X

Planned Improvement in Programs for LEP Students and Immigrant (Title III)

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

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activities	<p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <p>a) Describe the programs and activities to be developed, implemented, and administered under the subgrant;</p> <p>b) Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;</p> <p>c) Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <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); <p>d) Describe how the LEA will promote parental and community participation in LEP programs.</p>	<p>a. Cutler-Orosi Joint Unified School District provides programs incorporating English Language Development (ELD) to help students learn English and Specially Designed Academic Instruction in English (SDAIE) to help English Language Learners (ELs) master the Common Core State Standards.</p> <ul style="list-style-type: none"> • The Structured English Immersion programs provide instruction overwhelmingly in English, and include a sequential ELD program and sheltered English content with primary language support as needed. • The English Language Mainstream programs provide instruction in English targeted to grade level standards. Students are provided appropriate additional services to ensure access to the core curriculum. <p>b. Title III funds will be used to provide instructional aides to support English Learners in building reading and comprehension skills. Funds will also be used to provide training for classroom teachers and instructional aides in research-based strategies to accelerate the achievement of English learners so they can become proficient in English and meet the state standards in reading and math. In addition, funds will be used to provide supplemental instruction after school, to English Language Learners that are performing below grade level in English Language Arts and Mathematics. Technology-based instructional programs will also be used for English Language Learners acceleration. The District will invite parents of LEP students to serve on advisory committees and to attend meetings to discuss and evaluate programs and services.</p>

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activities	<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. All students, including all LEP students, will participate in California Assessment of Student Performance and Progress (CAASSP), the statewide assessment program in reading and math to measure students’ progress towards proficiency. Statewide targets in reading and math will be applied to significant subgroups of LEP students to determine whether LEP students have made adequate yearly progress. Results will be reported to School Site Councils, the Board of Education, parents and district accountability report cards, and posted on the internet. The CELDT test will be used for initial assessment and administered annually to measure LEP students’ progress towards English proficiency. The following are guidelines implemented for site accountability:</p> <ul style="list-style-type: none"> • Identify ELA, ELD, and CELDT Test Prep materials to be ordered for fall. • Train all teachers on how to administer and score the CELDT. • Send parents <i>Annual Parent Notification Letter</i> informing them of EL status and program placement. • Begin ELD Deployment schedule and CELDT test prep for grades 1 -5. • Administer the initial assessment to new students. • Compile data and identify students that can be reclassified according to the district’s reclassification criteria. • During the Fall, Follow up on students who have been reclassified over the past two years. • Inventory all CELDT assessments and order additional assessment booklets if needed. • Begin CELDT test prep school wide during ELD. • Develop a CELDT testing schedule. • Run a query of all ELLs that must take the annual CELDT assessment. • Implement CELDT Chats or rallies with students and/or parents. • Send parents of new students that were CELDT tested the Initial Parent Notification Letter. • Finalize RFEP (CORE and SOLOM), all signatures for students meeting Reclassification criteria • Ensure that all EL students take the CELDT assessment • Students are rescheduled in ELD grouping based on hand-scored CELDT results. • Identify students that did not move 1 CELDT level and begin targeted intervention in ELD group. • When the official CELDT scores arrive, a letter and scores will be sent to parents. • When CELDT report arrives, the district will enter scores into system and • Recognition of Students that improve one band level or more on CELDT and/or have been reclassified • During the Spring, Follow up on students who have been reclassified over the past two years. • File the official CELDT reports into the CUM folders and document the most recent information onto the District CELDT form in the EL folder. <p>d. The LEA will focus on promoting parental and community involvement in the LEP programs through Title I meetings. Parents will be invited to attend Title I meeting where they will be informed of services and programs that are offered as supplemental programs to help provide academic support to all students of Title I schools and to English Language Learners performing below grade level. In addition, all school sites will have parent advisory groups, such as the English Language Advisory Committee (ELAC), where parents of English Learners are provided with data on student census (demographics), LEP instructional programs, Reclassification criteria, LEP budgets, and services.</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> <ol style="list-style-type: none"> a. designed to improve the instruction and assessment of LEP children; b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students; c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills; d. long term effect will result in positive and lasting impact on teacher performance in the classroom. 	<p>2. The District has adopted English Language Development programs, California Treasures ELD Ancillary for grades K-5. In K-5, English Learners are deployed to a CELDT leveled appropriate class during designated ELD to focus on their English language development. For grades 7-12, the District has adopted Read 180, System 44, and English 3D to provide high quality language instruction based on scientifically-based research aligned with student academic content standards. English Learners in grades 7-12 are assigned an ELD course to support them in English Language Development. Local formative assessments and the annual CELDT are used to measure the increase in students' English proficiency. The District has developed benchmarks for expected student performance on CELDT over time as a result of these programs. Group data is analyzed and compared to benchmarks to evaluate program effectiveness.</p> <p>3. a-d Teachers in K-12 grades that are teaching core content areas have been trained in research-based strategies to support LEP students' academic achievement. Teachers are provided the opportunity to receive professional development in KAGAN Structures which are research-based instructional strategies that promote academic achievement. Teachers at all grade levels have conducted grade level lesson studies to increase student achievement of English Learners by infusing the new ELD standards into the units of study. Also, Instructional Rounds, which include teachers and administrative staff, have been implemented district-wide. Instructional Rounds focuses on a specific problem of practice for each individual school site. The committee members observe instruction, analyze the data gathered regarding the problem of practice, and develop an action plan to improve the problem of practice and improve student achievement. Teachers in grades 6-8 have received professional development on the new ELD standards, allowing them to better understand how to infuse ELD standards into their lesson to help develop English levels of LEP students.</p> <p>In addition, all teachers will participate in ongoing and sustained staff development in current research-based and the most effective instructional strategies for accelerating the achievement of English Learners.</p> <ul style="list-style-type: none"> • The majority of K-8 teachers have been trained in Guided Language Acquisition Design (G.L.A.D) <p>Teachers will receive training in the ELD components of adopted textbooks and supplemental materials especially designed to support achievement of English Learners. Teachers participated in CCSS trainings and ELPD training. Principals attended ongoing staff development in the most effective instructional strategies for accelerating the achievement of English Learners.</p>	
Allowable Activities	<p>4. Upgrade program objectives and effective instruction strategies.</p>	<p>Yes or No</p> <p>Yes</p>	<p>If yes, describe:</p> <p>The Lesson Study protocol is designed to provide all teachers with effective lesson designs to meet the needs of LEP students. The lesson study provides teachers with the opportunity to collaborate to include ELD standards into the units of study to ensure LEP student achievement level increase.</p>

