

No Child Left Behind Act of 2001
LOCAL EDUCATIONAL AGENCY PLAN

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

LEA Plan Information:

Name of Local Educational Agency (LEA): Campbell Union Elementary School District

County/District Code: 43-69393

Dates of Plan Duration (should be five-year plan): 2015-2020

Date of Local Governing Board Approval: December 8, 2015

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

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

Dr. Eric Andrew

Printed or typed name of Superintendent

Date

Signature of Superintendent

Danielle Cohen

Printed or typed name of Board President

Date

Signature of Board President

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Part I

Background and Overview

Background

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Background

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The Consolidated Application (ConApp)

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

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

The Single Plan for Student Achievement (School Plan)

State law requires that school-level plans for programs funded through the Consolidated Application be consolidated in a *Single Plan for Student Achievement (Education Code Section 64001)*, developed by schoolsite councils with the advice of any applicable

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

The Local Educational Agency Plan (LEA Plan)

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

Categorical Program Monitoring (CPM)

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

Development Process for the LEA Plan

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

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

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

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

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

Step One: Measure the Effectiveness of Current Improvement Strategies

Analyze Student Performance

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

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

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

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

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

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

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

- Least Restrictive Environment Assessment – to examine educational practices for students with disabilities
- English Learner Subgroup Self Assessment (ELSSA) – to improve outcomes for English Learners

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

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

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

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

Step Three: Develop or Revise Performance Goals

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

Step Four: Revise Improvement Strategies and Expenditures

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

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

Step Five: Local Governing Board Approval

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

Step Six: Monitor Implementation

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

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

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

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	\$202,044	\$1,187,877	\$1,016,452	73%
Title I, Part B, Even Start				
Title I, Part C, Migrant Education				
Title I, Part D, Neglected/Delinquent				
Title II Part A, Subpart 2, Improving Teacher Quality	\$52,163	\$260,182	\$200,040	64%
Title II, Part D, Enhancing Education Through Technology				
Title III, Limited English Proficient	\$215,201	\$214,601	\$277,723	65%
Title III, Immigrants				
Title IV, Part A, Safe and Drug-free Schools and Communities				
Title V, Part A, Innovative Programs – Parental Choice				
Adult Education				
Career Technical Education				
McKinney-Vento Homeless Education				

IDEA, Special Education	\$ 0	\$1,196,804	\$961,089	80.30%
21 st Century Community Learning Centers				
Other (describe)				
TOTAL	\$469,408	\$2,859,464	\$2,455,304	73.75%

DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
EIA – State Compensatory Education				
EIA – Limited English Proficient				
State Migrant Education				
School and Library Improvement Block Grant				
Child Development Programs				
Educational Equity				
Gifted and Talented Education				

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

Part II

The Plan

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Academic Achievement

Professional Development and Hiring

School Safety

Descriptions – District Planning

District Profile

Local Measures of Student Performance

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Performance Goal 2

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Additional Mandatory Title I Descriptions

Needs Assessment

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

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

Academic Performance

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

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

Teacher Quality

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

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

School Safety and Prevention

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

Descriptions – District Planning

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

District Profile

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

DISTRICT PROFILE

Campbell Union School District is a PreK-8 school district in the western portion of Santa Clara County. The district serves students from portions of 5 cities: Campbell, San Jose, Los Gatos, Saratoga, Santa Clara. There are 9 elementary schools, 3 middle schools comprised of 7,976 (TK-8) students. CUSD also has a Home School program with an additional 22 students.

Campbell's demographic profile is:

Subgroup	Percent	Subgroup	Percent
American Indian	0.9	White	25%
Asian	15%	Declined to State	5%
Pacific Islander	0.7%	SED	43%
Filipino	3.1%	English Language Learners	31%
Hispanic	47%	Students with Disabilities	8.2%
African American	5%		

Campbell is resolute about its **mission** and it is re-visited by a group of stakeholders every six months. That group consists of community members, parents, students, teachers, classified staff members and administrators. Together we address the current strengths and weaknesses of the district overall and we create goals that guide our work throughout the strategic planning process. Our collective work is reflected in our vision and mission and the creation of Core Values.

MISSION STATEMENT

Campbell Union School District, a provider of education beyond the expected, educates individual students to their highest potential and ensures that they are prepared to succeed.

VISION STATEMENT

Campbell Union School District will be a model for innovative programs and instruction that engages, empowers and inspires all children to thrive.

CORE VALUES

not in priority order

Campbell Union School District values...

Growth mindset (believing that their most basic abilities can be developed through dedication and hard work)

Positive relationships Equity Respect Kids first Honesty and integrity Collaboration

Five three-year goals were established throughout the strategic planning process. These goals align to our district LCAP goals and specific actions and services are aligned with each goal.

Strategic Plan Goal 1: Address the academic, social and behavioral needs of all students.

Aligned LCAP Goals:

- Students will receive sufficient and appropriate tiered supports that promote and sustain their positive social/emotional development that enable them to learn and thrive in their classrooms.
- Multiple Measures will be used to assess individual student academic growth achievement for all students.

Strategic Plan Goal 2: Improve student's academic performance, engagement and involvement.

Aligned LCAP Goal: All Students will receive high quality instruction in Common Core and NGSS standards from highly qualified teachers in 21st Century Classrooms.

Strategic Plan Goal 3: Ensure that every Campbell Union School District School is a place where students, parents and staff thrive.

Strategic Plan Goal 4: Enhance student, parent, staff, district and community communication, participation and engagement.

Aligned LCAP Goal: Parents/Guardians will feel encouraged and invited to participate in their child's learning experiences both at school and at home.

Strategic Plan Goal 5: Attract, develop and retain high quality staff at all levels.

Local Measures of Student Performance

(*other* than State-level assessments)

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

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

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

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

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

The Campbell Union School District uses multiple measures of assessment at specific intervals during the course of the school year. These are designed to provide an opportunity for regular, ongoing monitoring of student performance. The data gathered from these assessments is disaggregated by demographics to identify specific student needs.

