(CDE use only)

Application #

No Child Left Behind Act of 2001
<u>LOCAL EDUCATIONAL AGENCY PLAN</u>

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): Chula Vista Elementary School District

County/District Code: 37-68023

Dates of Plan Duration (should be five-year plan): October 10, 2013 Through June 20, 2014

Date of Local Governing Board Approval: October 9, 2013

District Superintendent: Francisco Escobedo, Ed.D.

Address: 84 East J Street

City: Chula Vista   Zip code: 91910

Phone: (619) 425-9600   Fax: (619) 427-0463

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.

Francisco Escobedo, Ed.D.

Printed or typed name of Superintendent	Date	Signature of Superintendent

Douglas E. Luffborough, III

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

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Background

The No Child Left Behind (NCLB) Act of 2001 embodies four key principles:
- stronger accountability for results;
- greater flexibility and local control for states, school districts, and schools in the use of federal funds
- enhanced parental choice for parents of children from disadvantaged backgrounds, and
- a focus on what works, emphasizing teaching methods that have been demonstrated to be effective.

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

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

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

2. **All Limited English Proficient (LEP) 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 2015-16, 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. 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 the Elementary/Secondary Education Act (ESEA) accountability. This framework provides the basis for the state's improvement efforts, informing policy decisions by 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 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 FPM process, LEA 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 CARS, the LEA Plan, and the FPM

In order to meet legislative requirements for specific state and federal programs and funding, California currently employs four major processes: the CARS, the LEA Plan, the school-level SPSA, and FPM. **California is moving toward more closely coordinating and streamlining these processes to eliminate redundancies and make them less labor intensive for LEAs, 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 CARS

The Con App is the *fiscal* mechanism used by CDE 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 Con App 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 Con App 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 SPSA (School Plan)

State law requires that school-level plans for programs funded through the Con App be consolidated in a SPSA *(Education Code Section 64001),* developed by schoolsite councils with the advice of any applicable school advisory committees. LEAs allocate NCLB funds to schools through the Con App for Title I, Part A, Title III (LEP), and Title V (Innovative Programs/Parental Choice). LEAs 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 LEA Plan

The approval of a LEA Plan by the local school board and SBE 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 educational services (SES), services to homeless students, and others as required. In addition, LEA Plans summarize assessment data, school goals, and activities from the SPSA developed by the LEA's schools.

FPM

State and federal law require CDE to monitor the implementation of categorical programs operated by LEAs. This state-level oversight is accomplished in part by conducting on-site reviews of 18 such programs implemented by local schools and districts. CPM 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**.

Tables of data for your schools and district are available online:
- API Reports - *http://www.cde.ca.gov/ta/ac/ap*
- STAR data - *http://www.cde.ca.gov/ta/tg/sr*
- LEA Accountability Reports of Annual Measurable Achievement Objectives (AMAOs) for English Learners (ELs) - *http://www.cde.ca.gov/sp/el/t3/acct.asp*
- Annual Yearly Progress (AYP) Reports – *http://www.cde.ca.gov/ta/ac/ay*

<u>Analyze Current Educational Practices, Professional Development, Staffing, and Parental Involvement</u>

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 – school-level survey of status of implementation of the nine essential program components
- District Assistance Survey – district-level survey of status of implementation of nine essential program components
- Least Restrictive Environment Assessment – to examine educational practices for students with disabilities (SwDs).
- EL Subgroup Self-Assessment (ELSSA) – to improve outcomes for ELs.

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 (SSC); school health council; committees for Limited English Proficient (LEP), state compensatory education, gifted and talented education (GATE), 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 SPSAs.

Identify available resources. Aside from fiscal resources available through federal and state funding, programmatic resources are available on the CDE website at *http://www.cde.ca.gov*. The Con App 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 Grade 10-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, schoolwide, 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 – LEP
	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, LEP		GATE
	Title III, Immigrants		GATE
	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)
	21st 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 2012/13	Current Year District Entitlements 2013/14	Current Year Direct Services to Students at School Sites ($)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	$819,680.56	$4,729,975	$4,519,201.38	$81.43
Title I, Part B, Even Start	N/A			
Title I, Part C, Migrant Education	N/A			
Title I, Part D, Neglected/Delinquent	N/A			
Title II Part A, Subpart 2, Improving Teacher Quality	$9,619.18	$764,031		
Title II, Part D, Enhancing Education Through Technology	N/A			
Title III, Limited English Proficient	$333,579.85	$730,789*	$631,323.88	$59.31
Title III, Immigrants	$51,548.03	0	%51,548.03	$100
Title IV, Part A, Safe and Drug-free Schools and Communities	N/A			
Title V, Part A, Innovative Programs – Parental Choice	N/A			
Adult Education	N/A			
Career Technical Education	N/A			
McKinney-Vento Homeless Education	N/A			
IDEA, Special Education	$21,749.99	$4,927,792	$4,859,645.07	$98.18
21st Century Community Learning Centers	N/A			

Other (describe)	$25,475.82	0	0	0
TOTAL	$1,261,653.43	$11,152,587.00		

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	$1,114,357.25	0	$1,023,304.45	$91.83
EIA – LEP	$1,182,681.62	0	$1,086,046.17	$91.83
School and Library Improvement Block Grant	N/A			
After School Education and Safety Program	0		N/A	
Child Development Programs	N/A	$1,907,006	0	
Educational Equity	N/A			
GATE	0		N/A	
Tobacco Use Prevention Education – (Prop. 99)	N/A			
High Priority Schools Grant Program (HPSG)	N/A			
School Safety and Violence Prevention Act (AB 1113)	N/A			
Healthy Start	N/A			

Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)	N/A			
English Language Acquisition Program	N/A			
Community Based English Tutoring				
Other (describe)				
TOTAL				

Part II
The Plan

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     Professional Development and Hiring
     School Safety

Descriptions – District Planning

District Profile

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Performance Goal 2

Performance Goal 3

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Additional Mandatory Title I Descriptions

Needs Assessment

The District annually conducts extensive needs assessments in the following areas: Professional Development, Parent and Community Involvement, Student Achievement, Language Acquisition and Development for ELs, support for Special Education students, and Safe and Drug-Free Environment.

Professional Development
The Chula Vista Elementary School District (CVESD) is committed to the provision of high-quality professional development for all staff and members of the school community. The goal of professional development is the continued growth and improvement of instructional skill levels for the betterment of student learning while respecting and building upon the leadership capacity of teachers, principals, staff and other school community members. The model for professional development in CVESD focuses on increasing the instructional expertise within the organization. Improvement of student learning is and will continue to drive the decision-making process and professional development for all stakeholders. Districtwide professional development opportunities included: Writing, Mathematics, Literacy institutes, CAASP, and Local Measures assessments. Further professional development opportunities were provided in: EL program instructional assistant training, SSC training, and Guided Language Acquisition Design (GLAD). Special Education workshops were provided in IEP Plus, Compliance and Behavior Management, Physical Assault Response training, CAPA testing, and Educational Psychometrics. Principals received extensive professional development sessions in literacy, the Gradual Release of Responsibility (GRR) instructional model, Mathematics, and support for ELs. Parent workshops included: English Learner Advisory Committee (ELAC), District Advisory Council/District English Learner Advisory Committee (DAC/DELAC) training, Common Core Literacy and Mathematics, School Readiness training, Reading Tutor training, and CBET (ESL) classes.

Each school develops a site-based professional development plan that is incorporated into the annual SPSA. Regular professional development opportunities are provided at all sites through buybacks and Friday staff meetings.

Parent and Community Involvement
The District encourages parents and members of the community to become active participants and equal partners in the educational process. More than 70 businesses – civic, cultural, and military groups, professional organizations, nonprofit agencies, health/social services organizations, institutions of higher learning, governmental agencies – actively engage in our schools. The PTA is an integral part in involving parents at most school sites throughout the District. Parents and community members share their talents and skills with our students to help prepare them for success. Schools in CVESD are committed to involving parents as full partners in working collaboratively to benefit the education of all children.

Safe and Drug Environment
An analysis of current student use of alcohol, tobacco, illegal substances as well as violence and safety issues was obtained through a variety of assessment measures. Student suspension data and school crime reports were reviewed. The results of these analyses are shared with the

educational practices to establish benchmarks aimed at raising academic performance for all students, especially identified student groups.

Student Achievement

Analysis of student achievement results on standardized tests (STAR- CST/CMA/CAPA) in English/Language Arts (ELA) and Mathematics based on Adequate Yearly Progress (AYP) accountability measures reveal the following trend data:

Percent of Students Scoring Proficient and Advanced in ELA

	2008	**2009**	**2010**	**2011**	**2012**	**2013**
LEA Wide	53.9	60.8	63.4	65.9	69.3	67.0
Black or African American	51.4	61.0	60.1	62.5	65.9	64.9
American Indian or Alaska Native	58.6	70.1	63.5	60.5	64.7	57.5
Asian	71.4	81.3	83.3	83.1	84.5	81.5
Filipino	74.1	78.7	81.5	83.3	85.7	84.7
Hispanic or Latino	46.5	53.9	57.1	60.0	63.6	61.0
Native Hawaiian or Pacific Islander	51.2	57.6	65.4	68.0	76.3	76.4
White	68.6	74.0	77.4	77.2	80.6	78.3
Two or More Races	NA	NA	74.4	78.2	81.8	40.6
Socioeconomically Disadvantaged	39.7	46.9	51.8	55.6	58.7	56.8
English Learners	36.8	46.1	48.5	54.2	58.2	55.2
Students with Disabilities	28.6	37.1	39.3	41.4	42.6	40.8

Percent of Students Scoring Proficient and Advanced in Mathematics

	2008	**2009**	**2010**	**2011**	**2012**	**2013**
LEA Wide	61.7	67.8	71.6	74.5	75.4	74.4
Black or African American	56.6	63.6	66.6	70.2	69.1	66.3
American Indian or Alaska Native	62.9	70.1	64.9	68.3	71.8	69.0
Asian	84.9	89.7	91.1	93.2	92.2	91.8
Filipino	81.0	83.6	86.5	88.3	90.3	89.5
Hispanic or Latino	55.1	62.2	66.8	70.0	71.1	69.9
Native Hawaiian or Pacific Islander	65.1	68.8	72.0	64.8	77.2	82.7
White	73.2	78.1	81.3	83.3	82.2	82.9
Two or More Races	NA	NA	79.3	87.9	83.8	44.1
Socioeconomically Disadvantaged	49.5	58.3	63.5	66.6	67.6	66.5
English Learners	48.4	59.1	63.9	68.2	69.5	67.1
Students with Disabilities	34.2	43.8	48.8	50.0	49.2	47.3

Achievement of ELs
AMAO 1

	2008	**2009**	**2010**	**2011**	**2012**	**2013**

Percent Meeting AMAO 1 in LEA	59.60%	59.80%	63.20%	61.20%	70.00%	64.0%
Target for AMAO 1	50.10%	51.60%	53.10%	54.60%	56.00%	NA

AMAO 2

	2008	2009	2010	2011	2012	2013
Percent Meeting AMAO 2 in LEA	46.90%	46.40%				
Target for AMAO 2	28.90%	30.60%				
Percent Meeting AMAO 2 in Cohort 1 in LEA			26.40%	28.00%	32.90%	30.8%
Target for AMAO 2 in Cohort 1			17.40%	18.70%	20.10%	NA
Percent Meeting AMAO 2 in Cohort 2 in LEA			48.30%	47.20%	59.10%	61.4%
Target for AMAO 2 in Cohort 2			41.30%	43.20%	45.10%	NA

District Profile

CVESD is located in San Diego County which is the southern most county in the state of California. It is the largest Kindergarten through Grade 6 elementary district in the state. We serve a growing community that features a blend of residential neighborhoods, recreational facilities, open space, and light industry.