	5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.	Yes or No Yes	If yes, describe: LEP students in grades K-12, that are below grade level in English Language Arts, specifically Literacy, and mathematics are provided after school academic intervention with highly qualified teachers.
	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: All programs and services for LEP students are focused on improving students' English proficiency and academic achievement, as described in the first two sections above.
		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 – ○ 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: The District provides written information to parents containing suggestions to help their children improve their academic achievement. Information is available in languages other than English. All elementary school sites invite all parents to specific grade level workshops that focus on academic achievement strategies so that parents help their children improve academic achievement. Parents also receive on a monthly basis, Home Connection flyers that assist parents with strategies/home activities that improve reading and/or math skills. Parenting Partners is a program that will be implemented at the elementary level through 6 th grade. The program provides practical tools for positive parenting. The Literacy Program is implemented at K-5 school sites and at Alternative Education school sites. The program focuses on developing literacy skills of LEP parents. Parents attend a 10 week workshop where a facilitator teaches parents reading strategies using cultural books that are provided to the parents to read at home with their children. In addition, the parents create an album of pictures that display the home activities they shared with their students during the 10 week course. At Orosi High School and El Monte Middle School the Parent Institute for Quality Education (PIQE) is provided for parents of students in grades 7-12. Parents attend a 9 week workshop that focus on various topics that will help them support their children in school and beyond. Topics include understanding the high school system, financial Aid, graduation requirement, and college/ university requirements (A-G). Computer Literacy classes are offered to all parents. Parents learn a variety of topics such as typing skills, create emails, navigate district website, on-line applications, and how to navigate the parent portal, which provides them with their student's academic progress. Child care is available for parent engagement opportunities.

	<p>9. Improve the instruction of LEP children by providing for –</p> <ul style="list-style-type: none"> ○ The acquisition or development of educational technology or instructional materials ○ Access to, and participation in, electronic networks for materials, training, and communication; and ○ Incorporation of the above resources into curricula and programs. 	<p>Yes or No</p> <p>Yes</p>	<p>If yes, describe:</p> <p>The school sites have acquired new technological devices and/or replaced old and outdated technological devices that aid LEP students in improving their English Language Development levels/skills and reading levels through on-line programs such as LEXIA and by providing visual representations for content understanding.</p>
	<p>10. Other activities consistent with Title III.</p>	<p>Yes or No</p> <p>Yes</p>	<p>If yes, describe:</p> <p>Instructional Aides are provided support LEP students by providing them with home language support and more one-on-one support for content understanding and comprehension.</p>

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 style="text-align: center; writing-mode: vertical-rl; transform: rotate(180deg);">Required Activity</p> <p>1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):</p> <ul style="list-style-type: none"> a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; b. the child’s level of English proficiency, how such level was assessed, and the status of the student’s academic achievement; c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; 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. 	<ul style="list-style-type: none"> a-b. The California English Language Development Test (CELDT) is administered within 30 days of enrollment to students whose answers to Home Language Survey questions are other than English. Parents are notified of the test results and recommended program placements in writing in a language they can understand. English Learners who score at the beginning to early intermediate levels on CELDT are placed in a Structured English Immersion (SEI) program. English Learners with reasonable fluency, scoring at the intermediate to early advanced levels, are placed in an English Language Mainstream (ELM) class. With the notification of test results and recommended placement, parents are also informed of their right to request an alternative program or different placement. c. The written notification of results and recommended placement includes a description of both the SEI and ELM programs, including the content, instructional goals, and extent of use of English and native language in instruction in each program. d. CELDT results reported to parents include levels for reading, writing, listening and speaking as well as overall proficiency in order to identify strengths and needs for each child. These levels are used in program placement decisions. These results are also shared with the student’s counselor and teachers for use in instructional planning. Students in grades K-6 are deployed based on their CELDT level. Students in grades 7-12 are provided an ELD support class. e. The descriptions of the SEI and ELM programs in the Annual Notification, which is sent to all parents of LEP students, explain how these programs use English Language Development (ELD) to help their child learn English and Specially Designed Academic Instruction in English (SDAIE) to help their students to meet grade level standards. f. Each year, the English Language Advisory Committee (ELAC) discusses, reviews, and approves the criteria for LEP students to be reclassified. Parents are also provided written criteria for reclassification and exit from the program and a written summary of the performance expectancies on CELDT and local state assessment. g. For LEP students with identified disabilities requiring special education services, CELDT performance levels in reading, writing, listening and speaking are considered in the development of the individualized education program (IEP). IEP objectives include English Language proficiency objectives and core content objectives. Parents are consulted in the development of IEP objectives. h. The written notification of CELDT results and recommended placement includes notification that parents can remove their child from the program upon request; describes programs offered by the District and explains that parents can request another available program; and encourages parents to seek additional information and assistance from district and site staff regarding program selection.

	Description of how the LEA is meeting or plans to meet this requirement.
<p>Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>	<p>Parents of all students who continue in SEI and ELM programs are provided all of the above information again at the beginning of the school year (within the first 30 days). Parents of new students are notified as soon as the child is placed in the program based on preliminary CELDT results.</p>
<p>LEA Parent Notification Failure to Make Progress If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>	<p>If the District or school site does not make adequate yearly progression the annual measurable objectives, the district will notify parents of the failure to make progress and the reasons for failure within 30 days of the notification of failure to the district.</p>

Plans to Provide Services for Immigrants

If the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:	Yes or No Yes	If yes, describe: Funds will be used to provide an extensive program of parent outreach and training. Sessions will be conducted in the target language (Spanish) and at various locations throughout the District. Child care will be made available. Additional parent classes will include Adult ELD and citizenship classes.
	2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:	Yes or No Yes	If yes, describe: Funds will be used to provide extensive professional development opportunities for all teachers, administrators and support staffs who work with immigrant students. Topics may include: ELD for beginners Differentiated Instruction Diversity training Research-based Best Practices
	3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth:	Yes or No Yes	If yes, describe: The District will identify a cohort of the most at-risk immigrant students and provide a classroom instructional aide to assist immigrant students in learning English.
Allowable Activities	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	Yes or No Yes	If yes, describe: The District will purchase instructional materials including computer software for use by classroom teachers and instructional aides to assist Immigrant students in learning English.
	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 Yes	If yes, describe: All participating immigrant students will: <ul style="list-style-type: none"> ○ Acquire sufficient English listening, speaking, reading and writing skills to be able to participate successfully in the District programs. ○ Develop sufficient literary skills in the primary language to foster conceptual development as the foundation for cognitive learning as well as to enhance the future development of English literacy ○ Develop study skills necessary to perform successfully in their new school environment. ○ Develop an understanding and appreciation of their new cultural environment.

