

Application #	
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Elementary and Secondary Education Act/No Child Left Behind Act of 2001
LOCAL EDUCATIONAL AGENCY (LEA) PLAN

Please submit your completed revised LEA Plan by e-mail to LEAP@cde.ca.gov no later than **April 19, 2010**. Please indicate in the subject line of the e-mail: 1) the name of your LEA; 2) the Program Improvement Year; and 3) the name of the document attached (e.g., ZZZ Unified School District; PI Year 3; Revised LEA Plan).

LEA Plan Information:

Name of LEA: Westside Union School District

County/District Code: 19-65102

Dates of Plan Duration (should be up to three years): June 2010 – June 2013

Date of Local Governing Board Approval: April 6, 2010

District Superintendent: Regina Rossall

Address: 41914 50th Street West

City: Quartz Hill State: CA Zip: 93536

Phone: (661) 722-0716 Fax: (661) 974-8588

Certification: *I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Plan/Plan Addendum/Action Plan are on file, including signatures of any required external providers, i.e., district assistance and intervention team and/or Title III regional lead.*

See Assurances on pages 73-84. Signatures are required on pages 85.

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Part I

Background and Overview

Background

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

Development Process for the LEA Plan

LEA Plan Planning Checklist

Federal and State Programs Checklist

District Budget for Federal and State Programs

Background

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

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

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

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

- 1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.**
- 2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**
- 3. By 2005-06, 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 subgrants for NCLB programs. The LEA Plan includes specific descriptions and assurances as outlined in the provisions included in NCLB. In essence, LEA Plans describe the actions that LEAs will take to ensure that they meet certain **programmatic** requirements, including student academic services designed to increase student achievement and performance, coordination of services, needs assessments, consultations, school choice, supplemental services, services to homeless students, and others as required. In addition, LEA Plans summarize assessment data, school goals and activities from the *Single Plans for Student Achievement* developed by the LEA's schools.

Categorical Program Monitoring (CPM)

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

Development Process for the LEA Plan

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

In developing the Plan, the LEA is required to review its demographics, test results, performance, and resources.

This LEA Plan serves as a summary of all existing state and federal programs and establishes a focus for raising the academic performance of all student groups to achieve state academic standards. In the context of this plan, improvements in instruction, professional development, course offerings, and counseling and prevention programs are means of achieving specific academic and support services goals for all groups of students, including identified under-performing student groups. As required by Federal law, school site administrators, teachers and parents must be consulted in the planning, development, and revision of the LEA Plan.

This LEA Plan was completed using the following recommended steps for plan development.

Step One: Measure the Effectiveness of Current Improvement Strategies

- Analyze Student Performance
- Analyze Current Educational Practices, Professional Development, Staffing, and Parental Involvement

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

Step Three: Develop or Revise Performance Goals

Step Four: Revise Improvement Strategies and Expenditures

Step Five: Local Governing Board Approval

Step Six: Monitor Implementation

**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
✓	4. Revise improvement strategies and expenditures
✓	5. Local governing board approval
	6. Monitor Implementation

FEDERAL AND STATE PROGRAMS CHECKLIST

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

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

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	57,099	647,347	614,697	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	2,587	188,089	179,883	94%
Title II, Part D, Enhancing Education Through Technology	329	5,054	5,078	94%
Title III, Limited English Proficient	35,563	87,800	120,944	98%
Title III, Immigrants	0	12,255	11,562	94%
Title IV, Part A, Safe and Drug-free Schools and Communities	0	20,796	20,796	100%
Title V, Part A, Innovative Programs – Parental Choice	7,561	0	7,131	94%
Adult Education				
Career Technical Education				

McKinney-Vento Homeless Education				
IDEA, Special Education	0	1,406,294	1,406,294	100%
21 st Century Community Learning Centers				
Other (describe)				
TOTAL				

DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
EIA – State Compensatory Education				
EIA – Limited English Proficient	299,453	384,857	595,705	87%
State Migrant Education				
School and Library Improvement Block Grant	0*	0*	0*	0*
Child Development Programs				
Educational Equity				

Gifted and Talented Education	0*	0*	0*	0*
Tobacco Use Prevention Education – (Prop. 99)				
High Priority Schools Grant Program (HPSGP)				
School Safety and Violence Prevention Act (AB 1113)	0*	0*	0*	0*
Tenth Grade Counseling				
Healthy Start				
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				
Other (describe)				
TOTAL				

0*- funds have been “swept” under Categorical Flexibility rules

Part II

The Plan

Needs Assessments

Academic Achievement

Professional Development and Hiring

School Safety

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Performance Goal 1

Performance Goal 2

Performance Goal 3

Performance Goal 4

Additional Mandatory Title I Descriptions

Academic Performance

The needs assessment included 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

Teacher Quality

Another component of the needs assessment examined local needs for professional development and hiring. LEA teachers and administrators participated 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

On the pages that follow, the LEA provides 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

Westside Union School District Mission Statement

Recognizing diverse academic ability or performance, family background, socioeconomic status, race or gender the mission of the Westside Union School District is to create the opportunity for each student to master state content standards. Our purpose is to educate all students to confidently achieve high levels of academic competence while developing as positive role models and responsible citizens. We are committed to comprehensive systems of delivery and support to assure this outcome by “pointing the way, providing the path” to success.

District Facts

Serving approximately 8,700 students from Kindergarten through 8th grade, the Westside Union School district is the largest geographic elementary district in the county, covering more than 346 square miles. The district serves the communities of West Lancaster, Quartz Hill, West Palmdale and Leona Valley. There are seven elementary schools which consist of Kindergarten through 6th grade, two middle schools which consist of 7th and 8th grades and two schools which consist of Kindergarten through 8th grade.

Forty-four percent of the student population is White; 33% Hispanic; 14% African American; 3% Filipino and 3% Asian. Nine percent of the student population are English Learners. (While Spanish is the primary language for the vast majority of our English Learners, 43 other languages are represented throughout the district.) Eleven percent receive some type of special education support. Five percent have been identified as Gifted or Talented. District- wide 37% percent of the students qualify to participate in the National School Lunch Program. Seven of our eleven schools receive Title I targeted assistance support.

Five trustees are elected to four-year terms and serve the district at large. These terms are rotational so that at most three seats stand for election at one time. The trustees hire a superintendent who is the Chief Executive Officer of the district, responsible for oversight of all operations.

Student achievement as measured by the Academic Performance Index has shown a steady increase. In 2007 the District's Academic Performance Indicator (API) was 779. The District's 2009 API score is 810. In Fall 2006 the District was identified as Early Warning for moving into Program Improvement for failure of our Students with Disabilities to meet participation rate criteria in both ELA and mathematics. At that time, the District began working with consultants from the Los Angeles County Office of Education Regional System of School and District Support to identify and address systemic issues impeding the academic achievement of some student groups. A District School Liaison Team (DLST) consisting of Cabinet members, teachers, and Educational Services staff members was organized. In fall 2008 Local Assistance and Intervention Team (LAIT) visits were conducted at four schools; two schools that moved into Program Improvement Year 1 and the two schools most likely to move into Program Improvement if student achievement did not improve. System-wide areas of improvement identified by the DSLT included:

- active student engagement
- adherence to recommended instructional minutes
- implementation ELD time
- full implementation of the adopted curriculum

These areas became the focus for both site and district level professional development during the 2009 - 2010 school year.

The District contracted with Pivot Learning Partners (PLP) to provide technical assistance when it moved into Program Improvement Year 3 and was determined to be in need of "light support" by the State Board of Education. PLP District Assistance and Intervention Team (DAIT) members conducted an in-depth district-wide needs assessment. The four California Department of Education tools were administered between December 2009 and February 2010. PLP staff members conducted structured interviews with the superintendent, all cabinet level personnel, principals, members of the DSLT, and curriculum resource teachers. Classroom visits in three elementary and two middle schools, (including the PI schools), were conducted by members of the DAIT. PLP DAIT team members also reviewed the district's current and longitudinal test data (CST, AMAOs, CELDT, API, AYP). The PLP team made three "high leverage" recommendations to facilitate system-wide focus, intensity, and coherence:

1. **Standards-based Curriculum:** Provide a standards-based/aligned curriculum district-wide in all classrooms for all students by implementing the core curriculum with fidelity, completing materials-based professional development for teachers, adhering to pacing guides, providing formative assessments, and monitoring implementation. Begin the process by setting district-wide student achievement goals that are specific and measurable for all students including underachieving subgroups.
2. **Effective Instruction:** Focus on a limited number of district-wide research-based instructional strategies, (including student engagement and support for English Learners, students with disabilities and other high priority students) and monitor their implementation using common walkthrough protocols with feedback in order to ensure highly effective instruction for all students. Include support for teachers by providing differentiated instructional coaching.

3. **Interventions:** Target the instructional needs of students who are not meeting proficiency targets, especially English Learners and students with disabilities, by developing a Response to Intervention structure with a pyramid of interventions, providing SBE/district -adopted intervention materials as needed, and training teachers to collaborate in professional learning communities to strengthen instructional practices and address the needs of all students.

The goals and activities described in this Plan are aligned with these three high- leverage recommendations. Each set of activities is referenced by Essential Program Component (EPC) and PLP recommendation. The PLP recommendations are referenced by DAIT standard. For example, “**EPC 3 DAIT RB1**” refers to Essential Program Component 3(Pacing Guides), DAIT Standard B(Alignment), recommendation #1. For ease of reference, the EPCs and DAIT standards are listed below:

Essential Program Components:

1. Use of standards-based State Board of Education (SBE)-adopted (kindergarten through grade eight) or standards-aligned (grade nine through twelve) English/reading/language arts and mathematics instructional materials, including intensive interventions and * English Language Development materials.
2. Implementation of instructional minutes for basic core Reading/Language Arts and mathematics programs, intensive intervention and strategic support courses as well as additional instructional time for structured English Language Development at all grade levels.
3. Use of an annual district instructional/assessment pacing guide for grades K-8 and high school.
4. Implementation of School Administrator Instructional Leadership Training Program- Instructional materials based professional development and ongoing targeted professional development and support for instructional leaders to ensure the full implementation of the district adopted program and the EPCs.
5. Fully credentialed, highly qualified teachers, per the requirements of the Elementary and Secondary Education Act (ESEA) and professional development on SBE-adopted instructional materials.
6. Implementation of ongoing instructional assistance and support for R/LA, ELD and mathematics teachers through the use of content experts, specialists, and instructional coaches.
7. For all grade levels, implementation of a student achievement monitoring system that provides timely data from common formative and curriculum-embedded and summative assessments for teachers and principals to use to monitor ongoing

8. Implementation of monthly structured teacher collaboration for all RLA/ELD and mathematics teachers by grade level (K-8) and common course and department levels (9-12) facilitated by the principal.
9. Implementation of Fiscal Support aligned to full implementation of the EPCs.

