

(CDE use only)
Application #

No Child Left Behind Act of 2001
LOCAL EDUCATIONAL AGENCY PLAN

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

LEA Plan Information:

Name of Local Educational Agency (LEA): Belmont-Redwood Shores School District
County/District Code: 41-68866
Dates of Plan Duration (should be five-year plan): July 1, 2008 to June 30, 2013 (updated yearly)
Date of Local Governing Board Approval:

District Superintendent: Dr. Emerita Orta-Camilleri
Address: 2960 Hallmark Drive
City: Belmont, CA Zip code: 94002
Phone: 650-637-4840 Fax: 650-637-4811

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.

Dr. Emerita Orta-Camilleri
Printed or typed name of Superintendent Date Signature of Superintendent

Jennifer Benelli
Printed or typed name of Board President Date Signature of Board President

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Part I

Background and Overview

Background

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Federal and State Programs Checklist

District Budget for Federal and State Programs

Background

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The Consolidated Application (ConApp)

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

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

The Single Plan for Student Achievement (School Plan)

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

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

The Local Educational Agency Plan (LEA Plan)

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

Categorical Program Monitoring (CPM)

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

Development Process for the LEA Plan

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

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

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

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

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

Step One: Measure the Effectiveness of Current Improvement Strategies

Analyze Student Performance

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

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

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

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

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

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

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

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

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

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

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

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

Step Three: Develop or Revise Performance Goals

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

Step Four: Revise Improvement Strategies and Expenditures

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

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

Step Five: Local Governing Board Approval

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

Step Six: Monitor Implementation

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

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

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

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

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

FEDERAL AND STATE PROGRAMS CHECKLIST

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

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

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	4,734	99,476	96,682	93%
Title I, Part B, Even Start				
Title I, Part C, Migrant Education				
Title I, Part D, Neglected/Delinquent				
Title II Part A, Subpart 2, Improving Teacher Quality	100,766	73,489	0	0
Title II, Part D, Enhancing Education Through Technology				
Title III, Limited English Proficient			0	0
Title III, Immigrants	0	17,955	0	0
Title IV, Part A, Safe and Drug-free Schools and Communities	3,280	7,741	4728	43%
Title V, Part A, Innovative Programs – Parental Choice	0	2,403	1022	43%
Adult Education				
Career Technical Education				
McKinney-Vento Homeless Education				
IDEA, Special Education	0	471,936	471,936	100%
21 st Century Community Learning Centers				
Other (describe)				
TOTAL	108,780	300,673	574,368	

DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
EIA – State Compensatory Education				
EIA – Limited English Proficient	51,798	96,901	59,322	40%
State Migrant Education				
School and Library Improvement Block Grant	12,344	298,982	186,824	60%
Child Development Programs				
Educational Equity				
Gifted and Talented Education	51,864.73	21,490	10,457	14%
Tobacco Use Prevention Education – (Prop. 99)	0	9,432	9342	100%
High Priority Schools Grant Program (HPSG)				
School Safety and Violence Prevention Act (AB 1113)	0	11,696	10,839	93%
Tenth Grade Counseling				
Healthy Start				
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				
Other (describe)				
TOTAL	116,006	438,501	276,874	

Part II

The Plan

Needs Assessments

Academic Achievement

Professional Development and Hiring

School Safety

Descriptions – District Planning

District Profile

Local Measures of Student Performance

Performance Goal 1

Performance Goal 2

Performance Goal 3

Performance Goal 4

Performance Goal 5

Additional Mandatory Title I Descriptions

Needs Assessment

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

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

Academic Performance

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

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

Teacher Quality

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

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

School Safety and Prevention

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

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

Descriptions – District Planning

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

District Profile

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

The Belmont-Redwood Shores School District Mission Statement: The mission of the Belmont-Redwood Shores School District is to promote and advance the intellectual, social, physical, and moral development of all students to become responsible, contributing citizens by:

- teaching basic academic skills and their applications
- setting high academic standards that inspire students to excel and succeed
- providing a challenging, comprehensive, and integrated curriculum that enhances critical and creative thinking
- developing adaptability, cooperation, honesty, respect, and responsibility
- creating a safe and nurturing environment
- building alliances that foster shared responsibility among home, school, and community
- valuing each child as a capable and unique individual

The Belmont-Redwood Shores School District is a small elementary suburban district of approximately 2,500 students in grades K through 8 with five elementary schools serving grade K-5 and one middle school serving grades 6-8. The staff is made up of one hundred seventy-three certificated and one hundred classified employees. Belmont-Redwood Shores School District is a district with high standards and a positive and strong collaborative relationship with the parent and civic communities. 73% of the parents in the district graduated from college and/or received an advanced degree. All six schools met AYP goals for 2006-2007.

Approximately 5% of the District's students are English Language Learners with over forty-one different languages represented on the language survey. The following data comprises the ethnic distribution of the students in the Belmont-Redwood Shores School District.

African American	2%
American Indian or Alaska Native	1%
Asian	22%
Filipino	3%
Hispanic or Latino	9%
Pacific Islands	1%
White, not Hispanic	53%
Multiple or No Response	9%

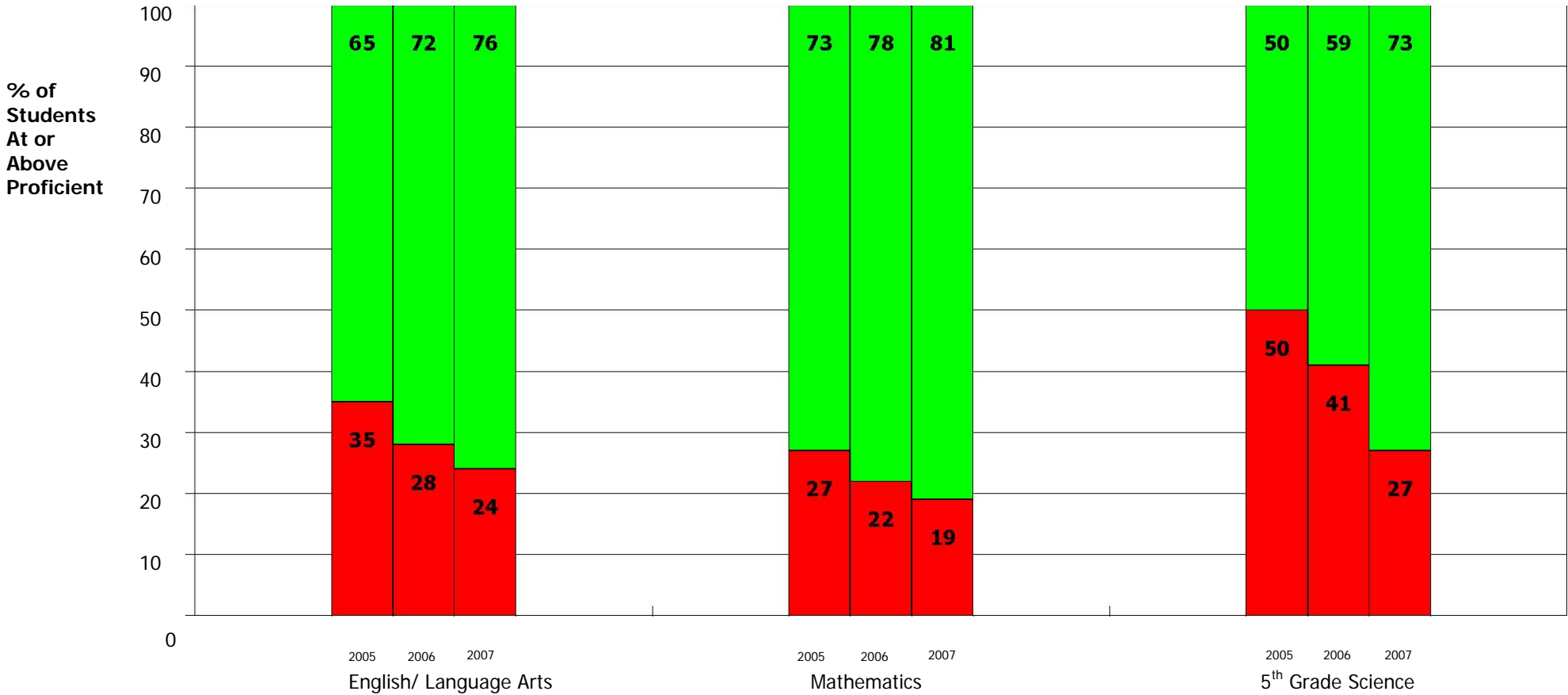
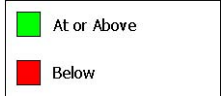
STAR Multi-Year At or Above Proficient

Belmont-Redwood Shores Elementary

Mixed Schools

Mixed Grades

California Standards Test



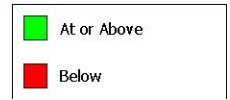
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STAR Multi-Year At or Above Proficient