	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 Yes	If yes, describe: Immigrant students will be provided with supplemental materials and supplies that will support them in developing literacy skills and English Language Development.
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 No	If yes, describe:

Description of Specific Actions to Improve Education Practice in English Language Development (Title III)	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Targeting services and programs to lowest-performing student groups:</p> <ul style="list-style-type: none"> ● Continue the use of ELA/ELD coaches to support the instruction of ELs and students that are below grade level in reading. ● Implement technology-based program (Turnitin) which assists students by providing valuable feedback on their writing assignments. ● Instructional Aides will provide support for ELL and “at risk” students in the standards based program. ● The District will identify ELD benchmarks for each ELD level in the areas of listening, speaking, reading and writing, along with expectations for English Language proficiency in relation to time in program (ELLA). ● Provide staff development on research-based instructional strategies for all teachers providing ELD services to EL students. ● Supplementary materials (including agendas, student binders, etc.) will be provided for use with at-risk students performing below grade level on targeted needs. ● Schools will flexibly group students based on CELDT scores and district assessments so that they can move between instructional groups based on their response to ELD instruction. ● Every EL student will receive 30 minutes a day of English Language Development. Implement the 	<p>School Principals, Assistant Superintendent – Program Improvement</p> <p>Assistant Superintendent, Program Improvement, Director of Categorical Services</p> <p>Site Administration, Assistant Superintendent, Program Improvement</p> <p>Asst Superintendent, Program Improvement Instructional,</p> <p>Site Administration, Asst Superintendent PI, Director of Categorical Services</p> <p>Site Administration, Asst Superintendent PI, Director of Categorical Services</p> <p>Teachers, ELD Coaches, Principal</p> <p>Assistant Superintendent,</p>	<p>Salary and Benefits</p> <p>Service</p> <p>Salary and Benefits</p> <p>Travel and Conference Auxiliary Services</p> <p>Materials and Supplies Materials and Supplies</p>	<p>\$304,078</p> <p>\$6,000</p> <p>\$160,406</p> <p>\$5,170 \$7,585 \$12,685</p> <p>\$8,383 \$5,357</p>	<p>Title I 30100 +</p> <p>Title I 30100</p> <p>Title III LEP 42030</p> <p>Title III LEP 42030 Title I 30100 L/C 3018 Title II 40350</p> <p>Title III LEP 42030 Title III Immigrant 42010</p>

<p>district adopted ELD curriculum with fidelity and consistency.</p> <ul style="list-style-type: none"> ● Provide professional development to ensure instruction is delivered according to the COJUSD Instructional Model and research-based instructional strategies are provided to lower the achievement gap ● Supplementary books and reference materials will be provided for use with students that are below grade level on targeted skills. ● Use of technology or on-line programs to support students below grade level in intervention programs ● The District will hold district progress monitoring meetings and accountability dialogues after each benchmark (quarterly). Instructional Rounds will be conducted at every site to reflect on best practices. 	<p>Program Improvement and Principals, Learning Directors</p> <p>Assistant Superintendent, Program Improvement ELD Coaches</p> <p>Site Administration, Asst Superintendent PI, Director of Categorical Services</p> <p>Principals</p> <p>Assistant Superintendent, Program Improvement, Principals</p>	<p>Substitutes for collaboration</p> <p>Non cap Equipment</p> <p>Instructional Rounds Substitutes</p>	<p>\$5,946</p> <p>\$5,446</p> <p>\$20,274</p>	<p>Title II 40350</p> <p>Title III LEP 42030</p> <p>Title I 30100 L/C 3012</p>
<p>Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <ul style="list-style-type: none"> ● Implement parental involvement strategies so that parents work collaboratively with school personnel and help parents with literacy skills and encourage students to connect with school (Latino Family Literature Project and PIQE). ● Communication for parents will be varied using the School Messenger, Teacher Champion, Newsletters and school to home communication. <p>Extended learning time:</p> <ul style="list-style-type: none"> ● Fully develop and target the use of extended learning day and extended school year with a targeted standards based, vocabulary and experience rich curriculum to focus on ELD instruction. 	<p>Site Administration, Asst Superintendent PI, Director of Categorical Services</p> <p>Site Administration, Director of Categorical Services</p> <p>Site Administration, Asst Superintendent PI, Director of Categorical Services</p>	<p>Auxiliary Materials and Supplies Contract</p> <p>Auxiliary</p>	<p>\$2,800 \$11,200 \$15,000</p> <p>\$7,030 \$1,300</p>	<p>Title I 30100 Title I 30100 Title I 30100</p> <p>Title III LEP 42030 Title III Immigrant 42010</p>

Performance Goal 3: *All students will be taught by highly qualified teachers.*

LCAP GOAL 2: *Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff and the Board to support student achievement.*

Related State and/or Local Priorities

1 X 2 X 3 X 4 _ 5 _ 6 _ 7 _ 8 _

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>COJUSD has a strong commitment to provide training opportunities for staff members. Professional Development is one of the three key strategies outlined in the district’s ABCs for Success. This includes a Professional Development Plan with a Professional Development cycle in order to provide research-based, differentiated professional development for all stakeholders based on student need.</p> <p>COJUSD is working towards having 100% of teachers meet the requirements for HQT as specified by NCLB.</p> <p>COJUSD has a calendar of Professional Development opportunities. COJUSD manages and records all PD and participants through the Curriculum and Instruction Department. This acts as a monitoring system to provide valuable data for PD accountability. All PD is tracked on an excel document and evaluations for all PD activities are collected electronically.</p> <p>School site budgets support training for both beginning and veteran teachers.</p> <p>The BTSA program provides support for new teachers.</p>	<p>Continue to provide specialized training in the relationship between standards and student performance, and how to use data to determine needed interventions.</p> <p>Continue professional development on Illuminate data system.</p> <p>Continue to provide and expand coaching support to teachers.</p> <p>Continue BTSA support in conjunction with the Tulare County Office of Education.</p> <p>Continue to recruit HQ teachers who represent the diverse student population of the District.</p> <p>Continue to provide training for teachers in standards-based instruction, with particular attention in strategies to allow our target subgroups (EL and SPED) to be able to access the core curriculum.</p> <p>Continue to provide training in strategies for working with at-risk students and English Learners.</p>

COJUSD has a commitment to hire fully qualified teachers, as defined by No Child Left Behind.

COJUSD has instituted targeted Professional Development for teachers around the essential instructional practices, research-based instruction, PLCs, EL, core curriculum and academic language.

COJUSD is providing ongoing Professional Development for site administrators around the California Professional Standards for Educational Leadership and the implementation of Common Core State Standards.

Wednesday mornings all teachers have a dedicated collaboration time within the workday for 1 ½ hour a week.

COJUSD has coaches at four school sites to support the core curriculum and to build teacher capacity.

COJUSD has a Technology Coach for the elementary sites and another for the secondary sites to support teachers in infusing technology into their curriculum and assessments and to build teacher capacity.

COJUSD teachers utilize the electronic grade book in Aeries. Teachers use Illuminate to generate assessment data reports and disaggregate student assessment data for analysis during PLCs. Parent Portal, Teacher Champion and Assessment Reporting to support student learning have all been staff development sessions teachers in the district have attended.