Literacy and Writing Benchmark Assessments		
Grade Level	Assessment	Frequency
TK	DRDP	2 x year
TK-2	BAS: Phonological Awareness and/or Book Level	3 x year
Grades 1-2	ELA Writing Performance Task	3 x year
Grades 3-8	iReady Reading Assessment ELA Writing Performance Task	3 x year 3 x year

Math Benchmark Assessment		
Grade Level	Assessment	Frequency
TK-K	District Math Assessment	3 x year
First Grade	iReady Math Assessment	2 x year
Grades 2-8	iReady Math Assessment	3 x year
Grades 6-7	Math Task (CAP) Assessment	1 x year

Formative Assessments:

In addition to these multiple measures, teachers use a variety of formative assessments on an ongoing basis. They meet in grade together to work in Professional Learning Communities (PLCs). PLC time is set aside for teachers to collaboratively engage in meaningful evaluation of student work. Teacher teams evaluate student work to determine if students have learned the essential standards. They create common formative assessments to measure the learning and to make instructional decisions based on the data. The PLC work is based on answering four integral questions:

1. What do students need to know (the learning and language objectives)?
2. How will teachers know if they have met the goal (formative assessment)?
3. What will they do if students have not learned (RtI2 process that includes intervention, tutoring, before, during or after school, and regrouping to provide targeted support)?
4. How will they extend the learning for students who are already proficient?

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

Planned Improvement in Student Performance in Reading

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

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: A. The district will identify essential Common Core Standards and will publish to all teachers and parents in a curriculum guide format. B. The district will use Common Core Standards based report cards in grades TK-5. C. The district will align all core materials, practice, standards, professional development and assessment. D. Students with disabilities will have IEP goals aligned to standards. E. The district will provide standards-based benchmark assessments for all grades.	Timeline: 2015-2020 Responsible: Assistant Superintendent, Instructional Services, Director, Special Education, Technology Integration, Coordinator of Assessment Teachers on Special Assignment, Site Administrators, Equity Coaches, Teachers	N/A	A-E: No Cost	N/A
2. Use of standards-aligned instructional materials and strategies: A. Adoption of CKLA for TK and K B. Adoption of the Benchmark Literacy Program for grades 1-5 (Grades 1-6: Adelante at Sherman Oaks Dual Immersion School) C. Adopt a Common Core aligned curriculum for grades 6-8 (Piloting happening now and adoption process will be complete by June 30, 2017)	Teachers, parents, students and administrators were involved in the piloting and formal selection process of curriculum. A toolkit provided by the Santa Clara County Office of Education was used to guide decisions.	Purchase of Common Core Aligned curriculum.	A. \$150,000 B. \$80,000 C. \$200,000	A. LCFF B. LCFF C. LCFF
3. Extended learning time: A. The district will hire reading intervention teachers at each school who will provide additional time to identified students performing below grade level. B. The district will offer Summer Academy for students entering grades 1-8. Focus will be on following sub-groups: EL, Foster Youth, SwD, and SES who are performing below grade level.	Timeline: 2015-2020 Responsible: Administrator of Special Programs , Director, Instructional Services	Intervention support	A. 1,135,691 B. \$150,000	A. LCFF B. Title I

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
4. Increased access to technology: A. District will purchase iReady for the purpose of having a growth based measurement tool that mimics SBAC B. All students in grades 2-8 will have access to a mobile technology device to be used for learning. C. All teachers will have access to E-Books through the Benchmark Curriculum Adoption D. Special Education teachers will utilize Web IEP to develop IEP goals aligned to content standards. E. Two Teachers on Special Assignment will be hired and their focus will be on ELA and Technology Integration	Timeline: 2015-2020 Responsible: Director, Instructional Technology, Associate Superintendent, Business Services, ELA/Tech TOSA, Special Ed. Director, Director, Instructional Tech	A. New assessment system B. Purchase additional technology to meet the ratio of 1:1 for grades 2-8. C. Online practice with content aligned text D. Coaching and Professional Development	A. \$225,000 B. \$3,000,000 C. Cost included with adoption. D. No Cost E. See section 10B, page 29	A. LCFF B. LCFF C. N/A D. N/A E. See section 10B, page 29
5. Staff development and professional collaboration aligned with standards-based instructional materials: A. All TK-5 th Grade teachers have been trained on the newly adopted instructional materials. B. Intensive PLC training will take place for all school Instructional Leadership Teams C. Learning Circles and Saturday Training Sessions will be offered to provide additional instruction to teachers in English Language Arts.	Timeline: 2015-2020 Responsible: Director, Instructional Services, Assistant Superintendent, Instructional Services and District Teachers on Special Assignment	A. No Cost; training is part of adoption B. Provided by Solution Tree C. Stipends for teachers to attend outside of school time	A. No Cost B. \$39,000 C. \$ 10,000	A. No cost B. LCFF C. LCFF
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): A. Individual School sites will have at least two opportunities annually for stakeholder engagement around the LCAP/SPSA program goals and aligned activities/expenditures. B. Community liaisons and bilingual paraprofessional staff serve as school liaisons at Title I schools and other schools with high	Timeline: 2015-2020 Responsible: Site Administrators, ELD Coordinator, ELD Department Secretary, Superintendent, Communication Specialist,	A. Community meetings B. Liaison Salaries C. Translator Costs D. Consultant fees	A. No-Cost B. \$660,000 C. \$20,000 D. \$44,500	A.N/A B. LCFF C. LCFF D. LCFF