There are currently 45 schools in CVESD. The District's total population is 29,000. The underrepresented (minority) student population has increased and comprises 87% of our total. The ethnic composition of the District indicates that the majority of students (67.0%) are Hispanic. The percentage of ELs represents approximately 36%, and the majority of ELs are Spanish-speaking students. The percentage of students receiving free/reduced lunches is 39%, and the mobility of the student population has remained at 26.9%.

CVESD offers a challenging curriculum that meets all state requirements and is standards-based: ELA, Mathematics, History/Social Science, Science/Health, Physical Education; and Visual and Performing Arts. The District provides a variety of effective alternative language options to English speakers and Spanish speakers including: Dual Language, Spanish Immersion, Structured English Immersion, Alternative Bilingual and Mainstream English programs, all of which are consistent with provisions of Proposition 227 requirements. Special education programs are available for children with identified learning disabilities, which include language disorders. Other disabilities are emotional disorders; orthopedic, visual or hearing impairments; developmentally delayed, autism, and multi-handicaps. If eligible for a District program, an Individualized Education Program (IEP) is developed to meet the child's educational needs and is reviewed annually.

Student progress is reported to parents through standards-based progress reports, results of criterion referenced tests, standards-based assessments, Districtwide Local Measures, the California English Language Development Test (CELDT), and a variety of school-based assessments are also provided to parents. Each school provides a yearly SARC to parents detailing achievement data and other pertinent facts.

The District Shared Vision reflects a commitment to providing a successful, safe, challenging, and nurturing educational experience, while promoting the joy and importance of learning, for all students. The entire educational community accepts the challenge of change and is motivated to acquire skills and values for a rapidly changing world. We create dynamic learning experiences by supporting and encouraging excellent teaching and the educational growth of family and staff. Our Shared Values include: Equality, Equity, Accountability, Ethical Responsibility, Diversity, Teamwork, Innovation, and Excellence.

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

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

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

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

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

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

Performance Goal 1:	*All students will reach high standards attaining proficiency or better in Reading and Mathematics, by 2013-14.*

Planned Improvement in Student Performance in Reading

By 2017, 78% of all Grades K-1 students (including all target groups such as Low Income, English Learners, and Foster Youth) will score Met on the District Local Measure (LM) assessment in Reading. (See addendum.)

By 2017, 73% of all Grades 2-6 students (including all target groups such as Low Income, English Learners, and Foster Youth) will score Met on the District LM in Reading.

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with Common Core State Standards (CCSS): By 2017, all students will use ELA materials to learn CCSS. Teachers will use minimum ELA block times, 2.5-3 hours daily for Grades 1-3, two hours daily for grades 4-6. These times are considered priority and protected from interruption. Teachers will receive professional development for the use and support of best practices for English/Language Arts CCSS. Teachers will be provided with copies of the ELA CCSS for reference and information. Principals will participate in training on ELA and ELD in support for CCSS. Training will encompass coaching and supervising teachers with the CCSS serving as a base. Principals participate in instructional walkthroughs to help monitor implementation of CCSS instructional shifts in ELA. ESSC staff and Beginning Teacher Support Assistance (BTSA) providers will assist new teachers to develop knowledge of CCSS, instructional pedagogy aligned to CCSS,, and appropriate classroom environments and management. The Peer Assistance and Review (PAR) program will support tenured teachers in need of assistance.	(Ongoing) ESSC Staff: ➢ Cabinet ➢ Executive Directors ➢ Coordinators ➢ Resource Teacher School Staff: ➢ Principal ➢ Associate Principal ➢ Teachers ➢ Support Staff ➢ PAR providers ➢ BTSA providers	ELA Materials ELA CCSS Grade-level ELA academies Principals' Training	$ $4,669,490 $760,907 $871,052	Title I Title II Title III

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
2. Utilize instructional materials and strategies for CCSS-based instruction. The focus of reading instruction for **Transitional Kindergarten-Grade 3** will provide explicit and systematic instruction and diagnostic support in CCSS foundation skills. ➢ Phonemic awareness ➢ Phonics ➢ Decoding ➢ Word-attack skills ➢ Spelling and Word Study ➢ Vocabulary ➢ Reading Fluency ➢ Comprehension ➢ Writing skills and strategies and their application ➢ Listening and speaking skills and their application **For Grades 4-6**: ➢ Reading Foundation Skills ➢ Writing ➢ Speaking & Listening ➢ Language ➢ Informational Text ➢ Reading Literature Staff development will support teachers to learn effectively. Practices in support of CCSS. Training will assist teachers to develop appropriate strategies for diverse student learners including ELs, SwDs, Low Income, and Foster Youth.	ISS Staff including: Executive Directors, Coordinator, Resource Teacher, Consultants			
3. Extended learning time: Students having difficulty in Reading or Writing and are not meeting grade-level CCSS benchmarks will be provided additional instructional time and support. Additional time may be allocated by: ➢ Double dosing with extra support provided by resource teachers or programs designed to provide assistance either by small group or individually. ➢ Before- or after-school programs that reinforce skills and provide extra practice.	(Ongoing) School Staff: Teachers Intervention Tutors Dynamic After-School Hours (DASH) tutors Community Volunteers Student Teachers			General Fund

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
4. Increased access to technology: Students will have access to a variety of programs designed to provide additional practice in ELA. These include SuccessMaker, Achieve3000®, Imagine Learning English (ILE), Accelerated Reader (AR), word processing programs. Students and teachers will use online resources for research purposes. Teachers will be provided professional development on use of specific software, use of technology in instruction, and particular equipment.	ESSC Staff: Information Services staff School Staff: ➢ Principal ➢ Teachers	Yearly contracts Office 365 Reading Software IT Salaries	$	Educational Technology Title I
5. Staff development and professional collaboration will include utilization of books based on quantitative and qualitative analysis including Lexile levels: Teachers will receive 6 hours of professional development in CCSS ELA during the 2014-15 school year. Additionally, schools will use non-student contact days and Friday staff meeting time to concentrate professional development on the ELA instructional shifts and any other areas of need as identified in their SPSA.	ESSC Staff: ➢ Executive Directors ➢ Coordinators ➢ Resource Teacher ➢ Consultants School Staff: ➢ Principals ➢ Teachers ➢ Consultants	Materials for training	$1,023,304 $1,086,046	Title I Title II LCFF (LI) EL
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): Each parent of student in Grades K-6 will have Local Measures/test results sent home. Teachers will review local assessment measures during the first parent conference of the school year. Parents will be notified if their child is not meeting CVESD Local Measure standards. They will be urged to take advantage of remedial services including: 1. In-school tutoring 2. After-school tutoring	(Ongoing) ESSC Staff: ➢ Cabinet ➢ Executive Directors School Staff: ➢ Principal ➢ Teachers ➢ Ancillary Staff			

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Each year a report on Smarter Balanced and Local Measures will be shared with parents and community during DAC/DELAC meetings and at two Board of Education meetings.				
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): Students who attend state preschool will receive student readiness activities and tours. Parent and students who are transitioning to middle school will receive visits by counselors for academic counseling as well as to determine any special needs. Students in Grade 6 will participate in school tours designed to orient them with their school campus, teachers, activities and services. Sixth-grade teachers will meet with middle school personnel for articulation regarding student needs and placement.	School Staff: ➢ Principal ➢ Teachers ➢ Special Education Staff ➢ Preschool Staff			
8. Monitoring program effectiveness: Meeting benchmark goals on CCSS-aligned reading assessments and Local Measures will help assess effectiveness of the instructional program. Superintendent will conference with each school principal to discuss academic progress measured against District goals and District progress. Instructional Services staff will work with schools to enable staff to thoroughly understand and analyze data from Smarter Balanced and Local Measures testing.	ESSC Staff: ➢ Cabinet ➢ Executive Directors ➢ Coordinators ➢ Resource Teacher School Staff: ➢ Principal ➢ Teachers			

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
9. Targeting services and programs to lowest-performing student groups: Students who have the greatest achievement gap will be provided services through Title I auxiliary services, including RiSE tutoring, in-class double dosing, and before- and after-school tutoring.	ESSC Staff: ➢ Cabinet ➢ Executive Directors ➢ Coordinators ➢ Resource Teacher School Staff: ➢ Principal ➢ Teachers ➢ Title I Personnel	Title I Services ➢ Teachers ➢ Tutoring ➢ Aides		Title I SCE EIA-LEP
10. Any additional services tied to student academic needs. Referrals will be made to one of the five Family Resource Centers (FRCs) for students and families in need	ESSC Staff: Chula Vista Community Collaborative Director School Staff: Principal Teachers			

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

Planned Improvement in Student Performance in Mathematics

On average, 74% of CVESD students score at Proficient and Advanced levels on the CST. To meet the goal of all students meeting high standards by 2013-14, 26% more students must reach Proficient or Advanced levels on CST this year.

By 2017, 75% of all Grades K-6 students (including all target groups such as Low Income, English Learners, and Foster Youth) will score Met on the District LM in Math.

By 2017, all students will read at grade level by the end of Grade 3.

By 2017, the percentage of English Learners (ELs) reclassified to Fluent English proficient will increase annually by 15% to 20%.

