

(CDE use only)
Application #

No Child Left Behind Act of 2001
Revised March 19, 2003
LOCAL EDUCATION AGENCY PLAN

**Mail original and
two copies to:**

**California Department of Education
Specialized Programs Division
1430 N Street, Suite 4309
Sacramento, California 95814-5901**

**Postmarked no later
than June 1, 2003**

LEA Plan Information:

Name of Local Education Agency (LEA): **Alameda Unified School District**
County/District Code: 01-61119
Dates of Plan Duration: **July 1, 2003 to June 30, 2008 (to be updated annually)**
Date of local governing board approval: June 10, 2003

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Phone: 510-337-7060

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

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

Alan K. Nishino
Printed or typed name of Superintendent Date Signature of Superintendent
Barbara Guenther
Printed or typed name of Board President Date Signature of Board President

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Part I

Background and Overview

Background

Descriptions of the Consolidated Application, the Local Education Agency Plan, the Single Plan for Student Achievement, and the Coordinated Compliance Review Process

Development Process for the LEA Plan

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Federal and State Programs Checklist

District Budget for Federal and State Programs

Background

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

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

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

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

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

Collectively, NCLB's goals, along with the performance indicators and targets, will constitute California's framework for ESEA accountability. This framework will provide the basis for the state's improvement efforts, for informing policy decisions by SBE, and for implementation efforts by CDE to fully realize the system envisioned by NCLB. It will also provide 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, and
- 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 Coordinated Compliance Review process, **local education 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 Coordinated Compliance Review Process

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 Education Agency Plan, the school-level Single Plan for Student Achievement, and the Coordinated Compliance Review. While inextricably linked, these four components of state and federal funding and accountability remain separate systems. Over the next year, however, **California plans to move aggressively to more closely coordinate and streamline these processes to eliminate redundancies and make them less labor intensive for LEA's, while continuing to fulfill all requirements outlined in state and federal law.**

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

The Consolidated Application (ConApp)

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

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

The Single Plan for Student Achievement (School Plan)

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

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

The Local Education Agency Plan (LEA Plan)

The approval of a Local Education Agency Plan 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 LEA's will take to ensure that they meet certain ***programmatic*** requirements, including 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.

Coordinated Compliance Review (CCR)

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. The Coordinated Compliance Reviews are 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 will be five years (July 1, 2003 through June 30, 2008); the Plan will be updated annually.

In developing the Plan, the LEA will review its demographics, test results, performance, and resources. Given that the majority of such information is readily available in the School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the Academic Performance Index (API) results, and other data sources, the

LEA will find the data easy to access via the Internet. (See Appendix B for links to each of the web sites containing student and staff demographic information, SARC, STAR, and API data.) **The LEA is expected to gather and review its own information from these resources and use it to inform the planning process.**

The LEA Plan can serve as a summary of all existing state and federal programs and establish a focus for raising the academic performance of all student groups to achieve state academic standards. In the context of this plan, improvements in instruction, professional development, course offerings, and counseling and prevention programs are means of achieving specific academic and support services goals for all groups of students, including identified underperforming student groups.

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

1. Obtain input. Seek the input of councils, committees, and community members (e.g., school site council; school health council; committees for Limited English Proficient, state compensatory education, gifted and talented education, special education, etc.).

The most effective plans are those supported by the entire LEA community. The integration of existing program plans, such as Immediate Intervention/Underperforming Schools Program, High Priority Schools Grant Program, Alternative Education Programs, and Focus on Learning: Secondary School Accreditation, and others does not eliminate any program requirements. The combined process must include the requirements of every program involved.

2. Review LEA characteristics. Include the LEA's vision and mission statements as well as a description or profile of the LEA.
3. Analyze student performance and other relevant data. Conduct a comprehensive data analysis of student achievement, including multiple measures of student performance. Identify all relevant assessments and apply thoughtful analyses of current educational practices to establish benchmarks aimed at raising academic performance for all students, especially identified student groups.
4. Analyze current educational practices, professional development, staffing, and parental involvement. Identify, review, and analyze data and related information on factors such as educational practices, parent and community involvement, professional development, support services, and resources that have an impact on student learning.
5. Establish LEA Plan performance targets. Using the five NCLB performance goals and indicators (see Appendix A), develop local performance targets that are: a) derived from group performance data and analysis of related, scientifically based educational practices; b) attainable in the period specified in this Plan and consistent with statewide targets for all students and subgroups; c) specific to the participants (i.e., students, teachers, administrators, paraprofessionals); and d) measurable.

6. Review available resources. Aside from fiscal resources available through federal and state funding, programmatic resources are available on the CDE Web site at <<http://www.cde.ca.gov>>. The Consolidated Application provides funding for **district-operated programs** (including reservations from Title I for various purposes, Title II, Title IV, and Tobacco-Use Prevention) as well as for **school-operated programs** (including Title I, Parts A and D, Title III, Title V, School Improvement, Economic Impact Aid, 10th Grade Counseling, and Miller-Unruh Reading programs).
7. Identify specific plans for improvement. For **district-operated** programs, identify the participants, expected performance gains, and means of evaluating gains. Indicate specific improvements and practical monitoring of their implementation and effectiveness. For **school-operated programs**, summarize those same elements from approved *Single Plans for Student Achievement*.
8. Obtain local governing board approval. The LEA Plan must be approved by the local governing board prior to submittal to CDE. Ensure that all required signatures are affixed.
9. Monitor progress. To verify achievement of performance targets, monitor areas such as: a) assignment and training of highly qualified staff; b) identification of participants; c) implementation of services; d) provision of materials and equipment; e) initial and ongoing assessment of performance; and f) progress made toward establishing a safe learning environment.
10. Evaluate the effectiveness of planned activities. The analysis of data (student, school-wide, support services, professional development) is part of the ongoing program monitoring and evaluation. When results are *not* as expected, it may be helpful to consider the following: a) How are performance targets and activities based on student performance and factual assessment of current educational practice? b) How educationally sound is the plan to help reach the targets? c) How timely and effectively is the plan being implemented? d) If the plan has not been implemented as written, what were the obstacles to implementation?
11. Modify the plan. The LEA Plan must be reviewed and updated annually. Consider factors that may indicate a need to amend the plan, such as: a) a major service or activity that proves ineffective; b) a program allocation is less or more than estimated; c) staff, equipment, or materials essential to the plan cannot be procured; d) school boundaries or demographics suddenly change; e) an activity was found to be non-compliant; and f) a planned activity is not supported by staff, parents, or students.

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

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

✓	LEA Plan – Comprehensive Planning Process Steps
✓	1. Obtain input from councils, committees, and community members.
✓	2. Include the LEA’s vision/mission statement, description/profile.
✓	3. Analyze student performance data from multiple measures of relevant student assessment (both state- and local-level assessments).
✓	4. Analyze current educational practices, professional development, staffing, and parental involvement.
✓	5. Establish LEA performance targets derived from group performance data and scientifically based practices that are measurable, have a timeline, and identify participants.
✓	6. Review all available resources from federal, state, and local levels.
✓	7. Describe specific plans for improvement for identified participants stating expected performance gains and means of evaluating gains.
✓	8. Obtain local governing board approval of the LEA Plan.
✓	9. Establish a timely but specific monitoring process for the implementation of the LEA Plan.
	10. Evaluate the effectiveness of planned improvements of LEA Plan implementation.
	11. Modify and update the LEA Plan annually.

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): BTSA
	Other (describe):	√	Other (describe): PAR
	Other (describe):	√	Other (describe): CBET

DISTRICT BUDGET FOR FEDERAL PROGRAMS – 2002-2003

Please complete the following table with information for your district.

Programs	2001-02 District Carryovers	2002-03 District Entitlements	2002-03 Direct Services to Students at School Sites (\$)	2002-03 Direct Services to Students at School Sites (%)
Title I, Part A	105,117	1,305,976	1,110,080	85.00
Title I, Part B, Even Start	0	222,166	189,740	85.40
Title I, Part C, Migrant Education	N/A	N/A	N/A	N/A
Title I, Part D, Neglected/Delinquent	N/A	N/A	N/A	N/A
Title II Part A, Subpart 2, Improving Teacher Quality		377,477	320,855	85.00
Title II, Part D, Enhancing Education Through Technology		0	0	N/A
Title III, Limited English Proficient		136,612	116,120	85.00
Title III, Immigrants	N/A	N/A	N/A	N/A
Title IV, Part A, Safe and Drug-free Schools and Communities		56,484	53,394	94.53
Title V, Part A, Innovative Programs – Parental Choice	31,796	41,717	35,459	85.00
Adult Education	293,504	1,217,601	862,020	70.79
Career Technical Education (Carl Perkins)	0	62,428	59,525	95.34
McKinney-Vento Homeless Education		75,000	70,898	94.53
IDEA, Special Education	0	1,401,815	1,128,663	80.51
21 st Century Community Learning Centers	174,778	0	N/A	N/A
Other (describe) PAR (Peer Assistance & Review)	162,654	110,760	85,624	77.30
TOTAL	1,136,641	5,008,036	4,032,378	80.51

DISTRICT BUDGET FOR STATE PROGRAMS – 2002-2003

Please complete the following table with information for your district.

Categories	2001-02 District Carryovers	2002-03 District Entitlements	2002-03 Direct Services to Students at School Sites (\$)	2002-03 Direct Services to Students at School Sites (%)
EIA – State Compensatory Education	N/A	N/A	N/A	N/A
EIA – Limited English Proficient	43,074	630,052	504,639	80.09
State Migrant Education	N/A	N/A	N/A	N/A
School Improvement	145,736	504,138	428,517	85.00
Child Development Programs	0	1,148,063	1,085,264	94.53
Educational Equity	N/A	N/A	N/A	N/A
Gifted and Talented Education	17,494	101,231	89,400	88.31
Tobacco Use Prevention Education – (Prop. 99)	40,919	17,918	16,938	94.53
Immediate Intervention/ Underperforming Schools Program (II/USP)	783	632,200	597,619	94.53
School Safety and Violence Prevention Act (AB 1113)	51,854	127,488	120,514	94.53
Tenth Grade Counseling	4,477	19,946	16,954	85.00
Healthy Start	294,454	0	N/A	N/A
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)	N/A	N/A	N/A	N/A
Other (describe)				
TOTAL	598,791	3,181,036	2,859,845	89.90

Part II The Plan

Needs Assessments

Academic Achievement

Professional Development and Hiring

School Safety

Descriptions – District Planning

District Profile

Local Measures of Student Performance

Performance Goal 1

Performance Goal 2

Performance Goal 3

Performance Goal 4

Performance Goal 5

Additional Mandatory Title I Descriptions

Needs Assessment

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

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

Academic Performance

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

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

Professional Development and Hiring

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

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

School Safety and Prevention

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

Descriptions – District Planning

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

District Profile

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

Background and Context

The Alameda Unified School District is on a journey to become a standards based system. A number of significant shifts in educational paradigms have occurred which support the need for the district to move forward and meet the needs of all students.

The California Basic Educational Data Systems (CBEDS) report for 2002-2003 indicates that the Alameda Unified School District has a culturally diverse student enrollment. Thirty-three percent (33%) of the students are Caucasian, twenty-seven percent (27%) are Asian, nine percent (9) are Filipino, fourteen percent (14) are African-Americans, eleven percent (11%) are Hispanic, one percent (1%) are Pacific Islanders, one percent (1%) are American Indian/or Alaskan Native and four percent (4%) are multiple or no response.

Twenty percent (20%) of the total district population of 10,539 students in grades K-12 are identified as limited English proficient. The primary language groups comprising the twenty percent include in the order of numbers: Cantonese, Spanish, Vietnamese, Tagalog, Korean, Farsi and Bosnian. We have a total of 63 languages represented in our schools. The district is proud of and celebrates our cultural diversity and yet is aware that we need to close an achievement gap. This achievement gap exists between our students of color and white students and between our socio-economically disadvantaged and economically advantaged students.

Our Vision/Mission

The Alameda Unified School District is committed to "*Student Success Whatever It Takes*" as our motto. The district in 2002-2003 has been involved in a strategic planning process. The continuing process of transforming the district into a standards based equitable system has been central in the development of our Strategic Plan. This process has involved staff, board members, parents, community members and students. In the process we have reaffirmed our mission, vision, core beliefs and educational philosophy.

The Alameda Unified School District Mission Statement of "*A team unified to ensure that every school creates a learning environment where every student succeeds*" is the foundation for our strategic vision and focus that "Every student will meet or exceed all AUSD and state standards as measured by district and state assessments."

CORE Values, Beliefs and Educational Philosophy

Alameda Unified School District developed Graduate Profile Outcomes in 1992 and recently as a focus of developing our Strategic Plan we revisited these outcomes. As a result we reconfirmed our commitment to the following AUSD Graduate Profile Outcomes:

GRADUATE PROFILE OUTCOMES

Based on the Graduate Profile AUSD students will:

- Achieve state and local standards.
- Display responsibility, self-esteem, self-management, integrity and honesty.
- Work well and cooperates with others.
- Demonstrate knowledge of career options and the pathway to their attainment.
- Apply technology as a tool for learning and career preparation.
- Understand and participate in the democratic process.

AUSD also will adopt as a part of our Strategic Plan the following statements regarding our CORE Values and Beliefs:

We acknowledge, value, and respect the diversity of all students -- race, ethnicity, gender, and socioeconomic background—believing each student’s unique experiences can be used to leverage and maximize student achievement.

We believe the AUSD Graduate Profile Outcomes encompass a common set of skills, knowledge, and attitudes essential to the total development of all Alameda students. These learnings have intrinsic value for the fulfillment of each student’s future aspirations.

In addition, AUSD was selected this year by the Bay Area School Reform Collaborative (BASRC) as one of five focal districts out of 25 due to our efforts of reform as a Local Collaborative. Our BASRC work plan reflects a common focus on literacy and a commitment of the 4 specific schools in the collaborative, the District and the Board of Education to meet their shared student achievement and teacher practice goals.

The Local Educational Agency Plan has been directly linked to the AUSD Strategic Plan and the AUSD CORE Values and Beliefs as well as our Educational Philosophy. “Student success, whatever it takes” is our motto and is foundational to the following major educational philosophy:

EDUCATIONAL PHILOSOPHY

- Every child has the right to reach his/her full potential; therefore learning opportunities must be equitable district-wide.
- Development of the whole person – intellectual, emotional, creative and physical—is an important part of a well-rounded education.
- Education is a shared responsibility among the student, the teacher, the parent and the community.
- Instruction should be designed to meet the needs of the diverse learners.
- Teachers and administrators must be supported through a focused and long-term staff development plan.
- Teacher collaboration time for planning, training and articulation between and across grade levels is necessary for continuous improvement of teacher practice.
- High expectations result in higher achievement; students learn best when actively engaged in relevant work.
- Students learn best when actively engaged in relevant work.
- Decision-making must be responsive to student needs and based on student achievement data.
- Learning is a lifelong process and community service is a valuable learning experience.