Belmont-Redwood Shores Elementary

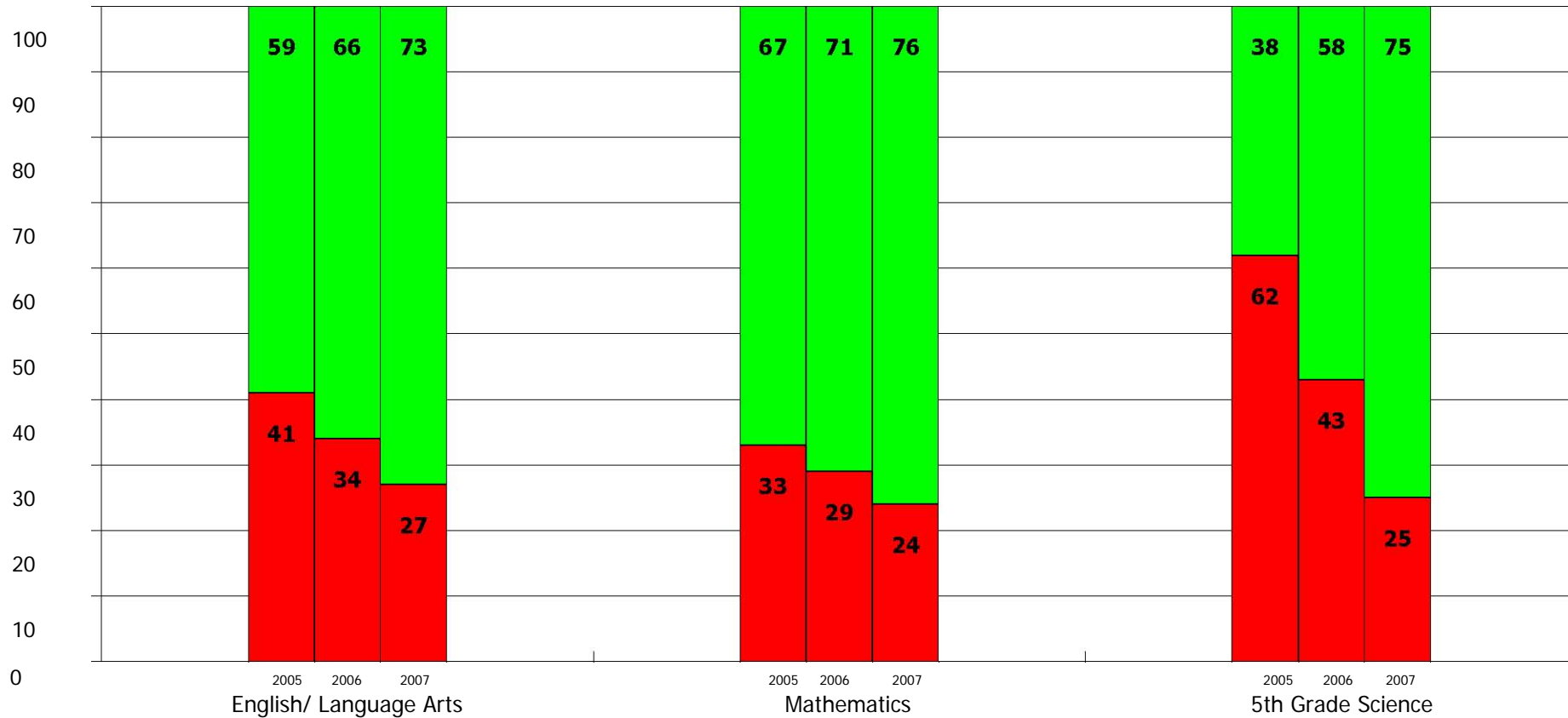
Cipriani Elementary

All Grades



California Standards Test

% of Students At or Above Proficient



Subject

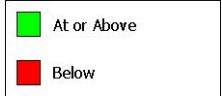
STAR Multi-Year At or Above Proficient

Belmont-Redwood Shores Elementary

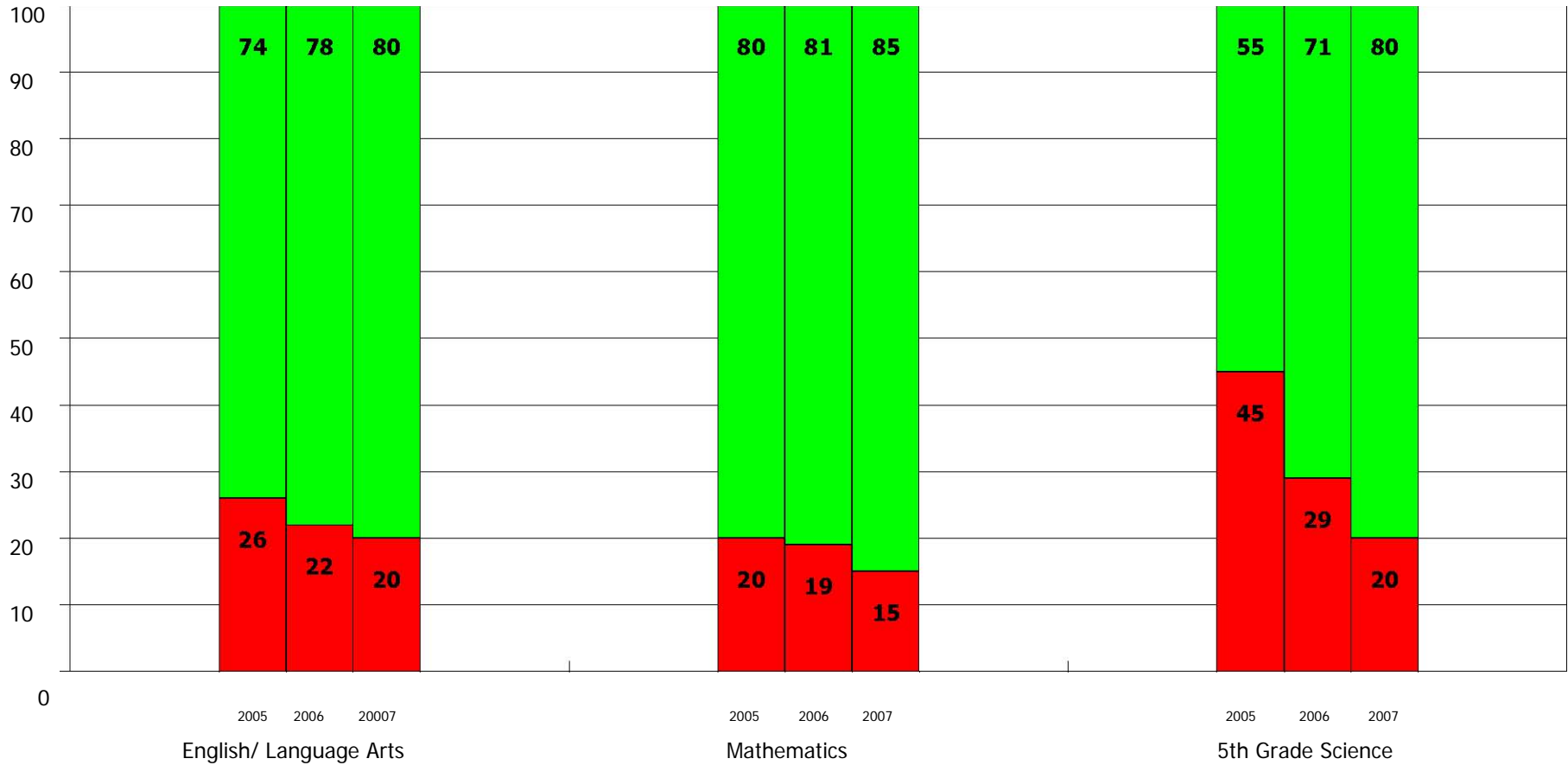
Central Elementary

All Grades

California Standards Test



% of Students At or Above Proficient



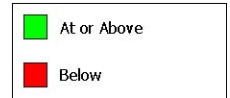
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STAR Multi-Year At or Above Proficient