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with CCSS: All students use Mathematics materials aligned as much as possible to CCSS. Teachers will observe Mathematics block times, 60-75 minutes per day. This time is considered priority and protected from interruption. The District will go through a clear, data-driven process for reviewing state approved Mathematics instructional materials to make an informed, objective selection of a new Mathematics series for our District during the 2014-15 school year. All District teachers participate in staff development related to implementation of the new CCSS. This training is grade-level specific, focused on content, conceptual understanding, pedagogy, and implementation strategies. Professional development will continue to be offered to teachers. Training will be focused on the Mathematics topics showing greatest need. BTSA colleagues will work with new teachers, assisting with instruction, classroom management, and instructional decision-making related to Mathematics. PAR providers will work with tenured teachers, assisting them with needed support in the area of Mathematics.	ESSC Staff: ➢ Cabinet ➢ Executive Directors ➢ Coordinators ➢ Resource Teacher School Staff: ➢ Principal ➢ Teachers ➢ Support Staff ➢ BTSA providers ➢ PAR providers	Mathematics Materials Math Resource Teacher Salary Salaries Consultants PAR Salaries	$94,400	Title II BTSA PAR

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
2. Use of materials and strategies that support CCSS: The focus of Mathematics instruction will include: Teaching of conceptual mathematics, multiple representations, and the 8 Mathematical practices. ➢ Teachers will use materials focused on Math CCSS including Engage NY/Eureka Mathematics or other resources as appropriate). ➢ Instruction will emphasize conceptual understanding. The most critical, highest-priority standards will be addressed in the greatest depth. ➢ Instruction will balance procedural skills, conceptual understanding, and problem solving, stressing the interdependency of all three. ➢ Instruction will utilize resources that are factually and technically accurate such as technology assisted programs, SuccessMaker and FasttMath. ➢ CVESD Mathematics topic assessments given multiple times a year depending on grade level, will help teachers assess student's understanding of the Math standards previously taught. The teachers will use Online Assessment Reporting System to analyze data from the topic assessments. ➢ There will be multiple opportunities for students to explain and/or justify their thinking verbally and through Writing. ➢ CVESD Performance Assessments will provide evidence of achievement for 8 Mathematical practices. ➢ Instruction will allow for accommodation of diverse student needs and performance levels.	ESSC Staff: ➢ Executive Directors ➢ Coordinators ➢ Resource Teacher ➢ Consultants School Staff: ➢ Principal ➢ Teachers ➢ Consultants ➢ Resource Teacher ➢ BTSA, PAR providers	Topic assessments answer guides		
3. Extended learning time: Additional instructional time is allocated for students who are performing substantially below grade-level standards. These may include: ➢ Before-, during-, and after-school tutoring time ➢ Extended School Year (ESY) – Special Ed ➢ Double dosing – Math extra practice groups Homework is used for extra practice and extending	School Staff: ➢ Principals ➢ Teachers ➢ Ancillary staff ➢ ESY staff	ESY Support Teachers Instructional Assistants		Special Education Title I

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
classroom learning in Mathematics. Technology-related software programs will be used to reinforce concepts, provide extra practice, and extend Mathematical skills and concepts for advanced learners.				

4.   Increased access to technology:
    Many students will have access to Math activity software such as SuccessMaker, FasttMath, iXL, First in Math. These will be used for practice, diagnosis and prescriptive activities, and assessments.
    Appropriate websites are shared with teachers to utilize for instructional planning purposes. These include Engage NY.
    Teachers will have access to lessons from multiple sources including Engage NY, Achieve the Core to assist in lesson planning.
Information Services, in collaboration with schools, will continue to explore appropriate software purchases to enhance students' Mathematical skills.
	ESSC Staff:
	➢ Instructional Tech Coordinators
	➢ Executive Director
	➢ Information Services staff
	School Staff:
	➢ Principal
	➢ Tech liaison
	➢ Teachers
		IT Staff		

5.   Staff development and professional collaboration aligned with materials and resources aligned to CCSS:
    All teachers will receive six hours of professional development centered on CCSS during the 2014-15 school year. In successive years staff development will focus on weak domains, pacing, and specific, grade-level needs as identified by Smarter Balanced and Local Measures assessments.
    Principals will continue with their professional development on CCSS and the 8 Mathematical practices.
 	
    Schools that identify math as a focus area on the SPSA will use non-instructional days , and Friday staff meetings for Math professional development.
    The Math Resource Teacher can be used for teacher or grade-level coaching as requested by schools.
Math grade-level meetings will be held to assist teachers with Math lesson planning, pacing and identifying key Math standards for their grade level.
	ESSC Staff:
	➢ Executive Director
	➢ Resource teacher
	
	School Staff:
	➢ Principal
	➢ Teachers
	➢ Consultants			

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source

6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):
 	
    Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): Each parent of students in Grades K-6 will have Local Measures test results sent to their home. Individual student scores will be accompanied by a letter explaining these Local Measures results. Teachers will review Local Measures results at the first parent conference of the school year.
    Parents will be notified if their child is not meeting standards. They will be urged to take advantage of remedial services including:
    4.   In-school tutoring
    5.   ESY (Special Education only)
    Each year a report on Local Measures and Smarter Balanced test results will be shared with parents and community during DAC/DELAC meetings and at two Board of Education meetings.
    Appropriate websites will be shared with parents and students' use at home.
	ESSC Staff:
	 ➤ Cabinet
	 ➤ Board of Education
	 ➤ Executive Directors
	 ➤ Coordinators
	 ➤ Resource teacher
	
	 School Staff
	 ➤ Principal
	 ➤ Teachers			

7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):
    Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):
    Students who attend state preschool will receive student readiness activities and tours. Parent and students who are transitioning to middle school will receive visits by counselors for academic counseling as well as to determine any special needs. Students in Grade 6 will participate in school tours designed to orient them with their school campus, teachers, activities and services.
	(Ongoing)
	 ESSC
	 ➤ Student, Family, and Community Services staff
	 ➤ Directors
	 School
	 ➤ Principals
	 ➤ Teachers			

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
8. Monitoring program effectiveness: Meeting benchmark goals on Smarter Balanced and progress of each school using Local Measures will help assess effectiveness of the instructional program. Superintendent will conference with each school principal to discuss academic progress measured against District goals and District progress.	ESSC Staff: ➤ Cabinet ➤ Executive Directors School Staff: ➤ Principal	Local Measures Assessments Reports		General Fund
9. Targeting services and programs to lowest-performing student groups: Students who have the greatest achievement gap will be provided services through Title I auxiliary services, including tutoring, double dosing, before- and after-school tutoring, ESY for special education students..	ESSC Staff: ➤ Executive Directors School Staff: ➤ Principal ➤ Teachers ➤ ESY staff ➤ After-school staff	Title I ➤ Resource teacher ➤ Aides ➤ Materials		Title I
10. Any additional services tied to student academic needs:				

Performance Goal 2: *All LEP students will become Proficient in English and reach high academic standards, at a minimum attaining proficiency or better in ELA and Mathematics.*

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

		Description of how the LEA is meeting or plans to meet this requirement
Required Activities	1. (Per Sec. 3116(b) of NCLB, this Plan must include the following: a. Describe the programs and activities to be developed, implemented, and administered under the sub grant; b. Describe how the LEA will use the sub grant funds to meet all annual measurable achievement objectives described in Section 3122; c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for: ▪ meeting the AMAO described in Section 3122; ▪ making AYP for LEP students (Section 1111(b)(2)(B); ▪ annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1); d. Describe how the LEA will promote parental and community participation in LEP programs.	**1.a** CVESD currently provides the following instructional programs for identified ELs: **Structured English Immersion Program**: English Learners receive Specially Designed Academic Instruction in English in all content areas with teachers using strategies that make lessons comprehensible. Efforts are concentrated in the preparation of students to enter a Mainstream English program with a "good working knowledge" of English. Primary language support may be provided if available. **Alternative Bilingual Program with ELD**: Instruction is provided in Spanish with a daily designated time in English. Student's primary language is used for teaching and learning while developing English language proficiency. The goal of this program is to help students transition into English instruction rapidly. **English Language Mainstream Program with ELD:** This program placement is for English Learners who possess a "good working knowledge" of English or whose parents have specifically requested this placement. All subject areas are taught in English. **Dual Language Immersion Program:** English Proficient students and English Learners have the opportunity to become fluent in English and Spanish, while developing cross-cultural understanding. The goal of the program is to promote full proficiency in a student's first and second language while attaining high levels of academic achievement in both languages. Sixth Grade students may earn the Biliteracy Award for participation and achievement in the Dual Immersion Program. Students will be required to meet specific criteria to be eligible for the award. **Immigrant Support**: Translation and interpretation services for Korean, Tagalog, Arabic, Mandarin, Japanese, Persian-Farsi and Thai are available for parent and student support by calling (619) 425-9600, Ext. 1526

		Description of how the LEA is meeting or plans to meet this requirement
Required Activities		**Newcomer Support:** Recently arrived students who are English Learners are provided support to accelerate language and literacy through the use of Imagine Learning English, a computer-based software program designed to assist students in acquiring English as rapidly as possible. **1.b** The CVESD will use Title III funds to provide the following supplemental services: • English Learner (EL) Identification and Placement • Language Proficiency Assessment and Progress Monitoring • Professional development for teachers, District resource teachers, and administrators on the new ELD Standards and Common Core State Standards Access for English Learners. • English Language Development Programs • Parent Involvement and Leadership Development • Instructional support for language, literacy, and academic content for English Learners • Providing instructional and social support services to newly identified ELs and their families • Providing targeted intervention services to students who are assessed annually and have not met proficiency on the CELDT, District Local Measures, and the CST • Providing staff development, coaching, mentoring and material resource support to certificated and classified instructional staff. Specifically, staff development will focus on data analysis and understanding the domains of CELDT, New ELD standards, SDAIE strategies, GLAD training, Transference of Skills, and GRR • Providing supplemental instructional services through extended day and extended year tutoring and intervention programs. Research-based and Common Core standards aligned curriculum and software will be implemented • Providing training opportunities for parents to focus on Common Core State Standards and instructional activities to support student learning • Providing Common Core standards-aligned supplemental curriculum and technology software to support student learning across the curriculum • Providing staff opportunities to travel, observe and collaborate with other parents and attend trainings, conferences, meetings, and/or workshops • Implement school-wide daily designated ELD instruction • Principals monitor ELD instruction through observation and providing feedback to teachers

	Description of how the LEA is meeting or plans to meet this requirement
	- Teachers include designated ELD time(s) in daily schedules that include planning differentiated lessons with timely interventions - Teachers analyze data and monitor EL progress adjusting instruction as needed - Use Long Term English Learner and Potential Long Term English Learner reports to provide immediate and targeted interventions and differentiated instruction for this group of students. **1.c** Ongoing formative and summative assessments aligned to grade-level Common Core standards are regularly analyzed and monitored by teachers, site and District-level administrators. Adjustments and modifications are ongoing to reflect and meet the needs of the students. Failure and lack of adequate progress is minimized through target interventions and differentiated instruction. Ongoing observations and timely feedback by resource teachers, coaches, and administrators provide opportunity for midcourse adjustments and corrections. Annual assessment data from District Local Measures, CELDT, CST, and CMA are analyzed and reported annually to the SSC, ELAC, DELAC, the Board of Trustees and to the community via public posting of SARCs to the District website Teachers use the Action Area Tool and Literacy Growth Report from Imagine Learning English to monitor ELD progress and to provide timely interventions. Teachers understand the importance of CELDT and the implication on teaching and learning to increase the rate of reclassification to fluent English proficient. Parents of ELs are active members of the DELAC, ELAC, SSC, Home-School Partnership Program, and Parent-Teacher Organization. Parents attend monthly DELAC meetings to review topics specific to EL students and EL programs. The District engages parents by providing numerous trainings on Common Core math and reading; on Long-Term English Learners, CELDT, and other topics of parent interest. The District offers leadership training for DELAC and DAC board members to build their leadership capacity. Parent leaders meet quarterly with the Superintendent; DELAC reports to the Board of Education twice a year. The District meets monthly with DAC/DELAC board members to plan DAC/DELAC meetings, to discuss items of parent leader interest, and to maintain communication.