<p>numbers of English Learners.</p> <p>C. The district will expand the hours available for parent teacher conferences and provide translators for parent-teacher meetings in the fall and spring.</p> <p>D. The district will employ a marketing team to provide targeted communication to the community as well as promote positive practices in CUSD via a video marketing campaign.</p> <p>E. School and district website are frequently updated and translation into multiple languages is available.</p> <p>F. All schools share their student achievement data through PTA/Home and School Club, School Site Council and ELAC meetings. Parents receive notification of their children's SBAC scores and receive standards based report cards three times a year.</p> <p>G. All parents receive a parent handbook at the beginning of the school year, translated into Spanish, outlining school and district policies and regulations.</p>	<p>Site Administrators, and Communication Specialist</p>	<p>E. Communication</p> <p>F. Communication</p> <p>G. Mailing cost and print materials</p>	<p>E. No Cost</p> <p>F. No Cost</p> <p>G. \$7,000</p>	<p>E. LCFF</p> <p>F. LCFF</p> <p>G. General Fund</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>A. Students will participate in Summer Academy as appropriate.</p> <p>B. All students have access to after school programs, such as CampbellCare and Learning Express.</p> <p>C. Preschool and Kindergarten Readiness classes will be held during the summer for all interested families.</p> <p>D. Kindergarten tours and middle school parent orientations will be held at school sites.</p>	<p>Timeline: 2015-2020</p> <p>Responsible: Director, IS, Director Extensions, Teachers, Site Administrators</p>	<p>B. Scholarships for low income families</p>	<p>B. Fee-Based</p> <p>C. No Cost</p> <p>D. No Cost</p>	<p>B. Extensions Budget</p> <p>C. N/A</p> <p>D. N/A</p>
<p>8. Monitoring program effectiveness:</p> <p>A. District will adhere to Benchmark Assessment Cycles as well as participate in state SBAC testing. Disaggregated Data will be used to make instructional decisions.</p> <p>B. Teachers will participate in PLCs on a regular basis to inform instruction, evaluate student-learning patterns and provide intervention and enrichment as needed.</p> <p>C. Site Administrators and School Site Councils will use multiple measures of data to inform the goals and expenditures in their SPSA/LCAP.</p>	<p>Timeline 2015-2020</p> <p>Responsible: Site and District Administrators, Coaches, Special Education Department and Teachers</p>	<p>A.N/A</p> <p>B. N/A</p> <p>C. N/A</p> <p>D. N/A</p>	<p>A. No Cost</p> <p>B. No Cost</p> <p>C. No Cost</p> <p>D. No Cost</p>	<p>A.N/A</p> <p>B. N/A</p> <p>C. N/A</p> <p>D. N/A</p>

D. Site based teams will conduct Instructional Rounds to learn about problems of practice on site and create team-based solutions to issues that arise.				
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: A. All schools sites will have intervention response plans as a result of PLC meeting collaboration and data evaluation. B. All school sites will have an Instructional leadership team that evaluates school-wide data for our lowest performing students. C. After all Benchmark assessment cycles data will be disaggregated by sub-groups and growth will be monitored on an on-going basis.	Timeline 2015-2020 Responsible: District and Site Administrators, Classroom Teachers, Reading Intervention Teacher	A.N/A B. N/A C. N/A D. N/A	A. No Cost B. No Cost C. No Cost D. No Cost	A.N/A B. N/A C. N/A D. N/A

<p>10. Any additional services tied to student academic needs:</p> <ul style="list-style-type: none"> A. Each school will have an Equity Coach to support alignment of instruction and assessment to standards, differentiation and to support targeted sub-groups. B. Six district Teachers on Special Assignment will be hired. (2 Math/Technology Integration, 2 ELA/Technology Integration, 2 STEAM integration coaches) C. ELD Champions will be identified at each school site to build capacity of all staff members to support English Language learners D. A Multi-Tiered system of support will be in place at all school sites with access to Counselors, Psychologists, and mental health resources to support families. E. All school sites will implement a district-wide Student Study Team process. 	<p>Timeline 2015-2020</p> <p>Responsible: District TOSAs, Site Administrators, Teachers, Associate Superintendent of Human Resources, Director, Special Education, Director, Student Services</p>	<ul style="list-style-type: none"> A. Equity Coach Salary B. TOSA Salaries C. Stipends D. N/A E. No Cost 	<ul style="list-style-type: none"> A.120,000 B. 600,000 C. 6,000 D. N/A E. No Cost 	<ul style="list-style-type: none"> A.LCFF B. LCFF, Parcel Tax and Title I C. Title I D. N/A E. No Cost
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Performance Goal 1: *All students will reach high standards, at a minimum, attaining proficiency or better in reading and Mathematics, by 2013-2014.*

Planned Improvement in Student Performance in Mathematics

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

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <p>A. The district will identify essential Common Core Math Standards and will publish to all teachers and parents in a curriculum guide format.</p> <p>B. The district will use Common Core Standards based report cards in grades TK-5.</p> <p>C. The district will align all core materials, practice, standards, professional development and assessment.</p> <p>D. Students with disabilities will have IEP goals aligned to standards.</p> <p>E. The district will provide standards based benchmark assessments for all grades using iReady as a Growth measurement tool.</p>	<p>Timeline: 2015-2020</p> <p>Responsible: Assistant Superintendent Instructional Services, Director, Special Education, Technology Integration, Coordinator of Assessment Teachers on Special Assignment, Site Administrators, Equity Coaches Teachers</p>	<p>A.N/A</p> <p>B. N/A</p> <p>C. N/A</p> <p>D. N/A</p> <p>E. See section 4A, page 26</p>	<p>A.N/A</p> <p>B. N/A</p> <p>C. N/A</p> <p>D. N/A</p> <p>E. See section 4A, page 26</p>	<p>A.N/A</p> <p>B. N/A</p> <p>C. N/A</p> <p>D. N/A</p> <p>E. See section 4A, page 26</p>
<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>A. Purchase Common Core Aligned Math Materials: Houghton Mifflin was adopted for grades 6-8</p> <p>B. Eureka Math is currently being used in grades TK-5. (Pending completion of a math pilot, a standards aligned curriculum will be adopted by June 30, 2017)</p> <p>C. The 6-8th grade curriculum will be supplemented using Formative Assessment Lessons (FAL); Math tasks to better assess the standards for mathematical practice.</p> <p>D. Students with disabilities (SwD) will have IEP goals aligned to standards.</p>	<p>Timeline: 2015-2020</p> <p>Responsible: A-C. Teachers, Parents, students and administrators were involved in the piloting and formal selection process of curriculum. A toolkit provided by the Santa Clara County Office of Education was used to guide</p>	<p>A. Common Core Curriculum</p> <p>B. Math Curriculum</p> <p>C. Formative Assessment</p> <p>D. IEP Goals</p>	<p>A. \$150,000</p> <p>B. \$150.00</p> <p>C. 1,500</p> <p>D. No Cost</p>	<p>A.LCFF</p> <p>B. LCFF</p> <p>C. LCFF</p> <p>D. N/A</p>