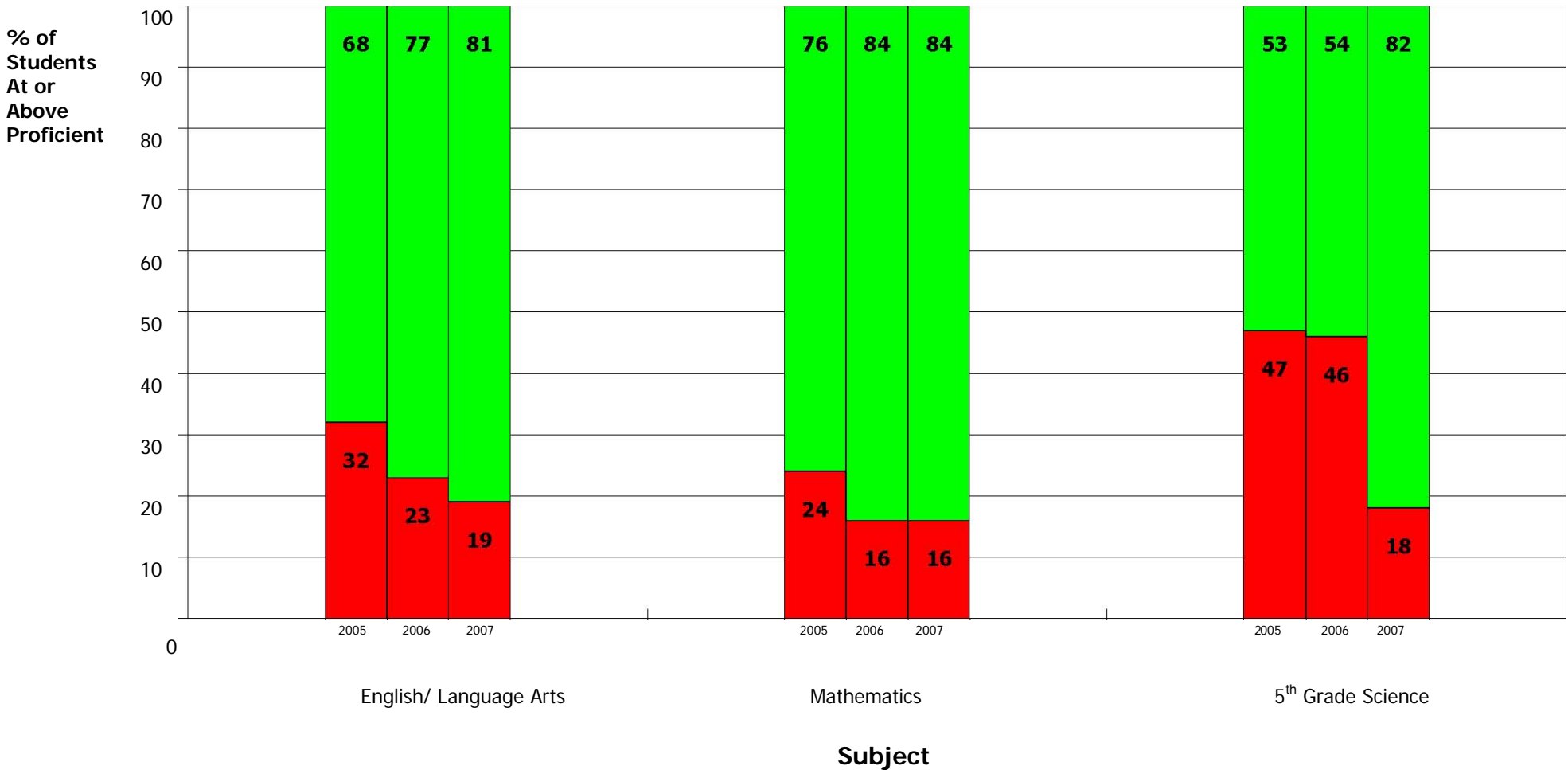
Belmont-Redwood Shores Elementary

Fox Elementary

All Grades



California Standards Test

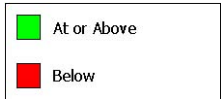


Belmont-Redwood Shores Elementary

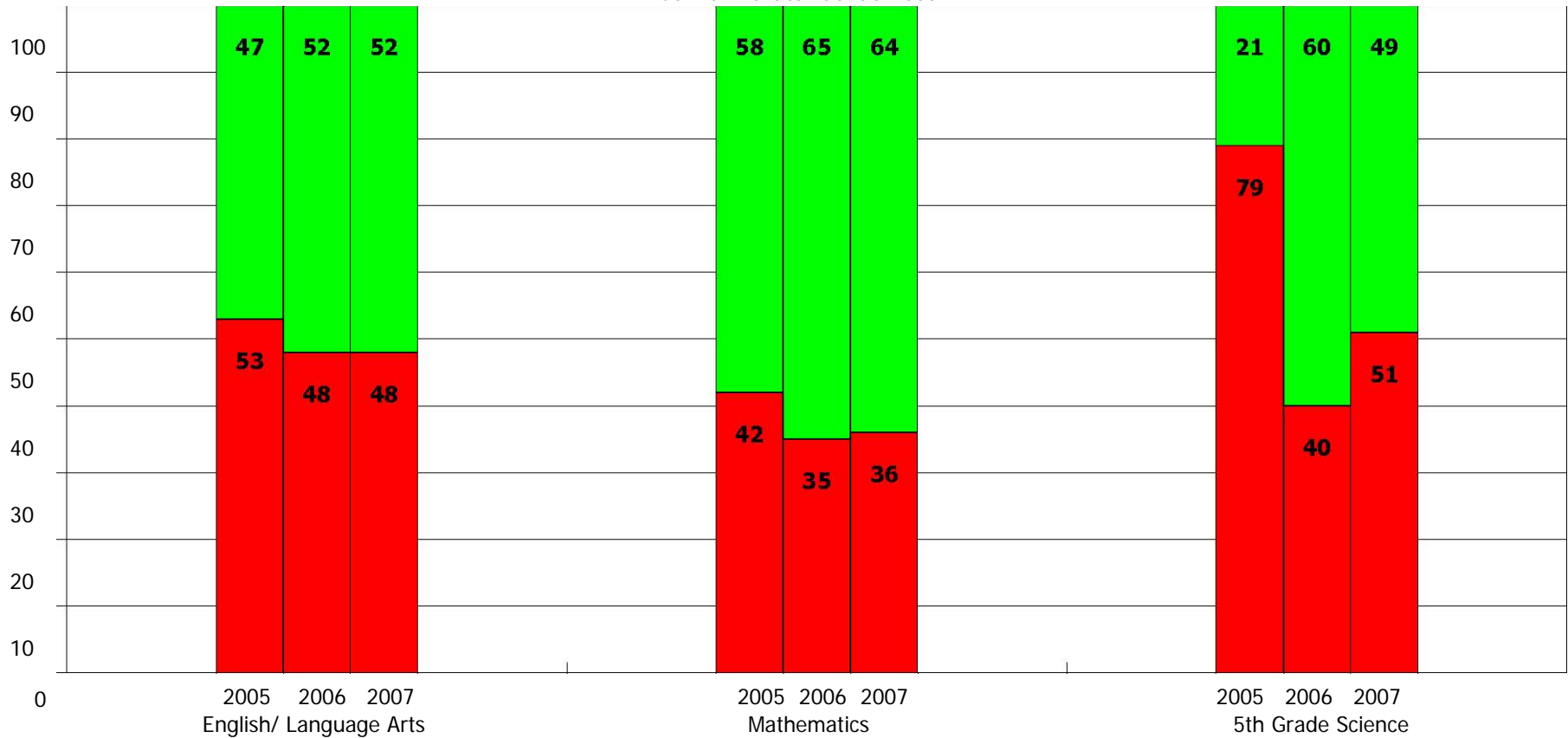
Nesbit Elementary

All Grades

California Standards Test



% of Students At or Above Proficient



2007 Count

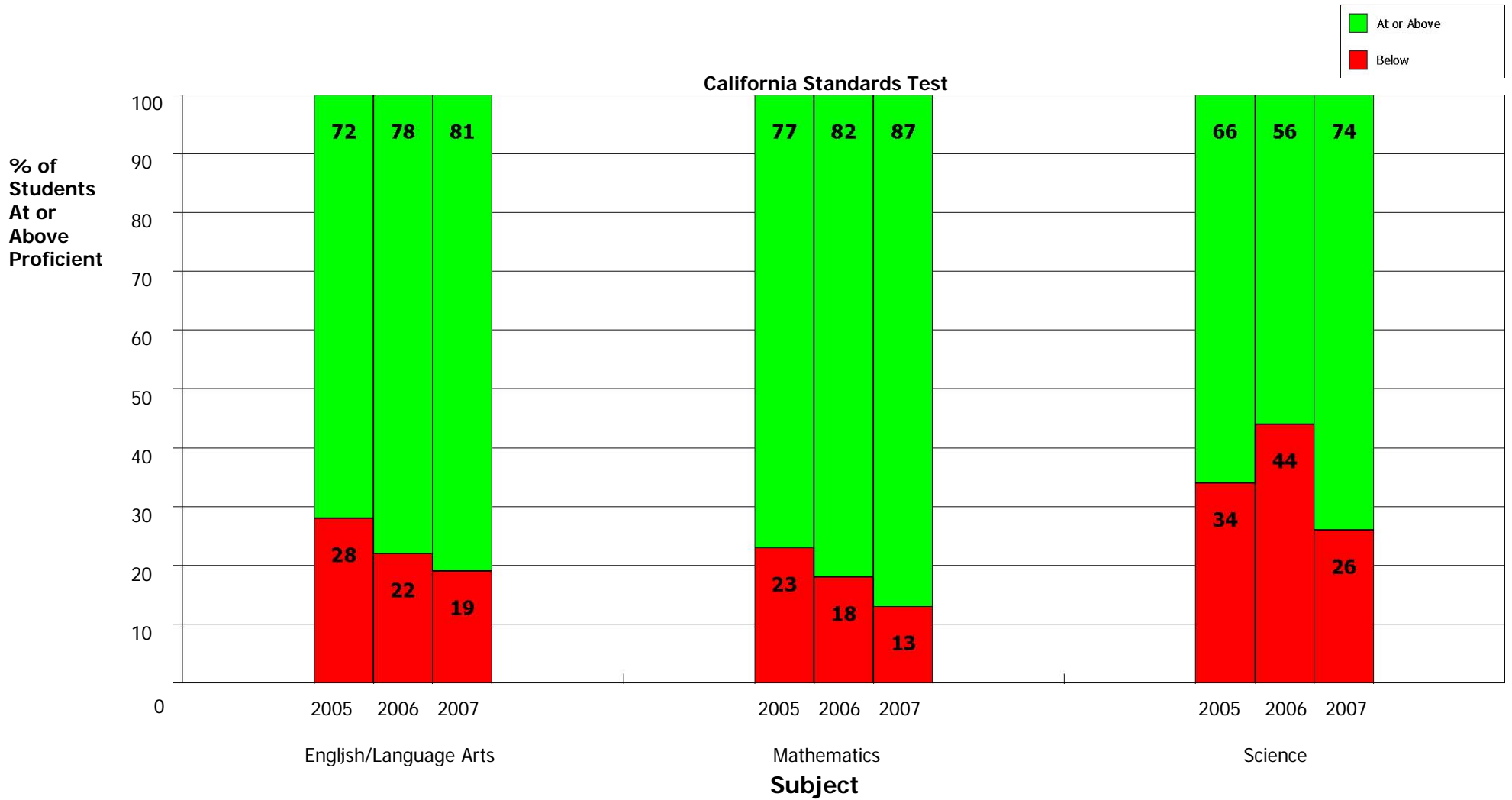
Subject

Belmont-Redwood Shores Elementary

Sandpiper Elementary

All Grades

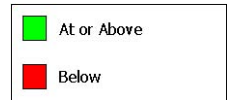
STAR Multi-Year At or Above Proficient



Belmont-Redwood Shores Elementary

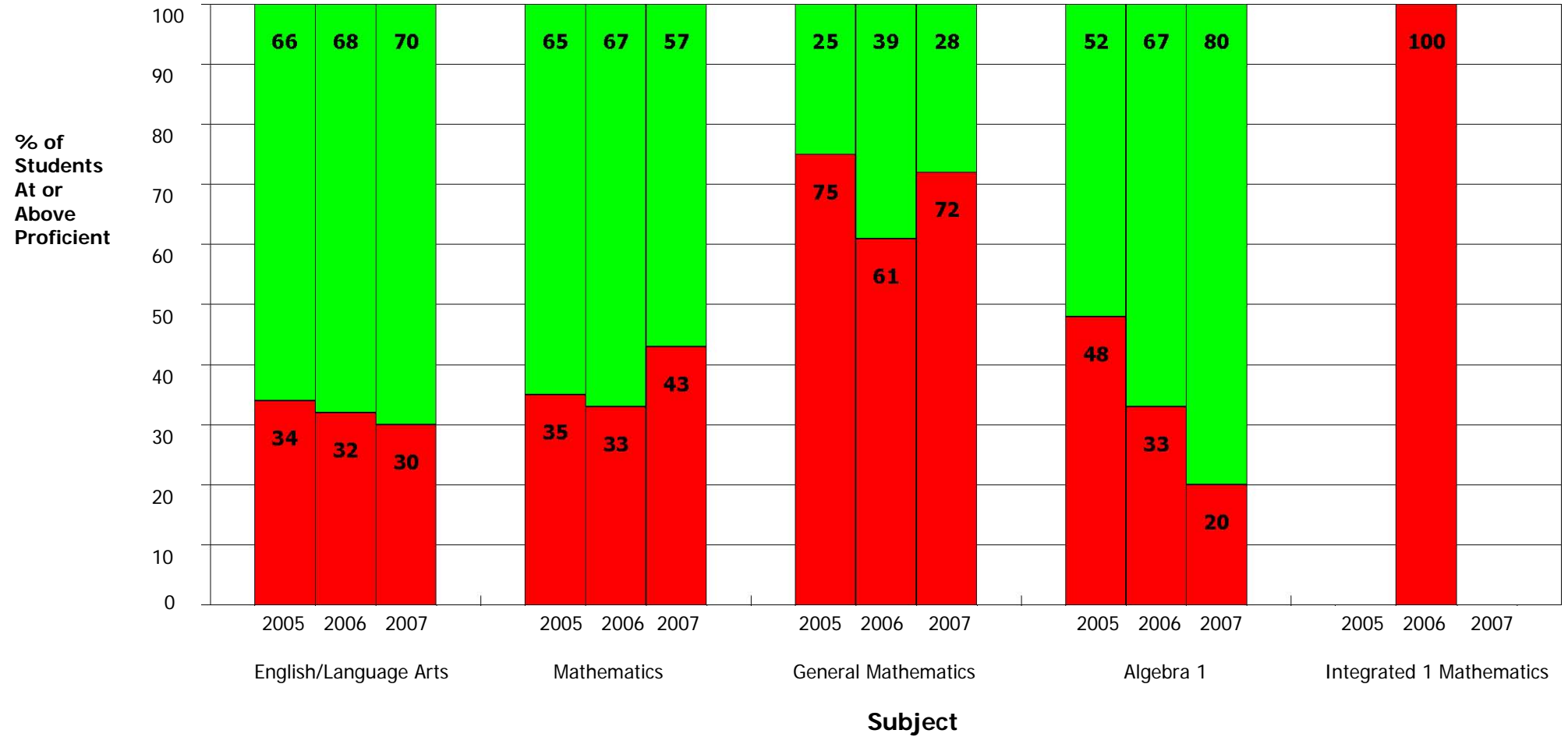
Ralston Intermediate

All Grades



STAR Multi-Year At or Above Proficient

California Standards Test



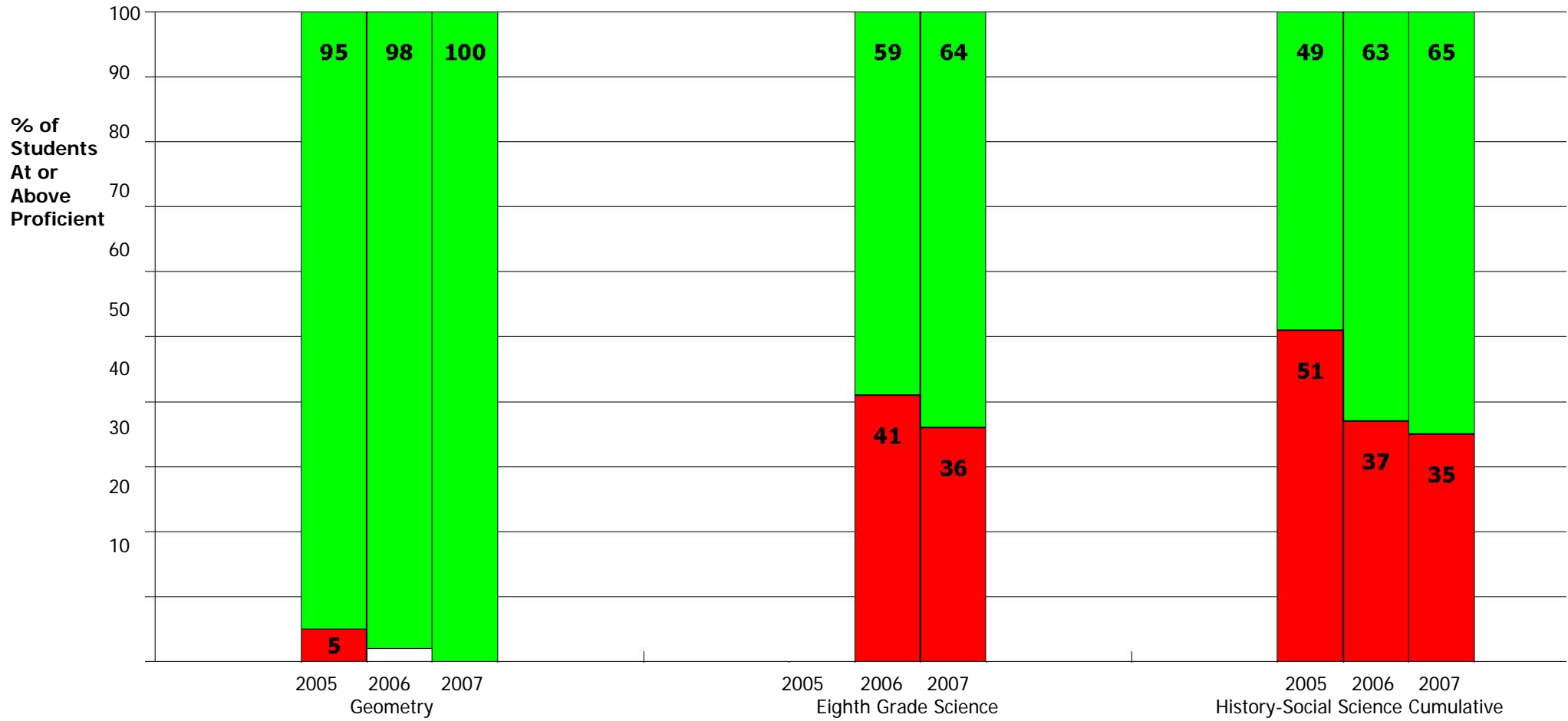
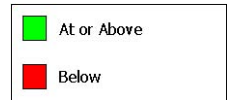
Belmont-Redwood Shores Elementary

Ralston Intermediate

All Grades

STAR Multi-Year At or Above Proficient

California Standards Test



Subject

Local Measures of Student Performance

(*other than State-level assessments*)

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

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

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

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

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

In addition to STAR Test data, benchmark assessments developed by the District are administered in reading, writing and mathematics. Results of these assessments are used to analyze strengths and needs and to assist students in meeting and/or exceeding grade-level standards. The following assessments are administered:

- District writing prompt K-5 (twice yearly)
- Benchmark books for reading assessment K-5 (three times/year)
- District grade level mathematics assessment K-8 (two to three times/year)

A number of other assessments are used to determine placement and to inform instruction. To assess mathematical reasoning skills, students in grades 2-8 are administered the Mathematics Assessment Resource Service (MARS) assessment yearly. Curriculum-based assessments, unit tests and teacher-designed assessments are given throughout the school year. To assist in appropriate placement in middle school mathematics classes, incoming 6th grade students are given a mathematics placement test. To determine eligibility for the Gifted and Talented Education (GATE) program, all students in 4th and 5th grade are given the opportunity to take the OLSAT and Raven assessments.