		Description of how the LEA is meeting or plans to meet this requirement
Required Activities	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: • English proficiency; and • Academic achievement in the core academic subjects	**1.d** Numerous opportunities currently exist at the site and district level to encourage parent participation in various school related activities. Events include, but are not limited to: Family Reading Nights, Math Nights, and Science and Technology Nights. Principals hold monthly or quarterly Pastries with the Principal, Principal/Parent Breakfast, etc., to encourage parents to visit informally with the Principal to dialogue about strengths and challenges facing the school site. Parents of ELs are active members of the DELAC, ELAC, SSC, and Parent-Teacher Organization. Parents attend monthly meetings to review topics specific to EL students and EL programs. 2. The District uses Common Core aligned materials in ELA and English Language Development (ELD) for Grades K-6 students to provide high-quality language instruction aligned to student academic content standards. The District provides guidance in the selection of state-adopted ELD programs to meet the needs of ELs in acquiring English proficiency. The District provides training for teachers in ELD and SDAIE strategies to support the academic achievement of ELs. District assessments and the annual CELDT are used to measure the increase in students' English proficiency. Individual student and group data will be analyzed to evaluate the students' academic achievement. A comparison of the aggregate achievement growth of ELs with all students will be used to evaluate program effectiveness, including the rate of reclassification.
Required Activities	3. Provide high-quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel. 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 LEP 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.	Fidelity of implementation, ongoing coaching, and program compliance are essential to accelerating success of ELs. Planned professional development includes: training in the new ELD standards, assessments and student placement, continued training and coaching in Guided Language Acquisition Design (GLAD) strategies, ongoing training and coaching in CELDT, GLAD, Long Term English Learners, Common Core Access for English Learners, ELD standards, Transference of Skills, site-specific data analysis of CELDT levels and CELDT domains and continued training in GRR-language objectives, modeling and differentiating instruction. Site-level leadership will continue to participate in leadership cohort trainings and observational protocols to increase English Learner Achievement. To ensure high-quality staff development, training will be provided by expert District staff and or consultants with knowledge and experience in supporting English Learners. Program consultants, trainers, and experts in the field will be selected based on their experience and reputation in providing research-based and research-validated programs with proven levels of success for the target population.

		Description of how the LEA is meeting or plans to meet this requirement
Allowable Activities	4. Upgrade program objectives and effective instruction strategies.	**Yes** **If yes, describe:** The training for principals and teachers described in #3 above is designed to provide all teachers with effective instructional strategies in ELD and GLAD.
	5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.	**Yes** **If yes, describe:** a. Extended-day/ESY programs. b. Implementation of Response to Intervention (RtI)
	6. Develop and implement programs that are coordinated with other relevant programs and services.	**Yes** **If yes, describe:** Coordinate services and trainings for families of ELs through inter-agency support programs.
	7. Improve the English proficiency and academic achievement of LEP children.	**Yes** **If yes, describe:** Closing the achievement gap is a top priority for the District, including elimination of Long-Term English Learners. Programs, services, and interventions, will continue to promote bilingualism and biliteracy as well as the academic success of ELs through Common Core standards-aligned curriculum, daily ELD instruction through integrated and designated ELD, and ongoing monitoring of English Learner progress. The integration of ELD and support to English Learners will be integrated in all District provided professional development.
Allowable Activities	8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families – o To improve English language skills of LEP children; and o To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.	**Yes** **If yes, describe:** Coordination of services through various departments will help to maximize opportunities for parents to participate in valuable training to improve student achievement. Training will focus on helping parents understand Common Core reading and math and language development.

	Description of how the LEA is meeting or plans to meet this requirement

9. Improve the instruction of LEP children by providing for –
  ○ The acquisition or development of educational technology or instructional materials
  ○ Access to, and participation in, electronic networks for materials, training, and communication; and
  ○ Incorporation of the above resources into curricula and programs.
	Yes **If yes, describe:**
	Continue the acquisition of software designed to improve second language learning such as: ILE, SuccessMaker, and English in a Flash, etc., as determined by individual school sites.

10. Other activities consistent with Title III.	**Yes** **If yes, describe:** EL aides at school sites are trained to support English Learners. EL/IA Leads provide training for school site EL/IAs to ensure services and support for students and families.

Plans to Notify and Involve Parents of LEP Students

Parents of LEP 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.		Description of how the LEA is meeting or plans to meet this requirement.

Required Activity	1. LEA informs the parent(s) of a LEP student of each of the following (per Sec. 3302 of NCLB):
	
	  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, instructional 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 LEP 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 IEP of the child;
		Annually provide training to ELAC members and other interested parents on District EL Master Plan with emphasis on identification and program placement. Share research supporting primary language instruction and District program models.
		
		Update notification, placement, and parent enrollment information to clarify District programs, placement and CELDT scores.
		
		Explaining program options and program goals through the use of brochure, DVD, Parent Training Binder, and website.
		
		Update webpage to provide resources and sources of information on programs, practices and links of interest pertaining to second language learning.

	Description of how the LEA is meeting or plans to meet this requirement.
Required Activity — h. information pertaining to parental rights that includes written guidance detailing – 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.	Information to be provided through collaboration with Instructional Services and Support Division.
Note: Notifications must be provided to parents of students enrolled since the previous school year: no 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.	
LEA Parent Notification Failure to Make Progress If the LEA fails to make progress on the AMAOs it will inform parents of a child identified for participation in such program, or participation in such program, of such failure no later than 30 days after such failure occurs.	LEA notifies parents of English Learners that students failed to meet AMAO's. LEA shares with parents through LEA LCAP, SPSA, and Title III Plan the goals, actions, and strategies to improve English language proficiency and academic performance.

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**	**If yes, describe:** Immigrant EL/IA Support staff conduct training sessions with parents of immigrant students on Family Literacy and Common Core State Standards. The sessions are provided in English/Spanish with simultaneous translations into six primary languages (Arabic, Chinese, Japanese, Korean, Spanish, and Tagalog) as needed. The EL/IA Immigrant Support staff focus on parenting skills, homework and school support, on understanding the U.S. school system, learning and health resources in the community, and improvement in student achievement.
	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**	**If yes, describe:** EL/IA Immigrant Support staff, representing six primary language groups, receive training on immigrant issues and support to newcomer students, including instructional services and programs designed for the students. They do staff presentations on cultural diversity and assist newly-arrived families in understanding the new community and school environment.
	3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	**Yes**	**If yes, describe:** EL/IA Immigrant Support staff provide families with information of interest to them on special events dealing with academic or career counseling. They are available to interpret for the families as needed.
	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	**Yes**	**If yes, describe:** Specially-selected curricular instructional materials are utilized in the immigrant support program which includes educational software. Primary language materials will be purchased, as available, in those primary languages to support parents and students.

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	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**	**If yes, describe:** EL/IA Immigrant Support staff travel to various school sites to interpret for teacher/student conferences and needs as well as for parent conferences. They work with the teachers to assist in providing comprehensible input on the content instruction as needed. They provide bilingual dictionaries and other instructional resources to classrooms as needed.	
	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**	**If yes, describe:** EL/IA Immigrant Support staff bridge communication between school and home by conferencing with parents and students on the education system and civic responsibilities expected in the U.S. Test results and report cards are explained to parents and students so they may understand the educational requirement and process.	
	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**	**If yes, describe:** EL/IA Immigrant Support staff serves as a bridge with community-based organizations to offer resources for families. Speakers, brochures, newsletters, etc. are provided so that the community may make better use of the resources.	

Performance Goal 3: *By 2016-17, 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
ELA • Two days of grade-level academies with focus on CCSS and access for ELs. • Districtwide Writing staff development provided by classroom teachers. Principal cohort groups provide training for teachers within their cohorts. Majority of schools have identified ELA as their instructional focus. Outside consultants are nationally recognized as leaders in ELA. Principals participate in ongoing professional development in ELA. Special Education staff participates in ELA professional development. **Math** • One day of grade-level academies with focus on CCSS and 8 Mathematical practices. • Additional PD offered by Math resource teacher and executive director. Teachers participate in professional development in CCSS Mathematics.	Identify CCSS-aligned ELA materials. Time to prepare ELA units of study. Utilize best practices learned from the past and include in the current/future. Utilize CCSS-aligned benchmark assessments as formative assessment tools. Identify performance targets for each grade level. Deepen understanding of Close Reading strategies. Incorporate Balanced Literacy practices with Common Core Lexile demands. Implement CCSS Mathematics Engage NY during the 2014-15 school year. Deepen teachers' content knowledge in Math.

Science •Teachers are embracing Next Generation Science standards. Multiple sites self-identifying themselves as STEM or STEAM schools. **Technology** High level of interest at all levels of the organization on incorporating technology into daily instruction. Wireless access points at all schools. District commitment to becoming a 21st century learning environment. Provide professional development on new products. Include technology tools during all professional development sessions with teachers.	Staff Development in using literacy strategies during Science instructional time. Identify new materials aligned to Next Generation Science standards.