Local Measures of Student Performance

(*other* than State-level assessments)

Per NCLB Section 1112 regarding Local Education 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.

- A) All District Assessments:
- ABLES – K-1 Pre-reading/reading skills ongoing all year
 - K-5 Benchmark Book Assessments 3 times yearly
 - K-5 student writing rubrics aligned with standards
 - 6-9 Pre algebra, algebra testing 2 times yearly
- B) No all district assessments are mandated. Individual teachers use a variety of diagnostic assessments for reading. Examples include Fluency Testing, San Diego Quick, BR1, Corrective Reading (SRA) Diagnostic Assessments (grades 4-8), SuccessMaker software tests.
- C) The district has been developing reading and math assessments that are more diagnostic in nature and inclusive of all grades K-8. Assessments that are imbedded in the new reading and math adoption will be considered as well as all district common skills benchmark assessment 3 times a year. We are currently investigating computer assessment software to support the creation, administration, collection and disaggregation of assessments and data.
- D) AUSD has a well developed, districtwide process to identify and support students who are at risk of failure. This process includes district adopted multiple measure criteria, intervention plan development and implementation, and monitoring of students at both a site and district level.

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

Performance Indicator 1.1

Planned Improvement in Student Performance in Reading (Students at proficient or advanced levels on CST)

GROUP	'01-'02 Baseline	'02-'03 Goal	'03-'04 Goal	'04-'05 Goal	'05-'06 Goal	'06-'07 Goal
All District	45%	48%	51%	54%	57%	60%
White	56%	59%	62%	65%	68%	71%
Black	21%	26%	31%	36%	41%	46%
Asian	50%	53%	56%	59%	62%	65%
Hispanic	28%	33%	38%	42%	47%	52%
Filipino	38%	42%	46%	50%	54%	58%
ELLs (inc. R FEP)	25%	29%	33%	37%	41%	45%
Special Ed., inc. DIS	6%	9%	12%	15%	18%	21%
Econ. Disadvantaged	22%	25%	30%	35%	40%	45%

Performance Indicator 1.2

Planned Improvement in Student Performance in Mathematics (Students at proficient or advanced levels on CST)

GROUP	'01-'02 Baseline	'02-'03 Goal	'03-'04 Goal	'04-'05 Goal	'05-'06 Goal	'06-'07 Goal
All District	39%	44%	49%	54%	59%	64%
White	43%	48%	63%	68%	73%	78%
Black	15%	22%	29%	36%	43%	50%
Asian	55%	57%	59%	61%	63%	65%
Hispanic	22%	27%	32%	37%	42%	47%
Filipino	31%	35%	39%	43%	51%	58%
ELLs (inc. R FEP)	42%	45%	48%	51%	54%	57%
Special Ed. inc. DIS	8%	11%	14%	17%	20%	23%
Econ. Disadvantaged	23%	28%	33%	38%	43%	48%

Performance Indicator 1.3

The Percentage of Title I Schools That Make Adequate Yearly Progress

Our baseline data from 2001-2002 show that 83% of our Title I schools are making adequate yearly progress. By June, 2007, 100% of our Title I schools will be making adequate yearly progress.

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <p>The district will take the following steps to align instruction with content standards:</p> <ol style="list-style-type: none"> 1) Principals will receive continued support on the standards, as a follow-up to our work with DATAWORKS. Training will be provided on coaching, supervision & evaluation of teachers according to their ability to teach the standards. 2) All textbooks and supplemental materials align with standards 3) All new teachers will participate in the new teacher induction program (former BTSA) which focuses on standards 4) Teacher recruitment, hiring, evaluation & tenure decisions will focus on the standards 5) Local evaluations will stress student mastery of standards-based content 	<ol style="list-style-type: none"> 1) Principals Ed Services Staff 2) Directors of Curriculum 3) New teachers 4) Chief Personnel Officer 5) CPO, Principals <p>1-5 are ongoing</p>	<ol style="list-style-type: none"> 1) Consultant's fee 2) Textbooks 3) BTSA program admin. salary; BTSA stipends 4) Chief Personnel Officer's salary 5) Administrative salaries 	<ol style="list-style-type: none"> 1) \$20,000 2) \$750,000 3) \$7,065 ext. work year for admin. \$129,899 other costs 4) \$120,000 5) \$120,000 	<ol style="list-style-type: none"> 1) Title II, Pt. A 2) State Inst. Mat. Funds 3) BTSA/PAR/Chap. II. Pt. A 4) General Fund 5) General Fund
<p>2. Use of standards-aligned instructional materials and strategies:</p> <ol style="list-style-type: none"> 1) The district has purchased Prentice Hall Reading for grades 6-8 2) The district will purchase Houghton Mifflin Reading for grades K-5 3) The district will purchase Hampton Brown High Point for ELL learners grades 4-8 who need intensive support, incl. special ed. 4) The district will purchase SRA Reach program for readers grades 4-9 needing intensive support. 5) The district will continue to purchase materials aligned with the standards (9-12) 6) Teachers will regularly examine student work samples at grade level meetings, to ensure that students are mastering grade level standards. 7) Teacher lesson plans will make explicit reference to the standards being taught. 8) Standards will be posted in all classrooms for students to see, Students will learn the standards for their grade level. 	<ol style="list-style-type: none"> 1) K-8 Curriculum Director '01-'02 2) K-8 Curriculum Director '02-'04 3) K-8 Curriculum Director '02-'03 4) K-8 Curriculum Director '02-'03 5) 9-12 Curriculum Director '01-'04 6) Teachers, principals Ongoing 7) Teachers, principals Ongoing 8) Teachers, principals, Directors of Curriculum October, 2003 	<ol style="list-style-type: none"> 1) Reading inst. materials 2) Reading inst. materials 3) Reading inst. materials 4) Reading inst. materials 5) Reading inst. materials 6) No extra costs 7) No extra costs 8) Duplicating costs 	<ol style="list-style-type: none"> 1) \$170,250 2) \$500,000 3) \$7547 4) \$15,000 5) Cost to be determined 6) N/A 7) N/A 8) \$2000 	<ol style="list-style-type: none"> 1) State IMF funds 2) State IMF funds 3) State IMF funds 4) State IMF funds 5) State IMF funds 6) N/A 7) N/A 8) General Fund

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. Extended learning time:</p> <p>1) 9th graders at Encinal High School will be offered a double period of reading for students with need for extra help.</p> <p>2) Alameda High English Department will collaborate to develop extended learning opportunities for students needing help in reading</p> <p>3) Students at Chipman Middle School who are reading more than 2 years below grade level will be offered an additional period of reading each day.</p> <p>4) Lincoln & Wood Middle Schools staffs will collaborate to develop extended learning opportunities for students needing help in reading</p> <p>5) All students in grades K-8 who are at risk in reading will be provided with the opportunity to attend summer school sessions.</p> <p>6) All students have the opportunity to participate in the Homework Center at the Alameda Public Library as a way to get extra help in reading</p> <p>7) The district will offer Summer Kindergarten Transition programs that develop language and reading readiness skills</p>	<p>1) EHS Principal/ongoing</p> <p>2) AHS Principal/Dept. Chair '03-'04</p> <p>3) CMS Principal ongoing</p> <p>4) LMS/WMS Principals/staffs '03-'04</p> <p>5) Summer School Director/Principals Summers '03-'08</p> <p>6) K-8 Curriculum Director/City Librarian/Ongoing</p> <p>7) Summer School Director/Principals Summers '04-'08</p>	<p>1) Instructional materials</p> <p>2) N/A</p> <p>3) Instructional materials</p> <p>4) N/A</p> <p>5) Instructional materials/principal/teacher salaries</p> <p>6) Duplicating Costs to advertise program</p> <p>7) Instructional materials/teacher salaries</p>	<p>1) \$9,452/1 period teacher salary</p> <p>2) N/A</p> <p>3) \$9,452/1 period teacher salary</p> <p>4) N/A</p> <p>5) \$239,250</p> <p>6) \$100</p> <p>7) \$10,000</p>	<p>1) General Fund</p> <p>2) N/A</p> <p>3) General Fund</p> <p>4) N/A</p> <p>5) Intervention/ Summer School Funds</p> <p>6) General Fund</p> <p>7) Intervention/ Summer School Funds</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
4. Increased access to technology: 1) Use of listening centers in primary grades 2) Use of video to stimulate interest in topics 3) Use of internet to locate interactive reading activities 4) Use of SuccessMaker reading tutorial program 5) Use of media center computerized card catalogs to locate books	1) Teachers/ongoing 2) Teachers/ongoing 3) Teachers/Media Teachers/ongoing 4) Teachers/Media staff/ongoing 5) Media staff/ongoing	1) Listening centers 2) Videos 3) Computer/internet connections 4) SuccessMaker licenses 5) Follett Companion Circulation licenses	1) \$10,000 2) \$10,000 3) \$43,821 4) \$61,413 5) \$17,760	1) As needed-site funds 2) As needed - school library funds 3) Gen fund 4) Site SIP/Title I 5) Title V
5. Staff development and professional collaboration aligned with standards-based instructional materials: 1) K-5 teachers will participate in Houghton Mifflin reading training delivered by CORE 2) K-5 principals will participate in CORE literacy training 3) 6-8 teachers participated in Prentice Hall AB466 training during the '02-'03 school year. 4) 4-8 teachers using Hampton Brown High Point & SRA Reach will receive 5 days of training in each program 5) New teachers will participate in the new teacher induction program, with activities that focus on the use of standards-based reading materials. 6) Whenever the district adopts new 9-12 standards-based reading materials, all teachers will participate in professional development related to their use. 7) Chipman Middle School will participate in summer literacy training with CORE in summer 2003.	1) K-8 Curriculum Director/K-2 teachers '03-'04 3-5 teachers '04'05 2) Principals/ed services team "'03-'05 3) Teachers '02-03 4) Teachers/ongoing 5) New teachers/BTSA program admin/support providers/ongoing 6) 9-12 Curriculum Director/principals/teachers/ongoing 7) Principal, teachers	1) Contract with CORE Substitute Costs Teacher Stipends 2) Contract with CORE 3) Contract with Sac. County Office of Ed/Substitute Costs 4) Provider contracts Teacher Stipends 5) BTSA Prog. Admin/Support Providers 6) Provider contracts Teacher stipends 7) CORE contract	1) \$42,645 '03-'04 \$42,645 '04-'05 \$20,000 '03-'04 \$25,000 '03-'04 2) \$12,000 3) \$30,000 '02-'03 4) \$1,875 5) \$7,065 ext. work year for admin. \$129,899 other costs 6) \$10,000 7) \$24,000	1) Title II, pt. A Title I set aside 2) Title II, pt. A 3) AB466 4) Title II, pt.A Title I set aside 5) BTSA/PAR/ Title II pt.A 6) Title II pt. A 7) IIUSP/ Title II, pt. A, Title I set aside

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>1) Each school will maintain a Site Council with staff, parent & community representatives. Each Council will receive reports on overall student assessment results in reading, & will communicate the results to the entire school community. Site Councils will also contribute input on how to improve school reading programs.</p> <p>2) Each school will send each parent his/her student's individual assessment results, with an explanation of how to interpret them.</p> <p>3) Each parent will be invited to parent conferences, at which teachers will discuss the reading program & assessment results.</p> <p>4) At Back to School Night each fall, all K-8 parents will be provided with information regarding the reading program. At grades 9-12, course syllabi will provide this information.</p> <p>5) Through the AUSD "I Can Read" program, community volunteers are trained to provide 1:1 tutoring to elementary school students.</p>	<p>1) Site Council members/6-8 mtgs/per year</p> <p>2) Assessment Office Staff/School Secretaries/annually</p> <p>3) Individual parents & teachers/fall & spring</p> <p>4) Principals, teachers/yearly in the fall</p> <p>5) Parent volunteers, "I Can Read" coordinator/ongoing</p>	<p>1) SSC mailing costs</p> <p>2) Mailing Costs</p> <p>3) No extra cost</p> <p>4) No extra cost</p> <p>5) Duplication, recognition event</p>	<p>1) \$1,000</p> <p>2) \$2,000</p> <p>3) N/A</p> <p>4) N/A</p> <p>5) \$500</p>	<p>1) SIP</p> <p>2) General Fund</p> <p>3) N/A</p> <p>4) N/A</p> <p>5) Alameda Education Foundation</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>1) Summer school reading development courses will be provided for all students who have failed the ELA portion of the CAHSEE</p> <p>2) Summer school 8th grade bridge program will be provided for students needing additional support for transition to high school.</p> <p>3) SuccessMaker reading tutorial program will be offered to students needing additional tutorial in language arts</p> <p>4) IIUSP/Title I Schools will employ literacy coaches to work with both students and teachers.</p> <p>5) Even Start family literacy program which provides intensive services for students and families 5 hours a day/5 days per week, will be offered for families of qualifying K-3 students.</p> <p>6) 9th grade reading classes will be provided for entering freshmen with poor reading skills.</p>	<p>1) Summer school staff/6 wks per summer</p> <p>2) Summer school staff/6 wks per summer</p> <p>3) Principals/teachers/media staff/ongoing</p> <p>4) Principals/literacy coaches/ongoing</p> <p>5) Even Start coordinator/ongoing</p> <p>6) Principals/teachers/ongoing</p>	<p>1) Staff salaries inst. materials</p> <p>2) Staff salaries inst. materials</p> <p>3) SuccessMaker site licenses</p> <p>4) Literacy coach salaries</p> <p>5) Staff salaries</p> <p>6) Instructional materials</p>	<p>1) \$12,420</p> <p>2) \$12,420</p> <p>3) \$61,413</p> <p>4) \$480,000</p> <p>5) \$600,000 \$150,000 per yr for 4 years</p> <p>6) \$9,452/1 period teacher salary</p>	<p>1) Intervention summer school funds</p> <p>2) Intervention summer school funds</p> <p>3) SIP/Title I</p> <p>4) Title I/IIUSP BASRC</p> <p>5) Even Start grant</p> <p>6) General Fund</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>8. Monitoring program effectiveness:</p> <p>1) The district board & administration will fully support the Public School Accountability Act.</p> <p>2) The district will participate in all phases of the state’s standards-based assessment system, including the California Standards Tests.</p> <p>3) Test data and API results will be used to monitor programs and drive changes in instructional practice, when needed.</p> <p>4) Each site will have a Single Plan for Student Achievement, and the principal & site council have the responsibility for monitoring progress and making needed revisions.</p> <p>5) Classroom teachers will regularly assess students’ mastery of standards by examining student work; re-teaching occurs as needed.</p>	<p>1) Board & Superintendent/ ongoing</p> <p>2) Administrators & teachers/ongoing</p> <p>3) Administrators & teachers/ongoing</p> <p>4) Principals & site councils/ongoing</p> <p>5) Teachers/ongoing</p>	<p>1) No extra cost</p> <p>2) No extra cost</p> <p>3) No extra cost</p> <p>4) No extra cost</p> <p>5) No extra cost</p>	<p>1) N/A</p> <p>2) N/A</p> <p>3) N/A</p> <p>4) N/A</p> <p>5) N/A</p>	<p>1) N/A</p> <p>2) N/A</p> <p>3) N/A</p> <p>4) N/A</p> <p>5) N/A</p>
<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>1) Students at Title I schools in grades K-8 who qualify on a multi-measure matrix score in reading will receive extra help from Title I teachers, literacy coaches, and paraprofessionals.</p> <p>2) Summer school remedial reading classes will be offered to students leaving grade 5 who are reading below grade level, to help them prepare for success in middle school.</p> <p>3) Students in grades 10-11 who fail the English/Language Arts section of the CAHSEE will be provided with after-school tutoring</p> <p>4) 9th graders at Encinal High School will be offered a double period of reading for students in lowest performing group.</p> <p>5) Alameda High English Department will collaborate to develop extended learning opportunities for lowest performing students</p> <p>6) Students at Chipman Middle School who are reading more than 2 years below grade level will be offered an additional period of reading each day.</p> <p>7) Lincoln & Wood Middle Schools staffs are collaborating to develop extended learning opportunities for lowest performing students.</p> <p>8) Student Study Team, Impact Teams, and our AVID program all provide opportunities to plan for targeted services for our lowest performing students.</p> <p>9) Summer school math courses will be offered for K-4th grade students who need additional support.</p>	<p>1) Title I principals/literacy coaches/Ongoing</p> <p>2) Summer school staff 6 weeks every summer</p> <p>3) High School principal/ongoing</p> <p>4) EHS principal/ongoing</p> <p>5) AHS principal '03-'04</p> <p>6) CMS principal/ongoing</p> <p>7) WMS/LMS principals '03-'04</p> <p>8) Principals, teachers ongoing</p> <p>9) Summer school staff</p>	<p>1) Literacy coach salaries/paraprofessional salaries</p> <p>2) SS Principal/teachers salaries</p> <p>3) Tutor salaries</p> <p>4) Classroom teacher salaries</p> <p>5) No extra cost</p> <p>6) Classroom teacher salaries</p> <p>7) No extra cost</p> <p>8) No extra cost</p> <p>9) Staff salaries/instructional supplies</p>	<p>1) \$480,000</p> <p>2) \$12,500</p> <p>3) \$10,000</p> <p>4) N/A</p> <p>5) N/A</p> <p>6) N/A</p> <p>7) N/A</p> <p>8) N/A</p> <p>9) \$93,000</p>	<p>1) Title I/IIUSP</p> <p>2) Intervention/summer school funds</p> <p>3) Intervention funds</p> <p>4) General Fund</p> <p>5) N/A</p> <p>6) General Fund</p> <p>7) N/A</p> <p>8) N/A</p> <p>9) Intervention funds</p>