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

Planned Improvement in Student Performance in Reading

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

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of Instruction with content standards: 1) District standards are aligned with California Content Standards 2) School staffs will continue to analyze assessment data to determine specific areas for improvement of standards-based reading instruction.	1, 2) Ongoing Services/Oversight by: Assistant Supt of Curriculum and Instruction, Principals, Instructional Staff	1) N/A 2) Release time for teachers on early-release Wednesday	1) N/A 2) 0	1) N/A 2) 0
2. Use of standards-aligned instructional materials and strategies: 1) Upon adoption by the CDE, standards-based instructional materials will be purchased by the District at all (K-8) grade levels. 2) Teachers will receive training on new materials adopted by the Board of Education. 3) Teachers will implement standards based curriculum using standards based materials. 4) Teachers will analyze student work to ensure that grade level standards are being mastered and will adjust instruction to meet individual student needs. 5) Underperforming students will be supported with strategies that accommodate a variety of learning styles including, but not limited to, hands-on instruction, use of manipulatives and SDAIE strategies.	1) Asst. Superintendent, Principals 8/2009 2) Teachers (09-10) 3) Teachers (ongoing) 4) Teachers (ongoing) 5) Teachers (ongoing)	1) Reading/LA materials 2) No extra costs 3) No extra costs 4)) N/A 5)) N/A	1) \$275,000.00 2) N/A 3) N/A 4)) N/A 5)) N/A	1) State Instructional Materials Fund 2) N/A 3) N/A 4)) N/A 5)) N/A

<p>3. Extended learning time:</p> <ol style="list-style-type: none"> 1) After School tutoring programs will be available at all sites for students (K-8) who need extra assistance with reading 2) The District will offer summer school for all students in grades K-3 who are not meeting grade level standards in reading. 3) Elementary sites that do not have to offer afternoon Kindergarten sessions due to space constraints will continue to increase yearly instructional minutes by extending the normal Kindergarten day. 	<p>Ongoing:</p> <ol style="list-style-type: none"> 1) Teachers, Homework Center, staff (ongoing) 2) Summer School staff (annually) 3) Principals, Teachers (annually) 	<ol style="list-style-type: none"> 1) Salaries for Homework Center staff 2) Teacher salaries 3) Salaries Instructional Materials 	<ol style="list-style-type: none"> 1) \$20,000.00 2) \$13,000.00 3) N/A 	<ol style="list-style-type: none"> 1) State Hourly Programs Funds; SLIP 2) State Hourly Programs Funds; General Fund 3) N/A
<p>4. Increased access to technology:</p> <ol style="list-style-type: none"> 1) The District's Technology Master Plan will be utilized to provide ongoing support for the high levels of teacher planning, communication and research required for a standards-based learning environment, as well as for providing support to all students including those who are underperforming (includes Special Education). 2) Use of interactive software to strengthen reading skills 3) Use of video to stimulate interest and provide supplemental instruction in reading skills 4) Maintain and upgrade library collections including electronic checkout system 5) Maintain and upgrade computer labs and/or classroom mini-labs at all sites to provide access for all students to electronic reading activities 6) Use of Accelerated Reader®, Read Naturally® and other software to motivate students to read and to provide teachers with diagnostic tools 	<p>Ongoing:</p> <ol style="list-style-type: none"> 1) – 5) Teachers, tech specialist, principals, Library Media Specialists 	<ol style="list-style-type: none"> 1) – 5) Salaries, Instructional Materials 	<ol style="list-style-type: none"> 1) – 5) \$180,000, pending funding 	<p>General Fund, Grants, SLIP, Foundation</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <ol style="list-style-type: none"> 1) New teachers will participate in BTSA with a component including standards based reading instruction 2) Teachers will receive training on new materials adopted by the Board of Education 3) Opportunities will be made available for new and experienced teachers to pursue specific, individualized training in teaching standards-based reading. 	<ol style="list-style-type: none"> 1) New teachers, BTSA advisors 2) Teachers, Language Arts Committee 3) Teachers, principals, BTSA support provider 	<ol style="list-style-type: none"> 1) Release time, stipends 2) No extra costs 3) Release time 	<ol style="list-style-type: none"> 1) \$24,000.00 2) 0 3) \$8000 	<ol style="list-style-type: none"> 1) BTSA 2) N/A 3) BTSA, SLIP

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> <ol style="list-style-type: none"> 1) Each school will maintain a School Site Council which will monitor student achievement in reading and make recommendations for activities and site expenditures which will assist students in improving their reading skills 2) Parents will receive individual assessment reports from the State's STAR program for their child(ren), including an explanation of how to interpret the results, in a timely manner 3) Each school will conduct a parent meeting to report on the school's performance on the State's standards-based assessment system, including the California Standards Tests 4) Parent-Teacher conferences will be held each fall at all grade levels (K-8) and in the spring for grades K-5 to discuss students' progress in all areas, including reading 5) Parents of students who are not meeting grade level standards in reading will be notified through each school's Student Study Team process. 6) Schools will facilitate regular, ongoing communication with parents including, but not limited to the principal's newsletter, teacher notes and newsletters, maintenance of the school web site and the translation of materials whenever possible. 7) Parents will be encouraged to volunteer at school and will be appropriately trained and recognized. 	<ol style="list-style-type: none"> 1) SSC, principals 2) Parents 3) Principal, parents 4) Teachers, parents 5) Parents, SST, principals 6) Principals, teachers, support staff 7) Principals, teachers 	<p>1-7) No extra costs</p>	<p>1-7) 0</p>	<p>1-7) N/A</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <ol style="list-style-type: none"> 1) All schools will provide reading support to students through the use of reading specialists, para-educators, parent volunteers, tutoring programs, and/or collaboration with local colleges and high schools. 2) Summer school reading classes will be provided for all K-3 students at risk of not meeting grade level standards. 	<ol style="list-style-type: none"> 1) Support staff, teachers, parents, students 2) Principal, teacher 	<ol style="list-style-type: none"> 1) Salaries for support staff 2) Salaries for teachers and administrators, materials 	<ol style="list-style-type: none"> 1) \$325,000.00 2) \$13,000.00 	<ol style="list-style-type: none"> 1) General Fund, SLIP, HW Centers, foundation 2) State Hourly Program funds

<ul style="list-style-type: none"> 3) Parents will be invited to meetings and/or provided with informational materials that focus on how they can assist their children in reading. 4) The District will participate in the Class Size Reduction program in grades K-3 	<ul style="list-style-type: none"> 3) Parents, teachers, principals 4) Teachers, principals 	<ul style="list-style-type: none"> 3) No extra costs 4) Teacher salaries 	<ul style="list-style-type: none"> 3) 0 4) \$1,185,000.00 	<ul style="list-style-type: none"> 3) N/A 4) CSR
<p>8. Monitoring program effectiveness:</p> <ul style="list-style-type: none"> 1) The District will participate in all phases of the State’s standards-based assessment system, including the California Standards Tests 2) Test data and API results will be used to monitor programs and drive changes in instructional practice, as needed 3) Each school will disaggregate and analyze data pertinent to its student population to ensure that representative groups are making appropriate progress in reading achievement 4) Each site will have a Single Plan for Student Achievement which will be used to monitor program effectiveness and revised as needed 5) Classroom teachers will regularly assess students’ mastery of reading standards and use that information to drive instruction 	<ul style="list-style-type: none"> 1) – 5) Administrators, Teachers on going 	<ul style="list-style-type: none"> 1) – 5) No extra costs 	<ul style="list-style-type: none"> 1) – 5) 0 	<ul style="list-style-type: none"> 1) – 5) N/A
<p>9. Targeting services and programs to lowest-performing student groups:</p> <ul style="list-style-type: none"> 1) Title I services are placed at highest poverty schools and are targeted at students who need support in acquiring reading skills. 2) Resources are targeted at early intervention for students experiencing reading difficulties in reading. 3) Academic interventions will be offered to underperforming students. Programs and services may include, but not be limited to: after school homework center, summer school, computer labs, and support provided by a reading specialist. 	<ul style="list-style-type: none"> 1) Assistant Supt of Curriculum and Instruction 2) Title I teachers and reading specialists 3) Homework Center teachers, teachers, support staff, reading specialist 	<ul style="list-style-type: none"> 1) No additional costs 2) Teacher salaries 3) Teacher and support staff salaries 	<ul style="list-style-type: none"> 1) N/A 2) \$200,000.00 3) \$285,000 	<ul style="list-style-type: none"> 1) N/A 2) Title I, General Fund 3) Homework Center, State Hourly Programs, General Fund, foundation

<p>10. Any additional services tied to student academic needs:</p> <p>1) Student Study Teams at each school meet to discuss low performing students and determine appropriate interventions to assist students in improving their academic skills</p> <p>2) District special education services include Learning Center programs for elementary students with learning disabilities, middle school Resource Specialist Program and Special Day Class, speech/language services and an inclusion program. The District collaborates with the local SELPA or contracts out for services that it does not offer internally.</p> <p>3) A counselor at the middle school provides support for students</p>	<p>1) Principals, teachers, specialists</p> <p>2) Special Education teachers, para-educators</p> <p>3) Counselor</p>	<p>1) Release time for teachers to attend meetings</p> <p>2) Salaries</p> <p>3) Salary</p>	<p>1) \$3000.00</p> <p>2) \$6,000,000</p> <p>3) \$64,000.00</p>	<p>1) SLIP</p> <p>2) General Fund, IDEA Funds</p> <p>3) Title V, General Fund, Foundation</p>
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Performance Goal 1: *All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014.*

Planned Improvement in Student Performance in Mathematics

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

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: 1) District standards are aligned with California Content Standards. 2) School staffs will analyze assessment data to determine specific areas for improvement of standards-based mathematics instruction.	1,2) Ongoing Services/Oversight by: Assistant Supt of Curriculum and Instruction, principals, instructional staff	1,2) No extra cost	1,2) 0	1,2) N/A
2. Use of standards-aligned instructional materials and strategies: 1) Materials purchased by the District at all (K-8) grade levels will be aligned with the standards and approved by the State. 2) Teachers will receive training on new materials adopted by the Board of Education 3) Teachers will implement standards based curriculum using standards based materials 4) Teachers will analyze student work to ensure that grade level standards are being mastered and will adjust instruction to meet individual student needs 5) Underperforming students will be supported with strategies that accommodate a variety of learning styles including, but not limited to, hands-on instruction, use of manipulatives and SDAIE strategies.	1) Asst. Superintendent, principals (6/08) 2) Teachers (08-09) 3) Teachers (ongoing) 4) Teachers (ongoing) 5) Teachers (ongoing)	1) Mathematics materials 2) No extra costs 3) No extra costs 4) No extra costs 5) No extra costs	1) \$260,000.00 2) 0 3) N/A 4) 0 5) 0	1) State Instructional Materials Fund 2) N/A 3) N/A 4) N/A 5) N/A