Performance Goal 3: *By 2013-14, 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

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:
All staff development in CVESD is fully aligned to CCSS. Those standards form the basis of core learning with all activities directly tied to standards and the pedagogy and instructional methodology to meet those standards.
   Both districtwide and school specific data analysis is conducted yearly to measure progress on the Local Measures and identify weak skills or stands by grade level. Teachers use performance levels and specific skills scores to identify individual as well as classroom needs.
   Classroom assessments based on CCSS help teachers ascertain which students are approaching or meeting benchmark scores.
	ESSC Staff:
	➢ Cabinet
	➢ Executive Directors
	➢ Coordinators
	➢ Projects Specialists
	➢ Staff Development Resource teachers
	➢ Consultants
	School Staff:
	➢ Principal
	➢ Teachers
	➢ Auxiliary staff
	➢ Consultants
		Classroom and District developed CCSS-aligned assessments		Title I
				
				LCFF (LI)
				
				EL

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:
   All staff development is based on current research. CCSS-aligned goals are used to focus staff development on those skills and procedures for which CVESD students show weakness.
 	
   Teachers are surveyed yearly to determine which professional development shows the greatest need. The results are aggregated for the district in order to facilitate training.
	(Ongoing)
	ESSC
	➢ Cabinet
	➢ Executive Directors
	➢ Coordinators
	➢ Resource Teacher
	➢ Consultants
	School Staff:
	➢ Principals
	➢ Teachers
		Staff Development Needs Assessment		

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
	➤ Auxiliary staff ➤ Consultants			

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:
    CVESD's students with the greatest achievement gaps are those who have not yet mastered English, those who are from the lowest income levels, and those who are mobile.
    Every staff development is differentiated to address the needs of these students. Staff development is jointly planned and delivered by Instructional Services and Support personnel.
    Specific staff development will be offered to enable teachers to have deeper knowledge, apply appropriate strategies, and to differentiate instruction as it relates to CCSS.
	ESSC Staff:
	➤ Cabinet
	➤ Executive Directors
	➤ Coordinators
	➤ Resource teacher
	➤ Consultants
	
	School Staff:
	➤ Principals
	➤ Teachers
	➤ Auxiliary staff
	➤ Consultants			

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: All staff development is centered on CCSS. Using multi-funded staff assures the center of staff development remains aligned with CCSS and the specific needs of each target group including ELs and low income students. Staff development focused on special needs of students, such as ELs, centers on EL standards and is related to CCSS ELA. Using CCSS as the basis for staff development assures all staff development, regardless of funding source, is focused on the same content related to	ESSC Staff: ➤ Cabinet ➤ Executive Directors ➤ Directors ➤ Coordinators ➤ Resource teachers ➤ Consultants School Staff ➤ Principals ➤ Teachers ➤ Auxiliary staff			

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
student needs and learning.	➢ Consultants			
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: Each year a staff development needs inventory provides information particular to school and teacher-identified needs. Local Measures testing target areas of need are identified and addressed. Each school determines, through its SPSA the areas of greatest need and staff development related to meeting those needs. BTSA and PAR programs allow for mentoring of new teachers as well as veteran teachers who request assistance.	ESSC Staff: ➢ Cabinet ➢ Executive Directors ➢ Directors ➢ Coordinators ➢ Resource teachers ➢ Consultants School Staff: ➢ Principals ➢ Teachers ➢ Auxiliary staff ➢ Consultants	Staff Development Needs Assessment		Title II
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: Technology skills and specific software will be used in every staff development to advance the use of technology and improve the technology skills of teachers. Similarly, every technology staff development will use standards-based instruction and projects as its core.	ESSC ➢ Cabinet ➢ Executive Directors ➢ Coordinators ➢ Resource teachers ➢ Consultants School Staff ➢ Principals ➢ Teachers ➢ Auxiliary staff ➢ Consultants			
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.	ESSC Staff: ➢ Cabinet ➢ Executive Directors ➢ Coordinators ➢ Resource teacher	IT Coordinator Salaries	$300,000	Title II Title I

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Technology skills and specific software will be used in every professional development to advance the use of technology and improve the technology skills of teachers. These will include both closed social media sites and tools to strengthen learning of concepts.	➢ Consultants School Staff: ➢ Principals ➢ Teachers ➢ Auxiliary staff ➢ Consultants			
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. Each year a staff development survey is conducted. As schools identify their needs based on this survey, customized professional development is provided by Instructional Services and Support staff.	ESSC Staff: ➢ Cabinet ➢ Executive Directors ➢ Coordinators ➢ Resource teacher ➢ Consultants School Staff: ➢ Principals ➢ Teachers ➢ Auxiliary staff ➢ Consultants	Staff Development Needs Assessment		Title II

9.   How the LEA will provide training to enable teachers to:
    Teach and address the needs of students with different learning styles, particularly SwDs, students with special learning needs (including students who are GATE), and students with LEP;
    Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; Involve parents in their child's education; and Understand and use data and assessments to improve classroom practice and student learning.
    Staff development is differentiated, and specifically addresses the needs of students with academic learning needs. These may include special education students, students working far below grade level CCSS, ELs, and GATE students.
	ESSC Staff:
	➢ Cabinet
	➢ Executive Directors
	➢ Coordinators
	➢ Projects Specialists
	➢ Staff Development Resource teacher
	➢ Consultants
	➢
	School Staff:
	➢ Principals
	➢ Teachers
	➢ Auxiliary staff			

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
	➤ Consultants			
Each department, such as Language Acquisition and Special Education, also plans staff development that addresses, in depth, techniques for meeting those needs. Executive Directors/Assistant Superintendent engage in data analysis with principals quarterly. School staff may also schedule time during collaboration or staff meetings where data analysis is the specific focus. As much as is feasible, data analysis is part of every staff development conducted in CVESD.				
10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:	ESSC Staff: ➤ Executive Directors ➤ Directors ➤ Special Education Coordinator ➤ PAR Consultants	(Training, materials, substitutes costs, etc.)		

> **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
Physical 1. The District has a Shared Vision and Strategic Goals to provide for a school community that has a safe, caring, and stimulating environment and a nurturing educational experience. 2. The District has strongly enforced Board policies that address discipline. 3. There is a clear set of emergency procedures and opportunities for practice drills. 4. Administrators and staff support the view that emotional, psychological, and social needs of students are intrinsically related to academic achievement. 5. The District has a Community Advisory Committee including staff, administrators, parents, members of law enforcement, and the community whose role is to guide the District in planning and implementing strategies to support an environment conducive to learning. 6. Parents are provided with regular information through the Districtwide committee. 7. The physical environment is well maintained and classrooms have been modernized to facilitate learning; there is a district plan to support this as an ongoing process. 8. Each school site has an SSC that reviews and approves its own Safe School Plan to address their strengths, and goals to promote a safe learning environment. 9. Activities that foster a positive school	**Physical** 1. The District is challenged with the mobility factor at some school sites. 2. Bullying is a continuous issue at some school sites. 3. The District needs to explore solutions to vandalism at the school sites. 4. Parents need to be more involved at the school site level at some sites.

STRENGTHS	NEEDS
climate such as regularly held assemblies that acknowledge successes of students, staff, parents, and community are held on a regular basis at each school site. 10. Most schools in the District have an after-school program or activities to give students a safe environment and a positive alternative. **Social** 1. Forty-three out of 45 schools have staff trained and most are implementing the core anti-violence curriculum. 2. Each classroom displays the rules of conduct for that room. 3. Extra curricular activities, such as scouting groups, team sports, and social groups are available. 4. Students have opportunities to participate in leadership activities such as Student Council, Peace Patrol, Safety Patrol, and cross-age mentoring. 5. Some schools have trained their teachers in the Tribes program which is a classroom management approach that includes cooperative learning. 6. The District has a very effective and satisfying relationship with local law enforcement that come into the fifth-grade classrooms and teaches a Safety-on-Site curriculum, which includes gang awareness and Internet safety. 7. The District and the local law enforcement agency are partnering in a School Watch Program which unites and educates the school/community in actively reporting suspicious crime activity. **Emotional** 1. A comprehensive health curriculum is in place in Grades 4, 5, and 6. 2. The FRCs provide a wide range of services for students and families throughout the District. 3. The alcohol, tobacco, other drug, and violence curriculums have parent components for family involvement.	**Social** 1. Teachers and staff need follow-up support after training in the core curriculum. 2. New teachers need opportunity for classroom management training in order to support behavior improvement. 3. Support staff, such as noon duty supervisors, need training in the anti-violence program to sustain consistency of the behavioral expectations that are taught in the classroom. **Emotional** 1. Resilience factors need to be institutionalized into the school structures. 2. There is an essential need for counselors whose services benefit our students and their families in order to mitigate social and emotional pressures which interfere with learning.

STRENGTHS	NEEDS
Intellectual 1. The goal of the District is to have students who are not only meeting the benchmarks of standards-based education, but excelling and reaching their highest potential. 2. The District provides many support systems for students who need additional help, including homework clubs, peer tutoring, and a range of special education resources. 3. The prevention curriculum is aligned with standards and is easily implemented in the classroom. 4. The infusion of a wide range of activities focusing on prevention reinforces a safe school community. **Psychological** 1. Psychologists are available at each school site. 2. The Student Success Teams at each site provide guidance for more intense support services for pupils and families.	**Psychological** 1. The issue of bullying resurfaces regularly at most of the school sites and needs to be addressed as curriculum in the classroom.

Students

CONDUCT

The Governing Board believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, going to or coming from school, at school activities, or using District transportation.

Behavior is considered appropriate when students are respectful towards their teachers, other staff, other students, and volunteers. Specific criteria for other appropriate behavior is included in each school's Parent Handbook and School Safety Plan.

(cf. 0450 – Comprehensive Safety Plan)
(cf. 5131.1 – Bus Conduct)

The Superintendent/designee shall ensure that each school develops standards of conduct and discipline consistent with Board policies and administrative regulations. Students and parents/guardians shall be notified of District and school rules related to conduct.

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats.

(cf. 5131.7 – Weapons and Dangerous Instruments)
(cf. 5142 – Safety)

2. Conduct that disrupts the orderly classroom or school environment.

3. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption.

(cf. 5131.2 – Bullying)
(cf. 5145.3 – Nondiscrimination (EEO, Title IX)
(cf. 5145.7 – Student Harassment)

4. Willful defiance of staff's authority.

5. Damage to or theft of property belonging to students, staff, or the District.

The District shall not be responsible for students' personal belongings which are brought on campus or to a school activity and are lost, stolen, or damaged (including personal electronic devices brought to school for personal and/or instructional purposes).

(cf. 3515 – Recovery for Property Loss or Damage)
(cf. 5131.5 – Vandalism and Graffiti)

6. Possession, use, or being under the influence of alcohol, tobacco, or other prohibited drugs.

(cf. 5131.6 – Alcohol and Other Drugs)
(cf. 5131.62 – Tobacco)

7. Possession or use of a laser pointer, unless for a valid instructional or other school-related purpose. (Penal Code 417.27)

   Prior to bringing a laser pointer on school premises for a valid instructional or school-related purpose, a student shall obtain permission from the principal/designee.