E. Monitor progress in math through formative curriculum embedded assessments, end of module tests and iReady Assessments.	decisions and selection. Special Education Director, Teachers, Assessment Coordinator	E. Monitoring Process	E. No Cost	E. N/A
3. Extended learning time: A. District will offer out of school time Math intervention support. B. District will offer Summer Academy with math instruction for students entering grades 1-8 who are struggling learners. C. The district will partner with Silicon Valley Education Foundation (SVEF) to offer a summer math program for students entering grades 7 and 8 who are struggling learners. D. The district will partner with Elevate Math to provide an out of school time intervention tutorial program. E. Homework center/tutorials with afterschool programs are available to students at all sites.	Timeline: 2015-2020 Responsible: Equity Coordinator, Assessment Coordinator Teachers Afterschool Program Staff	A. Math Intervention B. Summer Academy C. Silicon Valley Education D. Elevate Math E. Homework Tutoring	A. \$30,000 B. See section 3B, page 25 C. No Cost D. No Cost E. \$30,000	A. Title I B. See section 3B, page 25 C. N/A D. N/A E. LCFF

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
4. Increased access to technology: A. District will purchase iReady for the purpose of having a growth based measurement tool that mimics SBAC and provides instructional lessons at the level of the individual student. B. All students in grades 2-8 will have access to a mobile technology device to be used for learning. C. All 6-8 grade teachers will have access to the digital learning tools associated with the adopted HM curriculum. D. Special Education teachers will utilize Web IEP to develop IEP goals aligned to content standards. E. Two Teachers on Special Assignment (TOSA) will be hired and their focus will be on Math and Technology Integration. F. All 6-8 grade elementary teachers will have access to Zearn, a	Timeline: 2015-2020 Responsible: Assessment Coordinator Director, Technology Integration Special Education Director, TOSAs, Teachers	A. iReady/SBAC B. Mobile Technology C. Included in Adoption D. Web IEP E. Math & Tech Integration F. Zearn Digital Tool	A. See section 4A, page 26 B. N/A C. No Cost D. No Cost E. See section 10B, page 29	A. See section 4A, page 26 B. N/A C. N/A D. N/A E. See section 10B, page 29

digital tool that is a supplement to the Eureka Math program used in grades TK-5.			F. \$10,000	F. LCFF
5. Staff development and professional collaboration aligned with standards-based instructional materials: A. All 6-8 Grade teachers have been trained on the newly adopted instructional materials. B. All 6-8 Grade teachers have been trained on supplemental curriculum to supplement the adopted curriculum. C. Intensive PLC training will take place for all school Instructional Leadership Teams D. Learning Circles and Saturday Training Sessions will be offered to provide additional instruction to teachers in the area of math. E. TOSAs and Equity Coaches will provide coaching and planning support for teachers.	Timeline: 2015-2020 Responsible: District Math/Technology Integration TOSAs, Teachers,	A. Training included B. Supplemental Training C. PLC Training D. Learning Circles E. See section 10A, 10B, page 29	A. No Cost B. No Cost C. See section 1, page 46 D. \$10,000 E. See section 10A, 10B, page 29	A.N/A B. N/A C. See section 1, page 46 D. LCFF E. See section 10A, 10B, page 29
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): A. Individual School sites will have at least two opportunities annually for stakeholder engagement around the LCAP/SPSA program goals and aligned activities/expenditures. B. Community liaisons and bilingual paraprofessional staff serve as school liaisons at Title I schools and other schools with high numbers of English Learners. C. The district will expand the hours available for parent teacher conferences and provide translators for parent-teacher meetings in the fall and spring. D. The district will employ a marketing team to provide targeted communication to the community as well as promote positive practices in CUSD via a video marketing campaign. E. School and district website are frequently updated and translation into multiple languages is available. F. All schools share their student achievement data through PTA/Home and School Club, School Site Council and ELAC meetings. Parents receive notification of their children's SBAC scores and receive standards based report cards three times a year.	Timeline: 2015-2020 Responsible: Site Administrators, ELD Coordinator, ELD Department Secretary, Superintendent, Communication Specialist, Site Administrators, and Communication Specialist	A. Community meetings B. Liaison Salaries C. Translator Costs D. Consultant fees E. Communication F. Communication G. Mailing cost and print materials	A. No-Cost B. \$ C. \$20,000 D. See section 6, page 27 E. No Cost F. No Cost G. See section 6G, page 27	A.N/A B. N/A C. N/A D. See section 6, page 27 E. N/A F. N/A G. See section 6G, page 27

G. All parents receive a parent handbook at the beginning of the school year, translated into Spanish, outlining school and district policies and regulations.				
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): A. Students will participate in Summer Academy as appropriate. B. All students have access to after school programs, such as CampbellCare and Learning Express. C. Preschool and Kindergarten Readiness classes will be held during the summer for all interested families. D. Kindergarten tours and middle school parent orientations will be held at school sites.	Timeline: 2015-2020 Responsible: Director, IS, Director Extensions, Teachers, Site Administrators	A. Summer Academy B. Campbell Care C. Summer Classes D. Kinder Orientation	A. See section 3B, page 25 B. Fee-Based C. No Cost D. No Cost	A. See section 3B, page 25 B. Extensions Budget C. No Cost D. No Cost
8. Monitoring program effectiveness: A. District will adhere to Benchmark Assessment Cycles as well as participate in state SBAC testing. Disaggregated Data will be used to make instructional decisions. B. Teachers will participate in PLCs on a regular basis to inform instruction, evaluate student-learning patterns and provide intervention and enrichment as needed. C. Site Administrators and School Site Councils will use multiple measures of data to inform the goals and expenditures in their SPSA/LCAP. D. Site based teams will conduct Instructional Rounds to learn about problems of practice on site and create team-based solutions to issues that arise.	Timeline 2015-2020 Responsible: Site and District Administrators, Coaches, Special Education Department and Teachers	A. Assessments B. PLC Collaboration C. SPSA/LCAP Goals D. Instructional Rounds	A. No Cost B. No Cost C. No Cost D. No Cost	A. No Cost B. No Cost C. No Cost D. No Cost