<p>3. Extended learning time:</p> <ol style="list-style-type: none"> 1) After School tutoring programs will be available at all sites for students (K-8) who need extra assistance with mathematics. 2) The District will offer summer school for all students (4-8) who are not meeting grade level standards in mathematics 3) Elementary sites that do not have to offer afternoon Kindergarten sessions due to space constraints will continue to increase yearly instructional minutes by extending the normal Kindergarten day. 	<ol style="list-style-type: none"> 1) Teachers, Homework Center staff (ongoing) 2) Summer School staff (annually) 3) Principals, teachers (annually) 	<ol style="list-style-type: none"> 1) Salaries for Homework Center staff 2) Salaries & Instructional Materials 3) No extra costs 	<ol style="list-style-type: none"> 1) \$30,000.00 2) \$17,000.00 3) N/A 	<ol style="list-style-type: none"> 1) State Hourly Programs Funds; Site Funds 2) State Hourly Programs Funds 3) N/A
<p>4. Increased access to technology:</p> <ol style="list-style-type: none"> 1) Use of interactive software to strengthen mathematics skills 2) Maintain and upgrade computer labs and/or classroom mini-labs at all sites to provide access for all students to electronic mathematics activities 3) Use of Accelerated Math®, Success Maker® and other software to motivate students to read and to provide teachers with diagnostic tools 	<ol style="list-style-type: none"> 1-3) Technology Coordinator, Teachers 	<ol style="list-style-type: none"> 1 -3) Instructional Materials 	<ol style="list-style-type: none"> 1-3) \$-50,000 	<ol style="list-style-type: none"> 1-3) Grants, SLIP funds, EIA funds
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <ol style="list-style-type: none"> 1) New teachers will participate in BTSA with a component including standards based mathematics instruction 2) Teachers will receive training on new materials adopted by the Board of Education. 3) Teachers in grades 2-8 will be trained in administration of the Mathematics Assessment Resource Service (MARS) exam 4) Teachers in grades 5-8 will participate in mathematics training offered through the Silicon Valley Mathematics Initiative (SVMI). 5) Opportunities will be made available for teachers to pursue specific, individualized training in teaching standards-based mathematics 	<ol style="list-style-type: none"> 1) New teachers, BTSA support providers 2) Teachers, Math Committee, Consultants 3,4) Asst Supt of Curriculum and Instruction, District Mathematics Coach, Teachers 5) Principals, Teachers 	<ol style="list-style-type: none"> 1) No extra cost 2) No extra cost 3,4) Release time; salary for Math Coach 5) Staff development costs; substitute costs 	<ol style="list-style-type: none"> 1) \$20,000 2) 0 3,4) 15,000 5) \$8,000 	<ol style="list-style-type: none"> 1) Title 2 Funds 2) N/A 3,4) CA Math and Science Project Grants 5) Site Funds

<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <ol style="list-style-type: none"> 1) Each school will maintain a School Site Council which will monitor student achievement in mathematics and make recommendations for activities and site expenditures which will assist students in improving their knowledge and skill in mathematics 2) Parents will receive individual assessment reports from the State's STAR program for their child(ren), including an explanation of how to interpret the results, in a timely manner 3) Each school will conduct a parent meeting to report on the school's performance on the State's standards-based assessment system, including the California Standards Tests 4) Parent-Teacher conferences will be held each fall at all grade levels (K-8) and in the spring for grades K-5 to discuss students' progress in all areas, including mathematics 5) Parents of students who are not meeting grade level standards in mathematics will be notified through each school's Student Study Team process. 6) Schools will facilitate regular, ongoing communication with parents including, but not limited to the principal's newsletter, teacher notes and newsletters, maintenance of the school web site and the translation of materials whenever possible. 7) Parents will be encouraged to volunteer at school and will be appropriately trained and recognized. 	<ol style="list-style-type: none"> 1) SSC, Principals 2) Parents 3) Principal, parents 4) Teachers, parents 5) Parents, SST., principals 6) Principals, teachers, parents 7) Principals, teachers, parents 	<p>1) – 4) No extra cost</p> <p>5) Substitutes for release time</p> <p>6,7) No extra cost</p>	<p>1) – 4) 0</p> <p>5) \$3000</p> <p>6,7) 0</p>	<p>1) – 4) N/A</p> <p>5) SLIP</p> <p>6,7) N/A</p>
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<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <ol style="list-style-type: none"> 1) All schools will provide mathematics support to students through the use of mathematics coach, para-educators, parent volunteers, tutoring programs, and/or collaboration with local colleges and high schools 2) Summer school mathematics classes will be provided for middle school students who are at risk of not meeting grade level standards 3) Parents will be invited to meetings and/or provided with informational materials that focus on how they can assist their children in learning mathematical concepts and skills 	<ol style="list-style-type: none"> 1) Support staff, teachers, parents, students 2) Principal, teachers 3) Parents, teachers, principals 	<ol style="list-style-type: none"> 1) Salaries for support staff 2) Salaries for teachers and administrators, materials 3) No extra costs 	<ol style="list-style-type: none"> 1) \$200,000.00 2) \$30,000.00 3) 0 	<ol style="list-style-type: none"> 1) Site Funds, Homework Center, General Fund 2) State hourly programs 3) N/A
<p>8. Monitoring program effectiveness:</p> <ol style="list-style-type: none"> 1) The District will participate in all phases of the State's standards-based assessment system, including the California Standards Tests 2) Test data and API results will be used to monitor programs and drive changes in instructional practice, as needed 3) Each school will disaggregate and analyze data pertinent to its student population to ensure that representative groups are making appropriate progress in mathematics achievement 4) Each site will have a Single Plan for Student Achievement which will be used to monitor program effectiveness and revised as needed 5) Classroom teachers will regularly assess students' mastery of mathematics standards and use that information to drive instruction. 	<ol style="list-style-type: none"> 1) – 5) Administrators, teachers, on-going 	<ol style="list-style-type: none"> 1) – 5) No extra costs 	<ol style="list-style-type: none"> 1) – 5) 0 	<ol style="list-style-type: none"> 1) – 5) N/A
<p>9. Targeting services and programs to lowest-performing student groups:</p> <ol style="list-style-type: none"> 1) All schools will provide mathematics support to low performing student groups through the use of mathematics teachers, para-educators, parent volunteers, tutoring programs, Homework Centers, and/or collaboration with local colleges and high schools 	<ol style="list-style-type: none"> 1) Support staff, teachers, parents 	<ol style="list-style-type: none"> 1) Salaries 	<ol style="list-style-type: none"> 1) \$200,000.00 	<ol style="list-style-type: none"> 1) SLIP, Homework Center, State Hourly Programs

<p>10. Any additional services tied to student academic needs:</p> <p>1) Student Study Teams at each school meet to discuss low performing students and determine appropriate interventions to assist students in improving their academic skills</p> <p>2) District special education services include Learning Center programs for elementary students with learning disabilities, middle school Resource Specialist Program and Special Day Class, speech/language services and an inclusion program. The District collaborates with the local SELPA or contracts out for services that it does not offer internally.</p> <p>3)A counselor at the middle school provides support for students</p>	<p>1) Principals, teachers, specialists</p> <p>2) Special Education teachers, aides</p> <p>3) Counselor</p>	<p>1) Release time for teachers</p> <p>2) Salaries</p> <p>3) Salary</p>	<p>1) \$3000.00</p> <p>2) \$6,000,000</p> <p>3) \$64,000.00</p>	<p>1) SLIP</p> <p>2) General Fund, IDEA Funds</p> <p>3) Title V, General Fund, Foundation</p>
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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.
<p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <p>a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;</p> <p>b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;</p> <p>c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <ul style="list-style-type: none"> ▪ meeting the annual measurable achievement objectives described in Section 3122; ▪ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)); ▪ annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1)); <p>d. Describe how the LEA will promote parental and community participation in LEP programs.</p>	<p>1.a-d.</p> <ul style="list-style-type: none"> • Elementary EL students are wide and scattered at their home schools, ranging from less than 1.5% to 14% at individual sites. Students are clustered in classrooms with appropriately authorized teachers • Designated ELD instruction for elementary students is provided by classroom teachers who hold appropriate authorizations • EL students at the middle school receive between 1 and 3 periods of designated ELD instruction from an authorized teacher depending on their needs • Both elementary and middle school students receive core curriculum instruction from teachers who are authorized to provide SDAIE instruction • “Reasonably fluent” students are enrolled in English Language Mainstream classes and monitored to ensure that academic progress is being made • ELD instruction is based on the District’s ELD standards which have been adopted by the District’s Board of Education • EL students are expected to master grade level standards in all curricular areas in a reasonable time frame considering their age and level of English acquisition • CELDT, annual CST scores, district benchmark assessments and local assessments are used to identify EL students and monitor progress • After school tutoring programs, Title I, District Reading Specialists, extended Kindergarten day, and summer school programs are used to support the District’s English Learners • A Parent Involvement and Leadership Facilitator works with families of ELL students to build a process for leadership, involvement, and parent education. The facilitator will provide resources for students in translation and foster relationships with parents.

<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>2.</p> <ul style="list-style-type: none"> • Designated ELD instruction for elementary students is provided by classroom teachers who hold appropriate authorizations • Teachers in grades K-3 will use Hampton Brown’s “Into English” materials for ELD instruction; • Teachers in grades 4-5 will use Hampton Brown’s “High Point” materials for ELD instruction • EL students at the middle school receive between 1 and 3 periods of designated ELD instruction from an authorized teacher depending on their needs • ELD instruction in grades 6-8 will utilize Hampton Brown’s “High Point” series • Both elementary and middle school students receive core curriculum instruction from teachers who are authorized to provide SDAIE instruction • Program effectiveness is determined by analyzing data from CELDT, annual CST scores, district benchmark assessments and local assessments
<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>3.</p> <ul style="list-style-type: none"> • New teachers will participate in BTSA which will include designing and implementing differentiated, standards-based instruction • Teachers will receive training on new materials adopted by the Board of Education including components of the training focusing on using the materials with EL students • Teachers will participate in training sessions related to the use of technology in the EL program • Opportunities will be made available for teachers to pursue specific, individualized training in teaching limited English proficient students including the teaching of speaking, listening, reading, and writing • Teachers who have not received CLAD/SB395 training will participate in such training to become fully certified and knowledgeable in language acquisition, ELD and SDAIE strategies in order to use scientifically based strategies to meet the needs of EL students. • Newly hired teachers will be required to have appropriated authorization for teaching English Learners • The District annually provides teachers with mandatory, scientifically based, research based professional development in a variety of topics including differentiation, content standards, assessment, and standards based instruction and materials. This training is ongoing and is revisited over a period of time so that best practices can be examined and new teachers can be brought up to speed on the District’s expectations for instruction.

		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	4. Upgrade program objectives and effective instruction strategies.	Yes or No YES	If yes, describe: <ul style="list-style-type: none"> • Annual assessment of student progress is used to revise program objectives and design effective instructional interventions. • Principals are trained in using our district evaluation tool for guiding and reinforcing teachers' best practices.
		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.	Yes or No YES	If yes, describe: At all schools reading specialists provide specialized reading services to EL students. Technology and instructionally based interventions are used for EL students using scientific, research-based programs for improving academic performance of EL students. All these approaches are used to accelerate learning for EL students.
	6. Develop and implement programs that are coordinated with other relevant programs and services.	Yes or No YES	If yes, describe: All of the programs identified above are coordinated with each other and the regular school program to support students' accelerated learning. Continual feedback is provided to regular classroom teachers and principals who are responsible for monitoring student progress and support program effectiveness.
	7. Improve the English proficiency and academic achievement of LEP children.	Yes or No YES	If yes, describe: All programs and services for EL students are focused on improving their English proficiency and academic achievement, as described in the first two sections above.

		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	<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> <ul style="list-style-type: none"> ● A Parent Involvement and Leadership Facilitator works with families of ELL students to build a process for leadership, involvement, and parent education. The facilitator provides resources for students and their families in translation and fosters relationships with parents. The facilitator also works with Student Study Teams, translates at parent-teacher conferences, facilitates social services (health and residence) issues and engages parents in a weekly conference where communication of events, activities, concerns with students are articulated. ● Whenever possible, newsletters, report cards and other information are made available in the families’ home language.
	<p>9. Improve the instruction of LEP children by providing for –</p> <ul style="list-style-type: none"> ○ The acquisition or development of educational technology or instructional materials ○ Access to, and participation in, electronic networks for materials, training, and communication; and ○ Incorporation of the above resources into curricula and programs. 	<p>Yes or No</p> <p>YES</p>	<p>If yes, describe:</p> <p>All schools have computer labs used to support computer-based instruction. The district has invested heavily in the acquisition and maintenance of a technology infrastructure and hardware repertoire that can effectively support new and emerging instructional applications.</p>
	<p>10. Other activities consistent with Title III.</p>	<p>Yes or No</p> <p>NO</p>	<p>If yes, describe:</p>

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

<p>Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>
<p style="text-align: center; writing-mode: vertical-rl; transform: rotate(180deg);">Required Activity</p> <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; 	<ul style="list-style-type: none"> • Parents are notified annually in writing and through the classroom teacher or principal of the reasons for their child’s identification as EL • Translators are used as needed to ensure that parents understand the information presented • Parents are notified annually of their child’s level of English proficiency including their score on the CELDT, Spanish IPT, Informal Language Survey, and District assessments • Parents are annually notified of their child’s program placement, the methods of instruction to be used in that placement, and how students will learn English and access the core curriculum in that placement • The District has instituted multiple criteria for language re-designation which include CELDT results, classroom performance, California Content Standards Tests results, school personnel observations, and parental consent • Special education teachers work with parents to ensure that their child’s English language development needs are consistent with the child’s IEP objectives.