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

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards: The district will take the following steps to align instruction with content standards:</p> <ol style="list-style-type: none"> 1) Principals will receive continued support on the standards, as a follow-up to our work with DATAWORKS. Training will be provided on coaching, supervision & evaluation of teachers according to their ability to teach the standards. 2) All textbooks and supplemental materials align with standards 3) All new teachers will participate in the new teacher induction program (former BTSA) which focuses on standards 4) Teacher-created benchmark and year end standards based assessments will be given to all students K-algebra. The same assessments will be given to all AUSD students. 5) Teacher recruitment, hiring, evaluation & tenure decisions will focus on the standards 6) Local evaluations will stress student mastery of standards-based mathematics content 	<ol style="list-style-type: none"> 1) Principals Ed Services Staff 2) Directors of Curriculum 3) New teachers 4) Math coaches/assessment staff/ teachers 5) Chief Personnel Officer 6) CPO, Principals 1-6 are ongoing 	<ol style="list-style-type: none"> 1) Consultant's fee 2) Texts for Transition to Algebra Course 3) BTSA program admin. salary; BTSA stipends 4) Duplicating costs/scantrons 5) Chief Personnel Officer's salary 6) Administrative salaries 	<ol style="list-style-type: none"> 1) \$20,000 2) \$25,000 3) \$250,000 4) \$5,000 5) \$120,000 6) \$120,000 	<ol style="list-style-type: none"> 1) Title II, pt. A 2) State Inst. Mat. Funds 3) BTSA/PAR/Chap. II. Pt. A 4) General Fund 5) General Fund 6) General Fund
<p>2. Use of standards-aligned instructional materials and strategies:</p> <ol style="list-style-type: none"> 1) The district has purchased Harcourt Math for grades K-5 2) The district has purchased McDougall Littel Concepts & Skills for Grades 6-8 3) All high school math courses will use standards-aligned materials adopted by the Board of Education 4) Teachers will follow AUSD mathematics curriculum pacing guides & standards maps at grades K-algebra. Pacing guides will ensure coverage of all grade level content standards. 5) Teachers will regularly examine student work samples at grade level meetings, to ensure that students are mastering grade level standards. 6) Teacher lesson plans will make explicit reference to the standards being taught. 7) Standards will be posted in every room for students to see 	<ol style="list-style-type: none"> 1) K-8 Curriculum Director '00-'01 2) K-8 Curriculum Director '01-'02 3) 9-12 Curriculum Director/ongoing 4) Principals, classroom teachers, math TSA, math coaches/ongoing 5) Principals, classroom teachers, math coaches/ongoing 6) Principals, classroom teachers/ongoing 7) Principals, ed services/Oct '03 	<ol style="list-style-type: none"> 1) Yearly purchase of K-2 consumables 2) No new costs 3) Cost of new Transition to Algebra textbooks 4) Duplicating costs Stipends for teacher leaders 5) No extra costs 6) No extra costs 7) Duplicating costs 	<ol style="list-style-type: none"> 1) \$57,000 2) N/A 3) \$25,000 4) \$200 \$2,500 5) N/A 6) N/A 7) \$2000 	<ol style="list-style-type: none"> 1) State textbook funds 2) N/A 3) Schiff Bustamente carryover 4) General Fund Title II, Pt. A 5) N/A 6) N/A 7) General Fund

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. Extended learning time:</p> <p>1) All high schools & middle schools will create intervention programs for at risk math learners. All students 2 or more years below grade level will have the opportunity to attend these tutorial sessions, which will be offered beyond the school day.</p> <p>2) K-5 schools will expand upon existing math intervention programs, using SuccessMaker and student tutors for students 2 years or more below grade level.</p> <p>3) Middle Schools will work with staff to create opportunities within the school day for at risk students to take an additional section of math intervention.</p> <p>4) All students in grades K-8 who are at risk in math will be provided with the opportunity to attend summer school sessions.</p> <p>5) All students have the opportunity to participate in the Homework Center at the Alameda Public Library as a way to get extra help in reading</p> <p>6) The district will offer Summer Kindergarten Transition programs that develop math skills</p> <p>7) High school students who have failed the math section of the CAHSEE will attend an extra period of math intervention within the school day.</p>	<p>1) Principals/teachers/math coach/ongoing</p> <p>2) Principals/math coaches/ongoing</p> <p>3) Principals/math teachers/ongoing</p> <p>4) Principals/summer school staff/ongoing</p> <p>5) K-8 Curriculum Director/City Librarian/Ongoing</p> <p>6) Summer School staff/'04-'08</p> <p>7) Counselors/math teachers</p>	<p>1) Hourly salaries/materials</p> <p>2) Hourly salaries/SuccessMaker licenses</p> <p>3) No extra costs</p> <p>4) Summer school principal/teachers</p> <p>5) Duplicating costs</p> <p>6) Summer school principal/teachers</p> <p>7) No extra costs</p>	<p>1) \$25,000</p> <p>2) \$61,413</p> <p>3) N/A</p> <p>4) \$50,000</p> <p>5) \$100</p> <p>6) \$10,000</p> <p>7) N/A</p>	<p>1) Intervention funds</p> <p>2) Intervention funds</p> <p>3) N/A</p> <p>4) Intervention/summer school funds</p> <p>5) General Fund</p> <p>6) Intervention/summer school funds</p> <p>7) N/A</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <p>1) Use of internet to locate interactive mathematics activities</p> <p>2) Use of SuccessMaker math tutorial program</p>	<p>1) Teachers/Media Teachers/ongoing</p> <p>2) Principals/tutors</p>	<p>1) Computer/internet connections</p> <p>2) SuccessMaker licenses</p>	<p>1) \$43,821</p> <p>2) \$61,413</p>	<p>1) General fund</p> <p>2) SIP/Title I</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>1) All K-algebra teachers will meet monthly during common collaboration time to discuss student work and math content.</p> <p>2) Visiting math educator will work 2 days per week in AUSD as math coach, focusing on grades 4-algebra. He will provide model lessons and facilitative feedback.</p> <p>3) All 6th - algebra teachers will participate in monthly after school content scripting sessions.</p> <p>4) District math TSA will work one day per week as a support to district math teachers, providing in-classroom coaching.</p> <p>5) Cal State University Hayward mathematics courses will be offered in the district for all middle/high school teachers who do not meet the highly qualified teacher standard. By taking the sequence of 4 courses, these teachers will be able to apply for math supplemental credentials.</p> <p>6) After school ACCLAIM math courses will be offered for teachers in grades K-5.</p>	<p>1) Principals/teachers/math coaches</p> <p>2) K-8 Curriculum Director</p> <p>3) K-8 Curriculum Director/math coaches</p> <p>4) K-8 Curriculum Director</p> <p>5) K-8 Curriculum Director/Visiting math educator</p> <p>6) K-8 Curriculum Director/ Math TSA</p>	<p>1) No extra costs</p> <p>2) MOU with ACOE for math educator services</p> <p>3) Teacher hourly</p> <p>4) 20% math TSA salary</p> <p>5) Tuition for attending teachers</p> <p>6) Trainer contract/teacher hourly</p>	<p>1) N/A</p> <p>2) \$40,000</p> <p>3) \$12,000</p> <p>4) \$22,023</p> <p>5) \$12,800</p> <p>6) \$10,000</p>	<p>1) N/A</p> <p>2) Title II pt. A</p> <p>3) Title II pt. A Title I set aside</p> <p>4) Title II pt. A</p> <p>5) Title II pt. A</p> <p>6) Title II pt. A Title I set aside</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>1) Each school will maintain a Site Council with staff, parent & community representatives. Each Council will receive reports on overall student assessment results in reading, & will communicate the results to the entire school community. Site Councils will also contribute input on how to improve school math programs.</p> <p>2) Each school will send each parent his/her student's individual assessment results, with an explanation of how to interpret them.</p> <p>3) Each parent will be invited to parent conferences, at which teachers will discuss the reading program & assessment results</p>	<p>1) Site Council members/6-8 mtgs/per year</p> <p>2) Assessment Office Staff/School Secretaries/annually</p> <p>3) Individual parents & teachers/fall & spring</p>	<p>1) SSC mailing costs</p> <p>2) Mailing Costs</p> <p>3) N/A</p>	<p>1) \$1,000</p> <p>2) \$2,000</p> <p>3) N/A</p>	<p>1) SIP</p> <p>2) General Fund</p> <p>3) N/A</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>1) Summer school math development courses will be provided for all students who have failed the math portion of the CAHSEE</p> <p>2) Summer school 8th grade bridge program will be provided for students needing additional support for transition to high school.</p> <p>3) SuccessMaker reading tutorial program will be offered to students needing additional tutorial in mathematics</p> <p>4) IIUSP/Title I Schools (Washington & Longfellow) will employ math coaches to work with both students and teachers.</p>	<p>1) Summer school staff/6 wks per summer</p> <p>2) Summer school staff/6 wks per summer</p> <p>3) Principals/teachers/media staff/ongoing</p> <p>4) Principals/math coaches/ongoing</p>	<p>1) Staff salaries inst. materials</p> <p>2) Staff salaries inst. materials</p> <p>3) SuccessMaker site licenses</p> <p>4) Math coach salaries</p>	<p>1) \$ 12,400</p> <p>2) \$24,800</p> <p>3) \$61,413</p> <p>4) \$88,093</p>	<p>1) Intervention summer school funds</p> <p>2) Intervention summer school funds</p> <p>3) SIP/Title I</p> <p>4) Title I/IIUSP from Washington/Longfellow Schools</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>8. Monitoring program effectiveness:</p> <p>1) The district board & administration will fully support the Public School Accountability Act.</p> <p>2) The district will participate in all phases of the state’s standards-based assessment system, including the California Standards Tests.</p> <p>3) Test data and API results will be used to monitor programs and drive changes in instructional practice, when needed.</p> <p>4) Each site will have a Single Plan for Student Achievement, and the principal & site council have the responsibility for monitoring progress and making needed revisions.</p> <p>5) Classroom teachers will regularly assess students’ mastery of standards by examining student work; re-teaching occurs as needed.</p>	<p>1) Board & Superintendent/ongoing</p> <p>2) Administrators & teachers/ongoing</p> <p>3) Administrators & teachers/ongoing</p> <p>4) Principals & site councils/ongoing</p> <p>5) Teachers/ongoing</p>	<p>1) No extra cost</p> <p>2) No extra cost</p> <p>3) No extra cost</p> <p>4) No extra cost</p> <p>5) No extra cost</p>	<p>1) N/A</p> <p>2) N/A</p> <p>3) N/A</p> <p>4) N/A</p> <p>5) N/A</p>	<p>1) N/A</p> <p>2) N/A</p> <p>3) N/A</p> <p>4) N/A</p> <p>5) N/A</p>
<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>1) Summer school remedial math classes will be offered to students leaving grade 5 who are performing below grade level in math, to help them prepare for success in middle school.</p> <p>2) Students in grades 10-11 who fail the mathematics section of the CAHSEE will be provided with after-school tutoring</p> <p>3) All 3 middle schools will work to create additional periods of math intervention during the school day to serve the lowest performing students.</p> <p>4) Elementary students who need additional help in math will participate in extended day tutoring programs using SuccessMaker and other math tutorials.</p> <p>5) Summer school math courses will be offered for K-4th grade students who need additional support.</p>	<p>1) Summer school director/teachers</p> <p>2) High school principals/teachers</p> <p>3) Middle school principals/teachers</p> <p>4) Elementary school principals</p> <p>5) Summer school director/teachers</p> <p>1-5 are ongoing</p>	<p>1) Staff salaries/ instructional materials</p> <p>2) Tutor salaries</p> <p>3) No extra cost</p> <p>4) Tutor salaries</p> <p>5) Staff salaries/ instructional materials</p>	<p>1) \$8,500</p> <p>2) \$12,400</p> <p>3) N/A</p> <p>4) \$35,000</p> <p>5) \$47,000</p>	<p>1) Intervention funds</p> <p>2) Intervention funds</p> <p>3) N/A</p> <p>4) Intervention funds</p> <p>5) Intervention funds</p>