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
9. Targeting services and programs to lowest-performing student groups: <ul style="list-style-type: none"> A. All schools sites will have intervention response plans as a result of PLC meeting collaboration and data evaluation. B. All school sites will have an Instructional leadership team that evaluates school-wide data for our lowest performing students. C. After all Benchmark assessment cycles data will be disaggregated by sub-groups and growth will be monitored on an on-going basis. 	<p>Timeline 2015-2020</p> <p>Responsible: District and Site Administrators, Classroom Teachers, Reading Intervention Teacher</p>	<p>A. PLC Collaboration</p> <p>B. Instructional Leadership Team (ILT)</p> <p>C. Assessments</p>	<p>A. No Cost</p> <p>B. No Cost</p> <p>C. No Cost</p>	<p>A. No Cost</p> <p>B. No Cost</p> <p>C. No Cost</p>
10. Any additional services tied to student academic needs <ul style="list-style-type: none"> A. Each school will have an Equity Coach to support alignment of instruction and assessment to standards, differentiation and to support targeted sub-groups. B. Six district Teachers on Special Assignment will be hired. (2 Math/Technology Integration, 2 ELA/Technology Integration, 2 STEAM integration coaches) C. ELD Champions will be identified at each school site to build capacity of all staff members to support English Language learners D. A Multi-Tiered system of support will be in place at all school sites with access to Counselors, Psychologists, and mental health resources to support families. E. All school sites will implement a district-wide Student Study Team process 	<p>Timeline 2015-2020</p> <p>Responsible: District and Site Administrators, District TOSA's, Classroom Teachers, Associate Superintendent of Human Resources, Director of Special Education, Director of School Services</p>	<p>A. Equity Coach Support</p> <p>B. TOSA Support</p> <p>C. ELD Champions support</p> <p>D. Health Resources</p> <p>E. Student Study Team Process</p>	<p>A. See section 10A, page 29</p> <p>B. See section 10B, page 29</p> <p>C. See section 10C, page 29</p> <p>D. No Cost</p> <p>E. No Cost</p>	<p>A. See section 10A, page 29</p> <p>B. No Cost</p> <p>C. No Cost</p> <p>D. No Cost</p> <p>E. No Cost</p>

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

Summary of Needs and Strengths for Professional Development

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

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

STRENGTHS	NEEDS
<p>Based on a needs assessment of professional development opportunities in Campbell Union School District, through surveys, committee member input, and feedback forms, the following areas were identified as strengths:</p> <ul style="list-style-type: none">• Technology Integration training, iTeach Academies• Google Training and follow up support• English Language Arts training offered by our district TOSAs• Math and Technology Integration training offered by our district TOSAs• Classroom Management training by Grace Dearborn• EL School Training on Learning Targets• Coaching support offered by Equity Coaches and TOSAs• Professional Learning Community training	<p>All professional development focused on standards-based practices will include examination of practices that accelerate English Learners toward proficiency in English.</p> <p>Based on a needs assessment of professional development opportunities in Campbell Union School District, through surveys, committee member input, and feedback forms, the following areas were identified as areas of need:</p> <ul style="list-style-type: none">• Differentiation Strategies• Supporting English Language Learners in the classroom• Behavior management for students experiencing trauma• Integration of Students with disabilities in the general education setting• Additional intervention trainings

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

Planned Improvements for Professional Development (Title II)

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

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <p>The following professional development offerings support effective implementation and alignment of state standards in English Language Arts, Math and Next Generation Science:</p> <ul style="list-style-type: none"> A. Professional Learning Community (PLC) Training B. Training on the Instructional Shifts relating the Common Core standards C. Training on how to identify essential standards in all content areas D. Publisher training on ELA and Math for newly adopted materials E. Math training on how to supplement our 6-8 grade math program with additional math tasks using Formative Assessment Lessons F. Training on how to use iReady to assess growth in the standards G. NGSS training offered by district TOSA and Santa Clara County Office of Education Staff H. On-going coaching and modeling provided by Coaches and TOSAs 	<p>Timeline: 2015-2020</p> <p>Responsible: District and Site Administrators Equity Coaches, Instructional Department Staff, Special Education, Teachers</p>	<p>Outside Contractor training with Solution Tree</p>	<p>A.\$40,000 B-D: No Cost E.\$1500 F. No Cost G. \$1500 H. No Cost</p>	<p>A.LCFF B-D: N/A E.LCFF F.N/A G.LCFF H. N/A</p>

<p>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</p> <p>Professional Development is based on the following research:</p> <ul style="list-style-type: none"> • What Works ClearingHouse and EdReports are used to review curriculum and independent analysis of programs • Richard and Rebecca DuFour: Learning by Doing, PLC Work • Professional research associated with our adopted materials: CKLA, Benchmark and Eureka Math • Jo Boaler: Mathematical Mindsets • Carol Dweck: Mindset Work • Expeditionary Schools Professional Development and Research • Carol Ann Tomlinson: Differentiated Instruction • Assessment research done in partnership with iReady; Curriculum Associates 	<p>Timeline: 2015-2020</p> <p>Responsible: Instructional Department, Coaches, Site Administrators</p>		No Cost	N/A
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Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <p>The focus of district professional development will be to sustain initial training tied towards Campbell's high leverage activities and continue trainings linked to multiple measures of assessments and implementation of the standards.</p> <ul style="list-style-type: none"> A. Curriculum embedded assessments B. Dedicated and integrated ELD alignment with core instruction C. Regular PLC meetings with data analysis and intervention planning D. Regular data analysis after all Benchmark Cycles E. Data cut points will be established to effectively monitor growth F. An early warning data system will be implemented to provide Administrators and teachers will multiple sources of student data G. Identified district Loose/Tight guidelines for monitoring the PLC process H. Teachers will use iReady and BAS to provide on-going assessment data for the purpose of changing instruction I. Sites will develop intervention plans annually J. Equity coaches will provide lesson planning support to ensure that the essential standards are being taught K. General Ed. Teachers will collaboratively plan with SpEd teachers to ensure all students can access the curriculum 	<p>2015-2020 Responsible: District and Site administrators, Equity Coaches, TOSAs and Teachers</p>		<p>A-E: No Cost F. \$10,000 G-K: No Cost</p>	<p>A-E: N/A F. SLS Grant Funds G-K: N/A</p>
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <p>Title II funding in Campbell Union School District supports release time for</p>	<p>Timeline: 2015-2020 Responsible: Director, Instructional Services, Site Administrators,</p>	<p>Substitutes for release time.</p>	<p>A. B. No Cost C. D. \$150,000</p>	<p>A. B. N/A C. LCFF D.</p>