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activity	<p>h. information pertaining to parental rights that includes written guidance detailing –</p> <ul style="list-style-type: none"> i. the right that parents have to have their child immediately removed from such program upon their request; and ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA. 	<p>1.h.</p> <ul style="list-style-type: none"> • Parents of identified EL students are annually provided descriptions of educational opportunities available to their children, including the right of the parent to remove their child from a particular placement, the right of the parent to request a different placement, and the opportunity to apply for parental exception waivers
<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>		<ul style="list-style-type: none"> • Parents of returning students will be notified of their child’s program placement within 30 days of the beginning of the school year • Parents of new students will notified of their child’s program placement within 2 weeks of that placement
<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>		<ul style="list-style-type: none"> • If the District or school fails to make Adequate Yearly Progress (AYP) on its annual measurable achievement objectives, all parents will be notified in writing to explain the AYP, the lack of school progress, and parents’ options within 30 days after the failure occurs • Translators will contact parents, as needed, to ensure that the information regarding the parents’ right to request another school in the District is understood

Plans to Provide Services for Immigrants

IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:	Yes or No Yes	If yes, describe: A Parent Involvement and Leadership Facilitator will work with families to build parent involvement and provide parent education. The facilitator will work with Student Study Teams, facilitate social services (health and residence) issues and engage parents in weekly conferences where communication of events, activities, concerns with students are articulated.
	2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:	Yes or No Yes	If yes, describe: The Director of Special Programs will provide support and coordinate services as needed.
	3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	Yes or No Yes	If yes, describe: Support within current support systems will be provided, including Homework Center, Reading Specialists, Homework Center and other tutorials and use of para-educators and volunteers.

Allowable Activities	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	Yes or No Yes	If yes, describe: Educational software and technologies currently used to provide interventions for all students will be utilized.
	5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:	Yes or No Yes	If yes, describe: Program support currently used to provide interventions for all students will be utilized.
	6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:	Yes or No Yes	If yes, describe: Program support currently used to provide interventions for all students will be utilized.
Allowable Activities	7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:	Yes or No Yes	If yes, describe: The Parent Involvement and Leadership Facilitator will work the Director of Special Programs to identify and coordinate support services including those offered by community service organizations such as Samaritan House.

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

Summary of Needs and Strengths for Professional Development

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

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

STRENGTHS	NEEDS
<p>100% of our teachers in the District meet the federal definition of highly qualified.</p> <p>43 members of our teaching staff have advanced degrees or certification. 118 of our teachers have special certification to teach English Learners.</p> <p>All teachers new to the District receive support through the BTSA two-year induction program.</p>	<p>A small number of teachers lack qualifications to teach English Learners. These teachers are currently enrolled in CLAD or SB395 training to increase their ability to teach English Learners on standards based curriculum in English and should receive certification within one year.</p> <p>Professional development focused on standards based practices should include practices for accelerating English Learners toward standards mastery in English.</p> <p>Student achievement data indicates the need for teacher improvement in writing and in mathematical reasoning. Professional development will focus on teaching students to meet or exceed grade level standards in these areas.</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>Assessment of professional needs is conducted in collaboration with the District’s Curriculum Council, Curriculum Committees and Leadership team. Needs are assessed in relation to 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 to move toward proficiency in standards for all students. Professional development activities will be designed and selected based on staff strengths and needs in relation to students’ achievement results.</p> <p>Principal’s professional development needs are determined by the superintendent and are largely based on data on formative and summative assessments of student progress in relation to district achievement goals and State content standards.</p>	<p>Ongoing: Asst. Superintendent of Curriculum and Instruction, District Curriculum Council, Curriculum Committees, District Leadership Team</p>	<p>Release time for teacher participants on committees</p>	<p>\$2,500.00</p>	<p>Title II</p>
<p>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</p> <p>The District Curriculum Council, Curriculum Committees and Leadership team will review relevant research on professional development activities that assist teachers and administrators to ensure all students will meet or exceed State content and academic achievement standards. They will then design a plan for professional development that is both coherent and differentiated based on teacher effectiveness and assignment. The plan will focus on improving student achievement. Professional development resources will be concentrated where they are needed most. Successful teachers will serve as mentors, demonstrators and coaches for their peers.</p>	<p>Ongoing: Asst. Superintendent of Curriculum and Instruction, District Curriculum Council, Curriculum Committees, District Leadership Team</p>	<p>Release time for teacher participants on committees</p>	<p>\$2,500.00</p>	<p>Title II</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>The District’s Curriculum Council, Curriculum Committees and Leadership team will evaluate the professional development plan on the following: (1) How well does it focus on students meeting/exceeding key, essential standards through the use of state-adopted, standards-based materials and formative assessments? (2) How well do selected professional development resources apply to particular under- performing student populations? (3) To what degree is the plan built on the strengths and needs of the staff in relation to academic and cultural learning strengths and needs of the student population? (4) How well integrated are materials adoption/selection, intervention approaches and family and community relations with the professional development plan?</p>	<p>Ongoing: Asst. Superintendent of Curriculum and Instruction, District Curriculum Council, Curriculum Committees, District Leadership Team</p>	<p>Release time for teacher participation on committees</p>	<p>\$2,500.00</p>	<p>Title II</p>
<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 District’s Curriculum Council, Curriculum Committees and Leadership team will ensure that professional development activities are coordinated to address staff needs in assisting all students to meet or exceed state academic achievement standards. Activities will be designed to help teachers integrate standards-based curriculum, instructional practice, assessment and understanding of the strengths and needs of the student populations in their classes. Classroom management, interventions, and working with students’ families and other topics required by funding sources will be addressed within the context of ensuring that all students meet or exceed state content and academic achievement standards.</p>	<p>Ongoing: Asst. Superintendent of Curriculum and Instruction, District Curriculum Council, Curriculum Committees, District Leadership Team</p>	<p>Release time for teacher participation on committees</p>	<p>\$2,500.00</p>	<p>Title II</p>

<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <p>a. Teachers will collaborate to review standardized benchmark assessment results and analysis of student assignments. Suggestions and modifications will be made so instruction more closely matches desired outcomes.</p> <p>b. Staff development days will focus on practicing core research-based practices used in the standards-based materials in the strands and subject matter areas of most needed improvement.</p>	<p>a. All Certificated Teaching Staff with Principal oversight, ongoing</p> <p>b. All certificated Teachers, up to 5 days a year.</p>	<p>a. Substitutes if release time is needed.</p> <p>b. Presenter costs</p>	<p>a. \$1,000/site</p> <p>b. \$77,000</p>	<p>a. SLIP, Title II</p> <p>b. Title II</p>
<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’s Curriculum Council, Curriculum Committees, Technology Committee and Leadership team will ensure that technology-related professional development links to other district and school professional development activities that are coordinated to address staff needs in assisting all students to meet or exceed state academic achievement standards.</p>	<p>Ongoing: Asst. Superintendent of Curriculum and Instruction, District Curriculum Council, Curriculum Committees, District Leadership Team</p>	<p>No associated costs.</p>	<p>N/A</p>	<p>N/A</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<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>A professional development strand is included in the District’s State-approved Technology Plan. The district actively pursues grants and dedicates some dollars from other funding sources to purchase new, updated technology for teachers and students. The district currently supports one up-to-date teacher computer station that is connected to the District network, Email and the Internet and a minimum of two student computers in each classroom with Internet access. All schools have several computers available for teachers and students in each library as well as instructional computer labs as space permits. The district has made a commitment to maintaining this current level of technology access and pursuing additional hardware to expand services to students.</p>	<p>Ongoing: Assistant Superintendent of Curriculum and Instruction, Site Principals, Technology support staff</p>	<p>Teacher release time as needed; additional hardware</p>	<p>\$25,000</p>	<p>Special Grants, General Fund</p>
<p>8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</p> <p>The District’s Curriculum Council, Curriculum Committees, Technology Committee, Leadership team and Site Councils provide input and guidance in the oversight of the district professional development plan. Under the guidance of the Director of Educational Services all stakeholders will review the annual assessment and make recommendations for professional development goals that are tied to improving teachers’ and principals’ knowledge and skills, provide organizational support for improved teaching and learning.</p>	<p>Ongoing: Assistant Superintendent of Curriculum and Instruction, Site Principals, Technology support staff</p>	<p>Teacher release time as needed</p>	<p>\$2500</p>	<p>Title II, Part A</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"> a. 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; b. Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; c. Involve parents in their child’s education; and d. Understand and use data and assessments to improve classroom practice and student learning. <p>a. Utilizing the Response to Intervention model, teacher collaboration time will focus on reviewing standardized benchmark assessment results and analysis of student work. Diverse student needs (including gifted and talented students), students’ behavior management and working with families will be addressed at these meetings.</p> <p>b. Staff development days that are focused on core, research based practices will also include planning for diverse student needs (including gifted and talented students), student behavior management, and working with families.</p> <p>c. Professional development will include intensive, focused training on how to accelerate students in the lowest performing groups, student behavior management and working with families within a standards-based system.</p> <p>d. 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 their AYP targets.</p>	<p>a-d) Ongoing: Assistant Superintendent of Curriculum and Instruction, Principals, Teachers and Specialists, para-educators</p>	<p>Presenters, release time as needed</p>	<p>\$5000</p>	<p>Staff Development Block Grant, Title II Part A, IDEA, GATE</p>
<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119: Funds will be used to assist those teachers who do not meet the state and/or Federal definition of “Highly-Qualified” teacher.</p>	<p>Ongoing: Assistant Superintendent of Curriculum and Instruction, PAR Support Providers</p>	<p>Salary for Support Providers</p>	<p>\$10,000</p>	<p>PAR</p>

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

Environments Conducive to Learning (Strengths and Needs):

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

STRENGTHS	NEEDS
<ul style="list-style-type: none"> • The District and every site have written discipline plans that are disseminated to parents and students annually. • Emergency preparedness plans are in place at all schools and the District Office and regular drills are conducted. • The District’s Vision Statement includes: “Our learning community promotes and advances the intellectual, physical, social, and moral development of students in becoming responsible, contributing citizens. Students learn to work and live together constructively by respecting, honoring, and appreciating the uniqueness in themselves and others.” • Regular communication through the back-to-school packet, school site newsletters, District and school web sites and email lists, and weekly fliers keep parents informed of a variety of issues and school activities. • The physical environment is well maintained and the District has a long term plan for deferred maintenance. • All schools operate conflict resolution programs. • A strong relationship exists between the District and local law enforcement agencies including participation in Belmont Safe Schools and school community officers who regularly visit all sites and teach the G.R.E.A.T. program to the Districts fifth grade students. • Middle school students participate with elementary school students on health education topics by teaching lessons and creating videos, handouts and other materials. • The District has written comprehensive policies and procedures for student behavior including regulations for suspensions and expulsions which are enforced with consistency. • An after-school program is in place at the middle school to address discipline issues. 	<ul style="list-style-type: none"> • The District is reviewing its truancy policy and developing and enforcing appropriate rules and regulations for occasions when students are declared truant • The District has a 0.75 FTE middle school counselor, but no on-site counseling at the elementary schools. The District should continue exploring methods for increasing the level of counseling available to families and students throughout the District.