DAIT Standards

- A. Governance
- B. Alignment of Curriculum, Instruction and Assessments to State Standards
- C. Fiscal Operations
- D. Parent and Community
- E. Human Resources
- F. Data Systems and Achievement Monitoring
- G. Professional Development

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.

During the 2008-2009 school year, the district implemented a system of required quarterly benchmark assessments for all grade levels. Benchmark exams in English Language Arts and mathematics are given at all grade levels. Additionally, benchmark exams in Science and Social Studies are administered in grades seven and eight. English Learners' progress is monitored quarterly using an ELD Progress Report.

Performance Goal 1: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.

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	Person/timeline	Related Expenditures	Estimated Costs	Funding Source
<p><i>1. Alignment of instruction with content standards:</i> The district will:</p> <ul style="list-style-type: none"> a) Implement standards-based district core curriculum with fidelity (K-5 Houghton Mifflin Reading; 6-8 McDougal Littell <i>The Language of Literature</i>) b) Review and revise ELA benchmark assessments annually to align wording and rigor of questions with the State Academic Content Standards c) Review alignment of pacing guides to state blueprints <p style="text-align: right;">EPC 1, 3, 7; DAIT RA4, RB1, RB3, RF1</p>	<ul style="list-style-type: none"> a. Asst Supt 3/2011 b. Benchmark Com Annually by March c. Benchmark Com 12/2010 	<ul style="list-style-type: none"> a. No cost b. Consultant fee/teacher release time c. Teacher release time 	<ul style="list-style-type: none"> b. \$4,500 \$7,690 c. \$7,690 	<ul style="list-style-type: none"> b. SLIP/URGF c. SLIP/URGF
<p><i>2. Use of standards-aligned instructional materials and strategies:</i> The district will:</p> <ul style="list-style-type: none"> a) Establish a district-wide common definition of “fully implements adopted materials” among principals and teachers and provide district monitoring of the implementation in all classrooms b) Adopt and purchase an ELD program and materials and provide ELD instruction to students at all CELDT levels c) Adopt and purchase appropriate SBE adopted intervention materials in language arts <p style="text-align: right;">EPC 1; DAIT RA5, RB1, RB4, RC1</p>	<ul style="list-style-type: none"> a. Instructional Management Team 10/2010 b. Asst Supt June 2010: K-5 June 2011: 6-8 c. Asst Supt 7th and 8th 8/2010 5th and 6th 8/2011 4th 8/2012 	<ul style="list-style-type: none"> a. No cost b. ELD materials c. Intervention materials 	<ul style="list-style-type: none"> b. \$40,000 c. \$15,000/grade level 	<ul style="list-style-type: none"> b. IMFRP c. EIA/Title I

Description of Specific Actions to Improve Education Practice in Reading	Person/timeline	Related Expenditures	Estimated Costs	Funding Source
<p>3. <i>Extended learning time:</i> The district will:</p> <ul style="list-style-type: none"> a) Offer academic support by providing study skills and additional language arts instructional periods at the middle school level b) Offer specific targeted instruction at Saturday School and during intersession c) Investigate agencies that offer after school academic support programs EPC 2 	<ul style="list-style-type: none"> a. Principals August annually b. Principals, district staff Review quarterly c. Asst Supt & HR 8/2010-12/2010 	<ul style="list-style-type: none"> a. Salaries b. Salaries c. .No cost 	<ul style="list-style-type: none"> a. \$22,000 per period b. \$25,000 	<ul style="list-style-type: none"> a. URGF b. Title I, EIA, Suppl. Instr.
<p>4. <i>Increased access to technology:</i> The district will:</p> <ul style="list-style-type: none"> a) Investigate technologies that increase student engagement and access to academic content standards, e.g. online resources, Interactive technologies, electronic readers (Kindle) b) Continue/expand use of netTrekker, NEOs, responders, etc. for all students c) Purchase and replace district and classroom technology that support effective teaching and learning practices. d) Keep district and site websites updated with pertinent academic and curricular information <p style="text-align: right;">DAIT RD5</p>	<ul style="list-style-type: none"> a. Asst Supt, CRTs Review annually March b. Asst Supt, CRTs 5/2010 c. Asst Supt, CRTs Review annually March d. IT Review quarterly 	<ul style="list-style-type: none"> a. No cost b. netTrekker subscript. c. Replacement equipment d. No cost 	<ul style="list-style-type: none"> b. \$9,145 annually c. \$5,000 	<ul style="list-style-type: none"> b. SLIP/URGF c. Title II Part D
<p>5. <i>Staff development and professional collaboration aligned with standards-based instructional materials:</i> The district will</p> <ul style="list-style-type: none"> a) Complete training for all teachers and administrators in SB 472-like materials-based ELA b) Provide training for ELD materials after core materials have been purchased and received. c) Provide training for intervention materials after core materials have been purchased and received. 	<ul style="list-style-type: none"> a. Asst Supt May 2010: 7th-8th Aug 2010: 6th Sept 2010: K-1st Oct 2010: 2nd June 2010: 3rd-5th b. Asst Supt Dec 2010: K-5th Dec 2011: 6th-8th c. Asst Supt May 2010: 7th/8th Sept 2011: 5th/6th Sept 2012: 4th 	<ul style="list-style-type: none"> a. consultant fee/teacher release time b. consultant fee/teacher release time c. consultant fee/teacher release time 	<ul style="list-style-type: none"> a. \$28,500/grade level b. \$20,000 c. \$20,000 	<ul style="list-style-type: none"> a. SB472, Title I, Title II b. EIA, Title I, Title II c. Title I

Description of Specific Actions to Improve Education Practice in Reading	Person/timeline	Related Expenditures	Estimated Costs	Funding Source
<p>d) Provide systemic, comprehensive and ongoing professional development opportunities in reading/language arts; research-based best practices; differentiated instruction; providing equitable access for all students</p> <p>e) Effectively integrate Universal Access into ELA</p> <p>f) Provide a comprehensive, aligned, ongoing professional development program for administrators focusing on instructional programs and practices, the use of data to monitor student achievement and effective leadership practices. EPC 3, 4, 5, 6, 8; DAIT RB7, RG3, RG1, RG4</p>	<p>d. Asst Supt Review and plan annually in May</p> <p>e. Principals, teachers August 2010 Review annual</p> <p>f. Asst Supt Review and plan annually in May</p>	<p>d. consultant fee/teacher release time</p> <p>e. No cost</p> <p>f. Consultant fee</p>	<p>d. \$30,000</p> <p>f. \$24,000</p>	<p>d. Title I, Title II, Title III, EIA</p> <p>f. ARRA, Title II</p>
<p>6. <i>Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</i> The district will:</p> <p>a) Communicate with parents at regular intervals on student achievement and academic expectations in ELA through PowerSchool, parent conferences, teacher and school websites, email, phone calls</p> <p>b) Develop and implement protocol(s) for parent/teacher conferences that includes clear specification of individual student goal-setting, progress benchmarks, and ways for parents to support student progress</p> <p>c) Provide opportunities for parents to participate in decision-making related to site and district initiatives such as SSC, District Advisory, District Health Council, ELAC and DELAC</p> <p>d) Post schools' parent involvement policies on their web sites, in English and other primary languages for those groups which meet the 15% and above language requirements</p>	<p>a. Principals, teachers Every 3 weeks per Board policy</p> <p>b. Asst Supt June 2011</p> <p>c. Asst Supt and principals Review quarterly</p> <p>d. Principals, IT 3/2010</p>	<p>a. No cost</p> <p>b. No cost</p> <p>c. No cost</p> <p>d. No cost</p>		

Description of Specific Actions to Improve Education Practice in Reading	Person/timeline	Related Expenditures	Estimated Costs	Funding Source
e) Build parents' capacity to positively impact their students' educational experience by allocating the resources to provide training in use of PowerSchool and grade level content standards and expectations f) Conduct an annual parent/community needs assessment DAIT RA6, RD1, RD4, RD6, RD7, RD8	e. Principals <i>Annually by Dec</i> f. Asst Supt <i>Annually by Dec</i>	e. Presenters' fees/training materials f. No cost	e. \$7,920	e. Title I
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): The district will provide a) Professional development for instructional aides to maximize their ability to assist SDC and RSP students in accessing the core ELA program b) Additional class period focusing on increasing language arts skills in 7 th & 8 th grades in lieu of an elective c) Additional academic language support groups for EL students in grades K-8 EPC 2; DAIT RB6	a. Asst Supt <i>Annually in August</i> b. Principals <i>Annually in August</i> c. Principals <i>Annually in August</i>	a. Consultant fee b. No cost c. Aides' salaries	a. \$10,000 b. See Goal 1 R.3.a c. \$233,990	a. Title I b. URGF, Title II c. EIA
8. Monitoring program effectiveness: The district will: a) Monitor to insure full implementation of the core instructional program and use of pacing guides with fidelity b) Monitor to insure adherence to instructional time recommendations in reading/language arts frameworks including ELD and Universal Access c) Monitor student achievement quarterly with multiple measures using various reports in DataDirector EPC 1, 2, 3, 7; DAIT RA5, RB2	a. Principal Weekly b. Principal Weekly c. Asst Supt, principals, teachers Quarterly	a. No cost b. No cost c. DataDirector subscript.	c. \$46,500 annually	c. URGF

Description of Specific Actions to Improve Education Practice in Reading	Person/timeline	Related Expenditures	Estimated Costs	Funding Source
<p>9. <i>Targeting services and programs to lowest-performing student groups:</i> The district will:</p> <ul style="list-style-type: none"> a) Provide reading intervention materials for students in grades 4 – 8 who are two or more grade levels behind b) Adopt SBE-approved standards-aligned reading/language intervention materials c) Adopt SBE-approved ELD materials d) Develop and implement site-specific Pyramids of Intervention based upon the RTI model e) Develop and implement “push-in” inclusion models of providing services for students with disabilities EPC 1, 2 DAIT RA5, RB4, RB5, RB6, RB8, RB9, RB11 	<ul style="list-style-type: none"> a. Asst Supt May 2010: 7th/8th Sept 2011: 5th/6th Sept 2012: 4th b. Asst Supt May 2009 c. Asst Supt May 2011: K-5th May 2012: 6th-8th d-e. Asst Supt and Director of SSS Review quarterly 	<ul style="list-style-type: none"> a. See Goal 1 R.1.5.c b. No costs associated with adoption process; materials cost see Goal 1 R.2.c c. See Goal 1 R.2.b d. Teacher release time e. Teacher release time 	<ul style="list-style-type: none"> a. See Goal 1 R.5.c d. \$11,000 e. \$6,000 	<ul style="list-style-type: none"> a. See Goal 1 R.5.c d. Title I e. Title I
<p>10. Any additional services tied to student academic needs:</p> <p>To be determined as needed based on needs assessment instruments CST (Reading) and benchmark scores</p>				

Performance Goal 1: All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.