COJUSD has organized all PLC work around the 4 questions:

1. What do we want students to learn?
2. How will we know when they have learned?
3. What will we do when they don't learn?

4. What will we do when they know it?

COJUSD is conducting Instructional Rounds Bimonthly at every school site with the focus centered on Student Academic Conversations. During Instructional Rounds, site and district administrators along with school site teachers, visit classrooms, gather data, analyze data, and develop “next steps” in order to improve student achievement.

Performance Goal 3: All students will be taught by highly qualified teachers.

LCAP GOAL 2: Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff and the Board to support student achievement.

Related State and/or Local Priorities

1 X 2 X 3 X 4 5 6 7 8

Planned Improvements for Professional Development (Title II)

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

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State’s challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <p>The district will provide teachers in all grade levels SB 472 Professional Development Program through a SBE-approved provider. The professional development features the district’s adopted core program for</p> <ul style="list-style-type: none"> • English Learners • Mathematics • English Language Arts <p>Professional development in the CCSS will be offered throughout the school year. The professional development for all staff will be timely to support them in the implementation of the units of study.</p>	<p>K-12 Teachers (Math)</p> <p>K-12 Teachers (ELA)</p>			
<p>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</p> <p>The school/district will facilitate and support instructional grade/program/ department level collaboration in order to plan and discuss lesson delivery based on the curriculum-embedded assessment data for district adopted programs through the use of regularly scheduled collaboration meetings focused on lesson delivery and data analysis (1½ hrs. per week).</p>	<p>All K-12 classroom teachers, administrators, and support staff</p>	<p>Project Lead The Way Conference Linked Learning PLC Training</p>	<p>\$2,200 \$2,335 \$7,500</p>	<p>Title II 40350 Title II 40350 Title II 40350</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. 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> <ul style="list-style-type: none"> Staff development based on standards and targeting the instructional needs of significant student populations will clearly show by student achievement scores and progress toward standards mastery that effort will result in continuous improvement. Benchmark assessment data will be analyzed by district and site leadership teams to further refine staff development efforts as related to the achievement of under-performing students. Grade levels leads will help with the organization of grade level collaboration Wednesdays. They will provide an agenda and plan collaboration with the use of the grade level Unit of Studies and identifying students below grade level that need intervention. They will also participate in Instructional Leadership Council meetings with the leadership team. The AVID program will be implemented and shall receive support for supplementary materials. AVID strategies will be implemented School-wide to encourage a college- going culture. 	<p>Assistant Superintendent of Curriculum Instruction and Program Improvement, Site administrators</p> <p>Assistant Superintendent of Curriculum Instruction and Program Improvement, Site administrators</p> <p>Assistant Superintendent of Curriculum Instruction and Program Improvement, Site administrators</p>	<p>Auxiliary</p> <p>Contract Travel, Conference & Transportation</p>	<p>\$61,249</p> <p>\$8,000 \$9,633 \$1,000</p>	<p>Title 1 30100</p> <p>Title I 30100 Title II 40350 Title II 40350</p>
<p>1. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <p>The DLST with input from district and site staff will coordinate staff development efforts designed to improve the number of students who are mastering state standards.</p> <ul style="list-style-type: none"> Staff development will focus on methods that allow teachers to both integrate and to differentiate instruction so that all students will meet or exceed state standards. Sessions will also include methods of working with classroom management, parent involvement, and additional interventions that lead to high academic student achievement of grade level content standards. 	<p>Assistant Superintendent- Program Improvement Content Coaches, Site Administrators, Teachers</p>	<p>ACSA Conference</p>	<p>\$2,100</p>	<p>Title II 40350</p>
<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may</p>				

<p>include teacher mentoring) needs of teachers and principals will be met:</p> <p>The school/district will provide instructional assistance and support to teachers of English language arts, mathematics, and English language development through coaches/content experts who</p> <ul style="list-style-type: none"> • are knowledgeable about the adopted program, • work inside the classroom to support the teacher and deepen their knowledge about the content and the delivery of instruction, and • have experience coaching teachers <p>Cabinet level administrators will be assigned to work with individual site level principals as coaches/mentors</p>	<p>Assistant Superintendent-Program Improvement Content Coaches, Site Administrators, Teachers</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>The Instructional Technology Specialist (under the direction of the Assistant Superintendent-Program Improvement) will provide support in curriculum and professional learning by;</p> <ul style="list-style-type: none"> • providing leadership and support for assessment, implementation and evaluation of the curriculum and instruction programs to improve student achievement and eliminate the achievement gap; • coordinating data processing activities and communications between the District Office and school-site personnel; • facilitate the computerized collection, management, manipulation and distribution of data used for analysis. • provide staff development on the “cycle of inquiry” for analyzing data and informing instruction. 	<p>Assistant Superintendent-Program Improvement</p>			
<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <p>The district will increase instructional assistance and support to classroom teachers through coaches/content specialists who will provide support in curriculum and professional learning;</p> <ul style="list-style-type: none"> • collaborate with others to identify professional learning needs necessary to support standards and adopted materials, 	<p>Assistant Superintendent-Program Improvement Content Coaches, Site Administrators, Teachers</p>			

<ul style="list-style-type: none"> assist classroom teachers in diagnosing curricular weaknesses through interim assessment planning appropriate differentiated instruction including the effective use of technology. utilize the service from Tulare County Office of Education, resources and trainings. 				
<p>8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</p> <p>The district has involved all school site leadership teams in the district in identifying needed professional development. The Leadership team gathered input from all stake holders on a needs assessment and established professional development goals that are tied to improving</p> <ul style="list-style-type: none"> teachers'/principals' knowledge and skill organizational support for improved teaching and learning teachers' and principals' use of knowledge and skill student achievement, professional development activities and strategies to accomplish the goals, a continuous improvement model of accountability at all levels in the District. 	<p>Assistant Superintendent of C & I and Program Improvement</p>			
<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"> 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; Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; Involve parents in their child's education; and Understand and use data and assessments to improve classroom practice and student learning. <p>Teacher collaboration meetings will focus on results from benchmark and curriculum-embedded assessments on standards and review of student work, including planning for addressing diverse student needs, student behavior management, and providing interventions for students not progressing towards mastering.</p> <p>The focus of staff development days will be on core research-based instructional practices used in the standards-based materials in the</p>	<p>Assistant Superintendent-Program Improvement Content Coaches, Site Administrators, Teachers</p>			