8. Obscene acts or use of profane, vulgar, or abusive language.

(cf. 5145.2 – Freedom of Speech/Expression: Publications Code)

9. Plagiarism or dishonesty on school work or tests.

10. Use of a cellular/digital telephone, tablet, laptop, or other mobile communications device during instructional time.

   Such devices shall be turned off in class, except when being used for a valid instructional or other school-related purpose as determined by the teacher or other District employee, and at any other time directed by a District employee. Any device with a camera, video, or voice-recording function shall not be used in any manner which infringes on the privacy rights of any other person.

No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student's health and the use of which is limited to purposes related to the student's health. (Education Code 48901.5)

(cf. 6162.54 – Test Integrity/Test Preparation)
(cf. 6162.6 – Use of Copyrighted Materials)

11. Inappropriate attire.

(cf. 5132 – Dress and Grooming)

12. Tardiness or unexcused absence from school.

(cf. 5113 – Absences and Excuses (includes truancy)
(cf. 5113.1 – Perfect Attendance)

13. Failure to remain on school premises in accordance with school rules.

Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, he/she shall refer the matter to his/her supervisor or administrator for further investigation.

When a school official suspects that a search of a student or his/her belongings will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with Board Policy/Administrative Regulation 5145.12, Students, Search and Seizure.

(cf. 5145.12 – Search and Seizure)

When a student uses any prohibited device or uses a permitted device in any unethical or illegal activity, a District employee may confiscate the device. The employee shall store the item in a secure manner until an appropriate time.

Students who violate District or school rules and regulations may be subject to discipline including but not limited to, suspension, expulsion, transfer to alternative programs, referral to a Student Success Team or counseling services, or denial of participation in

extracurricular or cocurricular activities or other privileges in accordance with Board policy and administrative regulation. The Superintendent/designee shall notify local law enforcement as appropriate.

(cf. 1400 – Relations Between Other Governmental Agencies and the Schools)
(cf. 5127 – Promotion Ceremonies and Activities)
(cf. 5144 – Discipline)
(cf. 5144.1 – Suspension and Expulsion/Due Process)
(cf. 5144.2 – Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 6020 – Parent-Guardian Involvement)
(cf. 6159.4 – Behavioral Interventions for Special Education Students)
(cf. 6164.5 – Student Success Teams)

Students also may be subject to discipline, in accordance with law, Board policy, or administrative regulation, for any off-campus conduct during nonschool hours that poses a threat or danger to the safety of students, staff, or District property, or substantially disrupts school activities.

Legal Reference:
    EDUCATION CODE
    200-262.4 Prohibition of discrimination
    32280-32289 Comprehensive safety plan
    35181 Governing Board policy on responsibilities of students
    35291-35291.5 Rules
    44807 Duty concerning conduct of students
    48900-48925 Suspension or expulsion, especially:
    51512 Prohibition against electronic listening or recording device in classroom without permission
    CIVIL CODE
    1714.1 Liability of parents and guardians for willful misconduct of minor
PENAL CODE
    288.2 Harmful matter with intent to seduce
    313 Harmful matter
    417.25-417.27 Laser scope or laser pointer
    647 Use of camera or other instrument to invade person's privacy; misdemeanor
    653.2 Electronic communication devices, threats to safety
    VEHICLE CODE
    23123-23124 Prohibitions against use of electronic devices while driving
    CODE OF REGULATIONS, TITLE 5
    300-307 Duties of pupils
    UNITED STATES CODE, TITLE 42
    2000h-2000h6 Title IX, 1972 Education Act Amendments
    COURT DECISIONS
    J.C. v. Beverly Hills Unified School District, (2010)711 F.Supp.2d 1094
    LaVine v. Blaine School District, (2000, 9th Cir.) 257 F.3d 981
    Emmett v. Kent School District No. 415, (2000) 92 F.Supp. 1088
    Bethel School District No. 403 v. Fraser, (1986) 478 U.S. 675
    New Jersey v. T.L.O., (1985) 469 U.S. 325
    Tinker v. Des Moines Independent Community School District, (1969) 393 U.S. 503
Management Resources:
    CSBA PUBLICATIONS
    Protecting Our Schools: Governing Board Strategies to Combat School Violence, 1999
    U.S. DEPARTMENT OF EDUCATION PUBLICATIONS
    Preventing Bullying: A Manual for Schools and Communities, 1998
    WEB SITES

California Department of Education, Safe Schools and Violence Prevention Office: www.cde.ca.gov/ls/ss
CSBA: www.csba.org
Center for Safe and Responsible Internet Use: www.cyberbully.org
National School Boards Association: www.nsba.org
National School Safety Center: www.schoolsafety.us
U.S. Department of Education: www.ed.gov

Policy
Adopted: 01/13/90
Revised: 05/22/01
Revised: 03/06/07
Revised: 05/19/09   CHULA VISTA ELEMENTARY SCHOOL DISTRICT
Revised: 08/14/13   Chula Vista, California

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
1. The research-validated curricula, Second Step and Too Good for Drugs, is being taught at most school sites; teachers are trained on an ongoing basis and receive support from the District.
2. School Resource Officers from the Chula Vista Police Department are trained and deliver the Safety-on-Site curriculum, which includes gang awareness, and Internet safety.
3. More than 2,000 students throughout the District participate in Safety Patrol, and Peace Patrol.
4. The School Community Policing Partnership Program initiated Olweus Bullying Prevention programs at three schools; and this activity continues.
5. The Peace Patrol Conflict Resolution Program will continue to teach students to be effective problem solvers and how to resolve conflict in a peaceful way.
6. A broad range of after-school programs will operate within the District that engage students with a variety of needs and interests; these include homework centers, tutoring, athletic activities, drama, music, etc.
7. Some teachers in the District have been trained in the Tribes program for cooperative learning and classroom management.
8. The FRCs will continue to provide the broadest of services to pupils and their families.
9. The school nurses will continue to be an integral component in providing heath services and referrals for students.
10. The senior volunteer police department will continue to focus on safety, going and coming to school, at the free assemblies that they provide.
11. Schools will continue to have prevention activities that include: safety walks, parent patrols, and a combined show of law enforcement agencies from the community at: "Law Enforcement Day" presentations.

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
1. There is ongoing data collection on alcohol, tobacco, and other drugs through the CHKS, and the questions addressing safety issues on the Hanover Survey, given in the District. The research-based curriculum has pre- and post-tests designed	1. There is a need for a major campaign in the District to get more extensive participation with the CHKS. 2. There is a need for more buy-in from administration and staff to integrate the required alcohol, tobacco, other drugs, and

STRENGTHS	NEEDS
for longitudinal study. Additional information is gathered on crime incidents, suspensions and discipline problems, and crimes against property. 2. Each of the 45 schools has developed a Safe School Plan for its unique site. 3. Each school has an SSC, composed of the required membership that has reviewed and approved its plan. 4. Each school has addressed the school's physical environment and included procedures for safe ingress to and egress from school. Some schools have special "walk-to-school" days for students and parents. 5. Thirty school sites in this District have after-school programs. 6. Each campus in this District has safety assemblies for their students, provided by community agencies such as the Senior volunteers of the Chula Vista Police Department. 7. This District has a Districtwide Board Policy regarding discipline and each school site has rules relating to student discipline. 8. All sites have schoolwide dress codes prohibiting gang-related apparel. 9. The FRCs provide a wide range of essential services that coordinate community and school efforts to help students and families. 10. A science-based tobacco use prevention program is in place in Grades 4, 5, and 6 in some schools and there is a continuous schedule to train the others. 11. This District has 96% of the students scoring high and moderate on the category of "Personal School Connectedness" on the Children's' Health Kids Survey (CHKS). 12. This District has 99% of the students scoring high and moderate on the category of "Caring Relationships" on the CHKS.	violence (ATODV) curriculum into the core curriculum. 3. There has to be more understanding by teachers that the alcohol, tobacco, other drugs, and violence ATODV curriculum meets the content standards. 4. There is a need for students to feel that they have more opportunity for meaningful participation at their 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: _03_/__/2013 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will **decrease** biennially by:	5th 4 % 7th — %	5th .05 % 7th — %
The percentage of students that have used cigarettes within the past 30 days will **decrease** biennially by:	7th — % 9th — % 11th — %	7th — % 9th — % 11th — %
The percentage of students that have used marijuana will **decrease** biennially by:	5th 1.0 % 7th — %	5th .05 % 7th — %
The percentage of students that have used alcohol within the past 30 days will **decrease** biennially by:	7th — % 9th — % 11th — %	7th — % 9th — % 11th — %
The percentage of students that have used marijuana within the past 30 days will **decrease** biennially by:	7th — % 9th — % 11th — %	7th — % 9th — % 11th — %

The percentage of students that feel very safe at school will **increase** biennially by:	5th 53 % 7th — % 9th — % 11th — %	5th .05 % 7th — % 9th — % 11th — %
The percentage of students that have been afraid of being beaten up during the past 12 months will **decrease** biennially by:	7th — % 9th — % 11th — %	7th — % 9th — % 11th — %

Truancy Performance Indicator

The percentage of students who have been truant will **decrease** annually by _____ from the current LEA rate shown here. NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.	12 %	1 %

Protective Factors Performance Measures from the California Healthy Kids Survey	Most recent date: _03_/__/2013 **Baseline Data**	**Biennial Goal (Performance Indicator)**
The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will **increase** biennially by:	5th 73 % 7th — % 9th — % 11th — %	5th .05 % 7th — % 9th — % 11th — %
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will **increase** biennially by:	5th 82 % 7th — % 9th — % 11th — %	5th 1.0 % 7th — % 9th — % 11th — %

Protective Factors Performance Measures from the California Healthy Kids Survey	Most recent date: _03_/__/2013__ Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that report high levels of opportunities for meaningful participation at their school will **increase** biennially by:	5th 22 % 7th — % 9th — % 11th — %	5th 1.0 % 7th — % 9th — % 11th — %
The percentage of students that report high levels of school connectedness at their school will **increase** biennially by:	5th 60 % 7th — % 9th — % 11th — %	5th 1 % 7th — % 9th — % 11th — %

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

Science-Based Programs (4115 (a)(1)(C)):
The LEA must designate and list the science-based programs (programs proven by science to effectively prevent tobacco use, alcohol use, other drug use, and violence) selected from Appendix C. From Appendix C, list the scientifically based programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

Science-Based Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
Second Step-Anti-violence Program	Violence	K-6	15,000	2003-2005	2003-current	2003
Too Good for Drugs	Drugs ATOD	4-5-6	5,850	2004-05	2004-current	2004

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

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

Check	Activities	Program ATODV Focus	Target Grade Levels
X	After-School Programs	Positive Alternative Activity ATODV	K-6
X	Conflict Mediation/Resolution	V	3-6
X	Early Intervention and Counseling	ATODV	K-6
X	Environmental Strategies	Crime Prevention through Environmental Design	K-6
X	Family and Community Collaboration	ATODV	K-6
	Media Literacy and Advocacy		
	Mentoring		
X	Peer-Helping and Peer Leaders	V	K-6
X	Positive Alternatives	After School Programs	K-6
X	School Policies	ATODV	K-6
	Service-Learning/Community Service		
X	Student Assistance Programs	ATODV	K-6
	Tobacco-Use Cessation		
X	Youth Development Caring Schools Caring Classrooms	ATODV	K-6
	Other Activities		

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

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

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

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

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

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Analysis of Data for Selection of Programs and Activities (4115 (a)(1)(D)):
For each selected Appendix C programs or Appendix D activities, provide a brief narrative rationale based on the LEA's analysis of CSS, CHKS, and CSSA data related to why the LEA selected these programs and activities for implementation.