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

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

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activities	<p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <p>a. Describe the programs and activities to be developed, implemented, and administered under the sub grant;</p>	<p>1a. The Alameda Unified School District (AUSD) currently provides the following basic instructional services to students identified as English Learners:</p> <ul style="list-style-type: none"> • Structured English Immersion (SEI): K-12 EL students who have been assessed on the CELDT and found to be at “less than reasonable levels of fluency in English” (CELDT levels 1–3) receive daily designated instruction in ELD and access to core content subjects through SDAIE instruction. ELD instruction focuses on listening, speaking, reading and writing in English, is targeted to the students’ levels of proficiency in English, and is based on the ELD standards. Core content instruction is based on state grade level standards, and teachers utilize appropriate strategies to ensure comprehensibility of instruction. Both ELD and SDAIE content courses are taught by teachers with the appropriate state authorizations. • English Language Mainstream (ELM): 6-12 students who have been assessed on the CELDT and have been found to be at “reasonable levels of fluency in English” (CELDT levels 4–5) receive daily instruction in ELD targeted to their language proficiency needs and grade-level instruction in the core content areas with ongoing attention paid to the language demands of the instruction. SDAIE strategies continue to be used in the ELM program. Teachers who work with EL students in the ELM program possess appropriate state authorizations. <p>AUSD will use Title III funds (pending budget constraints) to provide the following supplemental services to targeted EL students:</p> <ul style="list-style-type: none"> • Intervention programs (during the school day) <ul style="list-style-type: none"> - Hire personnel (ELD resource teachers and paraprofessionals) - Provide some supplementary ELD materials • Support summer school classes targeted to EL student needs <ul style="list-style-type: none"> - Hire personnel (ELD paraprofessionals) - Provide some supplementary materials

		Description of how the LEA is meeting or plans to meet this requirement.																																		
Required Activities	<i>I. Continued</i>	<p>1b. AUSD has set the following annual goals for EL students in the areas of ELD, reading/language arts, and math. ELD growth is measured by the state assessment, CELDT. Reading/language arts and math are measured by the California Standards Test.</p> <p><i>Performance Indicator 2.1</i> Planned Improvement in Student Performance in ELD (Students at Advanced proficiency level on CELDT):</p> <p>ELLs (only)</p> <table style="margin-left: 40px;"> <tr><td>02-03 Baseline</td><td>18%</td></tr> <tr><td>03-04 Goal</td><td>20%</td></tr> <tr><td>04-05 Goal</td><td>22%</td></tr> <tr><td>05-06 Goal</td><td>24%</td></tr> <tr><td>06-07 Goal</td><td>26%</td></tr> </table> <p><i>Performance Indicator 2.2</i> Planned Improvement in Student Performance in Reading (Students at Proficient or Advanced levels on CST):</p> <p>ELLs (including R FEP)</p> <table style="margin-left: 40px;"> <tr><td>01-02 Baseline</td><td>25%</td></tr> <tr><td>02-03 Goal</td><td>29%</td></tr> <tr><td>03-04 Goal</td><td>33%</td></tr> <tr><td>04-05 Goal</td><td>37%</td></tr> <tr><td>05-06 Goal</td><td>41%</td></tr> <tr><td>06-07 Goal</td><td>45%</td></tr> </table> <p><i>Performance Indicator 2.3</i> Planned Improvement in Student Performance in Mathematics (Students at Proficient or Advanced levels on CST):</p> <p>ELLs (including R FEP)</p> <table style="margin-left: 40px;"> <tr><td>01-02 Baseline</td><td>42%</td></tr> <tr><td>02-03 Goal</td><td>45%</td></tr> <tr><td>03-04 Goal</td><td>48%</td></tr> <tr><td>04-05 Goal</td><td>51%</td></tr> <tr><td>05-06 Goal</td><td>54%</td></tr> <tr><td>06-07 Goal</td><td>57%</td></tr> </table>	02-03 Baseline	18%	03-04 Goal	20%	04-05 Goal	22%	05-06 Goal	24%	06-07 Goal	26%	01-02 Baseline	25%	02-03 Goal	29%	03-04 Goal	33%	04-05 Goal	37%	05-06 Goal	41%	06-07 Goal	45%	01-02 Baseline	42%	02-03 Goal	45%	03-04 Goal	48%	04-05 Goal	51%	05-06 Goal	54%	06-07 Goal	57%
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	b. Describe how the LEA will use the sub grant funds to meet all annual measurable achievement objectives described in Section 3122;																																			

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activities	<p><i>1b. Continued</i></p>	<p>AUSD will:</p> <ul style="list-style-type: none"> • Explore setting interim goals for EL learners. • Support interventions for EL students who are not making adequate progress toward annual goals (pending budget constraints): <ul style="list-style-type: none"> - Hire personnel to provide intervention programs during the school day <ul style="list-style-type: none"> - ELD resource teachers - ELD paraprofessionals - Provide some supplementary materials • Explore how to utilize Title II funding to support on-going professional development (CLAD/BCLAD/SB 395 certification) and coaching to teachers in providing high-quality, standards based instruction in ELD, language arts, and math to EL students. <p>1c. AUSD is committed to monitoring the academic achievement of its EL students in the subject areas of ELD, ELA, and math. To ensure that EL students are making satisfactory progress towards the annual goals stated earlier, AUSD employs the following monitoring process:</p> <p>At the school sites:</p> <ul style="list-style-type: none"> • All student records (testing, copies of letters to parents, grades, etc.) are kept in the English Language Learner (salmon) folder. This folder is updated yearly and accompanies the student as he/she changes schools. • Site personnel meet as needed to discuss EL student progress, issues, and redesignations/reclassifications. • Site ELD Resource Teachers (K-5) and ELD Coordinators (6-12) gather, file, and monitor EL student records, coordinate EL testing, advise teachers and the principal about EL student placement and groupings, monitor EL student progress, and are liaisons for the principals, teachers, and ELD paraprofessionals. • Each site's Single School Plan for Student Achievement addresses the language and academic needs of EL students. • The principals monitor the EL student placement in classes and groupings, ensure appropriate teacher authorizations, visit classrooms regularly to monitor ELD and SDAIE lesson implementation, schedule and attend ELAC meetings, and ensure implementation of the district's ELD plan to meet the language and academic needs of the EL students. • The principals submit requested information, status reports, and other specific site data related to (1) EL student placement and progress and (2) teacher qualifications to the district's ELD Department.
	<p>c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <ul style="list-style-type: none"> ▪ meeting the annual measurable achievement objectives described in Section 3122; ▪ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)); ▪ annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1)); 	

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activities	1c. <i>Continued</i>	<p>At the district level:</p> <ul style="list-style-type: none"> • The District ELD Director and Curriculum Specialist will implement a plan for supporting and monitoring school sites ELL/ELD instructional program and support ing principals and ELL/ELD staff on a regular basis. • The District ELD Director and Curriculum Specialist will visit each school yearly to monitor the implementation of the EL programs. At any time that difficult issues arise at the sites regarding program implementation, they visit the school, meet with the administrators, and collaborate on solutions. • The District ELD Curriculum Specialist holds monthly meetings with site ELD Resource Teachers and with ELD Coordinators to discuss issues regarding EL program implementation and conducts ongoing staff development. • The District ELD Director receives requested information submitted by the principals regarding their EL student programs. • As assessment results are received from the state, they are disseminated to sites for study. Principals and their staffs meet to examine the data and determine if EL students are meeting annual yearly progress goals with consideration given to the length of time that students have been in the district’s ELD program. If the sites have not met the annual yearly progress targets, the principals will meet with their staffs to examine their EL program design and its implementation. Necessary changes will be implemented immediately. • District-wide professional development is provided for site administrators regarding effective ELD and SDAIE strategies (for conducting classroom observations and monitoring program implementation). • Support is provided for BCLAD/CLAD/SB 395 training for teachers of EL students. (Explore Title II funding support.)
	d. Describe how the LEA will promote parental and community participation in LEP programs.	<p>1d. AUSD will use Title III funds to encourage and promote broad involvement of the parents of EL students and the community. All schools currently have written parent involvement policies, and EL parents are involved in developing site plans. Each school with 20 or more ELLs has an English Learner Advisory Committee (ELAC). The District English Learner Advisory Committee (DELAC) is composed of representatives from the school sites. Adult literacy/ELD/parent education classes are provided for parents and community members (CBET).</p> <p>The District will:</p> <ul style="list-style-type: none"> • Continue to provide oral translation for DELAC meetings. • Provide paraprofessionals to make phone calls to parents and provide child care for DELAC meetings. • Provide referrals to translators upon request to support parents during IEP’s, discipline hearings and parent conferences.

	Description of how the LEA is meeting or plans to meet this requirement.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Required Activities</p> <p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (Per Sec. 3115(c)). The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> • English proficiency; and • Academic achievement in the core academic subjects 	<p>AUSD currently offers daily ELD and SDAIE instruction in the core academic subjects in its K-12 Structured English Immersion (SEI) program and is striving toward having the English Language Mainstream (ELM) program (6-12) provide differentiated ELD instruction for EL students in mainstream English classes. Program goals promote high expectations for student success while developing a positive self-concept in students. Standards-aligned content curricula and instruction are implemented at all sites. Monitoring of student progress takes place throughout the year.</p> <p>English Proficiency: Each EL student, upon assessment for language proficiency level, receives daily, targeted instruction in ELD appropriate to his/her level of fluency in English. Principals and teachers are encouraged to explore and implement scheduling of EL students that allows them to be taught ELD in groups based on English proficiency level and/or same primary language. Teachers in grades K–5 are required to teach ELD lessons of 30–45 minutes a day, using Hampton Brown’s <i>Into English</i> materials and the ELD portion of the State-adopted ELA materials. EL students (CELDT Levels 1-3) in grades 6–12 receive at least one period daily of ELD. ELD is taught by a qualified teacher and is monitored by the site principals who will submit their schools’ daily ELD instructional schedule to the district ELD office to be kept on file for CCR and LEAP compliance.</p> <p>Academic Achievement: Each K-12 EL student (CELDT Levels 1-3) currently receives access to core content through specially designed academic instruction in English (SDAIE). K-5 EL students are grouped together based on English proficiency level and/or same primary language within their grade level for SDAIE instruction that is taught by qualified teachers. 6-12 EL students have access to SDAIE classes in core academic subjects (math, science, and social sciences). SDAIE classes are taught by qualified teachers and monitored by site principals.</p> <p>The District will support the current instructional program for EL students by providing:</p> <ul style="list-style-type: none"> • Summer school paraprofessional support for EL students that focuses on specific, targeted needs in ELD (Pending budget constraints). • Intervention offered by specially trained resource teachers and/or paraprofessionals that provides additional support for newly arrived EL students and/or EL students designated as at-risk. • Collaboration, guidance, and support for site administrators on ELD compliance and all other ELL issues.

	Description of how the LEA is meeting or plans to meet this requirement.
<p style="text-align: center;">Required Activities</p> <p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p> <ol style="list-style-type: none"> a. designed to improve the instruction and assessment of LEP children; b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students; c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children’s English proficiency or substantially increasing the teachers’ subject matter knowledge, teaching knowledge, and teaching skills; d. Long term effect will result in positive and lasting impact on teacher performance in the classroom. 	<p>In order for administrators, teachers, parents and the community to meet the needs of EL students at all proficiency levels, they should be offered a comprehensive standards-based professional development program. Title II funds will be used to research and design a professional development plan that will integrate scientifically-based theory with high quality instructional practices for EL students.</p> <p>The professional development plan will provide ongoing training for EL teachers at all levels on ELA standards, ELD standards, and standards-based instruction and materials.</p> <p>A staff development plan will include (pending budget constraints) hiring staff developers, paying stipends to teachers, and/or paying for substitutes in order that teachers receive scientifically-based, research-based strategies training which specifically includes those strategies which meet the needs of EL students such as:</p> <ul style="list-style-type: none"> • SDAIE • ELD institutes • Cultural diversity • Anti-bias training • Use of adopted ELA/ELD materials • Effective instructional practices for culturally diverse students • Communicating with linguistically and culturally diverse parents • Training for principals • Curriculum planning <ul style="list-style-type: none"> -ELD/ELA connections -Differentiated instruction -Grouping models -Standards-based lesson planning, backward mapping design • Training for teacher certification <ul style="list-style-type: none"> -BCLAD/CLAD -SB 395 <p>Dependent upon budget conditions, teachers and paraprofessionals may be provided the opportunity to attend conferences where the most current research, strategies and materials will be presented and discussed. These might include:</p> <ul style="list-style-type: none"> • CABE (California Association for Bilingual Education) • Para-Educator/Parent Conference • California Reading Association • CATESOL (State and/or Northern California)

		Description of how the LEA is meeting or plans to meet this requirement.	
	4. Upgrade program objectives and effective instruction strategies.	Yes or No yes	If yes, describe: In monthly K-5 ELD Resource Teacher meetings and 6-12 ELD Coordinator meetings, staff continually works to upgrade program objectives and effective instructional strategies. Regular ELD paraprofessional staff development focuses on selected objectives and strategies. District-wide professional development is provided for site administrators regarding effective ELD and SDAIE strategies (for conducting classroom observations and monitoring program implementation).