<p>strands/subject matter areas of most needed improvement also include planning for addressing diverse student needs, student behavior management, and working with families.</p> <p>Content experts will work with grade level/department teams in analysis of student progress on focal standards and on effective planning and implementing the district-adopted programs.</p>				
<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <p>The district will partner with Tulare County Office of Education to provide tutoring locally in subject matter competency in English/language arts, mathematics, science and English language development.</p> <ul style="list-style-type: none"> • provide local CSET, VPSS test preparation support for teachers • focus all staff development on standards-based practices in areas of program weakness, including examination of research-based practices for accelerating English Learners toward standards mastery in English • participate in the BTSA program for all new teachers • provide a New Teacher Institute for all new teachers 	<p>Assistant Superintendent- Program Improvement</p>	<p>Auxiliary</p>	<p>\$24,202</p>	<p>Title I 30100 L/C 3017</p>

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

LCAP GOAL 1: *Achieve academic excellence and meet the needs of all students in a safe and supportive environment so that all students will be college and career ready and prepared to compete in a global economy.*

Related State and/or Local Priorities

1 X 2 X 3 4 X 5 X 6 X 7 X 8 X

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
<ol style="list-style-type: none"> 1. The District has a strategic plan outlining its vision for a positive school learning environment. This plan is based on resiliency factors and is aligned with effective approaches to create a positive learning environment. 2. <i>CONNECT</i> (Cutler-Orosi Networking for the Needs of Education and Community Teamwork), with board-based membership, continues to guide the district in planning and implementing strategies to support an environment conducive to learning. 3. The District has strongly enforced and well publicized progressive discipline policy. 4. There is a clear set of emergency procedures and opportunities for practice drills. 5. Administrators and staff support the view that emotional, psychological and social needs of students are intrinsically related to academic achievement and promote this approach. 6. Parents are provided with regular information through the “District information Handbook”, school newsletters, and annual evaluation reports. 7. A system is in place to identify truancy, provide early intervention through counseling, and provide ongoing services to students and their families. 8. The physical environment is well maintained and classrooms have been modernized to facilities learning; there is a district plan to support this as an ongoing process. 9. Programs that foster a positive school climate, such as <i>Character Counts!</i>, <i>PBIS</i> and <i>GREAT</i> have been established in the district. 	<ol style="list-style-type: none"> 1. Parents need to be more involved at the school site level. 2. Opportunities for students to participate in the decision-making process and to have a voice in school climate issues need to be created. 3. After school activities do not appeal to the high risk students. 4. Mentoring of students by adults 5. More access to mental health services. 6. More training for staff on how to support students with positive behavior. 7. Continue with Peer Mediation Students at 4th and 5th grades.

<p>10. PBIS is a comprehensive and coordinated approach to increase student behavior and to build a positive climate.</p> <p>11. A Saturday School Program is in place to address discipline and attendance issues.</p> <p>12. In school suspension rooms have been established at the secondary schools.</p>	
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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
<ol style="list-style-type: none"> 1. The District Learning Support Team will formulate a written strategic direction for the LEA Strategic Plan and publicize it through school/community meetings. 2. Each school site will include goals, objectives, and activities for establishing and maintaining environments conducive to learning in the Single Plan for Student Achievement. 3. The District will continue to fund one attendance officer to do outreach to families of students who are truant, and/ or have behavior/discipline problems. 4. Administrators and staff will promote the view that emotional, psychological and social needs of students are intrinsically related to academic achievement and promote this approach. 5. Counseling will be available for students at each school site from a district counselor. 6. A broad range of after-school programs will operate within the district that engage students with various needs and interests; these include homework centers, tutoring, athletic activities, drama, music, etc. 7. Research-validated curriculum will be taught in all schools; teachers will be trained and refresher sessions will be conducted on a yearly basis. 8. The District will contract with the Tulare County Office of Education to provide a comprehensive program of prevention education, alternative activities, and community leadership opportunities for students through the CHOICES program, including but not limited to: Friday Night Live (grades 9-12), Club Live (grades 7-8), Friday Night Live Kids (grades 2-6), Friday Night Live Mentoring (grades 7-12), Assemblies, Prevention Coordinators meeting. 9. District schools have implemented PBIS. Teacher training will be conducted and activities will be implemented throughout the school year with emphasis on teaching the students what is acceptable behavior and what is not acceptable behavior. Each school site will have positive school-wide expectations that are well known and implemented by all staff and students.

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
<ol style="list-style-type: none"> 1. There is ongoing data collection on alcohol, tobacco, and other drug use, and violence through the California Healthy Kids Survey. Additional information is gathered on crime incidents, expulsions, suspensions and discipline problems. 2. A model safe school plan has been distributed. All District schools have developed and are implementing their Safe School Plan. 3. Communication technology upgrades, such as cell phones with ties into the emergency system and walkie talkies, have been completed. 4. The District employs two full-time Conflict Resolution Counselors. 5. A Deputy Sheriff is contracted through the Tulare County Sheriff’s Department to serve the Cutler-Orosi Schools. 	<ol style="list-style-type: none"> 1. The District needs a coordinator with enough time to address planning, funding, resource development and linkages business office services. 2. The buy-in for teachers to integrate ATODV issues into their curriculum needs to be improved. There is a need to have some dialogue and awareness sessions prior to introducing a ATODV curricula, so teachers see the connection between these issues and the overall academic success of students. 3. Staff needs to participate in staff development offerings and have incentives to do so. 4. Teacher training in strategies for integrating ATODV education into the curriculum at the K-6 level is inadequate. 5. Bullying still needs to be addressed more aggressively- materials for elementary are not in place; there is an unacceptably high number of incidents occurring in grades 4 through 12. 6. The prevalence of alcohol lifetime use needs to be decreased. 7. Diversity issues, though addressed in a generic way, are not specifically covered with classroom curriculum. 8. There is no research-based program taught in elementary grades. Instruction is integrated into the science curriculum on tobacco, alcohol, and other drugs at the teacher’s discretion. 9. A student peer program used for the transition from elementary to middle school needs to be established. 10. Additional intervention strategies, such as support groups and cessation classes need to be investigated along with youth development approaches, such as service learning, advocacy projects, and peer programs.

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

LCAP GOAL 1: Achieve academic excellence and meet the needs of all students in a safe and supportive environment so that all students will be college and career ready and prepared to compete in a global economy.