The Districtwide curriculum committee, a sub-committee of the Advisory Committee for Safe and Drug Free Schools & Communities was composed of staff, parents, and community-based organizations. This group selected Second Step and Too Good for Drugs for the core programs for our students. These programs were selected based on the local data collected from the CHKS, the Hanover Survey administered within the District, Incident Reports, and suspension lists. We also consulted with the Safe and Drug Free Schools/Tobacco Use Prevention Coordinator at the San Diego County Office of Education.

The Second Step program was selected because it targets our entire school population with age-appropriate and developmentally-suitable lessons that are easily implemented by the classroom teacher. The CHKS indicated in 2003, when this curriculum was selected, that 49% of our students did not feel very safe at school. The Incident Reports and Suspension Lists reported fighting, bullying, and anti-social behavior. This program addresses peer relationships and teaches skills in empathy, impulse control, problem solving, anger management and pro-social behavior. There is also a component designed to be used for parent involvement.

The Too Good for Drugs program was selected because it also has grade-level lessons that are age appropriate and developmentally suitable. This program is a series of 10 lessons that are very engaging for the students and easily implemented by the teachers. The program specifically addresses prevention for alcohol, tobacco, and marijuana. There are also activities for the school, home, community connection.

The activities selected from Appendix D are meant to supplement, support, and extend the content and lessons in our ATODV curriculum. In response to the data collected from the sources used, our District and the information available in "Getting Results," the following activities are in place: "After-School Programs," "Conflict Mediation/Resolution," "Early Intervention and Counseling," "Family and Community Collaboration," "Peer-Helping and Peer Leaders," "School Policies," "Youth Development and Caring Schools and Caring Classrooms," "Environmental Strategies," "Positive Alternatives," and "Student Assistance Programs."

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 ATODV prevention program. Describe how the results of the evaluation will be used to refine, improve and strengthen the program.

The District has administered the CHKS every other year regularly since the spring of 2001. The last time that this survey was administered was the spring of 2013. We continue to review this information, in particular for trends that are moving in either a positive or negative direction. Should a particular area of the survey indicate a change, we focus on bringing this information to the attention of the staff at the school sites and we provide training and support to address the issues. We also work with the local law enforcement agencies as necessary to make changes in emergency procedures, such as refinements in lockdown procedures due to nearby criminal activity. This District is focused on the development of a safe and orderly environment that is conducive to learning. We want our students to be able to express the fact that they feel safe.

This District also administers the Hanover Survey that contains some questions addressing safe schools. This survey is given on an annual basis. With the implementation of the research-based instructional materials, students will also complete pre/posttests to assess changes in knowledge, attitude, and intentions to use ATOD and participate in acts of violence.

Our Safety-on-Site Program is one that is taught to all fifth graders by the Chula Vista Police Department. This curriculum is taught in the 38 schools that are within the Chula Vista city boundaries. This program is currently under revision in order to focus the curriculum on areas of concern from the police department. They will be expanding the area of Internet safety.

The combination of these sources of information will be used to measure progress toward the District goals. This information is shared with the Community Advisory Committee so that this group may review, improve, and refine the comprehensive program. This committee includes teachers, principals, parents, and members of pertinent agencies in the community including law enforcement and health specialists.

Use of Results and Public Reporting (4115 (a)(2)(B)):
Describe the steps and timeline the LEA will use to publicly report progress toward attaining performance measures for the SDFSC and TUPE programs. Describe how the evaluation results will be made available to the public including how the public will be provided notice of the evaluation result's availability.

Data Collection Timeline
- Baseline CHKS data is collected every other spring, with the last administration of the survey in March 2013.
- The Hanover Survey will be given throughout the District on an annual basis.
- Pre-test/post-test information will be collected prior to and after the implementation of the research-based instructional materials as they are purchased and implemented in the District. This is done by individual teachers.
- The Safety-on-Site program that is presented by the School Resource Officers is evaluated by the teachers and fifth-grade students for pertinent feedback. The curriculum is currently being revised through a collaborative effort between the District and the Chula Vista Police Department.

Reporting Timeline
- The results of this information will be shared with the Community Advisory Committee as they oversee the evolution of the District safe school comprehensive program in order to provide ongoing input and to refine the program.
- Summary information will be made available to parents, staff and community partners through presentations at different organizational meetings.
- A summary of the information may be presented to the District Board of Education annually.
- This information will also be available to the public upon request from the Student, Family, and Community Services and Support Department, as mentioned in the annual letter of notification.

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])

This school district tracks the progress of all students and particularly those at greatest risk through the school site Student Success Team and behavior referrals to counselors, psychologists, and intervention services from community-based organizations. The suspension records and crime reports alert the school site and District office to recurrent individual behavior. Therefore, both the sites with greatest need and the individual students with greatest need are addressed. Early identification and intervention services provide support for these students. Home visits are made to truant students. After-school activities available at about of the school sites provide positive alternatives for non-academic, creative, and athletic activities. The FRCs that serve all of the school sites provide a variety of services to greatest need students and families.

Coordination of All Programs (4114 (d)(2)(A)):
Provide a detailed, but brief, explanation of how the LEA will coordinate SDFSC funded ATODV prevention programs with other federal state and local prevention programs.

The entire school community and resources from the broader school District collaborate and coordinate to provide a comprehensive prevention program to our students. The Community Advisory Committee includes representation from these agencies and provides input and oversight as the programs are managed. Our District has a partnership with the Chula Vista Police Department and the School Resource Officers coordinate their Safety on Site program and any other presentations with students, with the District staff. The Senior volunteers of the Chula Vista Police Department provide the Child Link program to our District schools and many non-public schools. This is a very powerful show of law enforcement agencies at one time at a school. There is a program addressing "stranger danger" and strategies for safe access between home and school. The Chula Vista Police Department, in collaboration with the District, is establishing the School Watch program at the schools. This is an educational program, where staff and families are taught to report suspicious behavior to the police department. Signage is placed at the perimeter of the school site displaying the correct emergency numbers to call for assistance. The FRCs provide countless resources for students and families.

Parent Involvement (4115 (a)(1)(e)):
Provide a brief, but detailed, description of the parent involvement and describe the parent notification procedures used to meet requirements under NCLB Title IV, Part A – SDFSC program.

Parents are involved in our District at many levels, including participation in planning and designing our safe school program through the Curriculum Committee and the Community Advisory Committee. They are involved as volunteers in the classroom and throughout the school, supporting activities focused on safe and healthy choices for our students. These include participation on the SSC, at safety assemblies and in reinforcement activities in support of the safe and drug free/tobacco use prevention curriculum. They are invited to review instructional materials as new adoptions are anticipated. Parents are recruited and represent all ethnic and socioeconomic groups in our District. The PTA is active in the Red Ribbon Week activities and the PTA Council invites sources of safety and ATODV information on an ongoing basis, to make presentations for referral to the individual school sites. Parents are notified that they may review CHKS results through the Annual Notification to Parents/Guardians. These results are available in the Student, Family, and Community Services and Support Department at the Education Service and Support Center. Both the Second Step research-based curriculum, which has been approved by the District Curriculum Committee, and the Too Good for Drugs curriculum include parent involvement components. These include follow-up school to home activities for increased parent/school connection. Parents are given information about ATODV through school site newsletters, PTA meetings; and they are informed of safety and health issues from the District Office through communication with the school site principals. Parent education is provided in English and Spanish at many sites and parenting activities are available at the FRCs. Childcare is provided at parent meetings to reduce barriers to and support participation.

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.

Our District has an agreement with the Sweetwater Union High School District to provide services, if needed, to pregnant minors or minor's parents who attended CVESD. These Services may include, but are not necessarily limited to:

Referral to prenatal and related support services
Outreach services and assessment of smoking status
Individualized counseling and advocacy services
Motivational messages
Cessation services, if appropriate
Incentives to maintain a healthy lifestyle
Follow-up assessment
Maintenance and relapse prevention service

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 section104420 [b][3])

Position/Title	Full time equivalent
S&DFSC/Tupe	30%

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)	This goal area of the plan is not addressed, as CVESD is a K-6 elementary school district. Since we serve as a feeder school district into the Sweetwater Union High School District, you will find Goal #5 addressed in the Sweetwater LEA Plan.				
5.2 (Dropouts)					
5.3 (Advanced Placement)					

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:
Identify one of the following options as the low-income measure to identify schools eligible for Title I funding: • Number of children in families receiving assistance under the Cal Works 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.	CVESD has selected the number of children receiving free and reduced price meals as the measure of poverty.
Describe how the low-income measure described above is used to rank and select schools to receive Title I funds • 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.	The District uses this measure with respect to all school attendance areas for the purposes of: 1) identifying eligible school attendance areas; 2) determining the rank of each area; and 3) determining allocations to each school. The District serves all schools above the 75% poverty mark and then ranks the remaining schools below that mark but above the 35% poverty level. Twenty-five schools are served with Title I funds.

Additional Mandatory Title I Descriptions (continued)

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

	Description of how the LEA is meeting or plans to meet this requirement:
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: • 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, ESY, before- and after-school, and summer programs. • Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards. • Instruction by highly qualified teachers and strategies to attract and keep such teachers. • High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement. • Assistance to preschool children in transitioning from early childhood programs to elementary school programs. • Timely and effective additional assistance to students who experience difficulty mastering state standards.	Twenty-five schools have been identified as Schoolwide Title I programs within the District, and 10 schools has been identified as Targeted Assistance (TAS) Title I Program. The TAS Title I program pinpoints our students most in need of services by identifying those who are "failing, or most at risk of failing to meet academic achievement standards." This determination is based upon the District's developed multiple educational assessments. We automatically consider our children classified as homeless in the numbers of eligible students. Parent notification and consultation are important components in the process of identifying the eligible students most in need of services. There is joint development of parent/school compacts, annual parent notification, and opportunities for parents to participate in training.