		Description of how the LEA is meeting or plans to meet this requirement.	
	5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.	Yes or No Yes	If yes, describe: AUSD will provide K-12 intervention support that will focus on the specific needs of identified EL students in order to assist them in developing English language proficiency, high levels of academic proficiency, and in meeting redesignation and graduation criteria. Specific areas of focus include improvement of reading fluency, reading comprehension, word analysis, and vocabulary development. The intervention is designed to support and complement the students’ regular English Language Arts/English Language Development and core content instructional program. In addressing the needs of the identified EL students, Title III ELD Resource Teachers (K-5) and paraprofessionals (K-12) will: <ul style="list-style-type: none"> • provide additional opportunities to read • facilitate new knowledge and vocabulary through reading and writing • help students read and comprehend leveled fiction and textual materials and enjoy reading • help students engage in meaningful reading and writing • help students do expository, narrative, response to literature, and persuasive writing (based upon grade-level ELA standards and grade-span ELD standards) Research-based best practices and common characteristics of highly effective intervention programs form the basis for this support. These include: <ul style="list-style-type: none"> • small classes with small group or individual instruction (Cooper et. al. 2000) • creative instruction (White and Johnson 1999) • high academic expectations (Ascher 1988, DataWorks 2002) • sufficient time for advance planning (Ascher 1988) • careful design and planning, which establishes clearly defined needs and goals • time on task, alignment to standards, breadth of curriculum, and instructional effectiveness (DataWorks Educational Research 2002) • using paraprofessionals effectively (Morgan and Ashbaker, ASCD 2001) • improving the abilities of paraprofessionals to help ELLs learn in US schools (Jameson, CALL 2002)

	Description of how the LEA is meeting or plans to meet this requirement.
5. Continued	<p>The ELD Department will provide copies of <i>A Map for Teaching and Assessing California's ELD & ELA Standards for English Learners (West Ed 2000)</i> for ELD resource staff and coordinators to share with site principals and teachers of ELLs to help identify student needs and common threads between ELA and ELD Standards.</p> <p>Instruction will include a variety of activities and strategies that promote EL student success in reading. K-5 ELD Resource Teachers will model good reading strategies, and the students will learn critical concepts of how print works and connect text to self, text to text, and text to the community and the world. Teacher modeling of effective reading strategies with EL students will assist EL classroom teachers to develop strategies of their own.</p> <p>EL students will be involved in activities using the six explicitly taught reading strategies:</p> <ul style="list-style-type: none"> • connect • visualize • question • infer • summarize • evaluate <p>Writing instruction will include shared, modeled, paired, and independent writing. Students will work to meet grade-level ELA and grade-span ELD Standards for writing applications and conventions.</p>

		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	6. Develop and implement programs that are coordinated with other relevant programs and services.	<p>Yes or No</p> <p>yes</p>	<p>If yes, describe:</p> <p>A variety of programs will be utilized to extend the regular instructional program and focus on the needs of EL students. These include the following:</p> <ul style="list-style-type: none"> • current, existing intervention programs • English Language Acquisition Program (ELAP) for grades 4–8 • Pupil promotion and retention program (PARI) • English Language and Intensive Literacy Program (ELILP) through August 2003 • Healthy Start • Even Start • Longfellow Parent Center • CBET Tutoring Program • Site tutoring programs • AVID • Title I

		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	7. Improve the English proficiency and academic achievement of LEP children.	<p>Yes or No</p> <p>yes</p>	<p>If yes, describe:</p> <p>AUSD will provide K-12 intervention support that will focus on the specific needs of identified EL students in order to assist them in developing English language proficiency, high levels of academic proficiency, and in meeting redesignation and graduation criteria. Specific areas of focus include improvement of reading fluency, reading comprehension, word analysis, and vocabulary development. The intervention is designed to support and complement the students' regular English Language Arts/English Language Development and core content instructional program.</p> <p>In addressing the needs of the identified EL students, Title III ELD Resource Teachers (K-5) and paraprofessionals (K-12) will:</p> <ul style="list-style-type: none"> • provide additional opportunities to read • facilitate new knowledge and vocabulary through reading and writing • help students read and comprehend leveled fiction and textual materials and enjoy reading • help students engage in meaningful reading and writing • help students do expository, narrative, response to literature, and persuasive writing (based upon grade-level ELA standards and grade-span ELD standards) <p>Research-based best practices and common characteristics of highly effective intervention programs form the basis for this support. These include:</p> <ul style="list-style-type: none"> • small classes with small group or individual instruction (Cooper et. al. 2000) • creative instruction (White and Johnson 1999) • high academic expectations (Ascher 1988, DataWorks 2002) • sufficient time for advance planning (Ascher 1988) • careful design and planning, which establishes clearly defined needs and goals • time on task, alignment to standards, breadth of curriculum, and instructional effectiveness (DataWorks Educational Research 2002) • using paraprofessionals effectively (Morgan and Ashbaker, ASCD 2001) • improving the abilities of paraprofessionals to help ELLs learn in US schools (Jameson, CALL 2002) <p>The ELD Department will provide copies of <i>A Map for Teaching and Assessing California's ELD & ELA Standards for English Learners (West Ed 2000)</i> for ELD resource staff and coordinators to share with site principals and teachers of ELLs to help identify student needs and common threads between ELA and ELD Standards.</p>

		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	7. <i>Continued</i>		<p>Instruction will include a variety of activities and strategies that promote EL student success in reading. K-5 ELD Resource Teachers will model good reading strategies, and the students will learn critical concepts of how print works and connect text to self, text to text, and text to the community and the world. Teacher modeling of effective reading strategies with EL students will assist EL classroom teachers to develop strategies of their own.</p> <p>EL students will be involved in activities using the six explicitly taught reading strategies:</p> <ul style="list-style-type: none"> • connect • visualize • question • infer • summarize • evaluate <p>Writing instruction will include shared, modeled, paired, and independent writing. Students will work to meet grade-level ELA and grade-span ELD Standards for writing applications and conventions.</p> <p>A variety of programs will be utilized to extend the regular instructional program and focus on the needs of EL students. These include the following:</p> <ul style="list-style-type: none"> • current, existing intervention programs • English Language Acquisition Program (ELAP) for grades 4–8 • Pupil promotion and retention program (PARI) • English Language and Intensive Literacy Program (ELILP) through August 2003 • Healthy Start • Even Start • Longfellow Parent Center • CBET Tutoring Program • Site tutoring programs • AVID • Title I

		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –</p> <ul style="list-style-type: none"> • 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. 	<p>Yes or No</p> <p>yes</p>	<p>If yes, describe:</p> <p>AUSD educates and empowers parents of EL students to become an integral part of the school and community and ensure academic success for their children. Connecting the families with needed educational and social services is an essential part of creating an atmosphere conducive to academic success. The District plans to offer the following classes and programs to parents of EL children:</p> <ul style="list-style-type: none"> • Public services information meetings (through DELAC, ELAC, and CBET) • Parent education classes (CBET) <ul style="list-style-type: none"> - Adult literacy - Working with your child at home - Parenting • Site Family Literacy Night support • ELAC/DELAC • CBET • Even Start <p>As often as possible, classes/meetings will be held in the neighborhoods of the attending parents.</p> <p>Parents will be encouraged to share their knowledge and skills within classes and schoolwide.</p>

		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	<p>9. Improve the instruction of LEP children by providing for –</p> <ul style="list-style-type: none"> • The acquisition or development of educational technology or instructional materials • Access to, and participation in, electronic networks for materials, training, and communication; and • Incorporation of the above resources into curricula and programs. 	<p>Yes or No</p> <p style="text-align: center;">yes</p>	<p>If yes, describe:</p> <p>Students at multiple sites currently utilize grade-level technology programs which are correlated with grade-level ELA and/or math content standards.</p> <p>K-5 ELD resource teachers will be included in District-provided technology training so that they can assist ELLs in accessing the SuccessMaker Enterprise Program.</p>

		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	10. Other activities consistent with Title III.	<p>Yes or No</p> <p>yes</p>	<p>If yes, describe:</p> <ul style="list-style-type: none"> • ELD administrators conduct staff meetings for ELD Resource Teachers, Paraprofessionals, and Coordinators and DELAC meetings for parents. • ELD administrators attend state, regional, and county meetings and training sessions related to ELL issues and programs. • ELD administrators represent ELLs in all District projects, activities, and meetings (Board of Education, Superintendent’s Cabinet, K-5, 6-12, and K-Adult principals’ meetings, Educational Services Management assignments, Strategic Planning, CCR, Open Houses, Back to School Nights, Kindergarten Round-Ups, site visitations, textbook adoptions, staff development, CBET, Even Start, Healthy Start, community colloquia on racism and other topics, etc.). • ELD administrators support and collaborate with site administrators on ELD compliance and all other ELL issues.

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

<p>Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>
<p style="text-align: center; transform: rotate(-90deg);">Required Activity</p> <ol style="list-style-type: none"> 1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB): <ol style="list-style-type: none"> a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; b. the child’s level of English proficiency, how such level was assessed, and the status of the student’s academic achievement; c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; 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. 	<p>AUSD is currently in the process of revising our “Parent/Guardian Notification of Student Test Results and Program Placement” letter, presently available in 7 languages other than English, to reflect the following:</p> <ul style="list-style-type: none"> • Reason for identification • Level of English proficiency/academic achievement • Method of instruction • Meeting educational strengths and individual needs • Progress in learning English and towards promotion/graduation • ELD objectives of IEPs • Parent rights to remove children from program <p>A plan is being developed to conduct site parent information meetings, with translators present, the first 30 days of school to inform ELL parents of items “a” through “h.”</p> <p>Funds will be used to provide bilingual personnel at site information meetings who will be available to parents/guardians to ensure full understanding of this information.</p> <p>When new students are being assessed, the parents receive an explanation of the procedures and EL program placement options.</p> <p>Site ELAC and District DELAC meetings focus on informing parents about instructional programs and how they can support their children’s academic achievement.</p> <p>Provide referrals to translators when possible to support parents during IEP’s, discipline hearings and parent conferences.</p>

	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>For students who enroll after the beginning of the school year, this notification process will take place within 2 weeks of being placed in a language 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>If the District or site fails to make its AYP, all parents/guardians will be notified by the AUSD Assessment Department of such failure in writing no later than 30 days after such failure occurs.</p>

Plans to Provide Services for Immigrants

<p>IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).</p>		<p>Description of how the LEA is meeting or plans to meet this requirement.</p>	
<p>Allowable Activities</p>	<p>1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:</p>	<p>Yes or No N/A</p>	<p>If yes, describe: Note: AUSD is not receiving Title III Immigrant Funding.</p>
	<p>2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:</p>	<p>Yes or No N/A</p>	<p>If yes, describe: Note: AUSD is not receiving Title III Immigrant Funding.</p>
	<p>3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;</p>	<p>Yes or No N/A</p>	<p>If yes, describe: Note: AUSD is not receiving Title III Immigrant Funding.</p>
	<p>4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:</p>	<p>Yes or No N/A</p>	<p>If yes, describe: Note: AUSD is not receiving Title III Immigrant Funding.</p>
	<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>Yes or No N/A</p>	<p>If yes, describe: Note: AUSD is not receiving Title III Immigrant Funding.</p>
	<p>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:</p>	<p>Yes or No N/A</p>	<p>If yes, describe: Note: AUSD is not receiving Title III Immigrant Funding.</p>
	<p>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:</p>	<p>Yes or No N/A</p>	<p>If yes, describe: Note: AUSD is not receiving Title III Immigrant Funding.</p>

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

Performance Indicator 3.1 The percentage of classes being taught by "highly qualified" teachers. The percentage of classes being taught by "highly qualified" teachers will increase each year. By June, 2006, 100% of our classes will be taught by "highly qualified" teachers.

Performance Indicator 3.2 The percentage of teachers receiving high-quality professional development. 100% of our teachers of math and literacy will receive high-quality professional development.

Performance Indicator 3.3 The percentage of paraprofessionals who are qualified. By June, 2006, 100% of our paraprofessionals will be qualified.

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.

STRENGTHS	NEEDS
<p>As of April, 2003:</p> <p>96% of the teachers at our Title I elementary schools meet the federal definition of highly qualified.</p> <p>95% of the teachers in our other elementary schools meet the federal definition of highly qualified.</p> <p>91% of our high school teachers have advanced degrees or certification in the subject/s they teach.</p> <p>87% of our teachers at Alameda High School meet the federal definition of highly qualified.</p> <p>95% of our teachers at Encinal High School meet the federal definition of highly qualified.</p> <p>85% of our elementary teachers are qualified to work with English learners by having a CLAD, its equivalent, or work in progress with an MOU.</p>	<p>As of April, 2003:</p> <p>40% of our teachers at Chipman, which is a Title I middle school, are not considered highly qualified by the federal definition.</p> <p>27% of our teachers at Wood Middle School are not considered highly qualified by the federal definition.</p> <p>48% of our teachers at Lincoln Middle School are not considered highly qualified by the federal definition.</p> <p>54% of our middle school math teachers are not considered highly qualified by the federal definition.</p> <p>39% of our middle school science teachers are not considered highly qualified by the federal definition.</p> <p>49% of our middle and high school teachers lack qualifications to teach their English learners. A professional development focused on standards-based practices in areas of program weakness will include examination of research-based practices for accelerating English learners toward standard mastery in English.</p> <p>27% of our special education teachers are not fully credentialed.</p>

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

Planned Improvements for Professional Development (Title II)