Related State and/or Local Priorities

1 X 2 X 3 4 X 5 X 6 X 7 X 8 X

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: 2013-2014 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will decrease biennially by:	5 th 2% 7 th 12%	5 th 2% 7 th 2%
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by:	7 th 1% 9 th 6% 11 th 3%	7 th 2% 9 th 2% 11 th 2%
The percentage of students that have used marijuana will decrease biennially by:	5 th 0% 7 th 14%	5 th 0% 7 th 2%
The percentage of students that have used alcohol within the past 30 days will decrease biennially by:	7 th 29% 9 th 39% 11 th 46%	7 th 2% 9 th 2% 11 th 2%
The percentage of students that have used marijuana within		

the past 30 days will decrease biennially by:	7 th 10% 9 th 17% 11 th 16%	7 th 2% 9 th 2% 11 th 2%
The percentage of students that feel very safe at school will increase biennially by:	5 th 83% 7 th 38% 9 th 47% 11 th 44%	5 th 2% 7 th 2% 9 th 2% 11 th 2%
The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by:	7 th 21% 9 th 15% 11 th 10%	7 th 2% 9 th 2% 11 th 2%
Truancy Performance Indicator		
The percentage of students who have been truant will decrease annually by <u>.5%</u> from the current LEA rate shown here. 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.	14.38%	.5%
Protective Factors Performance Measures from the California Healthy Kids Survey	Most recent : <u>2013-2014</u> Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by:	5 th 95% 7 th 82% 9 th 80% 11 th 86%	5 th 2% 7 th 2% 9 th 2% 11 th 2%

<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 96% 7th 88% 9th 89% 11th 92%</p>	<p>5th 2% 7th 2% 9th 2% 11th 2%</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 84% 7th 54% 9th 62% 11th 68%</p>	<p>5th 2% 7th 2% 9th 2% 11th 2%</p>
<p>The percentage of students that report high levels of school connectedness at their school will increase biennially by:</p>	<p>5th 57% 7th 75% 9th 87% 11th 8%</p>	<p>5th 2% 7th 2% 9th 2% 11th 2%</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>(Process to Collect Data)</p>	<p>Performance Indicator Goal</p>	<p>Baseline Data</p>
<p>None</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
Second Step	V	K-5	500	2014	Most Recent: 2014	2014
GREAT	ATODV	4 – 7	618	N/A	Contracted with Probation	2010

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

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

Check	Activities	Program ATODV Focus	Target Grade Levels
√	After School Programs	ATODV	K-12
	Conflict Mediation/Resolution		
√	Early Intervention and Counseling		
√	Environmental Strategies (PBIS)	ATODV	K-12
√	Family and Community Collaboration	ATODV	K-6, 7-8, 9-12
√	Media Literacy and Advocacy	ATODV	9-12
√	Mentoring (Bigs Program)	ATODV	K-5
√	Peer-Helping and Peer Leaders	ATODV	9-12
√	Positive Alternatives (PBIS)	ATODV	K-6, 7-8, 9-12
√	School Policies (PBIS)	ATODV	K-6, 7-8, 9-12
√	Service-Learning/Community Service	ATODV	K-12
√	Tobacco-Use Cessation	T	9-12
	Youth Development Caring Schools Caring Classrooms		
√	Other Activities: Character Counts! PBIS	ATODV	K-6, 7-8, 9-12

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

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 is currently implementing a science-based program that has been identified as a research-validated, exemplary, or model program by the California Department of Education and ADOTV related agencies. Prevention Education specialists at the Tulare County Office of Education assisted in the program selection process. A review of a wide array of recommended research-based programs, and analysis local data from a variety of sources including CSS, CHKS, and CSSA was used to determine the best programs to meet our needs. We considered: (1) academic performance, since most of our elementary students score below the 50th percentile based on the most recent CAASPP scores and other test data. The goal was to match a science-based ADOTV program to our needs by selecting a program that focuses on building caring communities of learners, raising academic achievement levels, and decreasing ATOD use. The goal was to identify a program that is effective in decreasing ATOD use but also effective in motivating adolescents. The ATODV for grades 9-12 addresses peer relationship concerns, which have included name calling, fighting, bullying and anti-social behavior. The program will need to teach skills in empathy, impulse control, problem solving, anger management and pro-social behavior.

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.

The District conducted the CHKS survey and will continue to use it every other year as required. In the CHKS survey off-year, students will fill out a short questionnaire devised from the information on the 12 “Performance Indicators” to measure progress towards goals. Students will also complete pre/post tests after 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 ATOD. We will also continue to ask out local law enforcement agency to provide information related to levels of

ATODV in the District. This agency will also be asked to identify other ATODV related needs of students, parents, families and the community in general. The yearly information will be analyzed by the District Learning Support Team, looking at both district-wide trends and specific strengths and needs at each site. Yearly survey administration will allow us to determine trends for ATODV. This will be formulated into a report and the yearly information will be analyzed by the District administration, looking at both district-wide trends and specific strengths and needs at each site. A written report will be shared with the entire committee, parent groups, staff and students. At the end of the school year, an open forum will be held to get feedback on the report and all stakeholders will be invited. The District Learning Support Team will use this information 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.

Data Collection Timeline

1. Baseline CHKS data was collected in 2014 and progress data will be collected in 2016.
2. Surveys with questions covering the 12 Performance Indicators will be conducted by May.
3. After each series of prevention lessons, post-test information on changes in knowledge, attitudes, and intentions will be collected.
4. Staff and parents will complete consumer satisfaction surveys each May.

Reporting Timeline

1. Instructional Support Services will develop an analysis of all data sources by June 1 of each school year.
2. A written report, incorporating tables of the CHKS will be developed by June 1.
3. A summary of the report will be presented to the District Board and placed on the District's website by the June Board Meeting.
4. Summary information will be made available to parent advisory committees.
5. Information will be reported by District Learning Support Team site representatives to site staff at the end of the year staff meeting.
6. The District Learning Support Team will use the input from the Board, staff, parents and community members to refine the program.

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 school district defines the highest needs students as students who receive Title I services, live in single parent households, are English Language Learners, have emotional or mental health problems, have received disciplinary citation, and are performing below standards.

The following services are funded for students with the greatest needs:

1. Early identification and intervention services with counselors from community-based organizations.
2. Outreach workers for high risk families and truant students.
3. Afterschool activities that focus on academic tutoring; mentoring; and opportunities to participate in non-academic, creative, and athletic activities.
4. Saturday School Programs for students cited for ATOD use on campus, bullying, and other discipline problems.
5. A referral system for family counseling and support services.
6. Youth development projects, such as service-learning mentoring.

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 Assistant Superintendent of Curriculum Instruction and Program Improvement is charged with the successful coordination of ATDOV services. In addition, the District Learning Support Team (consisting of content coaches, principals, support staff, curriculum staff, categorical program staff and district level administrators) serve as the district’s committee to oversee the implementation of instructional improvement efforts including the District’s ATODV prevention programs. The DLST will be the official district body to provide timely and specific monitoring of the implementation of the LEA Plan. The DLST will meet various times per year. Monitoring of LEA Plan Implementation will be an ongoing agenda item. A monthly calendar of activities outlined in the plan will be created and utilized in the monitoring process. In addition, the DLST will ask input and advice from school sites and CONNECT. Fourteen years ago, a group of concerned citizens, school staff, and sheriff’s representatives began meeting informally to discuss the

escalating gang problem in the schools and community, This grassroots desire to create change resulted in CONNECT (Cutler-Orosi Network for Needs of Education and Community Teamwork). CONNECT consists of members of representing schools, businesses, law enforcement, migrant workers, probation officers, churches, community-based organizations and county agencies. Members exhibit a deep commitment to the communities and to the collaborative process. CONNECT is linked to county agencies and has begun implementing a system of comprehensive, school-integrated support and services.