	Description of how the LEA is meeting or plans to meet this requirement:
For 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: • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, ESY, before- and after-school, and summer programs. • Strategies that minimize removing children from the classroom during regular school hours for instruction. • Instruction by highly qualified teachers. • Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement.	

Additional Mandatory Title I Descriptions (continued)

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

	Description of how the LEA is meeting or plans to meet this requirement:
Describe who is involved and the criteria used to identify which students in a TAS school will receive services. The criteria should: • 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.	The District uses Title I resources to assist schools in helping eligible students meet academic achievement standards. An essential component of developing Title I programs at our sites involves the planning with parents, teachers, support staff, and administrators. The plan includes effective scientifically-based and researched instructional practices and methods, curriculum, and monitoring of instruction to allow the most effective use of both financial, human, and time resources to assist eligible Title I students to raise their achievement level. Students are given extended-learning opportunities in before, after, and intersessions to augment their learning time. All of our teachers are highly qualified and meet the requirements set forth by NCLB. Every school's SPSA includes specific goals aimed at target groups that define the expected rise in achievement in core areas such as ELA and Mathematics.
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.	We have an identified district liaison who serves as the overseer of these populations. All students are afforded transportation to the school of their choice. All necessary intervention services are provided.
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.	

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:
If the LEA has a Program Improvement (PI) school(s), describe technical assistance activities the LEA will provide to help the PI school, such as the following: • 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.	Every PI school's SPSA clearly states specific goals for each content area and for every significant target group by school year. The plan states the expected gains in each area and for each group. The financial and human resources are identified by goal as well as the benchmark assessments for ongoing monitoring and final evaluation. The plan outlines the specific actions that the staff and administration will follow in regards to classroom visits (walkthroughs); supports for both students and teachers; roles for staff, parents, and administration in the execution of the actions; and interim collaboration for ongoing evaluation of the plan. It also identifies instructional materials/programs that will be used within the instructional programs and timelines to pace the implementation of actions and evaluation.

Additional Mandatory Title I Descriptions (continued)

Please describe the actions the LEA will take to implement public school choice with paid transportation and SES, consistent with the requirements of Section 1116, "Academic Assessment and LEA 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.	The District has implemented the requirements of public school choice at all our PI schools. The District has informed all parents of each of these schools their right to public school choice that includes transportation provided by the District. This process is followed for every year the school continues to be identified as one in PI status. Schools in PI Year Two and beyond notify parents of their right to SES for eligible students. The District offers an annual educational services vendor fair to which parents of eligible students are invited to hear about all services available for their selection. The registration process and coordination of services is provided by the District.
Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	

Additional Mandatory Title I Descriptions (continued)

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

	Description of how the LEA is meeting or plans to meet this requirement:
Describe the LEA's strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.	The District has committed to spend at least 10% of its Title I budget to address the professional development needs of instructional staff. In addition, the District has committed to spend up to an additional 5% on ensuring all teachers become "highly qualified." Every school allows for extensive professional development for teachers to provide them with growing capacities to address the needs of all levels of proficiency among our students.
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.	Parent training opportunities are present both at a site and District level and our District strongly encourages active engagement of parents at both levels.

Additional Mandatory Title I Descriptions (continued)

Coordination of Educational Services

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

	Description of how the LEA is meeting or plans to meet this requirement:
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: 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 LEP, and SwD. Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.	All schools coordinate and integrate programs to maximize the instructional time of eligible students. The schools maintain comprehensive records that list all intervention services provided to students. Each program provides individual student monitoring that gives the teacher and parent records of academic gains made by the student on a prescribed timeline. The focus on the development of an extended literacy block with a balanced and comprehensive program ensures that there is coordination and alignment of services for each student. Each school has an instructional leadership team that serves to keep the school's goals in the forefront of how the instructional day is designed for all students. They ensure through teacher collaboration that each classroom implements the research-proven effective strategies that the school goals are driving the daily instruction, and that interim assessments are given and analyzed to revise goals and daily instruction for students. All target groups with specialized instructional needs are given additional supplementary instruction to ensure they are able to acquire the necessary subskills they need to allow them to have access to the core and reach mastery of grade-level content standards. All programs are coordinated to ensure that financial, human, and time resources are maximized and directly enhance the instructional program of all students.

Part III
Assurances and Attachments

Assurances

Signature Page

Appendix

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 Con App/LEA Plan to the extent required under Federal law governing each program included in the Con App/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 LEA'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 LEA, 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 an LEA 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 IEP 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 LEA 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 <u>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))</u> 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, LEA, or other authority with responsibility for administration of such school:
    o 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
    o is enforcing the operation of such technology protection measures during any use of such computers by minors; and
    o 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.
    o Any LEA that <u>does</u> receive such discount rates hereby assures the State Educational Area (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 AYP.

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 LEP participating in programs funded under this part.

42. The LEA has based its proposed plan on scientifically-based research on teaching LEP 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 LEP 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:

    o Allows a teacher to communicate effectively with all students in the class.
    o Allows all students in the class to learn.
    o Has consequences that are fair, and developmentally appropriate.
    o Considers the student and the circumstances of the situation.
    o 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.

<u>New</u> LEAP Assurances

56. Uniform Management Information and Reporting System: the LEA assures that it will provide to the 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, LEAs, 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 LEA, 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.

Other

59. The AYP participation rate assures that a minimum of 95 percent of all students and a minimum number of students in each subgroup (at both the school and district levels) will participate in the state's assessments program.

Francisco Escobedo, Ed.D.

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

Collectively, NCLB's goals, performance indicators, and performance targets constitute California's framework for ESEA *accountability*. The framework provides the basis for the state's improvement efforts, informing policy decisions by the SBE and implementation efforts by the 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 2013-14.*

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 AYP.

Performance Goal 2: *All LEP students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in ELA and Mathematics.*

2.1. **Performance indicator:** The percentage of LEP students, determined by cohort, who have attained English proficiency by the end of the school year.

2.2 **Performance indicator:** The percentage of LEP students who are at or above the Proficient level in ELA on the state's assessment, as reported for performance indicator 1.1.

2.3   **Performance indicator:** The percentage of LEP students who are at or above the Proficient level in Mathematics on the state's assessment, as reported for performance indicator 1.2.

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

3.1   **Performance indicator:** The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high-poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).

3.2   **Performance indicator:** The percentage of teachers receiving high-quality professional development. (See definition of "professional development" in section 9101(34).)

3.3   **Performance indicator:** The percentage of paraprofessionals (excluding those with sole duties as translators and parent involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).)

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

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

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

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

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

APPENDIX B

Links to Data Web Sites

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

- Academic Performance Index (API)
  http://www.cde.ca.gov/psaa/api/index.htm

- California Basic Educational Data System (CBEDS)
  http://www.cde.ca.gov/demographics/coord/

- California English Language Development Test (CELDT)
  http://www.cde.ca.gov/statetests/celdt/celdt.html

- California High School Exit Exam (CAHSEE)
  http://www.cde.ca.gov/statetests/cahsee/eval/eval.html

- California Standardized Test (CST)
  http://www.cde.ca.gov/statetests/index.html

- DataQuest
  http://data1.cde.ca.gov/dataquest/

- School Accountability Report Card (SARC)
  http://www.cde.ca.gov/ope/sarc/

- Standardized Testing and Reporting (STAR) Program
  http://www.cde.ca.gov/statetests/star/index.html

APPENDIX C

Science-Based Programs

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

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

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

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

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

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

School-Based Programs

Name	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
		Intended program outcomes and target grade levels. See research for proven effectiveness					
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 Northland	6 to 8	x		x			A, B, C, D, E
Project PATHE	9 to 12					x	B, E

Name	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Project ALERT	6 to 8	x	x	x			A, C, D, 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:

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

APPENDIX E

Promising or Favorable Programs

Either the United States Department of Education's Expert Panel, the University of Colorado's Center for the Study and Prevention of Violence, or the Center for Substance Abuse Prevention has identified the programs listed below as producing a consistent positive pattern of results (CSAP) or have evidence of a deterrent effect (Blueprints) but otherwise did not match all of the criteria established by these agencies to be identified as an exemplary or model program. The code in the last column of the chart provides a quick reference indicating which web sites have information specific to each program.

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

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

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

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

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

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			x			C
Aggression Replacement Training	School				x		D
Aggressors, Victims, and Bystanders	6 to 9				x		D
Al'sPal's: Kids Making Healthy Choices	Pre K to 2				x		D
Baby Safe (Substance Abuse Free Environment) Hawaii	Families	x	x	x			C
Basement Bums	6 to 8		x				A
Be a Star	K to 6					x	C
Behavioral Monitoring and Reinforcement	7 to 8			x	x		C
Bilingual/Bicultural Counseling and Support Services	Communities	x		x			C
Bully Proofing Your School	K to 8				x		B
CAPSLE (Creating a Peaceful School Learning Environment)	K to 5				x		B
Club Hero	6					x	C
Coca-Cola Valued Youth Program (CCVYP)	School					x	B
Colorado Youth Leadership Project	7	x				x	C
Comer School Development Program (CSDP)	School					x	B
Earlscourt Social Skills Group Program	K to 6					x	B
Effective Black Parenting Program (EBPP)	Families				x		B
Facing History and Ourselves	7 to 12				x		D
Family Health Promotion	Families	x	x	x		x	C
FAST Track	1 to 6				x		B
Get Real About Violence	K to 12				x		C
Growing Healthy	K to 6	x	x	x			D
Intensive Protective Supervision Program	Community				X		B
Iowa Strengthening Families Program	Family	x					B
Kids Intervention with Kids in School (KIKS)	6 to 12	x	x	x	x	x	C
Let Each One Teach One	Mentoring					x	D
Linking the Interests of Families and Teachers (LIFT)	1 to 5				x		B, C, D
Lion's Quest Working Toward Peace	5 to 9				x		D
Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health Education	K to 12	x	x	x			D
Open Circle Curriculum	K to 5				x	x	D
Parent-Child Assistance Program (P-CAP)	Families	x		x			C
PeaceBuilders	K to 8				x		D
Peacemakers Program	4 to 8				x		D
Peer Assistance and Leadership	9 to 12			x	x		C
Peer Coping Skills (PCS)	1 to 3				x		B
Peers Making Peace	K to 12				x		D
Personal/Social Skills Lessons	6 to 12		x				A

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
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