<p>teachers. This is tied to other funded programs in that the teacher release time is tied directly to our Professional Development goals and high leverage activities. The items funded are as follows:</p> <ul style="list-style-type: none"> A. Release time(for Instructional Leadership teams and grade level teams to engage in PLC Work) B. Instructional Rounds: Release time for teachers to collaboratively observe other teachers and reflect on their own practice C. Hiring additional teachers for the purpose of maintaining lower class size so that students can receive more targeted instruction D. The director of Instructional Services plans professional development that is aligned to our strategic goals and high leverage activities 	Teachers			
<ul style="list-style-type: none"> A. 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: B. The district will assess professional development needs through the use of a PD Survey completed by teachers, analysis of student achievement data, and observation of practice completed by principals and district administrators. C. PD will be provided in a variety of formats including, district-wide PD days, site based training, before and after school sessions, Saturday sessions and blended learning using technology and professional reading materials. D. All teachers will receive PD on newly adopted curriculum and supplemental intervention materials. E. Equity Coaches and TOSAs will provide site and grade level specific PD that meets the needs of teachers F. Coaching will be offered after specific PD to ensure that teachers work to change practice based on new learning G. All staff will participate in PLCs as a form of PD. H. PD will be offered specifically to Administrators to meet their needs. 	<ul style="list-style-type: none"> I. Timeline: 2015-2020 J. Responsible: K. Instructional Services Department, L. Outside Contractors, Coaches, TOSAs, Teachers 		<ul style="list-style-type: none"> A.No Cost B. See 4D Pg. 38 C. No Cost D. E-F: No Cost G. \$5,000 	<ul style="list-style-type: none"> A. N/A B. N/A C. N/A D. E-F: N/A G: LCFF

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <p>The district will:</p> <ul style="list-style-type: none"> A. Provide targeted training on student information systems and assessment systems used by the district. (Powerschool, Illuminate, iReady) B. Utilize Web IEP for Special Ed. C. Utilize data to monitor student progress. D. Continue to expand on training to support effective technology integration 	<p>2015-2020</p> <p>Responsible: Coordinator of Assessment, Technology Department Staff, teachers</p>		<p>A. B-C: No Cost D.</p>	<p>A. B-C: N/A D. Tech Budget</p>
<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <ul style="list-style-type: none"> A. The district is maintains a 1:1 device to child ratio at grades 2-8 B. School sites are developing STEAM or MAKER spaces to support integrated learning in Science, technology, engineering, arts and math C. Training will be offered on effective technology integration strategies. D. The district will implement the technology scope and sequence. E. All students will receive instruction on responsible digital citizenship. F. The district will employ a Director of Technology Integration who will be part of the Instructional Services Team. G. School sites will have identified Technology integration teacher leaders. 	<p>2015-2020</p> <p>Responsible: Technology Department Staff, Instructional Services Staff, teachers, Technology Integration Coaches and TOSAs.</p>		<p>A. B. \$60,000 C. See 6D Pg. 39 D-E: No Cost F.\$150,000 G. \$15,000</p>	<p>A. N/A B. Tech Budget C. N/A D-E: N/A F. G. Tech Budget</p>

<p>8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</p> <p>Input from stakeholders is gathered regarding professional development needs through the use of an annual survey and feedback forms from all committee meetings and trainings. In addition district curriculum committees exist for GATE, Math, Writing and Technology. Ideas are solicited from these groups and are shared with the Instructional Services Department.</p> <ul style="list-style-type: none"> A. Parent stakeholder meetings happen annual at the district level as well as the school site level B. School site councils advise on the development of the LCAP/SPSA plans and monitor implementation C. District Instructional Leadership teams provide input that is shared with the instructional services team. D. The district holds strategic planning meetings every six months where all stakeholders are present. 	<p>2015-2020</p> <p>Responsible: Instructional Services staff, Site Administrators, Superintendent</p>		<p>A-D: No Cost</p>	<p>A-D: N/A</p>
Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> □ Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; □ Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; □ Involve parents in their child's education; and □ Understand and use data and assessments to improve classroom practice and student learning. <ul style="list-style-type: none"> A. The Special Education Department will provide training for Special Education teachers and staff to address the unique needs of students with disabilities. Professional development and training will be offered. B. The district will follow a uniform process for student study teams to 	<p>2015-2020</p> <p>Responsible: Director of Sp.Ed, Director of Student Services, Superintendent, Administrator of Special Programs</p>	<p>D. Community Liaison Cost</p>	<p>A. B-C. No Cost D.</p>	<p>A. B-C. N/A D.</p>

<p>address the academic and behavioral needs of students.</p> <p>C. A multi-tiered system of support will be put in place district-wide to support all students.</p> <p>D. The district will maintain a GATE parent committee to address the needs of advanced learners.</p> <p>E. The district will maintain an English Learner Advisory Committee and hire Community Liaisons to engage parents of second language learners.</p>				
<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <p>All CUSD teachers are CLAD certified. The district teacher contract requires a commitment to complete requirements to meet the federal definition of “highly qualified.”</p>	<p>2015-2020</p> <p>Responsible: Teachers</p>	No Cost	N/A	N/A