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.

Parent Involvement Activities

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, as well as volunteering on committees such as the English Learner Advisory Committee and School Site Council. Parents are recruited from all ethnic and socioeconomic groups in our district to be representatives on the above committees. Migrant Education sponsors a meeting each year where parents learn about prevention activities and have input into strategic direction for the following year. Parents also participate in Red Ribbon Week activities.

Parent Notification Procedures

Regular communications begin each year with the District Information Handbook which includes the Superintendent’s welcome message, parents’ rights notification, and student conduct code as well as other important information such as Student Attendance Behavior Review Board (SARB) information, student dress code, and policies on drinking and possession of alcoholic beverages and/or illegal drugs, fighting, threats, smoking, sexual harassment and violence. 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. Letters will be mailed to every parent in the District yearly to notify them of their options.

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.

Once pregnant minors or minor parents are identified by the District, they will meet with a counselor from their school. The counselor assesses what services are needed, including whether the minor uses tobacco or has family members who use tobacco products. The District provides these services on-site and has cooperative agreements with various community based organizations. These organizations provide cessation counseling on a one-to-one basis and/or refer the minors to such groups as the Tulare County Health Department. The counselor 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
There are no TUPE funded positions in the District	

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/Action	Student Served	Timeline/Person(s) Involved	Benchmarks/Evaluation	Funding Source
5.1 (High School Graduates)	1. Require students to complete 4-year academic plans upon enrollment.	1. All Students	1. Counselors Teachers / Summer counseling session when offered	The High School graduation rate will increase by 5% yearly	General Fund/Middle and High School Counseling/LCAP
	2. Notify parents of graduation requirement.	2. All Students	2. Parents, Counselors, Admin. / annual	Course selection booklet available to the community.	
	3. Assign counselors to all students and schedule annual meetings to assess progress.	3. All Students	3. Counselors/ ongoing	Percent of parents utilizing Parent Portal	
	4. Send notices to parents concerning progress; hold conferences as needed	4. All Students	4. Admin., counselors parents/as needed	Increase number of ELL and Special Education students graduating in four years	
	5. Review annually individual and summary student achievement data to determine support/intervention courses and options	5. All students	5. Site Administration, District Administration	Decrease failure rate by 10%	
	6. Professional Development for counselors	6. All students	6. District counselors		
	7. High school administration will monitor failure rate and monitor goals to decrease student failure rate.	7. All students	7. School administration and counselors, teachers, staff		

	8. Men's Alliance Program	8. Targeted students	8. Counselors Teachers / Summer counseling session when offered 9.		
5.2 (Dropouts)	<p>1. Maintain an active Student Government</p> <p>2. Established student clubs that meet throughout the year.</p> <p>3. Implement the AVID program at the HS.</p> <p>4. Provide students with academic support and opportunity for credit recovery to graduate from high school</p> <ul style="list-style-type: none"> • Read 180 • Cyber High • Edgenuity • Zero and eighth period • Summer remediation <p>5. Parents will be informed about students' academic progress, parent meetings, and activities through personal calls and Teacher Champion, parent compacts, newsletters</p> <p>6. Students will be provided with truancy mediation through the Student Attendance and Review Board</p>	<p>1. Elected Student Leaders</p> <p>2. All</p> <p>3. Targeted students</p> <p>4. Targeted students</p> <p>5. All students</p> <p>6. Targeted students</p>	<p>1. Leadership Teacher</p> <p>2. Teacher advisor</p> <p>3. AVID coordinator</p> <p>4. students, parents, counselors, site administration</p> <p>SARB Review Board</p>	The dropout rate (as calculated in the National Center for education Statistics reports Data) will decrease by 10% by 2016.	General Fund

<p>5.3 (Advanced Placement)</p>	<p>1. Establish AP courses in English, History, Science and math.</p> <p>2. Increase the number of AP classes/ sections offered and the number of students scoring a 3 in the exams.</p>	<p>1. All eligible students</p> <p>2. All eligible students</p>	<p>Administrators High School counselors</p>	<p>The number of students enrolled in AP classes and the number of students receiving a 3 in the exams will increase by 10% by 2016.</p>	<p>General Fund/School Improvement</p>
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Additional Mandatory Title I Descriptions

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

Describe the measure of poverty that will be used to determine which schools are eligible for Title I funding in accordance with Section 1113, “Eligible School Attendance Areas.”	
	Description of how the LEA is meeting or plans to meet this requirement:
<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>All of our schools are identified as “school-wide” due to the high number of Free/Reduced Price Lunch data.</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 underserved students, low achieving students, and those at risk of not meeting state standards. • Instruction by highly qualified teachers and strategies to attract and keep such teachers. • High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff. • Strategies to increase parental involvement. • Assistance to preschool children in transitioning from early 	<p>Each site will conduct a needs assessment that takes into account, at minimum, the CAASPP, CELDT, CCSS assessments, teacher assessments, content specific benchmarks, GPA Graduation credits, AP participation, attendance data, professional development surveys, parent and student surveys as applies.</p> <p>Each site will use scientific research strategies that ensure all students receive differentiated instructional based on need. The sites will implement the district adopted, standards-based instructional materials. The sites will provide extended learning time, targeting the lowest achieving students. The site level and the administration will measure effectiveness of practices.</p> <p>All staff will meet NCLB “Highly Qualified Teacher” requirements and will be provided with continuous staff development opportunities in assisting student mastery of state standards. Staff development opportunities will include; teachers, administrators, paraprofessionals, parents and support staff.</p> <p>The district will institute effective communication and engagement strategies which will be meaningful to parents and which support student achievement. Parents will be provided communication in various forms in their primary language:</p>

<p>childhood programs to elementary school programs.</p> <ul style="list-style-type: none"> • Timely and effective additional assistance to students who experience difficulty mastering state standards. 	<ul style="list-style-type: none"> • School Messenger • Newsletters, letters, meetings, website • Workshops, literacy parent education sessions, age appropriate parent education sessions <p>The local, state and federal funding will be coordinated to implement a comprehensive school-wide program at each site that addresses student needs.</p> <p>Title I funds will be used in allowable programs to supplement the District’s core program. Examples of programs which may be provided, depending upon student needs and availability of funds include:</p> <ul style="list-style-type: none"> • Increased learning time • Supplemental support of the core curriculum • Special grouping or tutoring to assist low performing students • Counseling • Pupil services • Mentoring • College and career awareness and preparation • Academic intervention programs • Afterschool, intersession and summer school • Individual student assessment (except CELDT and CAASPP) • Parent outreach and education • Pre-K instructional services
<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)