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

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <p>A districtwide Professional Development needs assessment of teachers and principals will be conducted annually by the principals and educational services staff. This needs assessment will be done in relation to the criteria for highly qualified teachers and trends in data on formative and summative assessments of student progress in relation to State content and academic achievement standards. School and district professional development goals will be created to assist district staff in moving towards proficiency in standards for all students. Professional development activities will be designed and selected based on staff strengths and needs in relation to student achievement results.</p>	<p>Assistant Superintendent of Instruction, Directors of K-12 Curriculum, K-12 Principals</p> <p>Ongoing</p>	<p>No extra cost</p>	<p>N/A</p>	<p>N/A</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <p>In designing and then assessing the formative impact of the professional development system, the Educational Services staff and principals group will concentrate on the degree to which the system does six things.</p> <ul style="list-style-type: none"> • How well does it focus on students meeting/exceeding key/essential standards through the use of State-adopted/standards-based materials and formative assessments? • How close to the instructional work of teachers is the professional development situated? • To what degree is the system built on the strengths and needs of the staff in relation to academic and cultural learning strengths and needs of the student populations in teachers' classrooms? • How well do selected professional development resources apply to particular under-performing student populations (e.g. English Learners, children of color?) • How well do selected professional development resources apply to the special needs of teachers and paraprofessionals working with students with disabilities? Do these activities need to be modified to meet the needs of this student population? Do additional activities need to be offered to meet the full continuum of staff development needs for special education programs? • How well integrated are materials adoption/selection, intervention approaches, and family and community relations with the professional development system? • 	<p>Assistant Superintendent of Instruction, Directors of K-12 Curriculum, Principals</p>	<p>No Extra Cost</p>	<p>N/A</p>	<p>N/A</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <p>The Educational Services team and principals group will ensure that professional development activities are coordinated with all of our other state and federal programs in order to address staff needs in assisting all students to meet or exceed State academic achievement standards. All professional development activities provided through these other programs will be expected to meet the same criteria outlined above in question #2 in order to ensure that the content is research based. Currently, our training in Differentiated Instruction, funded with our GATE money, is an example of the kind of ongoing, collaborative, coaching model which we expect to be used in any professional development provided through any categorical program.</p>	<p>Assistant Superintendent of Instruction, Directors of K-12 Curriculum, Principals</p>	<p>No Extra Cost</p>	<p>N/A</p>	<p>N/A</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <p style="text-align: center;">MATH</p> <p>1) Teacher collaboration time at the 6-12th grade level will focus on content scripting of math lessons, review of formative assessment data, work with the AUSD math pacing guides, and refining the benchmark assessment system.</p> <p>2) Teacher collaboration time at the K-5 level will focus on working with the AUSD draft pacing guides, selecting benchmark assessments for key standards, joint review of student work, and review of formative assessment data.</p> <p>3) In class coaching for teachers in grades 6th-algebra will focus on techniques of direct instruction and math content scripts.</p> <p style="text-align: center;">LITERACY</p> <p>1) Teacher collaboration time at grades K-12 will focus on calibrating student work to the content standards, jointly reviewing student work on common assignments given, and planning for revising/reviewing/ reteaching and moving on.</p> <p>2) Teachers in grades K-5 will receive training to support them in using the newly adopted Houghton Mifflin Literacy Program. This training will be differentiated to accommodate various schedules and learning needs. Some teachers will attend an intense 5 day program, which will begin in August CORE has been chosen as our literacy training provider.</p>	<p>1) Principals; Directors of K-12 Curriculum; Math Teachers on Special Assignment/ Ongoing</p> <p>2) Director of K-8 Curriculum, Principals, K-5 Math TSA/Ongoing</p> <p>3) Director of K-8 Curriculum, Principals, Math TSA/Ongoing</p> <p>1) Principals, Directors of Curriculum, Literacy Coaches/ Ongoing</p> <p>2) Director of K-8 Curriculum, Principals, CORE staff Grades K-2 '03-'04 Grades 3-5 '04-'05</p>	<p>1) Visiting Math Educator Contract Math TSA Salary</p> <p>2) Math TSA Salary</p> <p>3) Math TSA Salary</p> <p>1) Literacy Coach Salaries</p> <p>2) Contract with CORE Teacher Stipends</p>	<p>1) \$40,000 for 2 day visiting math educator \$22,023 for AUSD math TSA one day per week</p> <p>2) \$22,023</p> <p>3) \$22,023</p> <p>1) \$320,000</p> <p>2) \$42,645 \$48,712</p>	<p>1) Title II, pt. A</p> <p>2) Title II, pt. A</p> <p>3) Title II, pt. A</p> <p>1) Title I IIUSP</p> <p>2) Title II pt. A Title I set aside</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>5. Continued.....</p> <p>3) All elementary principals, ed services management team and literacy coaches will attend a 3 day leadership institute which will focus on principals' roles in supporting implementation of the new reading adoption and supporting a school organization which moves towards continuous improvement and addressing diverse needs of students, particularly students in the lowest-performing groups in the district. Training will be followed by 3 days of in-class coaching by CORE trainers.</p> <p>4) All teachers using the adopted materials for our learners needing intensive support in reading will attend 5 day summer institutes to train them in the use of SRA Reach and Hampton Brown High Point materials.</p> <p>5) Literacy leaders will be selected from each of the elementary schools to coach teachers as they learn to implement the new Houghton Mifflin reading program. At our Title II/IIUSP schools, reading coaches will take this role. At other district schools, a classroom teacher will be chosen. Literacy leaders will receive 3 days of training and 4 days of followup in-class coaching by CORE staff.</p>	<p>3) Elementary Principals, Ed Services Management, Literacy Coaches, CORE Staff</p> <p>4) Director of K-8 Curriculum, Teacher</p> <p>5) Literacy Coaches/Teacher Leaders/Principals</p>	<p>3) CORE contract for services</p> <p>4) Course enrollment fees</p> <p>5) CORE contract for services</p>	<p>3) \$24,000</p> <p>4) \$1,875</p> <p>5) \$43,600</p>	<p>3) Title II pt. A Title I set aside</p> <p>4) Title I set aside</p> <p>5) Title I IIUSP Title I, pt. A</p>
<p style="text-align: center;">NEW TEACHER SUPPORT</p> <p>1) All teachers new to the profession will participate in the New Teacher Induction Program (former BTSA). Support will focus on the California content standards, classroom management, and methods of improving student behavior.</p> <p>2) All special education teachers who are not fully credentialed will receive mentoring and support from a retired special education teacher.</p>	<p>1) BTSA administrator Support Providers/ongoing</p> <p>2) Special Education Consultant/ongoing</p>	<p>1)Administrative salary/support provider stipends</p> <p>2) Consultant Contract</p>	<p>1) \$7,065 ext work year for admin \$129,899 Other</p> <p>2) \$20,000</p>	<p>1) BTSA PAR Title II pt. A</p> <p>2) PAR</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <p>The District will be revising its Technology Plan during the 2003-2004 school year so that it meets the required criteria of the State. Our plan did not meet the state criteria during the 2002-2003 school year. We are currently in the process of revising this plan and resubmitting it to the state in time for a May 29 deadline. We hope for approval for the coming year. Since we do not currently have an approved plan, we do not reflect any Title II, pt. D funding in this LEA Plan for the '03-'04 school year..</p>	<p>Directors K-12 Curriculum Director Technology Services 2003-2004</p>	<p>No extra costs</p>	<p>N/A</p>	<p>N/A</p>
<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <p>Ongoing sustained professional development in technology for teachers will be a critical component of our new AUSD technology plan. As part of this plan, we will be forming a partnership with the AUSD Adult School in order to provide courses tailored to meet the identified needs of teachers, administrators, and other staff. Technology teacher leaders at each school site, including the school media center teachers, will be instrumental in helping us to provide ongoing coaching and support to classroom teachers as they learn to effectively use technology as a tool in their teaching. It will be our goal to place a work station on each teacher's desk. All classrooms will have 3-4 student work stations as well, and each school will have one or more computer labs where students can work on projects in a group setting. The technology plan which will be revised in the 2003-2004 school year will provide us with the specifics of our professional development plan. We expect to use a combination of Title II, Part D and Title II, Part A funds to support our technology professional development plan.</p>	<p>Directors of K-12 Curriculum Director Technology Services Ongoing</p>	<p>Costs to be determined during technology plan development</p>	<p>To be determined</p>	<p>Title II, Part D Title II, Part A</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</p> <p>Through the district strategic planning process, which began in June, 2002 and has concluded in May, 2003, all of our stakeholders have had input into the construction of the district professional development plan. A community-wide meeting was held in the fall of 2002. As an outgrowth of this initial meeting, a series of subcommittees was formed, including subcommittee to develop goals and activities for professional development. Parents, paraprofessionals, high school students, teachers, principals, educational services management staff, and one school board member served on this subcommittee. This committee met 6 times to work out the details of our professional development plan. The initial draft of this plan was taken to several focus groups, involving students, parents, teachers, and school site councils around the district for their input. At a final workshop with all school board members, the plan was finalized. The school board will approve the final strategic plan and the Local Educational Agency Plan in May, 2003.</p>	<p>Strategic planning facilitator, school board members, strategic planning subcommittees, strategic planning core team</p>	<p>Contract with strategic planning facilitator</p>	<p>\$12,600</p>	<p>General Fund</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> • Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; • Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; • Involve parents in their child’s education; and • Understand and use data and assessments to improve classroom practice and student learning. <p>1) Teacher collaboration time will be focused on joint review of student work which is reflective of the key standards. This joint review will include planning for addressing diverse student needs, student behavior management, and working with families.</p> <p>2) Staff development days will be focused on practicing core research-based practices used in the standards-based materials in the strands/subject matter areas of most needed improvement also includes planning for addressing diverse student needs, student behavior management, and working with families.</p> <p>3) Principals' professional development will combine the leaders' roles in supporting standards implementation, organization and management for continuous improvement with behavior management, working with students' families, and addressing diverse needs of students, particularly students in the lowest-performing groups in the district, especially for new principals and those whose schools do not make AYP.</p> <p>4) During monthly collaboration time, teachers will look at data gathered from our benchmark/formative assessments to notice student trends in performance related to standards. Discussions will center around ways to improve classroom practice to address the needs of students not performing well with particular concepts/standards.</p>	<p>1) All teachers/monthly during common collaboration times.</p> <p>2) All teachers 3 days per year.</p> <p>3) Principals, Assistant Superintendent of Instruction, Chief Personnel Officer, Directors of K-12 Curriculum/ Ongoing</p> <p>4) Teachers, principals, Ed Services management</p>	<p>1) No extra cost</p> <p>2) Presenter fees</p> <p>3) Presenter's fees</p> <p>4) No extra cost</p>	<p>1) N/A</p> <p>2) Various, depends upon sites and subject areas chosen</p> <p>3) \$10,000 per year</p> <p>4) N/A</p>	<p>1) N/A</p> <p>2) SIP, Title I, IIUSP, Title II Pt. A</p> <p>3) Title II Pt. A</p> <p>4) N/A</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>5) Training in the area of special education will include meeting with faculties to discuss strategies for collaboration, mainstreaming and classroom accommodations. Staff development for special education professionals will address classroom practices, curriculum and assessment, classroom management and behavioral strategies. Parent education will take place at IEP meetings, parent support groups and SELPA Community Advisory Committee parent workshops.</p>	<p>Director of Special Education, Program Specialists</p>	<p>5) No extra cost</p>	<p>5) \$50,000</p>	<p>5) AB 602 Special Education Funds</p>
<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <p>1) All middle and high school mathematics teachers who do not currently meet the federal definition of highly qualified will have the opportunity to enroll in the Cal State University Hayward program towards earning a math supplemental credential. Four courses will be offered in Alameda, taught by a CSUH professor. Tuition for participating teachers will be paid with Title II pt. A funds. All participating teachers will sign a 2 year commitment agreement to remain in AUSD upon completion of the program.</p> <p>2) The district will work with local colleges to provide course work and tutoring locally in subject matter competency in English/language arts, science, English language development, and special education in order to help teachers of these subject areas become highly qualified by the end of the 2005-2006 school year.</p>	<p>1) Director of K-8 Curriculum; CSUH professor September '03- July '04</p> <p>2) Chief Personnel Officer, Director of K-8 Curriculum, Assistant Superintendent of Instruction Ongoing</p>	<p>1) Tuition for participating teachers</p> <p>2) Tuition for participating teachers</p>	<p>1) \$12,800</p> <p>2) Unknown at this time</p>	<p>1) Title II, pt. A</p> <p>2) Title II, pt. A Title III</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).

Performance Indicator 4.1: Persistently Dangerous schools as defined by the State. There are none in Alameda Unified and our goal is to maintain at zero.

STRENGTHS	NEEDS
<ol style="list-style-type: none"> 1. Our schools are small. Therefore, staff gets to know most if not all students. Average size in elementary is below 400, middle school 800 and high school 1,500 2. Counseling is available to all students at all grade levels with use of school psychologists, psych interns, Xanthos mental health staff, Tri-high student health centers. Administrators and staff support the view that emotional, psychological and social needs of students are intrinsically related to academic achievement and they promote this approach. 3. District supported Drug/violence prevention education curriculum established at all sites includes “Sooper Puppy” video series grades 1-3, DARE 5th grade, required Current Life class in the 10th grade ensure that students receive more than the minimum of 6 hours of Alcohol, Tobacco, Other Drugs, Violence (ATODV) prevention education. Project Alert is the district adopted drug prevention education program for the middle schools. 4. There are campus supervisors at all sites. They are employed all day long at the high and middle schools. They are employed at noon in the elementary schools. 5. Community wide events such as DARE graduation, Red Ribbon, Island Jumper (Heart Smart, Drug Free), GAS, Safety 	<ol style="list-style-type: none"> 1. District suspension data comparing 2000/1 to 2001/2 school years shows a significant increase in fighting/threatening 53%, drug, alcohol use/possession/influence 200% and disruptive behavior 47%. AUSD is currently examining prevention/life skills/character education programs. 2. Delivery method for ATODV curriculum is poor at the middle school sites where there is no health course and science has not maintained ATODV in its curriculum. The principals have committed to enforcing the implementation of the Project Alert curriculum. Principals need to promote the value of the curriculum and teachers need to be trained. 4th grade implementation of curriculum also needs to be addressed. Age appropriate curriculum needs to be identified and implemented. 3. The district supported Quest, Skills For Growing/Adolescence has waned in implementation. Despite offers to train new teachers, and send consumables at no cost to the sites. The district tolerance committee has been actively addressing life skills issues. The concern is that life skills/character education is not systematically integrated into the core curriculum. (For example: There is a lack of a consistent message and approach to bullying.) Climate activities are random

<p>Town, Children Awareness Program brings the ATODV focus and support to our students.</p> <ol style="list-style-type: none"> 6. The district has a strongly enforced and well-publicized progressive discipline policy. 7. There is a clear set of emergency procedures and opportunities for practice drills. 8. Parents are provided with regular information through handouts, mailings, website access, and local newspapers. Alameda has an active SARB and SART. 9. A system is in place to identify truancy, provide early intervention through a child welfare and attendance worker. Auto-dialers are used to check absences and are backed up by site clerks and district personnel. 10. The physical environment is maintained and classrooms have been updated according to master plan (including internet hookups in every class) to facilitate learning; there is a district plan to support this as an ongoing process. Bond funds were developed to support this and most modernization is complete. 11. Activities that foster a positive school climate, such as Unity Week and culture sharing evenings have been held throughout the district. 12. A Saturday School Program is in place to address discipline issues. Smokeless Saturday is also offered to those suspended for tobacco use 13. Each high school has a student representative on the school board. This allows for opportunities for students to participate in the decision-making process and to have a voice in school climate issues. Students are involved in leadership councils at all levels, elementary, middle and high school. 	<p>and need to be coordinated and institutionalized into the school structure. The general consensus is to choose a life skills program that can be implemented district wide at the middle school level so that training of new staff can be supported at the district level. Then grow the program to extend down to the elementary and finally up to the high school. Right now the committee is looking at ITI recommended programs.</p> <ol style="list-style-type: none"> 4. Parents need to be more involved at the school site level. Through the Strategic Planning process the district identified a need to reach out to underrepresented groups of parents. These parents largely of African American/Hispanic ethnicity were identified through PTA enrollment, conference, back to school night and Smokeless Saturday School attendance, etc. 5. Each site needs a liaison accountable for implementation of a district vision and safe schools planning objectives. 6. Other components that need strengthening. Materials are not routinely translated that inform parents about rules, responsibilities and procedures for discipline and behavioral problems. 7. Data is incomplete; the resiliency module was not implemented due to participation in extra module required by SFSU. However it has been requested that SFSU add necessary state required questions in their tailored module to address these data needs. 8. The district sees a need to update all discipline policies last updated 1999.
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Environments Conducive to Learning (Activities):

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

ACTIVITIES
<ul style="list-style-type: none">• AB1113 funds are/will used to buy 9th grade counselors at the High School• Counselors provided for “At Risk” youth in all three middle schools will/are offering 1 on 1 and group work around issues of drug, alcohol, tobacco and violence.• After school programs will/are offered at the elementary, middle and high school level including athletic, study skills, arts, clubs etc.• Research validated curriculum “Project Alert” currently will be implemented at the middle school level 7th grade with boosters (four review lessons) in the 8th. Teachers will be trained.• Middle School Student agendas (required to carry) will include the student handbook with behavior expectations and life skills that come from ITI by Susan Kovolic or character education provided in Premier Agendas where all teachers are carrying out the theme.• A community worker who does outreach for families of students who are truant.• School health clinics are on the campus of each comprehensive high school. Students from the continuation high school have access to either clinic. The clinic is run by the local CBO Xanthos, so students may be hooked up with other services they or their family needs.• Tobacco prevention in the form of education, Smokeless Saturday school, Smokeless School Days for pregnant and parenting teens, quit and readiness counseling and Peer Educators will/are to be implemented on a yearly basis.• The district diversity team will choose a life skills program that can be implemented district wide at the middle school level so that training of new staff can be supported at the district level. (Right now the committee is looking at ITI recommended life skills programs to address students’ attendance/behavior needs.)