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. <i>Alignment of instruction with content standards:</i> The district will:</p> <ul style="list-style-type: none"> a) Fully implement standards-based district-adopted core curriculum (Houghton Mifflin CA Math, GR K-6; McDougal Littell Math, GR 7, 8) b) Complete grades 3-6 math adoption beginning with grade 6 as funding permits c) Review and revise math benchmark assessments annually to align wording and rigor of questions with State Academic Content Standards d) Review alignment of pacing guides to state blueprints <p style="text-align: center;">EPC 1, 3, 7; DAIT RA4, RB1, RB3, RF1</p>	<ul style="list-style-type: none"> a. Principals, teachers March 2011 b. Asst Supt August 2010: 6th August 2011: 5th August 2012: 4th August 2013: 3rd c. Benchmark Com Annually by March d. Benchmark Com December 2010 	<ul style="list-style-type: none"> a. No cost b. Purchase materials grades 3-6 c. Teacher release time d. Teacher release time 	<ul style="list-style-type: none"> b. \$65,000/ grade level c. \$7,680 d. \$7,680 	<ul style="list-style-type: none"> b. IMFRP c. SLIP/URGF d. SLIP/URGF
<p>2. <i>Use of standards-aligned instructional materials and strategies :</i> The district will:</p> <ul style="list-style-type: none"> a) Establish a district-wide common definition of “fully implements adopted materials” among principals and teachers b) Provide district monitoring of the implementation in all classrooms c) Provide materials-based staff development in the use of district-adopted mathematics materials 	<ul style="list-style-type: none"> a. Instructional Management Team 10/2010 b. Asst Supt, principals Quarterly c. Asst Supt January 2010: 7th-8th January 2011: 6th January 2012: 5th January 2013: 4th January 2014: 3rd 	<ul style="list-style-type: none"> a. No cost b. No cost c. Training cost (\$950/teacher) 	<ul style="list-style-type: none"> c. \$28500/grade level 	<ul style="list-style-type: none"> c. EIA/Title I

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>d) Adopt and purchase appropriate SBE adopted intervention materials in mathematics</p> <p style="text-align: right;">EPC 1; DAIT RA5, RB1, RB3, RC1</p>	<p>d. Asst Supt Adopt: May 2011 Purchase: May 2011: 7th/8th May 2012: 5th/6th May 2013: 4th</p>	<p>d. Cost of materials</p>	<p>d. \$60,000</p>	<p>c. EIA/Title I</p>
<p>3. <i>Extended learning time:</i> The district will:</p> <ul style="list-style-type: none"> a) Offer academic support by providing study skills and/or additional mathematics support class in lieu of an elective in grades 7 and 8 b) Offer specific targeted instruction at Saturday School and during intersession c) Investigate agencies that offer after school academic support programs <p style="text-align: right;">EPC2</p>	<ul style="list-style-type: none"> a. Principals Aug. 2011 annually b. Principals, district staff Review quarterly c. Asst Supt and HR 8/2010-12/2010 	<ul style="list-style-type: none"> a. No cost b. Salaries c. No cost 	<ul style="list-style-type: none"> b. See Goal 1 R.3.b 	<ul style="list-style-type: none"> b. Title I/EIA
<p>4. <i>Increased access to technology:</i> The district will:</p> <ul style="list-style-type: none"> a) Investigate technologies that increase student engagement and access to academic content standards, e.g. online resources, Interactive technologies, electronic tutors and support materials b) Continued/expanded use of netTrekker, graphing calculators, responders, graphic organizer software, etc. for all students c) Purchase and replace district and classroom technology that support effective teaching and learning practices. d) Keep district and site websites updated with pertinent academic and curricular information <p style="text-align: right;">DAIT RB5</p>	<ul style="list-style-type: none"> a. Asst Supt, CRTs Review annually by March b. Principals, CRTs May annually c. Asst Supt, CRTs Review annually by March d. Asst Supt IT Review quarterly 	<ul style="list-style-type: none"> a. No cost b. Cost of netTrekker subscript, hardware, AM scan cards, responders, calculators, c. Interactive tablets, projectors, interactive white boards d. No cost 	<ul style="list-style-type: none"> b. netTrekker annually \$9,145 Responders \$2,445/set c. Interactive tablets \$300, interactive white boards \$3,500 ea as needed and as funding permits 	<ul style="list-style-type: none"> b-c. Title II Part D

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>5. <i>Staff development and professional collaboration aligned with standards-based instructional materials:</i> The district will</p> <ul style="list-style-type: none"> a) Complete training for all teachers and administrators in SB 472-like or equivalent materials-based b) Provide systemic, comprehensive and ongoing professional development opportunities in mathematics; research-based best practices; differentiated instruction; providing equitable access for all students c) Effectively integrate universal access into mathematics d) Provide training for intervention materials after core materials have been purchased and received. e) Provide a comprehensive, aligned, ongoing professional development program for administrators focusing on instructional programs and practices, the use of data to monitor student achievement and effective leadership practice EPC 3, 4, 5, 6, 8; DAIT RB3, RB4, RB7, RG1, RG4 	<ul style="list-style-type: none"> a. Asst Supt Jan 2010: 7th & 8th Jan 2011: 6th Jan 2012: 5th Jan 2013: 4th Jan 2014: 3rd b. Asst Supt Review and plan in annually in May c. Principals, teachers 9/2010 review annually d. Asst Supt 2011-2012 7th/8th 2012-2013 6th 2013-2014 5th/4th e. Asst Supt Review and plan annually in May 	<ul style="list-style-type: none"> a. Goal 1 R.5.a b. Consultant fees, teacher release time c. No cost d. Consultant fees, teacher release time e. Consultant 	<ul style="list-style-type: none"> a. See Goal 1 R.5.a b. \$10,000 d. \$8,000 per grade level e. See Goal 1 R.5.f 	<ul style="list-style-type: none"> a. SB472/URGF, Title I, Title II d. Title I, Title II, Title III, EIA e. See Goal 1 R.5.f
<p>6. <i>Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</i> The district will:</p> <ul style="list-style-type: none"> a) Communicate with parents at regular intervals on student achievement and academic expectations in mathematics through PowerSchool, parent conferences, teacher and school websites, email, phone calls 	<ul style="list-style-type: none"> a. Principals, teachers Every 2 weeks per Board policy 	<ul style="list-style-type: none"> a. No cost 		

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> b) Build parents' capacity to positively impact their students' educational experience by allocating the resources to provide training in use of PowerSchool and grade level content standards and expectations c) Develop and implement protocol(s) for parent/teacher conferences that includes clear specification of individual student goal-setting, progress benchmarks, and ways for parents to support student progress d) Provide opportunities for parents to participate in decision-making related to site and district initiatives such as SSC, District Advisory, District Health Council, ELAC and DELAC e) Post schools' parent involvement policies on their web sites, in English and other primary languages for those groups which meet the 15% and above language requirements f) Conduct an annual parent/community needs assessment <p style="text-align: right;">DAIT RA6, RD1, RD4, RD6, RD7, RD8</p>	<ul style="list-style-type: none"> b. Principals, teachers Annually by Dec c. Asst Supt June 2010 d. Asst Supt, Principals Review quarterly e. Principals, IT March 2010 f. Asst Supt Annually by Dec 	<ul style="list-style-type: none"> b. Goal 1 R1.6.e c. No cost d. No cost e. No cost f. No cost 	<ul style="list-style-type: none"> b. See Goal 1 R1.6.e 	<ul style="list-style-type: none"> b. See Goal 1 R1.6.e
<p><i>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</i> The district will provide:</p> <ul style="list-style-type: none"> a) Professional development will be provided to instructional aides to maximize their ability to assist SDC and RSP students in accessing the core math program b) Additional class period focusing on increasing mathematics skills in 7th & 8th grades in lieu of an elective c) Additional academic language support for EL students in grades 2nd – 8th <p style="text-align: right;">EPC 2; DAIT RB6</p>	<ul style="list-style-type: none"> a. Asst Supt Annually in August b. Principals Annually in August c. Principals Annually in August 	<ul style="list-style-type: none"> a. Consultant fee b. No cost c. Personnel costs 	<ul style="list-style-type: none"> a. \$15,000 c. See Goal 1 R.7c 	<ul style="list-style-type: none"> a. Title I c. EIA, Title I

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>8. <i>Monitoring program effectiveness:</i> The district will:</p> <ul style="list-style-type: none"> a) Monitor to insure full implementation of the core instructional program and use of pacing guides b) Monitor to insure adherence to instructional time recommendations in mathematics framework including Universal Access c) Monitor student achievement quarterly with multiple measures using various reports in DataDirector <p style="text-align: right;">EPC 1, 2, 3, 7; DAIT RB2</p>	<ul style="list-style-type: none"> a. Principals Weekly b. Principals Weekly c. Asst Supt, principals, teachers Quarterly 	<ul style="list-style-type: none"> a. No cost b. No cost c. DataDirector subscript. 	<ul style="list-style-type: none"> c. \$46,500 	
<p>9. <i>Targeting services and programs to lowest-performing student groups:</i> The district will:</p> <ul style="list-style-type: none"> a) Adopt SBE-approved intervention materials for students in grades 4 – 8 who are two or more grade levels behind b) Develop and implement site-specific Pyramids of Intervention based upon the RTI model c) Develop and implement “push-in” inclusion models of providing services for students with disabilities <p style="text-align: right;">EPC1; DAIT RA5, RB4, RB6, RB8, RB9, RB11</p>	<ul style="list-style-type: none"> a. Asst Supt Adopt: June 2011 Purchase: 2011-2012: 7th/8th 2012-2013: 6th 2013-2014: 5th/4th b. Asst Supt May 2011: K-5th May 2012: 6th-8th d-e. Asst Supt and Director of SSS Review quarterly 	<ul style="list-style-type: none"> a. See Goal 1 M.2.d b. No costs associated with adoption process; materials cost Goal 1 R.9.d c. See Goal 1 R.9.e 	<ul style="list-style-type: none"> a. See Goal 1 M.2.d b. See Goal 1 R. 9.d c. See Goal 1 R.9.e 	<ul style="list-style-type: none"> a. See Goal 1 M.2.d b. See Goal 1 R.9.d c. See Goal 1 R.9.e
<p>10. Any additional services tied to student academic needs:</p> <p>To be determined as needed based on needs assessment instruments CST (mathematics) and benchmark scores</p>				