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

Environments Conducive to Learning (Strengths and Needs):

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

STRENGTHS	NEEDS
<p>Attendance:</p> <ul style="list-style-type: none"> • CUSD partners with School Innovations & Advocacy (SIA) to implement an automated attendance and truancy system and provide professional development for staff on ways to improve student attendance. The system generates a list of students who are considered truant pursuant Education Codes 48260-48263 every two weeks. The list is reviewed within 48 hours by the site administrator and letters sent to parents. Any parent receiving a second truancy letter meets with the site administrator or counselor and interventions are determined. These meetings are held every two weeks. Five times each year CUSD holds District Attorney Mediation meetings for families who receive a third letter. At the conclusion of these meetings attendance contracts are signed by the parent and student. School staff works with the parents of students who continue to have unexcused absences prior to referring the child/family to the District Attorney for prosecution. • Three elementary sites implement the Student High Attendance Rewards Program (SHARP). This is a positive motivational program that helps improve attendance and reduce tardiness. • The district will monitor attendance and set annual targets. The School Attendance Review Board (SARB) will meet regularly to discuss 	<ul style="list-style-type: none"> • Need for coaching support and training for Tier 2 & 3 PBIS intervention teams around analysis of student behavior, developing appropriate interventions, and effective ways to monitor behavior plans. • Continue the partnership with El Camino Hospital as we are demonstrating improved student attendance and providing health information and improved health care to our neediest families. • Uplift (formerly) EMQFF-We want to expand this partnership but are dependent on the capacity of EMQFF and the limitation of eligibility to MediCal recipients. • Expand parent involvement to all sites and increase the options for types of classes that will meet site-specific needs. • Maintain SIA program, partnership with the Santa Clara District Attorney's Office, and CUSD Attendance and Welfare administrator as a means of supporting students and their families who have truancy issues.

<p>students</p> <ul style="list-style-type: none"> • Safety & Emergency Response: • Each school site and the District Office have an Emergency Preparedness Plan, which reflects that site's unique needs. The plan is aligned with the Incident Command System (ICS) which local and state emergency responders use. The plan outlines actions and identifies the site's Crisis Intervention Team. The District Office and each site conduct practice drills throughout the year using the ICS. • Each school site has developed a Comprehensive School Safety Plan, which addresses safety concerns identified through a systematic planning process. The plan is reviewed and updated annually with input from students, staff, parents, and community members. Each sites' plan is relevant to the needs and resources of that particular school. • To promote school safety, our school sites are gated and kept secure during school hours. Visitors must enter and check-in through the school office. <p>Student Study Teams:</p> <ul style="list-style-type: none"> • CUSD has a documented RtI2 process and has provided professional development to all certificated staff on identification of students at risk and the implementation of a Student Study Team (SST) process and intervention supports for all students. <p>Data Collection:</p> <ul style="list-style-type: none"> • CUSD conducts an annual perception survey. Students, parents and staff participate in this survey. The survey is purchased through CSU Chico Research Foundation Education for the 	
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<p>Future.</p> <ul style="list-style-type: none"> • CUSD participates in the Project Cornerstone Survey every two years. Grades 4th, 5th and 7th are administered the survey. • School sites use the School-Wide Information System (SWIS). PBIS teams meet each month to analyze data and make recommendations to PBIS intervention Tier 2 and 3 teams. 	
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Environments Conducive to Learning (Activities):

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

ACTIVITIES
<ol style="list-style-type: none"> 1. All staff members are trained annually in child abuse and neglect reporting procedures. 2. All staff members are trained annually in the District's Sexual Harassment and Hate Crime reporting procedures. 3. CUSD partners with local fire, police and sheriff departments on ICS procedures, training, and practice drills. All staff are trained annually on ICS procedures. 4. CUSD provides free and reduced lunches, at all sites, each day. Breakfast programs are also offered at low-income sites. 5. CUSD provides two "Farmer's Market" programs at all elementary school sites, 6. CUSD partners with YMCA/Project Cornerstone to conduct a survey assessing student's levels of Developmental Assets. Based on survey results, site-specific needs are determined and schools participate in student and parent programs provided by Project Cornerstone, which promote Developmental Assets. 7. CUSD partners with El Camino Hospital in providing health care support for our students and their families. This partnership provides two full time credentialed nurses for the district. One of them functions in a district-wide capacity and other splits her time between two Title I Schools: Lynhaven and Blackford. 8. CUSD partners with UpLift at Rosemary, Castlemont, Lynhaven, Capri and Campbell Middle School, which allows the provision of mental health support for qualified (MediCal recipients) students. 9. In order to maintain a consistent, predictable, positive, and safe environment for students to learn, all sites implement the Positive Behavior Interventions and Support (PBIS) framework. 10. Counseling services: Campbell Middle, Monroe Middle, Rolling Hills Middle, ,

Lynhaven, Castlemont, Capri and Blackford all have CUSD employed counselors

11. CUSD partners with San Jose Police department to provide “Safe Schools” interventions for at-risk youth and an annual Internet Safety Class for parents.
12. CUSD partners with School Innovations & Advocacy (SIA) to implement an automated attendance truancy system and provide professional development for staff on ways to improve student attendance.
13. CUSD holds 5 SARB meetings and mediation meetings with the Santa Clara District Attorney for families who receive a third truancy letter.
14. CUSD has Health Clerks at all school sites. They provide health related services for students, ensure consistent and effective health care procedures are followed so that students' daily medical needs are met. Health Clerks along with other office staff receive monthly training in health and safety.
15. CUSD has 8 community liaisons that support parent engagement at Campbell Middle, Monroe Middle, Rolling Hills Middle, Sherman Oaks, Lynhaven, Capri, Rosemary, Castlemont, and Blackford. CUSD employs 1 district community liaison.