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

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

STRENGTHS	NEEDS
<ol style="list-style-type: none"> 1) There is ongoing data collection on ATODV through the CHKS, school site surveys, and district tobacco survey. Additional information is gathered on crime incidents, expulsion, suspensions and discipline problems. 2) <i>The minimum recommendation for an effective prevention program is the hiring of a half-time district coordinator</i> with enough time to address planning, funding, resource development and linkages to CBO services. The district meets this minimum requirement having a teacher on special assignment who works .5FTE coordinating ATODV programs. 3) Safe school plans have been developed and are revised at each site to address current needs 4) Communication technology upgrades, such as walkie-talkies and ties into the emergency system, have been completed. 5) Xanthos Middle School At Risk program provides services to at-risk students and their families in counseling related to tobacco, drug, and alcohol abuse. 6) The elementary ATODV program is strong because we have specialists assigned to implement the program. Elementary physical education instructors are committed to implementing drug, tobacco, violence prevention lessons at the 1-3rd grades. The DARE program's intense 16-week 5th grade ATODV curriculum taught by a specially trained local police officer is extremely successful here in Alameda. The graduation is significant. Held twice per year 500 students per night each with a parent or two and a host of community leaders in attendance is a true gathering of the community supporting prevention. 7) Youth development includes community service requirements at the middle and high school levels. 	<ol style="list-style-type: none"> 1. The buy-in for teachers to integrate ATOD issues into their curriculum needs to be addressed. Middle school principals want to imbed Project Alert into the science, (which has Drug/Alcohol/Tobacco content) or physical education courses. Some teachers have been trained in project alert. Most need the training.. 2. Bullying still needs to be addressed more aggressively in middle school. Character education/life skills curriculum needs to be adopted and implemented by imbedding within each middle school. The District diversity committee is looking at use of student "agendas" to serve as the school wide guide for curricular themes throughout the school year.

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:

<p align="center">Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey</p>	<p align="center">Most Recent Survey date: <u>12/1/02</u> Baseline Data</p>	<p align="center">Biennial Goal (Performance Indicator)</p>
<p>The percentage of students that have ever used cigarettes will decrease biennially by:</p>	<p>5th <u>2</u> % 7th <u>12</u> %</p>	<p>5th <u>1</u> % 7th <u>4</u> %</p>
<p>The percentage of students that have used cigarettes within the past 30 days will decrease biennially by:</p>	<p>7th <u>5</u> % 9th <u>11</u> % 11th <u>13</u> %</p>	<p>7th <u>1</u> % 9th <u>2</u> % 11th <u>4</u> %</p>
<p>The percentage of students that have used marijuana will decrease biennially by:</p>	<p>5th <u>0</u> % 7th <u>6</u> %</p>	<p>5th <u>0</u> % 7th <u>2</u> %</p>
<p>The percentage of students that have used alcohol within the past 30 days will decrease biennially by:</p>	<p>7th <u>12</u> % 9th <u>27</u> % 11th <u>35</u> %</p>	<p>7th <u>2</u> % 9th <u>5</u> % 11th <u>5</u> %</p>
<p>The percentage of students that have used marijuana within the past 30 days will decrease biennially by:</p>	<p>7th <u>5</u> % 9th <u>18</u> % 11th <u>17</u> %</p>	<p>7th <u>2</u> % 9th <u>4</u> % 11th <u>4</u> %</p>
<p>The percentage of students that feel very safe at school will increase biennially by:</p>	<p>5th <u>57</u> % 7th <u>22</u> % 9th <u>10</u> % 11th <u>16</u> %</p>	<p>5th <u>10</u> % 7th <u>7</u> % 9th <u>2</u> % 11th <u>2</u> %</p>

<p>The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by:</p>	<p>7th <u>28</u> % 9th <u>25</u> % 11th <u>17</u> %</p>	<p>7th <u>5</u> % 9th <u>5</u> % 11th <u>5</u> %</p>
<p>Truancy Performance Indicator</p>		
<p>The percentage of students who have been truant will decrease annually by <u>1%</u> from the current LEA rate shown here.</p> <p>NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.</p>	<p><u>3.93%</u></p>	<p><u>1</u> %</p>
<p>Protective Factors Performance Measures from the California Healthy Kids Survey</p>	<p>Most recent date: <u>12/ 1 /02</u> Baseline Data</p>	<p>Biennial Goal (Performance Indicator)</p>
<p>The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by:</p>	<p>5th <u>61</u> % 7th <u>B/D</u> % 9th <u>B/D</u> % 11th <u>B/D</u> %</p>	<p>5th <u>10</u> % 7th <u>B/D</u> % 9th <u>B/D</u> % 11th <u>B/D</u> %</p>
<p>The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by:</p>	<p>5th <u>60</u> % 7th <u>B/D</u> % 9th <u>B/D</u> % 11th <u>B/D</u> %</p>	<p>5th <u>10</u> % 7th <u>B/D</u> % 9th <u>B/D</u> % 11th <u>B/D</u> %</p>
<p>The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by:</p>	<p>5th <u>15</u> % 7th <u>B/D</u> % 9th <u>B/D</u> % 11th <u>B/D</u> %</p>	<p>5th <u>5</u> % 7th <u>B/D</u> % 9th <u>B/D</u> % 11th <u>B/D</u> %</p>

The percentage of students that report high levels of school connectedness at their school will increase biennially by: School Environment	5 th	<u>53</u> %	5 th	<u>10</u> %
	7 th	<u>B/D</u> %	7 th	<u>B/D</u> %
	9 th	<u>B/D</u> %	9 th	<u>B/D</u> %
	11 th	<u>B/D</u> %	11 th	<u>B/D</u> %

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	Performance Indicator Goal	Baseline Data
<u>California Healthy Kids Survey</u> (Process to Collect Data)		
CHKS: Any Harassment on School Property in the past 12 months:	5%	7th <u>38%</u>
	5%	9th <u>36%</u>
	5%	11th <u>30%</u>
CHKS: In the 5 th grade frequency of being hit or pushed on school property some, most or all the time.	10%	some <u>31%</u>
	4%	most <u>8%</u>
	1%	all <u>3%</u>

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

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

Science-Based Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
Project Alert	ATOD	7 th & 8 th	1600	01/02	01/02	01/02
				03/04	03/04	03/04
Project TNT	T	9 th – 12 th	2,400	00/01	00/01	00/01

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.

A=Alcohol T=Tobacco OD=Other Drugs V=Violence

Check	Activities	Program ATODV Focus	Target Grade Levels
√	After School Programs Some combination of study skills/ enrichment programs	ATODV	K-5 th
√	Conflict Mediation/Resolution	V	K-5 th
√	Early Intervention and Counseling 1. Middle School “At risk” 2. Tri Hi Health Center 3. Intern counseling program	ATODV	1. 6 th – 8 th 2. 9 th – 12 th 3. K – 5 th
	Environmental Strategies		
√	Family and Community Collaboration Xanthos Mental Health CBO provides the counselors for above listed MS “At Risk” and Tri Hi Health Centers	ATODV	6 th – 12 th
	Media Literacy and Advocacy		
	Mentoring		
√	Peer-Helping and Peer Leaders YATA (Youth Against Tobacco Alliance)	T	9 th – 12 th
√	Positive Alternatives sports programs/ clubs offered	ATODV	6 th – 12 th
√	School Policies Clearly stated in Agendas or Handbooks for every students with parent sign off	ATODV	K-12th
√	Service-Learning/Community Service	ATODV	8 th and 12 th

	Community Service Hours Graduation Requirement		
Check	Activities	Program ATODV Focus	Target Grade Levels
√	Student Assistance Programs Tri Hi Health Centers	ATODV	9 th – 12 th
√	Tobacco-Use Cessation Cessation/ Ready for Cessation counselor on all three campuses	T	9 th – 12 th
	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
Smokeless School Days	T	9 th – 12 th	100% preg. Parenting	9+ years ago	9+ years ago	9+ years ago
Tobacco Free Generations	T	10 th	100 %	97/98	97/98	97/98

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.

All sites have selected and implemented the following programs: Elementary sites: After school enrichment/study programs, conflict mediation, youth development/care programs. Middle school has community service requirements. (Project Alert has been selected but not yet implemented.) At the high school Project TNT, Smokeless Saturday/Smokeless School Days, Tobacco Peer Education, community service requirements and student assistance programs are in place. These programs were selected after an extensive review by a district ATODV curriculum committee composed of staff, parents, community-based organizations, and students. We also consulted with the Prevention Education Coordinator at the County Office of Education. This committee not only reviewed a wide array of recommended researched-based programs, but also analyzed local data from a variety of sources including CSS, CHKS, and CSSA to determine the best programs to meet our needs. We have come to the conclusion that the first step is to make sure every student in receiving ATODV, a monumental task when so much current focus in on reading, math and test scores.

Project Alert was selected for our middle schools for its user-friendly curriculum and ability to implement within a science class environment. We find a big jump between ATOD in 7th vs. 9th grade and believe it to be a result of haphazard instruction. According to CHKS fall 2003 reported lifetime use of alcohol jumps 25%, marijuana jumps 19%, 1 or 2 puffs of tobacco jumps 18% comparing 7th to 9th grade. Project Alert is interactive, is video-enhanced, has a parent/community involvement piece, and has proven to be a successful program at the middle school level.

Smokeless Saturday and School Days was selected because we saw a need to keep tobacco-using students in school where tobacco use was less prevalent. (According to district-generated surveys most students caught using have family members at home who smoke.) Smokeless Saturday allows for a non-punitive approach to cessation readiness. Smokeless School Days helps us address the needs of our pregnant and parenting teens around tobacco use. It helps with prevention as well as cessation.

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

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

The district has conducted the CHKS this winter 2002/3 and will continue to use it every other year as required. A special module G devised by the University of San Francisco will be used in place of the resiliency because they are studying the effects of having onsite student health centers. They have agreed to include a few resiliency performance indicator questions to help with getting consistent comparable data seen at the state and national level. The positive permission continues to be the biggest challenge in getting reliable data. Sample size hovers in the 60’s (much lower in non traditional). We believe that incidents of ATODV could be higher because the 30-40% not taking part in the survey are those who are “at risk”, i.e. do not care about the paper work, disorganized and loose the paper work.

Other surveys include site level surveys used as schools prepare their safe school plans, tobacco surveys conducted in the High School current life classes, module G surveys conducted at the high schools by USF, and exit surveys filled out by Smokeless Saturday participants. This information will be analyzed by the ATODV TSA. This information will be shared with the entire community, parent groups, staff, and students via advisory meetings and staff meetings. The district will use this information to refine, improve, and strengthen the program.

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

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

CHKS just implemented in 02/03 will be implemented again in 04/05, and 06/07
USF module G of CHKS will be implemented at the high schools yearly.
Yearly staff survey regarding ATODV curriculum taught, hours of instruction, number of students/ grade level
Yearly survey of 10 grade students around tobacco knowledge

Results will be reported to the ATODV advisory committee, at principal meetings and to the school board where the general public will receive notice of the evaluation result's availability.

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

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

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

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

- 1) Early identification and intervention services with counselors from community-based organizations
- 2) Outreach workers for high risk families and truant students
- 3) After-school activities that focus on academic tutoring/study skills; and opportunities to participate in non-academic, creative, and athletic activities
- 4) Saturday School Programs for students cited for ATOD use on campus, bullying, and other discipline problems
- 5) A referral system in cooperation with Xanthos for family counseling and support 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.

Our district ATODV advisory team is comprised of members from other government funded programs such as, AB1113, district innovative tobacco grant program, Tolerance grant, MS/HS TUPE, School Community Policing partnerships, etc. We have representatives from City Hall, Alameda Police departments, diversity committee, American Lung, Xanthos Mental Health among AUSD staff and students. Additionally, we have a LEAP coordinating committee that looks at common elements of each goal that ensure best practices in teaching strategies and the promotion of highly qualified teachers. This will also lead to a coordination of prevention efforts.

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

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

Parents are involved in our district at many levels, such as planning and designing programs, implementing strategies as volunteers in the classroom and after school, and volunteering on committees such as the ATODV advisory and School-Site Council. Parents are recruited from all ethnic and socioeconomic groups in our district to be representatives on the above committees. We include a parent component to Smokeless Saturday where parents of students attending are invited to a workshop prior to the Saturday class. Parent newsletters and student handbooks serve as a communication tool.

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.

Smokeless School Days has been a mainstay in AUSD for more than 9 years. Pregnant and parenting teens at IHS are automatically enrolled in the class. Tobacco cessation and pre-cessation program is also offered at all three sites. A tobacco counselor is employed and works one day a week at each high school keeping a high profile. SAPID (Cal-SAFE) is a support program in place for our teen families as well.

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
Cessation/Readiness/Tobacco Education Counselor	.50 FTE HS TUPE
Teacher on Special Assignment Program Facilitator	.15 FTE MS TUPE .05 FTE HS TUPE
Clerical Support	.05 FTE HS TUPE

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

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

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

Performance Goal 5: All students will graduate from High School.

Performance Indicator 5.1 Percentage of students who graduate from high school, with regular diploma.

GROUP	'01 – 02' Baseline	'02-'03 Goal	'03-'04 Goal	'04-'05 Goal	'05-'06 Goal	'06-'07 Goal
All District	93.7% 764	.006 % 5	1.3 % 10	1.9% 15	2.6% 20	3.2 % 25
Amer, Indian/Alaska	5% 4			1		2
Asian	30% 156		1	2		3
Pacific Islander	1.4% 11	1	2	3	4	5
Filipino	8% 62	1	2		3	4
Hispanic	8.5% 66	1	2	3	4	5
Black	12% 95	1	2	3		4
White	27% 212		1	3	9	
Multi-Racial	.4% 6	1				2
Decline to Indicate	1% 9					
ELLs (inc. R FEP)	15% 115					

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.1 (High School Graduates)	<ol style="list-style-type: none"> 1) All students complete four-year academic plans upon enrollment. 2) Parents are notified of graduation requirements. 3) Counselors are assigned to specific students, and schedule annual meetings to assess progress. 4) Notices are sent to parents concerning progress; conferences are scheduled when needed. 5) Offer CAHSEE support classes for students who failed all or portions of the Exit Exam. 	<ol style="list-style-type: none"> 1) All students 2) All students 3) All students 4) All students 5) Low achieving 	<ol style="list-style-type: none"> 1) Counselors and administrators/at enrollment 2) Administrators, counselors and parents /annually 3) Counselors/ Ongoing 4) Administrators, counselors and parents/as needed 5) 10th & 11th grade teachers 	By 2008, the district will increase its graduation rate by 3.2% (764 + 25 = 789. The district’s current graduation rate is 93.7 % (764 divided by 815).	<ol style="list-style-type: none"> 1) General funds 2) General funds 3) 10th grade counseling and general funds 4) General funds 5) General funds

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
Continued..... 5.1 (High School Graduates)	6) Encinal HS offers Literacy classes for students who are in the strategic or intensive levels of proficiency.	6) Low achieving	6) 10 th & 11 th grade teachers	Continued.... By 2008, the district will increase its graduation rate by 3.2% (764 + 25 = 789. The district's current graduation rate is 93.7 % (764 divided by 815).	6) General funds
	7) Encinal HS provides Smaller Learning Communities by breaking up the 9 th graders in to families each having a core group of teachers.	7) 9 th graders	7) 9 th grade teachers		7) General funds and II USP grant
	8) Alameda HS offers a Plato Learning web-based e-curriculum class to give academic support to students who can benefit from a technology based curriculum which will be available to them 7/24. The focus will be to pass the Exit Exam.	8) Low achieving (9 &10)	8) 9 th & 10 th grade teachers		8) General funds
	9) Alameda HS offers Success Maker Enterprise web-based e-learning lab for students who need support in passing Algebra.	9) Low achieving students in Math.	9) Math teachers		9) General funds
	10) Implement AVID for low achieving, highly capable and underrepresented students.	10) Grades 9-12	10) AVID teachers		10) General funds
	11) Alameda HS Eng. Dept. will collaborate to develop extended learning opportunities for students needing help in reading.	11) Grades 9-12	11) English Department Teachers		11) General Funds

Performance Goal 5.2 All students who drop from High School.