<p>Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115, “Targeted Assistance Schools,” will identify the eligible children most in need of services under this part. Please note that multiple, educationally related criteria must be used to identify students eligible for services. Where applicable, provide a description of appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.</p>	
	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. 	<p>The District will seek the assistance of the County Office of Education or other appropriate agencies in implementing school choice and supplemental services. The District will fulfill the requirements of notifying parents, defining the parameters of school choice, including negotiating with neighboring districts to provide alternatives, and publicly airing positive steps being taken to correct the situation.</p> <p>Supplemental services will be contracted by an approved provider. Technical assistance will be sought from the Tulare County Office of Education or other appropriate agency in developing student goals, assessments of progress and timelines for the parents and providers.</p> <p>School-sites will be monitored through the Instructional Rounds that are conducted Bi- monthly. In these site visitations, school sites will have analyzed student assessment data and will articulate improvement strategies and processes implemented to improve student learning at the school. The district visitation team will monitor and assess the application of these improvement processes and recommend next steps.</p>

Additional Mandatory Title I Descriptions

(continued)

<p>Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, “Academic Assessment and Local Educational Agency and School Improvement.”</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe the process for parent notification of the school’s identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.</p>	<p>When receiving identification of Program Improvement the LEA will send PI identification letters to the parent of eligible students offerings parents the choice to transfer to another school as stated in the NCLB guidelines.</p>
<p>Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.</p>	<p>The district will support school sites identified as Program Improvement year 2 and beyond by sending notifications letters to parent of eligible students. Parents will be notified of enrollment procedures for obtaining Supplemental Educational Services and the district will follow all guidelines as stated by NCLB regulations.</p>

Additional Mandatory Title I Descriptions

(continued)

<p>Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA-level staff in accordance with Section 1118, “Parental Involvement,” and Section 1119, “Qualifications for Teachers and Paraprofessionals.”</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>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.</p>	<p>The Cutler-Orosi Joint Unified School District believes that investing in and improving teacher quality is one of the most effective ways to raise and sustain high student achievement. The District will implement a process of identification and monitoring of teacher qualifications, experience, performance and/or student achievement. The process will be based in the California Standards for the Teaching Profession and coordinated with the Human Resources and Credentialing Department of the Tulare County Office of Education and with the regional BTSA program. Common forms and procedures will be developed and records maintained as to teacher qualifications.</p> <p>To help meet the specific needs of new teachers, the District has established the New Teacher Project. The New Teacher Project serves as an induction program for all non-tenured teachers in the District. The goal of the Project is to ensure that new teachers become highly-qualified in order for them to enable all students in the District to meet the Content Standards for California Public Schools, Kindergarten through Grade Twelve.</p> <p>The key components of the project include:</p> <ol style="list-style-type: none"> 1. high quality professional development that is sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction, before and while teaching; 2. intensive supervision that consists of structured guidance and

	<p>regular on-going support for teachers provided by literacy coaches/content mentors.</p> <p>The New Teacher Project and other professional development activities will be coordinated under the Title I and Title II program administrators.</p>
<p>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.</p>	<p>There is on-going communication for parents through a variety of means. The district updates the district web-site and each school site updates general information on their school websites regularly. The Parent Portal and Teacher Champion are web-based communication systems which are used to communicate with parents and to give parents access to student grades and homework information. Newsletters, letters, and parent meetings are also utilized to communicate with parents and to educate parents on ways they can help students in learning. Formal parent involvement mechanisms are School Site Council, ELAC, DELAC, PTO, and PTA organizations.</p>

Additional Mandatory Title I Descriptions

(continued)

<i>Coordination of Educational Services</i>	
<p>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.</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<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> <ol 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>	<p>The Cutler-Orosi Joint Unified School District will oversee quality and compliance needs of the District’s categorical programs and coordinate all services provided through categorical programs with the leadership of the Assistant Superintendent of Curriculum and Instruction and Program Improvement and the Director of Categorical Services.</p> <p>The Assistant Superintendent of Curriculum, Instruction and Program Improvement and the Director of Categorical Services, along with the District Learning Support Team, will coordinate and integrate educational services at the District and individual school levels with the goals of increased program effectiveness, eliminating duplication, and reducing fragmentation of the instructional program.</p> <p>All programs will be coordinated through the legally constituted planning processes in place through NCLB and the state Single Plan for Student Achievement.</p> <p>The District will implement the Federal Program Monitoring on a</p>

	<p>three year cycle to ensure policy, program, and fiscal compliance with federal and state laws. Assistance will be provided by state, regional and county services including but not limited to:</p> <ul style="list-style-type: none">● California Department of Education<ul style="list-style-type: none">○ Consolidated Application○ NCLB Website○ Single Plan for Student Achievement○ Program Advisories○ NCLB Update○ DataQuest Website○ School Accountability Report Card○ Ed-Data Website● Tulare County Office of Education<ul style="list-style-type: none">○ County Cooperative for State and Federal Projects○ Safe and Drug Free Schools Consortium (Choices)○ Educational Resources Services○ Instructional Consultants○ Migrant Education Program (Region VIII)○ Special Services○ Business Services○ Teacher Induction Programs (BTSA)○ Credentials Review○ Curriculum Council
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Part III

Assurances and Attachments

Assurances

Signature Page

Appendix

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

Appendix B: Links to Data Web sites

Appendix C: Science-Based Programs

Appendix D: Research-based Activities

Appendix E: Promising or Favorable Programs

ASSURANCES

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

GENERAL ASSURANCES

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

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

TITLE I, PART A

The LEA, hereby, assures that it will:

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

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

TITLE I, PART D – SUBPART 2

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

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

TITLE II, PART A

34. The LEA, hereby, assures that:

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

TITLE II, PART D

35. The LEA has an updated, local, long-range, strategic, educational technology plan in place that includes the following:

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

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

TITLE III

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

TITLE IV, PART A

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

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

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

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

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

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

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

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

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

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

New LEAP Assurances

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

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

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

Other

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

SIGNATURE PAGE

Print Name of Superintendent

Signature of Superintendent

Date

APPENDIX A

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

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

California's NCLB Performance Goals and Performance Indicators

Performance Goal 1: *All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2016-2017.*

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

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

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

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

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

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

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

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

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

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

APPENDIX B

Links to Data Web sites

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

- Academic Performance Index (API)
<http://www.cde.ca.gov/psaa/api/index.htm>
- California Basic Educational Data System (CBEDS)
<http://www.cde.ca.gov/demographics/coord/>
- California English Language Development Test (CELDT)
<http://www.cde.ca.gov/statetests/celdt/celdt.html>
- California 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	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
<u>Project Alive</u>	K to 12		x				A
Project BASIS	6 to 8				x	x	C
Project Break Away	6 to 8		x	X			C
<u>Project Life</u>	9 to 12		x				A
Project PACE	4					x	C
<u>Project SCAT</u>	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
<u>Smokeless School Days</u>	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
<u>Tobacco-Free Generations</u>	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