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

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

	<p style="text-align: center;">Description of how the LEA is meeting or plans to meet this requirement.</p> <p>Based on information obtained from the ELSSA survey and data in the ELSSA Toolkit, the leadership team at Westside Union School District believes that the language proficiency and academic achievement of our ELs will be increased by:</p> <ol style="list-style-type: none">1. Fully Implementing a standards-based ELD program EPC1; DAIT RB52. Providing all students with appropriate ELD, English language arts and math instruction that is taught through SDAIE strategies, and intervention as needed EPC2; DAIT RB53. Coordinating district-wide research-based professional development specific to EL needs that will improve instruction for English Learners EPC5; DAIT RG44. Monitoring fidelity to the core curriculum using pacing guides with EL support EPC3; DAIT RB15. Increasing parental outreach and communication. DAIT RD76. Revising and implementing the Master Plan for English Learner DAIT RA47. Supporting Long Term English Learners (L-TEs) by providing effective first instruction that is taught through SDAIE strategies, developing their academic vocabulary, and providing interventions as needed EPC6; DAIT RD58. Developing a program for English Learners specific to each middle school. EPC6; DAIT RD5
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Required Activities	<ol style="list-style-type: none"> 1. (Per Sec. 3116(b) of NCLB, this Plan must include the following: <ol style="list-style-type: none"> a. Describe the programs and activities to be developed, implemented, and administered under the subgrant; b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122; c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for: <ul style="list-style-type: none"> • Meeting the annual measurable achievement objectives described in Section 3122; • Making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)); • Annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1)); d. Describe how the LEA will promote parental and community participation in EL programs. 2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c) . The effectiveness of the EL programs will be determined by the increase in: <ul style="list-style-type: none"> • English proficiency; and • Academic achievement in the core academic subjects 	<p>OBJECTIVE: All English Learners will have access to an appropriate reading/language arts curriculum based on their assessed needs and to all curricular materials with appropriate modifications targeted to the students' English language proficiency level and academic skill.</p> <p>1a. See 1B to 1D below 1b. See 1A to 1D below 1c.. See 1D below</p> <p>1A. ELs will be placed in appropriate CELDT level setting. DAIT RB8, RB10, RD5</p> <ol style="list-style-type: none"> 1. The EL coordinator will provide a list of all English Learners to each site. The list will include the CELDT levels, CST language arts and math scores, and years in ELD program. This list will be used by the principal in placing ELs in classes. Specific identification and focus will be on the placement of the targeted population of long term ELs at the intermediate, early advance and advance levels. 2. Principals will assign ELs to classes. No more than 2 levels of EL will be placed in one class if possible. <p>1B. ELD instruction provided for all English learners daily. EPC2; DAIT RA5, RD5</p> <ol style="list-style-type: none"> 1 The District will define a common ELD program to provide instruction to all CELDT levels. 2 At least 30 minutes of ELD instruction at the student's language proficiency level will be provided daily. Teachers will fully implement the ELD program. 3 ELs will be assessed quarterly using assessments imbedded in the ELD curriculum to determine if a new placement is needed. <p>1C. Provide quality RLA/ELA instruction.. EPC1, 2; DAIT RA5, RB1</p> <ol style="list-style-type: none"> 1 Principals will observe classroom teachers during the ELA period to monitor the implementation of the core and intervention materials, using protocol(s) developed by the district. The protocols include the development of academic vocabulary, the use of SDAIE strategies, and the effective use of scaffolding to improve comprehension for English Learners. 2 Intensive intervention materials will be purchased for those who are reading 2+ years behind grade level. Long-term English Learners at the intermediate, early advanced, or advanced levels in grades 7 – 8 who scored below basic and far below basic on the CSTs for ELA will be evaluated for placement in appropriate ELA intensive intervention in lieu of core curriculum. 3 Intervention for students in grades 3 to 6 will be provided in the classroom, before and after school, or at intersession. Intervention will be targeted to meet the individual needs of the students and will stress quality first instruction using SDAIE, academic language, frontloading vocabulary and building background. 4 The District will identify formative assessments to be used in monitoring the progress of ELs. Student test data will be analyzed each quarter for possible changes in placement for ELD. <p>1D. Implement K-8 ELD Monitoring System. EPC2; DAIT RA5</p> <ol style="list-style-type: none"> 1 The Assistance Superintendent and principals will conduct monthly classroom visits to monitor the implementation of ELD using walkthrough protocol(s) developed by district. 2 The Assistant Superintendent will meet monthly with principals to discuss results of observations. 3 Premade reports in DataDirector will be used to monitor the progress of ELs and R-FEPs years, benchmark tests and ELD tests. <p>1d. See #8 below 2. See #1 above</p>
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		Description of how the LEA is meeting or plans to meet this requirement.
Required Activities	3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.	<p>3A. The District will provide district-wide researched based professional development specific to the needs of English learners. EPC 5, 6; DAIT RG2</p> <p>The focus of the professional development is to improve instruction for English learners.</p> <p>a) Trainings provided during the 2009-10 school include:</p> <ul style="list-style-type: none"> • Secondary School Leadership for English Language Learner Success • Thinking Maps: Path to Proficiency for English Language Learners- Facilitators' Training • LACOE Bilingual/EL Directors Meeting • EL Master Plan Development and Revision • Map of Standards for English Learners (West-Ed) • Universal Access • SB 472 language arts grade 3-5 • SB472 math 7-8 • iTell integrating Technology for English Language Learners <p>b) Trainings scheduled during the 2010-11 school year:</p> <ul style="list-style-type: none"> • Making Mathematic Assessable to English Learner (West-Ed) • Making Science Assessable to English Learners (West-Ed) • English Learners and Language Arts (West-Ed) <p>3B The District provides staff development for CELDT and ELD EPC 5, 6; DAIT RG2, RG4</p> <ol style="list-style-type: none"> 1. All CELDT testing is provided by the ELD department. One trainer attends the CELDT Scoring and Training of Trainers Workshop. This person trains the ELD department in testing procedures. 2. EL coordinator meets with teachers at staff meetings to review the release tests of the CELDT tests. Teachers use this information in planning ELD instruction for their students. 3. ELD staff development: See A above <p>3C The District will provide staff development for the teachers of the intervention program EPC5; DAIT RB6</p> <p>3D The District will develop and provide protocols to be used during site and district level collaborative time. EPC8</p> <ol style="list-style-type: none"> 1 The ELD department will develop and provide protocols to be used at site and district level collaboration time to strengthen the ELD program and academic achievement of ELs. 2 The District will ensure the use of protocols during collaboration time by requiring meeting minutes and agendas to be turned into principal, who will place them in electronic monitoring system (agendas, minutes). The placement of material will be monitored by the Assistant Superintendent and EL coordinator.
Allowable Activities	4. Upgrade program objectives and effective instructional strategies.	See #1, 3 above.

		Description of how the LEA is meeting or plans to meet this requirement.
Allowable Activities	5. Provide – a. tutorials and academic or vocational education for EL students; and b. intensified instruction.	The district will: <ol style="list-style-type: none"> 1. Offer academic support by providing ELD, study skills and/or additional ELA or mathematics instructional periods in grades 7 and 8 2. Provide intensive intervention instructions in ELA or mathematics for those LEP students working two or more grade levels below 3. Offer specific targeted instruction at Saturday School and during intersession 4. Investigate agencies that offer after school academic support programs <p style="text-align: right;">EPC2; DAIT RB5, RB6</p>
	6. Develop and implement programs that are coordinated with other relevant programs and services.	Activities for ELs will be coordinated with RLA and mathematics activities described in Goal 1.
	7. Improve the English proficiency and academic achievement of EL children.	Activities in #1, 3, 5, are designed to improve English proficiency and academic achievement of ELs.

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.

8A. The District provides clear and timely communication DAIT RD4, RD5, RD6, RD7

The reports required by The *Master Plan for English Learners* have been revised into parent friendly language. All reports are translated into Spanish and sent as required. These reports include: student’s identification as an EL, program placement options and specific redesignation criteria, language proficiency level (CELDT).

- 1 Power School’s parent portal is available for parents to monitor student achievement and teacher’s postings about ways to support their student’s academic performance.
- 2 Automated phone messages (Honeywell) is translated into Spanish at the end of the message.
- 3 The District will develop and implement protocol for parent/teacher conferences that include reviewing CELDT scores, discussing the individual goals set by the teacher and student, describing the student’s academic achievement, and finding ways for each parents to support the student’s progress.
- 4 Parents learn about the ELD program, support for English learners, and reclassification processes through letters home and at parent-teacher conferences.
- 5 Parents are encouraged to email their child’s teacher, in Spanish if necessary, with concerns or questions.

8B. The District provides opportunities for parents to participate DAIT RD7

- 1 While all parents are encouraged to participate in all activities at Westside, many parents of ELs are reluctant to attend due to language or child care concerns. School sites are using a bilingual parent group as one avenue to get parents involved. Spanish translation and child care are provided. Parents who attend these meetings have become a core group at the site who are encouraging other parents to become involved in school activities.
- 2 The parent involvement policies of all schools are posted on their websites in English and other primary language groups that meet the 15% and above translation needs.

8C. The District provides relevant training DAIT RD4, RD7

- 1 At the end of the Kindergarten Round-up at each site, Spanish speaking parents are invited to stay for an additional meeting conducted in Spanish about ways to get your child ready for school.
- 2 Hands-on training is provided for parents in the use of Power School’s parent portal to monitor student achievement and teacher’s postings about ways to support their student’s academic performance. A computer will be available at each school site for parents to use if necessary.
- 3 Parents learn about the teacher’s expectation for their child at Back to School Night and Parent-Teacher conferences.
- 4 The District will develop a handout with suggestions of how parents of ELs can help their children at home. This information will be posted on the district website, in Power School, and sent home at parent conferences.

8D. The District ensures continuous improvement in parental involvement. DAIT RD1, RD2, RD3

1. The District will research effective parent involvement strategies and train teachers, administrators and classified staff on ways to improve parent participation.
2. This year, as part of ELSSA, parents of English Learners were called and interviewed about the effectiveness of the district program for their child and suggestions for ways to improved parent involvement.