<ul style="list-style-type: none"> • Students have access in labs and/or classrooms to Internet connected computers, scanners, printers, digital cameras and appropriate software at all sites. • All District classrooms have telephones and each teacher has District provided voicemail and email. • All students participate in Red Ribbon Week activities each October. • The District provides crossing guards for high traffic intersections. • The District has increased connections between the high school and middle school through the Students Offering Support (SOS) program. 	
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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"> • District facilities are used regularly by community groups such as PTA, Girl Scouts and Boy Scouts, 4H, foreign language schools, learning clubs, recreational youth soccer, baseball, softball, and basketball, etc. • The middle school offers after school sports including intramurals and other after school programs and clubs. • All schools offer assemblies and activities for students and/or parents with multicultural and prevention themes. • In conjunction with the Belmont Police Department, district and site administrators are members of the Belmont Safe Schools Committee. The Belmont Police Department sponsors parent education meetings related to Internet safety and gang safety. • All fifth grade students participate in the G.R.E.A.T. program presented by local law enforcement officers. • Middle school students participate in the Safe School Ambassador Program.

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

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

STRENGTHS	NEEDS
<ul style="list-style-type: none"> • All sites have developed Comprehensive School Safety plans. • A strong relationship exists between the District and local law enforcement agencies including participation in the Belmont Safe Schools Committee. • All sites and the District Office are linked to the Belmont Police Department via walkie talkies and radios. • The District will administer the CHKS and analyze data. • Data is collected on crime incidents, suspensions, and expulsions annually • Data is used to revise written “Principals of Effectiveness” and to inform administrators and teachers of areas where instruction should be focused. 	<ul style="list-style-type: none"> • The District needs to further investigate, purchase and implement scientific, research-based ATODV programs at both elementary and middle school levels. • Teachers need training in ATODV curriculum materials and instructional strategies. • An appropriate staff development plan for prevention education should be developed. • The District should continue efforts to decrease the percentage of elementary students who are afraid of being hit or pushed at school and the percentage of middle school students who reported having been in a physical fight. • The District should continue efforts to increase the percentage of middle school students who report that they feel safe at school.

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

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

STRENGTHS	NEEDS
<ul style="list-style-type: none"> • All sites have developed Comprehensive School Safety plans. • A strong relationship exists between the District and local law enforcement agencies including participation in the Belmont Safe Schools Committee. • All sites and the District Office are linked to the Belmont Police Department via Nextel phones/walkie talkies and radios. • The District will administer the CHK survey and analyze data. • Data is collected on crime incidents, suspensions, and expulsions annually • Data is used to develop and revise written “Principals of Effectiveness” and to inform administrators and teachers of areas where instruction should be focused. 	<ul style="list-style-type: none"> • The District needs to further investigate, purchase and implement scientific, research-based ATODV programs at both elementary and middle school levels. • Teachers need training in ATODV curriculum materials and instructional strategies. • An appropriate staff development plan for prevention education should be developed. • The District should continue efforts to decrease the percentage of elementary students who reported that they were hit or pushed at school and the percentage of middle school students who reported having been in a physical fight. • The District should continue efforts to increase the percentage of elementary and middle school students who report that they feel safe at school.

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

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

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

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

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: 10/25/07 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will decrease biennially by:	5 th 2% 7 th 4%	5 th 0% 7 th 10%
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by:	7 th 3%	7 th 10%
The percentage of students that have used marijuana will decrease biennially by:	5 th 0% 7 th 1%	5 th 0% 7 th .5%
The percentage of students that have used alcohol within the past 30 days will decrease biennially by:	7 th 6%	7 th 10%
The percentage of students that have used marijuana within the past 30 days will decrease biennially by:	7 th 1%	7 th .5%
The percentage of students that feel very safe at school will increase biennially by:	5 th 63% 7 th 25%	5 th 10% 7 th 10%

<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 29%</p>	<p>7th 10%</p>
<p>Truancy Performance Indicator</p>		
<p>The percentage of students who have been truant will decrease annually by 3% 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>31%</p>	<p>3%</p>

<p align="center">Protective Factors Performance Measures from the California Healthy Kids Survey</p>	<p align="center">Most recent date: <u>10/2007</u> Baseline Data</p>	<p align="center">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 68% 7th 43%</p>	<p>5th 10% 7th 10%</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 67% 7th 67%</p>	<p>5th 10% 7th 10%</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 20% 7th 23%</p>	<p>5th 10% 7th 10%</p>
<p>The percentage of students that report high levels of school connectedness at their school will increase biennially by:</p>	<p>5th 67% 7th 48%</p>	<p>5th 10% 7th 10%</p>

Other Performance Measures

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

LEA Specified Performance Measures (Process to Collect Data)	Performance Indicator Goal	Baseline Data
N/A		

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	7,8	180	9/02	9/02	9/02
Minnesota Smoking Prevention Program	T	7,8	180	9/08	9/08	9/08
Keepin' It Real	ATOD	7,8	180	09/08	09/08	09/08

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

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

Check	Activities	Program ATODV Focus	Target Grade Levels
✓	After School Programs	V	6-8
✓	Conflict Mediation/Resolution	V	K-8
✓	Early Intervention and Counseling	AOD	6-8
	Environmental Strategies		
✓	Family and Community Collaboration	ATODV	7-8
✓	Media Literacy and Advocacy	T	7-8
	Mentoring		
✓	Peer-Helping and Peer Leaders	ATODV	4-8
✓	Positive Alternatives	ATOD	K-8
✓	School Policies	ATODV	K-8
✓	Service-Learning/Community Service	AT	3 and 8
	Student Assistance Programs		
	Tobacco-Use Cessation		

Check	Activities	Program ATODV Focus	Target Grade Levels
✓	Youth Development Caring Schools Caring Classrooms	T	7 and 8
	Other Activities		

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

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

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

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

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

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

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

- Project Alert was implemented in the District’s Middle School during the 2002-2003 year to provide scientific, researched based curriculum for students.
- The Minnesota Smoking Prevention Program will be implemented to provide scientific, researched based curriculum that focuses on prevention of smoking at the middle school level.
- The District received a TUPE grant to implement tobacco-specific strategies at the middle school level.
- During the 2008-2009 school year, a curriculum committee of staff, parents, and community organization representatives will review these programs and others in order to make a recommendation for adoption to the District’s Board of Education.
- The committee will also analyze data from CHKS, CSS, CSSA, and local sources as well as the District’s current curriculum standards to determine the best programs to meet our needs.
- The middle school will work with Breathe California to teach tobacco-specific prevention strategies.

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 will administer the California Healthy Kids Survey (CHKS) on a biannual basis.
- Curriculum units will include assessments measuring students’ knowledge, attitudes, and intentions to use ATOD and participate in violent acts.
- Results of data collection will be reported to the Board of Education and the District Advisory Committee.
- The District Advisory Committee, made up of administrators, teachers and parents will analyze evaluation data make recommendations 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.

- The District will administer the CHKS in the fall of odd numbered years.
- The results of the CHKS will be reported to the District's Board of Education in a public meeting not later than the end of the school year in which the survey was administered.
- Results and analysis of the CHKS will be available to the public at the District Office, at each school site and on the district and school web sites.
- Notice of the evaluation's results will be made through posted Board agendas and through school newsletters.

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

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

The District considers the highest need students to be those that are not meeting grade level academic standards, have emotional or mental health problems, or have been suspended for ATOPD use, bullying, or other discipline problems. The following services are funded for students with the greatest need:

1. Early identification and intervention
2. Grade-level collaboration meetings at each school site
3. Student Study Teams
4. After-school programs focusing on academic needs
5. Afternoon School in grades 6-8 for discipline issues as well as academic needs
6. A referral system for family counseling

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

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

- The District receives funds from Title IV (SDFSC), TUPE (grades 4-8), and AB1113.
- The District Advisory Committee, composed of administrators, teachers, parents, law enforcement, and/or other community representatives, make recommendations on the coordination of prevention programs using these funds and monitor the implementation of programs.
- The Belmont Police Department facilitates a city wide Safe Schools Committee with representatives from all public and private schools which address city-wide needs related to ATODV activities and emergency preparedness.

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 at school sites volunteer in classrooms, schedule assemblies, organize hot lunch programs, plan Red Ribbon Week activities, and do provide other support roles.
- Parents participate on curriculum and safety committees, District and Site councils, administrator interview teams, and have organized a foundation.
- Regular communications through the back-to-school packet, school site newsletters, District and school web sites and email lists and weekly fliers keep parents informed of a variety of issues including SDFSC information.
- Parents will be notified annually and within required timelines of issues such as choice and safe school status as required by NCLB Title IV, Part A.

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.

As a K-8 district, we have not encountered this situation in recent memory. However, should the situation arise, referrals would be made to appropriate community based organizations.

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
N/A	

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

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

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

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.1 (High School Graduates)	N/A				
5.2 (Dropouts)	N/A				
5.3 (Advanced Placement)	N/A				

Additional Mandatory Title I Descriptions

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

Describe the measure of poverty that will be used to determine which schools are eligible for Title I funding in accordance with Section 1113, "Eligible School Attendance Areas."	
	Description of how the LEA is meeting or plans to meet this requirement:
<p>Identify one of the following options as the low-income measure to identify schools eligible for Title I funding:</p> <ul style="list-style-type: none"> • Number of children in families receiving assistance under the CalWorks program; • Number of children eligible for Free/Reduced Price Lunch programs; • Number of children ages 5-17 in poverty counted by the most recent census data; • Number of children eligible to receive medical assistance under the Medicaid program; • Or a composite of the above. 	<p>Criteria used to identify schools eligible to receive Title I funding is based on the number of children eligible for Free/Reduced Price Lunch programs.</p>
<p>Describe how the low-income measure described above is used to rank and select schools to receive Title I funds</p> <ul style="list-style-type: none"> • All schools with a 75% or above poverty level are funded • All other schools are funded by poverty ranking district wide or by grade span. 	<p>Schools that are above the District wide poverty criteria based on free lunch counts will receive Title I funds</p>

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

<p>Please provide a general description of the nature of the programs to be conducted by the LEA's schools under Sections 1114, "Schoolwide Programs," and/or Section 1115, "Targeted Assistance Schools." Direct-funded charters and single school districts, if conducting a schoolwide program authorized under Section 1114, may attach a copy of the Schoolwide Plan or Single Plan for Student Achievement in lieu of this description. All ten of the required components must be addressed. (For more information on Schoolwide, please go to http://www.cde.ca.gov/sp/sw/rt/; for Targeted Assistance go to http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp).</p>	
	Description of how the LEA is meeting or plans to meet this requirement:
<p>For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:</p> <ul style="list-style-type: none"> • A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards. • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Proven strategies that address the needs of historically underserved students, low achieving students, and those at risk of not meeting state standards. • Instruction by highly qualified teachers and strategies to attract and keep such teachers. • High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff. • Strategies to increase parental involvement. • Assistance to preschool children in transitioning from early 	N/A

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

Additional Mandatory Title I Descriptions

(continued)

<p>Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115, “Targeted Assistance Schools,” will identify the eligible children most in need of services under this part. Please note that multiple, educationally related criteria must be used to identify students eligible for services. Where applicable, provide a description of appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</p> <ul style="list-style-type: none"> • Identify children who are failing or most at risk of failing to meet the state academic content standards. • Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. • Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds. 	<ul style="list-style-type: none"> • Students in grades 3-5 who are not meeting proficiency on the California Standards test in reading/language arts or mathematics are identified to receive Title 1 services. • Further assessments used to identify students include District reading, writing and mathematics assessments, District Minimum Achievement Levels, teacher-designed assessments, report card grades and teacher observation. • These same measures are used to identify students in K-2 who qualify for services.
<p>The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.</p>	<p>The Director of Special Programs shall serve as district liaison for services to homeless children. Parents of homeless children are allowed immediate enrollment to schools while awaiting verification of residency. Services to families are coordinated with family service agencies such as Samaritan House.</p>
<p>The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.</p>	<p>The Director of Special Programs shall serve as district liaison for services to neglected or delinquent children. Services to families will be coordinated with appropriate family service agencies.</p>

Additional Mandatory Title I Descriptions
(continued)

Please describe the actions the LEA will take to assist in its low-achieving schools identified under Section 1116, “Academic Assessment and Local Educational Agency and School Improvement,” as in need of improvement.	
	Description of how the LEA is meeting or plans to meet this requirement:
<p>If the LEA has a PI school(s), describe technical assistance activities the LEA will provide to help the PI school, such as the following:</p> <ul style="list-style-type: none"> • Assistance in developing, revising, and implementing the school plan. • Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas. • Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI. • Assistance in analyzing and revising the school budget so the school’s resources are used effectively. 	N/A

Additional Mandatory Title I Descriptions

(continued)

Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, “Academic Assessment and Local Educational Agency and School Improvement.”	
	Description of how the LEA is meeting or plans to meet this requirement:
Describe the process for parent notification of the school’s identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.	N/A
Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	N/A

Additional Mandatory Title I Descriptions

(continued)

<p>Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA-level staff in accordance with Section 1118, “Parental Involvement,” and Section 1119, “Qualifications for Teachers and Paraprofessionals.”</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe the LEA’s strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.</p>	<p>Teachers, principals and other staff meet standards of “highly qualified.”</p>
<p>Describe the LEA’s strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children’s education.</p>	<p>A parent involvement facilitator works with families to build a relationship with the school and a process for leadership, involvement, and parent education. The facilitator provides resources for Title I students in translation and relationships with parents. He/she helps with Student Study Teams, parent-teacher conferences, social services (health and residence) issues and engages families in a weekly conference where communication of events, activities and concerns with students is articulated.</p> <p>The parent involvement facilitator is part of an integral operational network that builds high expectations, support of academic achievement, and parent community involvement in students' lives.</p>

Additional Mandatory Title I Descriptions

(continued)

<i>Coordination of Educational Services</i>	
<p>In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:</p> <ol style="list-style-type: none"> a. Even Start b. Head Start c. Reading First d. Early Reading First e. Other preschool programs f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities. <p>Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.</p>	<p>The Director of Special Programs will coordinate with site principals and the Parent Involvement Facilitator regarding student progress and coordination of services within the school program and with community agencies.</p>

Part III

Assurances and Attachments

Assurances

Signature Page

Appendix

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

Appendix B: Links to Data Web sites

Appendix C: Science-Based Programs

Appendix D: Research-based Activities

Appendix E: Promising or Favorable Programs

ASSURANCES

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

GENERAL ASSURANCES

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.
3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non-profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.
4. The LEA will adopt and use proper methods of administering each such program, including – (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
5. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.
6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.
7. The LEA will – (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.
8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.
9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.
- 9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.
10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The LEA, hereby, assures that it will:

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

restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.

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

TITLE I, PART D – SUBPART 2

31. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.
32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.
33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A

34. The LEA, hereby, assures that:

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

TITLE II, PART D

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

- Strategies for using technology to improve academic achievement and teacher effectiveness.
- Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
- Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
- Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
- Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.
- A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
- A description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.
- A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
- Innovative delivery strategies – a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses

and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.

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

TITLE III

38. The LEA assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education-related community groups, nonprofit organizations, and institutions of higher education in developing the LEA Plan.
39. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.
40. The LEA is complying with Section 3302 prior to, and throughout, each school year.
41. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.

42. The LEA has based its proposed plan on scientifically based research on teaching limited-English-proficient students.
43. The LEA ensures that the programs will enable to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.
44. The LEA is not in violation of any State law, including State constitutional law, regarding the education of limited-English-proficient students, consistent with Sections 3126 and 3127.

TITLE IV, PART A

45. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).
46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.
47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.
48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.
49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:
 - Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.
 - Security procedures at school and while students are on the way to and from school.
 - Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.
 - A crisis management plan for responding to violent or traumatic incidents on school grounds.
 - A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
 - Allows a teacher to communicate effectively with all students in the class.
 - Allows all students in the class to learn.
 - Has consequences that are fair, and developmentally appropriate.
 - Considers the student and the circumstances of the situation.

- Is enforced accordingly.

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

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

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

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

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

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

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

New LEAP Assurances

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

- (i) truancy rates;
- (ii) the frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;
- (iii) the types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and

(iv) the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107-110)

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

Other

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

SIGNATURE PAGE

Dr. Emerita Orta-Camilleri
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							
<p>Science-based research has provided evidence of effectiveness for the following school-based prevention programs. Each of the listed programs have been identified as a research-validated, exemplary, or model program by one or more of the following agencies: The California Healthy Kids Resource Center, the Center for Substance Abuse Prevention, United States Department of Education's Expert Panel, or the University of Colorado's Center for the Study and Prevention of Violence. Some of these programs are also discussed in the California Department of Education's publication Getting Results. Websites where additional information can be found about each program's description, target population, and outcomes are listed below. The code in the last column of the menu provides a quick reference indicating which websites have information specific to each program.</p> <p>A: < http://www.californiahealthykids.org > (California Healthy Kids Resource Center: Research-Validated Programs)</p> <p>B: < http://www.colorado.edu/cspv/blueprints/model/overview.html > (University of Colorado: Blueprints)</p> <p>C: < http://modelprograms.samhsa.gov/model_prog.cfm > (Center for Substance Abuse Prevention: Model Programs)</p> <p>D: < http://www2.edc.org/msc/model.asp > (United States Department of Education: Expert Panel)</p> <p>E: < http://www.gettingresults.org/ > (Getting Results)</p>							
School-Based Programs							
Intended program outcomes and target grade levels. See research for proven effectiveness							
Name	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Across Ages	4 to 8	x	x	x		x	C,
All Stars™	6 to 8	x	x	x			A, C, D, E
ATLAS (Athletes Training and Learning to Avoid Steroids)	9 to 12	x		x			A, B, C, D,
Border Binge Drinking Reduction Program	K to 12	x			x		C,
Child Development Project/Caring School Community	K to 6	x		x	x	x	A, B, C, D, E
Cognitive Behavioral Therapy for Child Sexual Abuse	Families				x		C
Cognitive Behavioral Therapy for Child Traumatic Stress	Families				x		C
Coping Power	5 to 8			x	x		C
DARE To Be You	Pre-K	x		x	x	x	A, C,
Early Risers Skills for Success	K to 6				x		C,
East Texas Experiential Learning Center	7	x	x	x	x	x	C
Friendly PEERsuasion	6 to 8	x					C
Good Behavior Game	1 to 6				x		B, C
High/Scope Perry Preschool Project	Pre-K				x	x	B, C, E
I Can Problem Solve	Pre-K				x		A, B, D
Incredible Years	K to 3				x	x	B, C,
Keep A Clear Mind	4 to 6	x	x				A, C,
Leadership and Resiliency	9 to 12					x	C,
Botvin's LifeSkills™ Training	6 to 8	x	x	x	x		A, B, C, D, E
Lions-Quest Skills for Adolescence	6 to 8					x	D, C, E
Minnesota Smoking Prevention Program	6 to 10		x				A, D, E
Olweus Bullying Prevention	K to 8				x		B, C, E
Positive Action	K to 12	x	x	x	x	x	C, D,
Project ACHIEVE	Pre-K to 8				x	x	A, C, E
Project ALERT	6 to 8	x	x	x			A, C, D, E
Project Northland	6 to 8	x		x			A, B, C, D, E
Project PATHE	9 to 12					x	B, E
Project SUCCESS	9 to 12	x	x	x			C,
Project Toward No Drug Abuse (TND)	9 to 12	x	x	x	x		C,
Project Toward No Tobacco Use (TNT)	5 to 8		x				A, C, D, E
Promoting Alternative Thinking Strategies (PATHS)	K to 6				x		A, B, C, D,
Protecting You/Protecting Me	K to 5	x					C,
Quantum Opportunities	9 to 12					x	B, E

Reconnecting Youth	9 to 12	x		x	x	x	A, C, E
Responding in Peaceful and Positive Ways	6 to 12			x	x		C, D, E
Rural Educational Achievement Project	4				x		C
School Violence Prevention Demonstration Program	5 to 8				x		C
Second Step	Pre-K to 8				x		A, C, D,
Skills, Opportunities, and Recognition (SOAR): Seattle Social Development Project:	K to 6	x			x	x	B, C, D, E
SMART Leaders	9 to 12			x			C
Social Competence Promotion Program for Young Adolescents (SCPP-YA)	5 to 7			x			C
Start Taking Alcohol Risks Seriously (STARS) for Families	6 to 8	x					C,
Students Managing Anger and Resolution Together (SMART) Team	6 to 9				x		C, D,
Too Good for Drugs	K to 12	x	x	x	x		C
Community and Family-based Programs							
Intended program outcomes and target setting. See research for proven effectiveness							
Name	Target Population	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Big Brothers Big Sisters	Community					x	B, E
Brief Strategic Family Therapy	Families			x			B, C,
CASASTART	Community			x	x		B, C, D,
Communities Mobilizing for Change	Community	x					C
Creating Lasting Family Connections	Families (6 to 12)	x		x		x	A, C, D,
Families And Schools Together (FAST)	Families				x		C,
Family Development Research Project	Families				x		C
Family Effectiveness Training	Families				x		C,
Family Matters	Families	x	x				C
FAN (Family Advocacy Network) Club	Families			x		x	C
Functional Family Therapy	Families	x		x	x		B, E
Home-Based Behavioral Systems Family Therapy	Families				x		C
Houston Parent-Child Development Program	Parents					x	C
Multisystemic Therapy	Parents			x	x		B, C, E
Nurse-Family Partnership	Parents		x				B, C,
Parenting Wisely	Parents				x		C,
Preparing for the Drug Free Years	Parents (4 to 7)	x		x		x	A, B, C, D,
Project Star (Students Taught Awareness and Resistance): Midwestern Prevention Project	Community	x	x	x			B, D, C, E
Schools and Families Educating Children (SAFE Children)	Families					x	C
Stopping Teenage Addiction to Tobacco	Community		x				C
Strengthening Families Program	Families (4 to 6)	x		x	x	x	A, C, D,

APPENDIX D

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

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

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

APPENDIX E

Promising or Favorable Programs							
<p>Either the United States Department of Education's Expert Panel, the University of Colorado's Center for the Study and Prevention of Violence, or the Center for Substance Abuse Prevention has identified the programs listed below as producing a consistent positive pattern of results (CSAP) or have evidence of a deterrent effect (Blueprints) but otherwise did not match all of the criteria established by these agencies to be identified as an exemplary or model program. The code in the last column of the chart provides a quick reference indicating which web sites have information specific to each program.</p> <p>A: < http://www.californiahealthykids.org > (California Healthy Kids Resource Center)</p> <p>B: < http://www.colorado.edu/cspv/blueprints/model/overview.html > (University of Colorado: Blueprints)</p> <p>C: < http://modelprograms.samhsa.gov/model_prog.cfm > (Center for Substance Abuse Prevention)</p> <p>D: < http://www2.edc.org/msc/model.asp > (United States Department of Education: Expert Panel)</p> <p>E: < http://www.gettingresults.org/ > (Getting Results)</p>							
Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			x			C
Aggression Replacement Training	School				x		D
Aggressors, Victims, and Bystanders	6 to 9				x		D
Al'sPal's: Kids Making Healthy Choices	Pre K to 2				x		D
Baby Safe (Substance Abuse Free Environment) Hawaii	Families	x	x	x			C
Basement Bums	6 to 8		x				A
Be a Star	K to 6					x	C
Behavioral Monitoring and Reinforcement	7 to 8			x	x		C
Bilingual/Bicultural Counseling and Support Services	Communities	x		x			C
Bully Proofing Your School	K to 8				x		B
CAPSLE (Creating a Peaceful School Learning Environment)	K to 5				x		B
Club Hero	6					x	C
Coca-Cola Valued Youth Program (CCVYP)	School					x	B
Colorado Youth Leadership Project	7	x				x	C
Comer School Development Program (CSDP)	School					x	B
Earlscourt Social Skills Group Program	K to 6					x	B
Effective Black Parenting Program (EBPP)	Families				x		B
Facing History and Ourselves	7 to 12				x		D
Family Health Promotion	Families	x	x	x		x	C
FAST Track	1 to 6				x		B
Get Real About Violence	K to 12				x		C
Growing Healthy	K to 6	x	x	x			D
Intensive Protective Supervision Program	Community				X		B
Iowa Strengthening Families Program	Family	x					B
Kids Intervention with Kids in School (KIKS)	6 to 12	x	x	x	x	x	C
Let Each One Teach One	Mentoring					x	D
Linking the Interests of Families and Teachers (LIFT)	1 to 5				x		B, C, D
Lion's Quest Working Toward Peace	5 to 9				x		D
Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health Education	K to 12	x	x	x			D
Open Circle Curriculum	K to 5				x	x	D
Parent-Child Assistance Program (P-CAP)	Families	x		x			C
PeaceBuilders	K to 8				x		D
Peacemakers Program	4 to 8				x		D
Peer Assistance and Leadership	9 to 12			x	x		C

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