Performance Indicator 5.2 Percentage of students who drop out of school.

GROUP	'01-'02 Baseline	'02-'03 Goal	'03-'04 Goal	'04-'05 Goal	'05-'06 Goal	'06-'07 Goal
All District	5.4% 51	9.8% 46	19.6% 41	29.4% 36	39.2% 31	49% 26
Amer, Indian/Alaskan	2% 2					
Asian	37% 10		-1	-2	-3	-4
Pacific Islander	7% 4			-1	-2	-3
Filipino	9% 5			-1		-2
Hispanic	7% 4			-1	-2	-3
Black	5% 3	-1				
White	45% 23	-4	-9	-10	-13	-14
Multi-Racial						
Decline to Indicate						
ELLs (inc. R FEP)	7% 4					
Special Ed., inc. DIS	5% 3					
Econ. Disadvantaged	0					

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks Evaluation	Funding Source
5.2 (Dropouts)	<p>1) Implement AVID at all (9-12) grade levels for low achieving, highly capable and underrepresented students.</p> <p>2) Encinal HS will offer MESA, an after school program, to encourage minority students to enroll and stay enrolled in upper level Math and Science courses.</p> <p>3) Encinal HS will offer a UC Outreach program in order to increase the number of minority students who would qualify for admission to UC.</p> <p>4) Offer a variety of student clubs & extra curricular activities in order to increase the students' sense of</p>	<p>1) Low achieving highly capable students</p> <p>2) Minority students in Math and Science</p> <p>3) Low achieving students</p> <p>4) 500 potential students to belong to 30+ clubs.</p>	<p>1) AVID teacher</p> <p>2) Administrator and club sponsors</p> <p>3) Administrators and faculty advisor</p> <p>4) Director of Student Activities</p>	<p>Currently, our dropout rate is 5.4 % (51). By 2008, we would like to reduce this by 50 % (25).</p>	<p>1) General funds</p> <p>2) State funds</p> <p>3) State funds</p> <p>4) General funds</p>

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks Evaluation	Funding Source
Continued.... 5.2 (Dropouts)	<p>“connectedness” to and support from the school.</p> <p>5) Offer Drama classes for students who are interested in the performing arts.</p> <p>6) Offer Music classes for students who are musically inclined in order to provide a venue for some students to feel successful.</p> <p>7) Encinal HS offers JROTC for students who can benefit from this highly regimented curriculum.</p> <p>8) Provide after-school tutoring for students who need academic support.</p> <p>9) Provide a 9th grade intervention program where students are given extra academic support</p> <p>10) Provide professional counseling through Tri-High, an on-campus clinic.</p> <p>11) Provide professional counseling referrals through Xanthos, a community based organization.</p>	<p>5) 250 students</p> <p>6) 250 students</p> <p>7) 250 students</p> <p>8) 100 students</p> <p>9) 100 students</p> <p>10) 300 students</p> <p>11) 100 students</p>	<p>5) Administrator and teacher</p> <p>6) Administrator and teacher</p> <p>7) Principal and U.S. Army</p> <p>8) Administrator and counselors</p> <p>9) Counselors</p> <p>10) Tri-Hi Director</p> <p>11) Xanthos Director</p>	<p>Continued.....</p> <p>Currently, our dropout rate is 5.4 % (51). By 2008, we would like to reduce this by 50 % (25).</p>	<p>5) General funds</p> <p>6) General funds</p> <p>7) U.S. Army and General funds</p> <p>8) Intervention and grant funds</p> <p>9) Administrator</p> <p>10) State funds</p> <p>11) State funds</p>

District AP Classes 2002

Count of Student ID	Ethnic Code	2	4	5	6	7	9	2a	2b	2c	2d	2g	3b	Grand Total
Title														
Ap Biol Hp		6	6	3	4	6			1		1			27
AP Biology HP			2	1	1	9		16	1	3				33
AP Calculus HP		9	2	3	3	15		41	2	2	5	1		83
AP Chemistry HP			1	1	1	3		18	2	1				27
Ap Com Sci A Hp		6	2			2								10
AP Eng 3		15	17	4	12	18			1		3	1		71
Ap Eng 4 HP		24	3	7	5	16		1			3	1	1	61
AP English 3 HP			3	1	3	24		26	3	4		1		65
AP English 4 HP				2	1	13		5	2	1	1	2		27
AP Env Sci HP			1		3	12		27	1	6	3	1		54
AP Envir Sci HP		9	1			4		2			1	1		18
Ap French 4 Hp		3	1		1	1								6
AP French 5 HP				2		9	1	1					2	15
Ap Gov/eco Hp		9	3		5	10								27
AP Gov/Econ HP			3	1	1	23	1	26	2	6	5	2		70
AP Physics HP			1		1	14		28	1	7	3	1		56
AP SPAN 4 HP		3	6	6	4	3		1			1	1		25
AP Span 5 HP		3	5	10	1	25		7	1	1	2	1		56
Ap Studio Art Hp		1	1	1	3	2					2			10
AP US History		13	12	5	5	8			1				1	45
AP US History HP			2	2	2	20		18	1	5			2	52
Japanese 1			1		1	1								3
Grand Total		101	73	49	57	238	2	217	19	36	30	18	1	841

Current percentage by ethnicity: 1- Am.Ind. Alas 1% (0 in AP); 2- Asian 27% (50% in AP); 3- Pac Islander 1% (.11% in AP); 4- Filipino 9% (8.6% in AP); 5- Hispanic 11% (5.8% in AP); 6- Black 14% (6.7% in AP); 7- White 33% (28.2% in AP); 8- Multi-Racial or Decline to Indicate 4% (.23% in AP)

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks Evaluation	Funding Source
5.3 (Advanced Placement)	1) Offer AVID classes in all grade levels in order to provide academic support for under represented students to succeed in AP course. 2) Offer a select number AP classes on-line through the Digital California Project in order to increase AP offerings.	1) Non traditional under represented students 2) Non traditional AP students	1) Counselor 2) Counselors	By 2008, improve the AP enrollment so that it is more proportionally representative of the ethnic composition of the students in the district. For example, if there are 14 percent African-American students in the	1) General funds 2) General funds

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks Evaluation	Funding Source
<p>Continued....</p> <p>5.3 (Advanced Placement)</p>	<p>3) Provide Academic Guidance Counseling Services encouraging underrepresented students to enroll in AP classes.</p> <p>4) Provide a UC Outreach Program in order to increase the number of students who qualify for admission to UC.</p> <p>5) Offer the UC Incentive Program in order to provide financial assistance to students facing economic barriers in attending college.</p>	<p>3) Non traditional AP students</p> <p>4) Under represented students</p> <p>5) Under represented students</p>	<p>3) Counselors</p> <p>4) Counselors</p> <p>5) Counselors</p> <p>All the above activities are ongoing.</p>	<p>district, then the Continued....</p> <p>AP enrollment of African-American students should reflect that percentage or higher.</p>	<p>3) General funds</p> <p>4) State funds</p> <p>5) State funds</p>

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.

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

The district uses criteria for free/reduced lunch to determine participating Title 1 schools. The Consolidated Application, Part II provides this rank order information on the basis of the total number of children from low income families. Alameda Unified School District has five elementary Title 1 schools and one Title 1 middle school. The middle school per child allocation is lower than the elementary schools. All elementary schools receive the same per child allocation.

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

Alameda Unified School District has a Title 1 Student Identification criteria based on Board approved multiple measures: State standardized test (STAR and CST) and local test criteria. The identified Title 1 3rd-8th graders are the “most at risk” of failing to meet the State standards as gauged by this multiple measures formula. Students in grades K-2 are selected based on the local district K-1 benchmark assessments (aligned to state standards), teacher judgment, and other developmentally appropriate measures.

Additional Mandatory Title I Descriptions

(continued)

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

Title 1 programs and services supplement the basic programs in the Title 1 sites. Data from the multiple measure sources and data analysis are foundational in identification of target students and academic needs, as well as in the planning of the school site goals and strategies. In order to meet the diverse needs of the target student populations, some programs are tailored as such. Sites which have larger numbers of English Language Learners, specific racial, ethnic groups, etc. have supplemental support targeted to their needs. Each of the Title 1 sites provides increased learning time, including target group tutoring and instruction for the lowest performing students. This support is given during the day, as well as before and after school through academic intervention academies. One of the elementary sites has a summer "jump start" 3 week session, held before the school year begins, for the academically "at risk" students. Often the socio emotional needs of Title 1 students are factors which interfere with academic learning, so Title 1 supplements the school programs with counseling and mentoring services. The Title 1 sites use the set aside parent involvement dollars to work on parent outreach and education. The district's McKinney Vento planning grant has allowed assessment of the needs for homeless and transitional students. Homeless students in Title 1 schools will be served academically through existing programs and expansion as determined by the needs assessment. The district Homeless Liaison and Title 1 Coordinator are assessing and planning a process and program to address the academic needs of homeless students in non Title 1 schools. Homeless students are entitled to receive Title 1 assistance as mandated under NCLB.

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

At this time none of the district's Title 1 schools have been identified as in Program Improvement. The District will assist any Program Improvement schools in:

- Analyzing site data and budgets
- Development or review of school plans to better align scientifically based research strategies which address needs of target student population.
- Establishment of special annual, measurable objectives for the target student populations identified in the data analysis
- Professional development program to address the academic achievement problems
- Intervention activities before school, after school and during the summer.

Additional Mandatory Title I Descriptions

(continued)

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

At this time, none of the district's Title 1 sites has been identified as in Program Improvement. The District is working on district policy regarding enrollment in order to be in compliance with NCLB and Title 1 Program Improvement mandates. Parent notification letters, as well as the process for school choice and transportation are being designed and reviewed.

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 sections 1118 and 1119.

In accordance with NCLB requirements, the District Human Resource Department, along with the Director of K-8 Curriculum, Professional Development, is completing an identification list of all teachers, paraprofessionals and principals, with their credentials and education. The Director, along with Educational Services administrators and staff from all departments, are developing a district profile of the professional development needs, which will be used to develop the district professional development plan. Funding for this master plan will come from a variety of funding sources, including Title 1. Title 1 staff needs assessments have been made and are part of the larger assessment and plan.

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.

Alameda Unified School District coordinates services for English Language Learners centrally from the district office. Support for the sites takes into consideration the diverse needs of English Learners based on multiple sources of data: CELDT, STAR 9 and teacher/staff judgment. English Language Development teachers and other support personnel work with English Language Learners in a variety of ways at sites such as: small group targeted instruction, collaboration and modeling in the classroom with the teacher, conducting ongoing assessment, etc. The district also focuses on family literacy through the CBET and Even Start programs to work with English Learner families to assist their students as well as improving the adult learners' English skills. The District plans, coordinates and implements the Intervention Summer School Program for grades K-8. A McKinney Vento planning grant has allowed the district to gather data in regard to the homeless student population. Many students in the homeless population attend Title 1 schools. The district has submitted a 3 year grant proposal for the McKinney Vento funding. The district Coordinator for Categorical Programs oversees to ensure that all the above programs and services are coordinated and integrated in order to maximize the instructional program for Title 1 students.

Part III

Assurances and Attachments

Assurances

Signature Page

Appendix

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

Appendix B: Links to Data Web sites

Appendix C: Science-Based Programs

Appendix D: Research-based Activities

Appendix E: Promising or Favorable Programs

Appendix F: NCLB Legislation, Sections 1111 through 1120

ASSURANCES

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

GENERAL ASSURANCES

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

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

TITLE I, PART A

The LEA, hereby, assures that it will:

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

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

TITLE I, PART D – SUBPART 2

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

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

TITLE II, PART A

34. The LEA, hereby, assures that:

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

TITLE II, PART D

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

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

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

TITLE III

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

TITLE IV, PART A

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

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

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

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

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

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

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

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

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

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

New LEAP Assurances

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

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

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

Other

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

SIGNATURE PAGE

Print Name of Superintendent

Signature of Superintendent

Date

APPENDIX A

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

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

California's NCLB Performance Goals and Performance Indicators

Performance Goal 1: *All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 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 2005-2006, all students will be taught by highly qualified teachers.*

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

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

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

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

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

APPENDIX B

Links to Data Web sites

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

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

APPENDIX C

Science-Based Programs

Additional evidence of effectiveness for the following school-based prevention programs. Each of the listed programs have been identified as a research-validated, exemplary, or promising program by one 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. 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 list of websites that have information specific to each program.

[/kids.org](#) > (California Healthy Kids Resource Center: Research-Validated Programs)

[/blueprints/model/overview.html](#) > (University of Colorado: Blueprints)

[a.gov/model_prog.cfm](#) > (Center for Substance Abuse Prevention: Model Programs)

[model.asp](#) > (United States Department of Education: Expert Panel)

[/getresults/](#) > (Getting Results)

School-Based Programs

	Intended program outcomes and target grade levels. See research for proven effectiveness						
	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
	4 to 8	x	x	x		x	C,
	6 to 8	x	x	x			A, C, D, E
Learning to Avoid Steroids)	9 to 12	x		x			A, B, C, D,
Program	K to 12	x			x		C,
g School Community	K to 6	x		x	x	x	A, B, C, D, E
Child Sexual Abuse	Families				x		C
Child Traumatic Stress	Families				x		C
	5 to 8			x	x		C
	Pre-K	x		x	x	x	A, C,
	K to 6				x		C,
Center	7	x	x	x	x	x	C
	6 to 8	x					C
	1 to 6				x		B, C
ect	Pre-K				x	x	B, C, E
	Pre-K				x		A, B, D
	K to 3				x	x	B, C,
	4 to 6	x	x				A, C,
	9 to 12					x	C,
	6 to 8	x	x	x	x		A, B, C, D, E
ce	6 to 8					x	D, C, E
rogram	6 to 10		x				A, D, E

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

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

APPENDIX D

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

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

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

APPENDIX E

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

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