	<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>The District will</p> <ol style="list-style-type: none"> 1 Investigate technologies that increase student engagement and access to academic content standards, e.g. online resources, Interactive technologies, electronic readers. 2 Continued/expanded use of netTrekker, NEOs, responders, graphic organizers, etc. for all students 3 Purchases and replaces district and classroom technology that support effective teaching and learning practices.
	<p>10. Other activities consistent with Title III.</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>
<div style="display: flex; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg); background-color: #e0e0e0; padding: 5px; font-weight: bold; margin-right: 10px;">Required Activity</div> <div> <ol style="list-style-type: none"> 1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB): <ol style="list-style-type: none"> a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement; c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; h. information pertaining to parental rights that includes written guidance detailing – <ol style="list-style-type: none"> i. the right that parents have to have their child immediately removed from such program upon their request; and ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; 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. </div> </div>	<ol style="list-style-type: none"> 1) <i>The Westside Union School District Master Plan for English Learners reflects the policies required by the CDE and NCLB. It was approved by the Board in June 2003 and revised in June 2008.</i> It will be updated in April 2010. Currently all NCLB notifications and timelines are fulfilled with the following documents: <ol style="list-style-type: none"> a) Form EL 4: <i>Notification of English Language Development Test Results and Program Placement</i> b) Form EL 4: <i>Notification of English Language Development Test Results and Program Placement</i> c) Form EL 9: <i>Description of English Language Development Programs</i> d) Form EL 9: <i>Description of English Language Development Programs</i> e) Form EL 9: <i>Description of English Language Development Programs</i> f) Form EL 18: <i>Notification of Placement in an English Learner Program and Annual CELDT testing</i> g) Specific ELD goals are written into the IEP of each child with a disability h) Form EL 18 <i>Description of English Language Development Programs</i> and Form EL 4: <i>Notification of English Language Development Test Results and Program Placement</i>

	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>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>Parent Notification: On December 10, 2009 a notice was sent to parents indicating that the District had not met AMAO3 objective for two years in both language arts and math. The notification was sent in both English and Spanish and posted on the website.</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	<p>1 Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:</p>	<p>A. Provide clear and timely communication DAIT RD4, RD5, RD6, RD7</p> <ol style="list-style-type: none"> 1. The District communicates with all parents at regular intervals via district website, site newsletters, Power School postings, DELAC, and ELAC on topics such as ELD, the identification process, interventions, and exit criteria. 2. The District is developing and will implement protocol for parent/teacher conferences that includes clear specification of individual student goal-setting, progress benchmarks, and ways for parent to support student progress. <p>B. Provide opportunities for parents to participate DAIT RD7</p> <ol style="list-style-type: none"> 1. The District provides opportunities for and training to support needed for parents to participate in decision-making related to site and district initiatives at DELAC, ELAC, SSC, PTA. 2. The District posts schools' parent involvement policies on their web sites, in English and other primary language groups that meet the 15% and above translation needs. <p>C. Provide relevant training DAIT RD4, RD7</p> <ol style="list-style-type: none"> 1. The District provides information for parents on homework, behavior, SBE approved materials, and EL program entrance and exit criteria. 2. The District will train administrators and classified staff on effective parent involvement strategies. <p>D. Ensure continuous improvement in parental involvement. DAIT RD1, RD2 The District conducts annual parent surveys and use the results to amend policies and practices to improve parent involvement and student achievement</p>
	<p>2 Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:</p>	<p>Bilingual aides are trained at monthly meets by the District EL Coordinator. DAIT RG2</p> <p>Topics have included:</p> <ol style="list-style-type: none"> 1. CELDT: How to use the language levels in supporting students 2. ELD standards: What they are and how they apply to instruction 3. Written and oral translation 4. Accountably-Catch-up Plan 5. ELDRA 6. ELAC: The legal requirements 7. How to encourage parent involvement at their site. 8. How to support ELs in the classroom

<p>IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>
	<p>3 Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;</p> <p>The District</p> <ol style="list-style-type: none"> 1. Provides after school tutoring, Saturday school and or intersession programs targeted to meet the needs of immigrant students as funding permits. 2. Provides access to services provided by the Antelope Valley Migrant Education consortium for those students/families that qualify.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Allowable Activities</p>	<p>4 Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:</p> <p>The District</p> <ol style="list-style-type: none"> 1. Is investigating technologies that increase English acquisition and access to academic content standards, e.g. online resources, Interactive technologies, electronic readers. 2. Continued/expanded use of netTrekker, NEOs, responders, etc. 3. Purchase and replace district and classroom technology that support effective teaching and learning practices, including English acquisition
	<p>5 Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:</p> <p>NA</p>

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.
	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:	NA
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:	NA Students and parents may access these types of services provided by Antelope Valley Migrant Education consortium

Performance Goal 3: *All students will continue to be taught by highly qualified teachers who deliver effective, differentiated, standards-based instruction.*

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
<ul style="list-style-type: none"> • All middle school math/SDC teachers received SB 472 training in November 2009 • 30 certificated staff members received SB-427 ELA (Houghton Mifflin) training in June 2009 • All 6th-8th grade ELA teachers have received two of three days of materials-based training November- January 2009 • All site administrators have completed SB 75 or AB 430 training • 97% of all teachers are CLAD-certified • 95% of elementary teachers trained in Universal Access • Essential ELA and math standards have been identified by teachers • Pacing guides and benchmark exams were developed in 2008. • Monthly district-wide grade level/departments are facilitated by site administrators to share best practices. 	<ul style="list-style-type: none"> • Materials-based training for K-5 ELA teachers and K-6 math teachers • Intervention materials and training • Continued training in the effective implementation of PLCs • Use of data to drive instruction • Active student engagement strategies • Use of protocols- teachers/administrators • Professional development to work effectively with parents • Differentiated instruction based on characteristics (i.e. language proficiency) and/or needs (i.e. SWDs) of students • Effective ELD/ALD instruction • Development of rigorous assessments • Continued in professional development with PowerSchool/DataDirector • SWDs access to core curriculum • Development and implementation of Response to Intervention and Instruction pyramid

Performance Goal 3: All students will continue to be taught by highly qualified teachers who deliver effective, differentiated, standards-based instruction.

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. <i>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:</i></p> <p>a) The District will provide systemic, comprehensive and ongoing opportunities for teachers, paraprofessionals, and administrators by providing training on the effective use of all adopted core curricular materials, including supplementary support materials:</p> <ol style="list-style-type: none"> 1) Materials-based SB 472-like content specific training for all teachers and administrators which includes full implementation components for all learners 2) Map of Standards for English Learners (ELD Standards) training 3) District adopted intervention and ELD materials as purchased 	<p>a1. Asst. Supt Language Arts: May 2010: 7th-8th Aug 2010: 6th Sept 2010: K-1st Oct 2010: 2nd August 2011: 3rd-5th Math: Jan 2010: 7th & 8th Jan 2011: 6th Jan 2012: 5th Jan 2013: 4th Jan 2014: 3rd</p> <p>a2. Asst Supt April & Oct 2010</p> <p>a3. Asst Supt Language Arts: May 2010: 7th/8th Sept 2011: 5th/6th Sept 2012: 4th Math: 2011-2012 7th/8th 2012-2013 6th 2013-2014 5th/4th ELD: Dec 2010: K- 5 Dec 2011: 6-8</p>	<p>a1. Consultant fee</p> <p>a2. Consultant fee</p> <p>a3. Consultant fee</p>	<p>a1. See Goal 1 R.5.a; M.5.a</p> <p>a2. \$4200</p> <p>a3. See Goal 1 R.5.c; M.5.d</p>	<p>a1. See Goal R.5.a; M.5.a</p> <p>a2. Title III, EIA</p> <p>a3. See Goal 1 R.5.c; M.5.d</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>b) The District will offer professional development in how to provide high quality first instruction by offering training and support that includes:</p> <ol style="list-style-type: none"> 1) Differentiated instruction with a specific district-wide focus 2) SDAIE and other research-based strategies which include intense instruction in academic language and vocabulary across the content areas 3) Frontloading instruction 4) Scaffolding comprehension by building background 5) Checking for understanding <p>c) The District will offer training in working effectively and collaterally with culturally diverse students and parents</p> <p>d) The District will develop protocols and structures for Response to Interventions (RTI). Principals and all teachers will receive training as the program is implemented across the district. This implementation will provide additional support to struggling students.</p> <p>e) The District will support the implementation of PLCs at each site and across the district by developing protocols to be used and by providing time for all staff to articulate at the site and district levels.</p> <p style="text-align: right;">EPC5, 4, 5, 6, 8; DAIT RB6, RD3, RF3, RG2</p>	<p>b1-5. Asst Supt <i>Review and plan annually in May</i></p> <p>c. Asst Supt <i>Review and plan annually in May</i></p> <p>d. Asst Supt, Director of SSS <i>Develop protocols: June 2011 Training: Aug 2011: 7th-8th Aug 2012 K-6</i></p> <p>e. Asst Supt, principals <i>June 2011</i></p>	<p>b1-5. Consultant fees</p> <p>c. Cost of training</p> <p>d. Teacher release time</p> <p>e. No cost</p>	<p>b1-5. \$20,000</p> <p>c. \$5,000</p> <p>d. See Goal 1 R1.9.d</p>	<p>b1-5. Title I, Title III, EIA</p> <p>c. Title I</p> <p>d. See Goal 1 R1.9.d</p>
<p>2. <i>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: All PD will continue to be grounded in research as noted below.</i></p> <p>The district will</p> <ol style="list-style-type: none"> a) Provide professional development in Professional Learning Communities (PLC-Dufour) b) Develop protocols to be used during PLC meetings (Dufour) c) Provide training in research-based differentiated instructional 	<p><i>a-b June 2012</i></p> <p><i>c. June 2011</i></p>			

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>strategies (Chapman, King, Adams)</p> <p>d) Provide teacher training sessions on using data to inform instructional decisions (Johnson-Davis, Hensley)</p> <p>e) Develop a team to identify and review essential standards (Carr)</p> <p>f) Address the needs of students across the content area by providing training on academic language and vocabulary development. (Kinsella, Beck, Calderon and Adams)</p> <p>Providing professional development that is scientifically based will reach the district's goal that all students will continue to be taught by highly qualified teachers, who will deliver effective, differentiated, standards-based instruction. A system of professional development will be designed that is not only differentiated based on teacher effectiveness and assignment, but will concentrate on increasing student achievement, targeting those students who are not meeting proficiency targets or grade level expectations. Rigorous data discussions will take place that will promote changes in instructional practices and will support the common district goal of achievement for all students, full implementation of the core program, student engagement, and differentiation. Successful teachers and principals will serve as demonstrators and coaches for those less experienced and/or less successful.</p>	<p>d. June 2011</p> <p>e. December 2010</p> <p>f. 6th – 8th August 2010</p>			

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. <i>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:</i></p> <p>The district will:</p> <p>a) Provide SB 472-like materials based training in Language Arts and Math for those who have not attended.</p> <p>b) Provide teachers and staff an opportunity to reflect on personal bias, to address the needs of all students regardless of gender, religion, race, or ethnicity.</p> <p>c) Provide training in language acquisition and/or differentiation strategies which include content literacy and the teaching of academic vocabulary</p> <p>d) Build the capacity of site instructional leaders by developing a PLC which addresses professional development and the implementation of a structure which invites others to share best practices around the study and self assessment of the California Standards for the Teaching Profession. (CSTP) EPC 5, 8: DAIT RG2</p>	<p>a. Asst Supt Language Arts: May 2010: 7th-8th Aug 2010: 6th Sept 2010: K-1st Oct 2010: 2nd June 2010: 3rd-5th Math: Jan 2010: 7th & 8th Jan 2011: 6th Jan 2012: 5th Jan 2013: 4th Jan 2014: 3rd</p> <p>b. Asst Supt, Review and plan annually in May</p> <p>c. Asst Supt Review and plan annually in May</p> <p>d. Asst Supt, principals, teachers Ongoing at sites and across the district. Reviewed yearly in June</p>	<p>a. Consultant fee</p> <p>b. Consultant fee</p> <p>c. Consultant fee</p> <p>d. Updated CSTP booklets</p>	<p>a. See Goal 1 R.5.a; M.5.a</p> <p>b. \$3,000</p> <p>c. \$3,000.00</p> <p>d. \$100</p>	<p>a. See Goal 1 R.5.a; M..5.a</p> <p>b. Title II</p> <p>c. Title II</p> <p>d. Title II</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. <i>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:</i></p> <p>Federal, State and local funding will be used to address the three high leverage activities identified in the district's need assessment:</p> <p>a) Standards-based Curriculum: Providing professional development for staff members to support the full implementation of the district adopted core curriculum.</p> <p>b) Effective Instruction: Focus on a limited number of district-wide research-based instructional strategies, (including student engagement and support for English Learners, students with disabilities and other high priority students) and the use of common protocols in order to ensure highly effective instruction for all students.</p>	<p>a. Asst Supt Language arts May 2010: 7th-8th Aug 2010: 6th Sept 2010: K-1st Oct 2010: 2nd June 2010: 3rd-5th Math Jan 2010: 7th & 8th Jan 2011: 6th Jan 2012: 5th Jan 2013: 4th Jan 2014: 3rd</p> <p>b. Asst Supt, principals August 2010: Select instructional strategies and develop protocols: Aug 2011: Implement</p>	<p>a. Consultant fee</p> <p>b. No cost</p>	<p>a. See Goal 1 R.5.a; M.5.a</p>	<p>a. See Goal 1 R.5.a; M..5.a</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>c) Interventions: 1. Provide training and support for the development of a Response to Intervention structure with a pyramid of interventions; 2 use of SBE/district adopted intervention materials as they are purchased; 3 training of site administrators and teachers to collaborate in professional learning communities to strengthen instructional practices and address the needs of all students, particularly those who are not meeting proficiency targets such as English Learners and students with disabilities.</p>	<p>c1. Asst Supt. Director of SSS Develop protocols for RTI: June 2011 Training on RTI: Aug 2011: 7th-8th Aug 2012 K-6 c2: Asst Supt Language Arts: May 2010: 7th/8th Sept 2011: 5th/6th Sept 2012: 4th Math: 2011-2012 7th/8th 2012-2013 6th 2013-2014 5th/4th c3: Asst Supt, principals, teachers Ongoing at sites and across the district. Reviewed yearly in June</p>	<p>c. Teacher release time</p>	<p>c. See Goal 1 R.9.d</p>	<p>c. See Goal 1 R.9.d</p>
<p>5. <i>The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met.</i></p> <p>The district will</p> <p>a) Conduct yearly professional needs assessments of teachers and principals based on trends in data from formative (class assessments) and summative (benchmarks) assessments of student progress. School and district professional development goals will be created to assist district staff and reflect district priorities.</p>	<p>a. Asst Supt Annually in April</p>	<p>a. No cost</p>		

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>b) Provide a comprehensive, aligned, ongoing professional development program for administrators that focuses on:</p> <ul style="list-style-type: none"> • instructional programs and practices • use of data to monitor student achievement and change instructional practices • effective leadership strategies that support the common district priorities <p>c) Create a high quality district-wide professional development plan for administrators, teachers and instructional aides that reflects district priorities and includes:</p> <ul style="list-style-type: none"> • follow-up coaching for principals • support and monitoring of best practices • using data to inform instructional decisions <p>d) Continue to provide support programs within the Learning to Teach Continuum(i.e., Intern, BTSA Induction) that provide research-based demonstrations of practice and coaching for teachers as they begin their practice</p> <p>e) Provide administrators with Roles and Responsibilities training as needed to assist them in the mentoring of newer teachers. EPC 4, 6; DAIT RG1, RG2</p>	<p>b. Asst Supt Review and plan annually in May</p> <p>c. Asst Supt Annually in May</p> <p>d. Asst Supt. Review and plan annually in May</p> <p>e. Asst Supt Review and plan annually in August</p>	<p>b. Consultant fees</p> <p>c. Coaching stipends</p> <p>d. Support Provider. Coach stipends as needed</p> <p>e. Consultant fee</p>	<p>b. See Goal 1 R.5.f</p> <p>c. \$95,000</p> <p>d. \$1,500/ Support Provider</p> <p>e. \$1,500</p>	<p>b. See Goal 1 R.5.f</p> <p>c. ARRA</p> <p>d. Tchr. Cred. Blk, Grant/URGF</p> <p>e. Title II</p>
<p><i>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:</i></p> <p>Title II part D funds will be used to build the capacity at the site and district level as we continue our work in the development and use of formative assessments, data collection, communication with parents through PowerSchool, electronic report cards, and instructional support technologies such as Inspiration software, netTrekker web based program, and electronic tools to support good teaching practices and engage students in learning; e.g. interactive white boards, responders, interactive tablets, graphing calculators, word processors, standards based online resources, etc.</p>	<p>Asst Supt, Principals, Teachers, IT Review annually in March</p>	<p>a. netTrekker</p> <p>b. Interactive white boards</p> <p>c. Responders</p> <p>d. Inspiration</p>	<p>a. \$9,145 district</p> <p>b. \$3,500 ea</p> <p>c. \$2,500 ea</p> <p>d. \$9,700 district license</p>	<p>a-b. Title II Part B</p> <p>c-d. Title II</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. <i>How the LEA will provide training to enable teachers to:</i></p> <ul style="list-style-type: none"> • <i>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;</i> • <i>Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn;</i> • <i>Involve parents in their child’s education; and</i> • <i>Understand and use data and assessments to improve classroom practice and student learning.</i> <p>The district will:</p> <ol style="list-style-type: none"> a) Use the PLC model to address the needs of students, parents, and teachers by studying the California Standards for the Teaching Profession (CSTP) and tying the needed professional development to these standards as assessed by individual teachers and administrators. b) Continue to provide teachers and parents with access to data (Data Director and PowerSchool) that reflects student progress c) Provide training for parents in the use of PowerSchool and strategies related to improving student’s learning <p>Professional development will be scheduled as determined by district assessment of student achievement and teacher and administrator assessment of practice and strategies within the classroom.</p> <p style="text-align: right;">DAIT RD4, RF2</p>	<p>a. Asst Supt, Principals, Teachers <i>At site meetings and grade level meetings quarterly</i></p> <p>b. Asst Supt <i>Fund DataDirector and PowerSchool yearly</i></p> <p>c. Principals, Teachers <i>Annually by December</i></p>	<p>a. Updated CSPT booklets</p> <p>b. See Goal 1 R.8.c</p> <p>c. No cost</p>	<p>a. \$100</p> <p>b. See Goal 1 R.8.c</p>	<p>a. Title II</p> <p>b. See Goal 1 R.8.c</p>
<p>10. <i>How the LEA will use funds under this subpart to meet the requirements of Section 1119:</i></p> <p>Activities outlined in questions 1-8 explain how Title II funds will be used in conjunction with other state and federal funding sources to provide comprehensive professional development.</p>				

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

Environments Conducive to Learning (Strengths and Needs):

Please provide a list of the LEA's strengths and needs regarding how students are supported physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning, along with the LEA's strengths and needs regarding student barriers to learning (e.g., attendance, mobility, and behavior).

STRENGTHS	NEEDS
<p>1) Policy: The district has the following enforced policies:</p> <ul style="list-style-type: none"> a) Parent Involvement Policy b) Code of Conduct Policy c) Grade level-specific Gender Equity Policies d) Tobacco Free Policy e) Drug Free Policy f) Gun Free Policy <p>2) Procedures: There is a clear set of emergency procedures and opportunities for practice drills.</p> <p>3) Administrative Support: Administrators and staff support the view that emotional, psychological and social needs of students are intrinsically related to academic achievement and promote this approach.</p> <p>4) Parent Notification: Parents are provided with information through the "District Rights and Responsibilities" document.</p> <p>5) Intervention Process: A school team process is in place to identify truancy, provide early interventions through community based organizations and counselors, and provide ongoing services to students and their families. Site level SST, CST, and SART and district level SARB processes in place. Most schools partner with the District Attorney's office via the ACT program.</p> <p>6) Physical Environment: The physical environment is well maintained and classrooms have been modernized to facilitate learning; there is a district plan to support this as an ongoing process.</p> <p>7) Positive School Climate: Activities that foster a positive school climate, such as Red Ribbon Week activities, Super Science Saturday, Kids Day, Career Days, Math Fun Fair, and Teen Summits have been held with success throughout the district.</p> <p>8) Safe School Plan: Each school has developed a Comprehensive Safe School Plan that is updated by the SSC and approved by the Board of Trustees annually.</p>	<p>1) Parent/Community Involvement: Greater parent outreach, including non-traditional methods, needed to increase parent involvement at site and district levels.</p> <p>2) Data Analysis: CHKS last conducted in spring 2008. CHKS survey needs to be conducted by fall 2010 and related data analyzed in order to plan an effective program.</p> <p>3) Staff Development: Staff development is needed to provide staff support in working effectively with the increasing cultural diversity of community.</p> <p>4) District Advisory Committee: More parents need to be recruited to serve on the advisory committee. Each site needs a liaison accountable for implementation of a district and advisory committee objectives</p> <p>5) Parent Notification: Materials are not routinely translated that inform parent about rules, responsibilities and procedures for discipline and behavioral problems.</p> <p>6) Cessation Program: No provision is in place for students caught with tobacco and those who desire to quit tobacco use. A cessation program is needed.</p>

Environments Conducive to Learning (Activities):

Please list the activities or programs supported by all NCLB or state funded programs that the LEA will implement to support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning. Include programs and strategies designed to address students' barriers to learning (e.g. attendance and behavior). Include a copy of the LEA's code of conduct or policy regarding student behavior expectations.

ACTIVITIES
<ol style="list-style-type: none">1) The district has developed and will continue to implement parent involvement, code of conduct, grade level-specific gender equity, drug free/tobacco free campus policies with input from staff members, parents, and students from each site.2) The district will conduct professional development each year to address topics of school climate, implementing resiliency principles (caring, high expectations and meaningful participations) for staff and other partner agencies and parents.3) The district will conduct professional development to support staff members in working effectively with the community's increasing cultural diversity. (Need to build upon the positives of cultural diversity)4) Each site will continue to work with community-based organizations that provide support and outreach to families of students who are truant, and /or have behavior/discipline problems.5) Middle School peers will be trained yearly in conflict resolution and peer mediations. This program is coordinated at each school site.6) The district will continue to implement <i>Too Good for Drugs</i>, a research-validated curriculum.

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

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

STRENGTHS	NEEDS
<ul style="list-style-type: none">1) <i>Too Good for Drugs</i> program used at all sites.2) <i>SST and CST</i> processes in place at all sites.3) The district collaborates with local law enforcement to reduce the prevalence of incidents of substances abuse among youth in the community4) <i>Not in Our School</i>, an anti-bullying program developed by one of the district’s middle schools has shown promise in reducing bullying at the school.5) Counselors present at all middle schools.	<ul style="list-style-type: none">1) There is a need for anti-bullying programs and strategies at all elementary and middle schools.2) A review of discipline referrals indicates that a relatively small percentage of students are referred to the office frequently. There is a need to provide support for assisting staff members in utilizing alternative strategies to suspension that effectively address student discipline issue. Counseling services are needed for these students.3) 2008 CHKS data and discipline referrals for tobacco use indicated that there is a need for tobacco cessation activities for a small number of middle school students.

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

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

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

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

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: Spring 2008 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will decrease biennially by:	5 th 5 % 7 th 7 %	5 th 3 % 7 th 5 %
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by:	7 th 3 %	7 th 2 %
The percentage of students that have used marijuana will decrease biennially by:	5 th 2 % 7 th 9 %	5 th 1 % 7 th 7 %
The percentage of students that have used alcohol within the past 30 days will decrease biennially by:	7 th 14 %	7 th 12 %
The percentage of students that have used marijuana within the past 30 days will decrease biennially by:	7 th 4 %	7 th 2 %
The percentage of students that feel very safe at school will increase biennially by:	5 th 43 % 7 th 18 %	5 th 10 % 7 th 50 %

The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by:	7 th 29 %	7 th 10 %
Truancy Performance Indicator		
The percentage of students who have been truant will decrease annually by 10% 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.	20.1%	18.1%
Protective Factors Performance Measures from the California Healthy Kids Survey	Most recent date: Spring 2008 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 50 % 7 th 34 %	5 th 20 % 7 th 20 %
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by:	5 th 50 % 7 th 57 %	5 th 20 % 7 th 20 %
The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by:	5 th 9 % 7 th 10 %	5 th 20 % 7 th 20 %
The percentage of students that report high levels of school connectedness at their school will increase biennially by:	5 th 48 % 7 th 42 %	5 th 20 % 7 th 20 %

Other Performance Measures

List below any other performance measures and performance indicators the LEA has adopted specific to its prevention programs (drug, violence, truancy, school safety, etc.). Specify the performance measure, the performance indicator goal, and baseline data for that indicator.

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

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

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

Science-Based Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
<i>Too Good for Drugs</i>	ATOD	4-8	8700	Purchased 10/2004 Currently in use	Fall 2004	

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		
√	Conflict Mediation/Resolution		
√	Early Intervention and Counseling		
	Environmental Strategies		
√	Family and Community Collaboration		
√	Media Literacy and Advocacy		
	Mentoring		
√	Peer-Helping and Peer Leaders		
√	Positive Alternatives		
√	School Policies		
	Service-Learning/Community Service		
	Student Assistance Programs		
√	Tobacco-Use Cessation		

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

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

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

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

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.

Findings of the 2008 CHKS indicate that 30% of WUSD 5th graders have used alcohol, 4% have used inhalants, 2% have used marijuana, and 5% have used cigarettes. These figures are 24%, 15%, 9%, and 16% for 7th graders. This not only indicates a concerning degree of early drug involvement, but according to CHKS research, correlates to estrangement from school. In terms of violence and safety, 51% of 5th graders and 37% of 7th graders report that they have been bullied at school; 3% of 5th graders and 17% of 7th graders have brought a gun or knife to school; 22% of 5th graders report seeing someone else with a gun or knife at school. 43% of 5th graders and 18% of 7th graders report feeling safe at school.

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.

Annually each SSC will be required to submit an evaluation of the effectiveness of its prevention program including a statistical analysis of improvements achieved. These individual reports will be compiled and result in a district wide analysis of improvements and modifications needed to achieve established goals.

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.

The CHKS will be administered by fall 2010. When the CHKS report is available the District Advisory Committee will analyze the results to determine progress toward attaining performance measures and recommend changes to improve the comprehensive program as needed. The results will be published and presented to the Board of Trustees by the Assistant Superintendent, Educational Services at a regularly scheduled meeting. The results pertaining to the specific performance measures will then be put on the district website and included in local school newsletters or on local school websites. The website and newsletters will invite any community member interested in examining the complete CHKS to make an appointment with the Assistant Superintendent, Educational Services or a designee to view the report at the Educational Services Office.

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])

Suspension, expulsion, and office referral data will be used to identify the school(s) with the greatest need for SDFSC funded services. Students will be identified through referrals either by teacher, support staff, parents and/or students for services.

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, Educational Services will meet with the curriculum resource teachers, principals, vice principals and counselors to coordinate the effective implementation of the LEA Plan. The District Advisory Committee will meet with the Assistant Superintendent, Educational Services and community representatives to coordinate Title IV and SDFSC programs.

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

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

Parents were involved in needs assessment and the development of the LEAP, Performance Goal 4, through School Site Councils and the District Advisory Council. The LEAP will be available for review at school sites and the Educational Services Facility.

Regular communication via school websites and newsletters will continue to inform parents and prevention programs and services. A network of parent and staff volunteers assist in implementation of annual Health Fairs, Super Science Saturday, Kids Day, Teen Summits and other events.

Parents are informed of the district policies through the annual registration packet:

- Code of Conduct Policy
- Parent Involvement Policy
- Gender Equity Policy
- Sexual Harassment Policy
- Tobacco Free Policy
- Drug Free Workplace Policy
- Gun Free Policy

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.

Pregnant minors and minor parents are referred to the Cal-SAFE program on a regular high school campus if they are 12 years of age or older. Cal-SAFE classes include:

- Health issues related to pregnancy and parenting
- Assessment of tobacco-use status
- Motivational TUPE messages
- Incentives to maintain a tobacco-free lifestyle
- Physical Education of pregnant students

Any pregnancy or parenting minor under the age of 12 years will be referred by the District Health Coordinator to appropriate community agencies. These referrals are to:

- Tobacco cessation class
- Counseling services
- Community agencies such as WIC

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
NA	

Additional Mandatory Title I Descriptions

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

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

	Description of how the LEA is meeting or plans to meet this requirement:
<p>Identify one of the following options as the low-income measure to identify schools eligible for Title I funding:</p> <ul style="list-style-type: none"> • Number of children in families receiving assistance under the CalWorks program; • Number of children eligible for Free/Reduced Price Lunch programs; • Number of children ages 5-17 in poverty counted by the most recent census data; • Number of children eligible to receive medical assistance under the Medicaid program; • Or a composite of the above. 	<p>The district will use the number of children eligible for Free/Reduced Price lunch programs to determine Title I eligibility.</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. 	<p>Currently the District has no schools with a 75% or above poverty level. All schools at or above the districtwide poverty rate are funded.</p>

Additional Mandatory Title I Descriptions
(continued)

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

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

<ul style="list-style-type: none"> • 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 childhood programs to elementary school programs. • Timely and effective additional assistance to students who experience difficulty mastering state standards. 	
<p>For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State’s challenging academic standards. The description should include activities such as:</p> <ul style="list-style-type: none"> • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Strategies that minimize removing children from the regular classroom during regular school hours for instruction. • Instruction by highly qualified teachers. • Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement. 	<p>Each school site’s Single Plan for Student Achievement outlines the scientifically research-based strategies that will be used to support those students identified as eligible to receive Title I support. An emphasis is placed providing support to students in the regular classroom whenever possible. Professional development for teachers, site administrators and paraprofessionals is focused with this end in mind. An emphasis has been placed on providing professional development in the areas of active student engagement, development of academic language, and the use of formative assessment to guide instruction. (DuFour, Eaker, Chapman, King, Adams, Beck, Kinsilla, Calderon)</p>

Additional Mandatory Title I Descriptions

(continued)

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

	Description of how the LEA is meeting or plans to meet this requirement:
<p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</p> <ul style="list-style-type: none"> • Identify children who are failing or most at risk of failing to meet the state academic content standards. • Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. • Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds. 	<p>“Eligible children” are those 3rd – 8th graders who are identified by the school as failing, or most at risk of failing to meet State standards on the basis of STAR results indicating basic or below basic performance, and/or with grade averages below 2.0 and/or benchmark scores indicating basic or below basic performance. Children in grades K-2 are selected on the basis of teacher judgment, parent interviews, district rating forms, district assessments, and grade averages below satisfactory</p>
<p>The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.</p>	<p>The Director of Student Support Services serves as the district liaison for homeless children, coordinating services for them.</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>Joe Walker Middle School is in Year 1 and holding as it met and exceeded its 2009 AYP and API targets, posting a 28 point API gain. The staff has made great strides in developing common formative assessment and inclusion of its SDC students in general education classes. The staff is also addressing recommendations made as a result of an in-depth LAIT visit in fall of 2009.</p> <p>Cottonwood Elementary advanced to Year 2. While it made a 26 points gain in its API it failed to met only 21 of its 24 AYP criteria. The staff is actively engaged in implementing the Action Plan that has been built upon the recommendations of an in-depth LAIT process conducted in fall of 2009. All staff has received Wested Map of ELD professional development. Members of the Leadership Team are participating in a yearlong Data Leaders training sponsored by LACOE.</p> <p>Members of Cabinet and Educational Services will continue to work with the site administrators and Leadership Teams of those schools in PI to conduct needs assessments and to revise and implement revisions in the SPSAs. Particular attention will be paid and resources allocated toward improving the academic achievement of lower performing student groups. Targeted professional development will be provided to the staffs at these schools particularly in the areas of effective use of the core, differentiated instruction, formative assessment, and use of data to inform instruction.</p>

Additional Mandatory Title I Descriptions

(continued)

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

	Description of how the LEA is meeting or plans to meet this requirement:
Describe the process for parent notification of the school's identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.	Annual notifications regarding the District's and sites' PI status are sent in September. The site notifications include parent rights regarding school choice and SES, a vendor list and contact information. Parent information meetings to explain SES are held. The District also participates in a valley-wide SES Provider Fair held in April or May.
Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	Parent notifications describe the parents' rights regarding school choice and SES as well as the selection process to be used if demand exceed the funding available. Should however, the number of students who initially request school choice or SES not exceed the funding available, the district will honor the requests of other families or utilize the funding in a comparable way.

Additional Mandatory Title I Descriptions

(continued)

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

	Description of how the LEA is meeting or plans to meet this requirement:
Describe the LEA's strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.	Currently all teachers meet the NCLB HQT guidelines. All principals and vice principals have completed AB 430 or its equivalent. Teachers and principals are hired using a multi-tiered process. The Department of Human Resources has developed a database which includes types of credentials, subject matter competency, special authorizations, and other relevant data. The data is analyzed in conjunction with student achievement data to plan professional development.
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.	Strategies have been addressed in goals 1.6, 1.7, 2, 3, and 4. All sites operate a SSC. Those which meet the threshold operate an ELAC. There is a DAC and DELAC at the district-level. Additionally, Back to School Night, Open House, Kindergarten Round-up, conferences, student awards assemblies, Super Science Saturday and Kids Day reflect strategies currently employed to involve parents.

Additional Mandatory Title I Descriptions (continued)
Coordination of Educational Services

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

	Description of how the LEA is meeting or plans to meet this requirement:
<p>Describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:</p> <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>District does not currently participate in Even Start, Head Start, Reading First, or Early Reading First. Transition IEPs are held for students transitioning from the district's Special Education preschool into the elementary program. Transition IEPs are also held for special education students moving from elementary to middle school and from middle school to high school. Migrant students are served through the Antelope Valley Union High School District's Migrant Education Consortium. Homeless students are served by the Director of Student Support Services who serves as the district's liaison. Students with disabilities are actively identified and provided the necessary services for which they qualify. ELs are identified through a process outlined in the District's EL Master Plan. Their academic and ELD progress is monitored as described in goal 2 of this plan.</p>

Part III

Assurances and Attachments

Assurances

Signature Page

Appendix

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

Appendix B: Links to Data Web sites

Appendix C: Science-Based Programs

Appendix D: Research-based Activities

Appendix E: Promising or Favorable Programs

ASSURANCES

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

GENERAL ASSURANCES

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

8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.
9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.
- 9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.
10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the LEA receives more than \$500,000 in Title I funds, it will allow 1 percent to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95 percent 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
- Is enforcing the operation of such technology protection measure during any use of such computers by minors
- 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, and
- 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

Other

58. The LEA assures that a minimum of 95 percent 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

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

The superintendent and governing board of the LEA submitting this Plan must sign on behalf of all participants included in the preparation of the Plan. LEAs in Program Improvement Year 3 assigned or required to contract with a District Assistance and Intervention Team (DAIT) must also secure signatures from their DAIT leads.

Print Name of Superintendent

Signature of Superintendent

Date

Print Name of Board President

Signature of Board President

Date

Print Name of District Assistance and Intervention Team (DAIT)

Signature of DAIT Lead

Date

Print Name of Title III Regional County Office of Education Lead (if applicable)

Signature of Title III Regional
County Office of Education Lead (if applicable)

Date

Certification: I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Plan/Plan Addendum/Action Plan are on file, including signatures of any required external providers, i.e., district assistance and intervention team and/or Title III regional lead.

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 (NCLB), as set forth in the Federal Register Notice of May 22, 2002. The SBE's adoption of the specified goals and performance indicators represents California's commitment to the development of an accountability system to achieve the goals of NCLB.

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

California's NCLB Performance Goals and Performance Indicators

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

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

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

- 2.1. **Performance indicator:** The percentage of limited-English-proficient

students, determined by cohort, who have attained English proficiency by the end of the school year.

- 2.2 **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in reading/language arts on the State’s assessment, as reported for performance indicator 1.1.
- 2.3 **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in mathematics on the State’s assessment, as reported for performance indicator 1.2.

Performance Goal 3: *By 2005-06, 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/ta/ac/ap/>
- California Basic Educational Data System (CBEDS)
<http://www.cde.ca.gov/ds/sd/cb/>
- California English Language Development Test (CELDT)
<http://www.cde.ca.gov/ta/tg/el/>
- California High School Exit Exam (CAHSEE)
<http://www.cde.ca.gov/ta/tg/hs/>
- California Standardized Test (CST)
<http://www.cde.ca.gov/ta/tg/sr/guidecst08.asp>
- DataQuest
<http://data1.cde.ca.gov/dataquest/>
- School Accountability Report Card (SARC)
<http://www.cde.ca.gov/ta/ac/sa/>
- Standardized Testing and Reporting (STAR) Program

APPENDIX C

Science-Based Programs							
<p>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.</p> <p>A: < http://www.californiahealthykids.org > (California Healthy Kids Resource Center: Research-Validated Programs)</p> <p>B: < http://www.colorado.edu/cspv/blueprints/index.html > (University of Colorado: Blueprints)</p> <p>C: < http://www.modelprograms.samhsa.gov > (Center for Substance Abuse Prevention: Model Programs)</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>							
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				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:

Research-based Activities	
Activities	Research Summaries Supporting Each Activity:
After School Programs	Getting Results Part I, page 77-78
Conflict Mediation/Resolution	Getting Results Part I, page 63-65 Getting Results Part I, page 127-129
Early Intervention and Counseling	Getting Results Part I, page 72 Getting Results Part I, page 100-101 Getting Results Part I, page 106-107
Environmental Strategies	Getting Results Part I, page 73-75 Getting Results Part II, page 47-48 Getting Results Part II, page 76-79 Getting Results Part II, page 89-94
Family and Community Collaboration	Getting Results Part I, page 104-105 Getting Results Part II, page 26-28 Getting Results Part II, page 33
Media Literacy and Advocacy	Getting Results Part II, page 45 Getting Results Update 3, page 22-24
Mentoring	Getting Results Part I, page 49
Peer-Helping and Peer Leaders	Getting Results Part I, page 104-106 Getting Results Update 3, page 43-45
Positive Alternatives	Getting Results Part I, page 79-81 Getting Results Part I, page 104-106 Getting Results Part I, page 108-109
School Policies	Getting Results Part I, page 66-72

	Getting Results Part II, page 22-23
Service Learning/Community Service	Getting Results Part I, page 81-83 Getting Results Part II, page 46-47
Student Assistance Programs	Getting Results Part I, page 89-90
Tobacco-Use Cessation	Getting Results Part II, page 28 Getting Results Part II, page 42-43 Getting Results Part II, page 72-74
Youth Development/Caring Schools/Caring Classrooms	Getting Results Part I, page 121-123 Getting Results Part I, page 136-137 Getting Results Part II, page 28 Getting Results Update 1

APPENDIX E

Promising or Favorable Programs

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.

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

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

C: < <http://www.modelprograms.samhsa.gov> > (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)

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			x			C
Aggression Replacement Training	School				x		D
Aggressors, Victims, and Bystanders	6 to 9				x		D
Al'sPal's: Kids Making Healthy Choices	Pre K to 2				x		D
Baby Safe (Substance Abuse Free Environment) Hawaii	Families	x	x	x			C
Basement Bums	6 to 8		x				A
Be a Star	K to 6					x	C
Behavioral Monitoring and Reinforcement	7 to 8			x	x		C
Bilingual/Bicultural Counseling and Support Services	Communities	x		x			C
Bully Proofing Your School	K to 8				x		B
CAPSLE (Creating a Peaceful School Learning Environment)	K to 5				x		B
Club Hero	6					x	C
Coca-Cola Valued Youth Program (CCVYP)	School					x	B
Colorado Youth Leadership Project	7	x				x	C
Comer School Development Program (CSDP)	School					x	B
Earlscourt Social Skills Group Program	K to 6					x	B
Effective Black Parenting Program (EBPP)	Families				x		B
Facing History and Ourselves	7 to 12				x		D
Family Health Promotion	Families	x	x	x		x	C
FAST Track	1 to 6				x		B
Get Real About Violence	K to 12				x		C
Growing Healthy	K to 6	x	x	x			D
Intensive Protective Supervision Program	Community				X		B
Iowa Strengthening Families Program	Family	x					B
Kids Intervention with Kids in School (KIKS)	6 to 12	x	x	x	x	x	C
Let Each One Teach One	Mentoring					x	D

Linking the Interests of Families and Teachers (LIFT)	1 to 5				x		B, C, D
Lion's Quest Working Toward Peace	5 to 9				x		D
Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health Education	K to 12	x	x	x			D
Open Circle Curriculum	K to 5				x	x	D
Parent-Child Assistance Program (P-CAP)	Families	x		x			C
PeaceBuilders	K to 8				x		D
Peacemakers Program	4 to 8				x		D
Peer Assistance and Leadership	9 to 12			x	x		C
Peer Coping Skills (PCS)	1 to 3				x		B
Peers Making Peace	K to 12				x		D
Personal/Social Skills Lessons	6 to 12		x				A
Preventive Intervention	6 to 8			x			B
Preventive Treatment Program	Parents			x	x		B
Primary Mental Health Project	Pre k to 3						D
Project Alive	K to 12		x				A
Project BASIS	6 to 8				x	x	C
Project Break Away	6 to 8		x	x			C
Project Life	9 to 12		x				A
Project PACE	4					x	C
Project SCAT	4 to 12		x				A
Project Status	6 to 12			x	x	x	B
Safe Dates	School				x		B
Say It Straight (SIS) Training	6 to 12	x					D
School Transitional Environmental Program	9 to 12			x	x	x	B
Smokeless School Days	9 to 12		x				A
Social Decision Making and Problem Solving	1 to 6	x			x		D
Social Decision Making and Problem Solving Program (SDM/PS)	K to 5					x	B
Socio-Moral Reasoning Development Program (SMRDP)	School				x		B
Storytelling for Empowerment	6 to 8	x		x			C
Strengthening Hawaii Families	Families			x			C
Strengthening the Bonds of Chicano Youth & Families	Communities	x		x			C
Syracuse Family Development Program	Family				x		B
Teams-Games-Tournaments Alcohol Prevention	10 to 12	x					C
Teenage Health Teaching Modules	6 to 12		x				C, D
Teens Tackle Tobacco! - Triple T	6 to 12		x				A
The Scare Program	School				x		D
The Think Time Strategy	K to 9				x		D
Tinkham Alternative High School	9 to 12					x	C
Tobacco-Free Generations	8 to 12		x				A
Viewpoints	9 to 12				x		B
Woodrock Youth Development Project	K to 8	x	x	x		x	C
Yale Child Welfare Project	Families				x		B