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
<p>Suspensions and Expulsions: CUSD suspension rate 2015-2016 2.5% CUSD expulsion rate 2015-2016 .04%</p> <p>191 students suspended in 2015-2016 318 suspensions in 2015-2016</p> <p>Violence Prevention and Intervention:</p> <ol style="list-style-type: none"> 1. Each school site has developed a Comprehensive School Safety Plan, which addresses safety concerns identified through a systematic planning process. The plan is reviewed and updated annually with input from students, staff, parents, and community members. Each site plan is relevant to the needs and resources of that particular school (AODV). 2. All middle schools partner with the City of San Jose Safe School program to provide interventions for at-risk youth (ATODV). 3. In order to maintain a consistent, predictable, positive, and safe environment 	<p>Violence Prevention and Intervention:</p> <ol style="list-style-type: none"> 1. Suspensions 55% of the student suspensions were Hispanic students with a CUSD population of 48% Hispanic 22% of the student suspensions were Caucasian students with a CUSD population of 25% 11% of the student suspensions were Caucasian students with a CUSD population of 4% CUSD needs to assess current needs for professional development for staff in meeting the needs of Hispanic students, male students, and students with disabilities. 2. Need for coaching support and training for Tier 2 & 3 PBIS intervention teams around analysis of student behavior, developing appropriate interventions, and effective ways to monitor behavior plans.

<p>for students to learn, all sites implement the Positive Behavior Interventions and Support (PBIS)</p> <ul style="list-style-type: none"> • All sites have predictable and positively stated school-wide expectations. • All sites have classroom and common area lesson plans that are linked to the school-wide expectations and are taught to all students within the first three weeks of school and re-taught throughout the year. • All sites have a PBIS team which meets monthly to review behavior data, refer students to the Tier 2 or 3 intervention teams, plan and deliver professional development to staff, share behavior data with staff throughout the year, develop school- wide behavior systems and supports, develop yearly action plans, and monitor implementation of action plans. • All middle schools and three elementary schools have counseling services. Counselors provide interventions both academically and behaviorally. All counselors are part of the PBIS teams. Counselors provide information, cessation instruction, resources and interventions for students using alcohol, tobacco, and other drugs. • All CUSD psychologists and counselors are trained in developing behavior support plans and provide increased support for students socially, emotionally, and psychologically. Both participate on the Tier 3 intervention teams. • 10 sites have an MFTi (Marriage Family Therapist intern) that provides counseling services. The MFTi's work a total of 25 hours per week and participate in SST and Tier 2 meetings. • School sites use the School-Wide Information System (SWIS). SWIS is a web-based information system 	<p>3. Need for alternatives to suspension</p> <p>4. Need for increased parent engagement activities.</p> <p>4. Need for further implementation of the Science-Based program-Second Step.</p> <p>Alcohol, Tobacco, & Other Drugs:</p> <p>1. There is a need for a Science-Based program in the middle schools.</p>
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designed to help school personnel use office referral data to design school-wide and individual student interventions. SWIS generates reports that give school personnel the capability to evaluate individual student behavior, the behavior of groups of students, behaviors occurring in specific settings, and behaviors occurring during specific time periods of the school day. SWIS reports indicate times and/or locations prone to elicit problem behaviors, and allow teachers and administrators to shape school-wide environments to maximize students' academic and social achievements.

Data Collection:

- CUSD conducts an annual perception survey. Students, parents and staff participate in this survey. The survey is purchased through CSU Chico Research Foundation Education for the Future.
- CUSD 4th, 5th, and 7th grade students participate in an opt-in Silicon Valley Youth Survey. This survey assesses the levels of developmental assets students possess.
- School sites use the School-Wide Information System (SWIS). PBIS teams meet each month to analyze data and make recommendations to PBIS intervention Tier 2 and 3 teams.

Health and Welfare:

- CUSD employs five District Nurses. Administration, Counselors, and staff work closely to provide health related supports to students and their families.

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: Oct-Dec 2013 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will decrease biennially by:	5 th 2% 7 th 1%	5 th 2 % 7 th 1 %
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by:	7 th 1 %	7 th 1 %
The percentage of students that have used marijuana will decrease biennially by:	5 th — % 7 th 2 %	5 th 2_ % 7 th 1 %
The percentage of students that have used alcohol within the past 30 days will decrease biennially by:	7 th 10 %	7 th 1 %
The percentage of students that have used marijuana within the past 30 days will decrease biennially by:	7 th 3 %	7 th 1 %
The percentage of students that feel very safe at school will increase biennially by: 5 th grade: 96% of students felt safe at school	5 th 96 % 7 th 59_ %	5 th 48 % 7 th 1 %

The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by:	7 th 19 %	7 th 1 %
Truancy Performance Indicator		
The percentage of students who have been truant will decrease annually by 20% 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.	2015-2016 19.5 %	2014-2015 23.2 %
Protective Factors Performance Measures from the California Healthy Kids Survey	Most recent date: October 2013- December 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:	5 th 100 % 7 th 33 %	5 th 1 % 7 th 1 %
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by:	5 th 99 % 7 th 55 %	5 th 1 % 7 th 1 %
The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by:	5 th 98 % 7 th 18 %	5 th 1 % 7 th 1 %
The percentage of students that report high levels of school connectedness at their school will increase biennially by:	5 th 97 %	5 th 1 %

	7 th 49 %	7 th 1 %
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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

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
Yes	After School Programs	Violence prevention, academics, and enrichment (drama, sports, technology)	K-8
Yes	Conflict Mediation/Resolution	Violence Prevention	K-8
Yes	Early Intervention and Counseling	RTI Academic and behavior support systems	K-8
Yes	Environmental Strategies	Tobacco Free	K-8
Yes	Family and Community Collaboration	ATODV, attendance, health and academic	K-8
Yes	Media Literacy and Advocacy	Digital Literacy Curriculum and Required lessons by grade level	K-8
Yes	Mentoring	ATODV	K-8
	Peer-Helping and Peer Leaders		K-8
Yes	Positive Alternatives	ATODV, Academics, and enrichment (sports/drama)	6-8
	School Policies	ATODV and attendance	K-8
YES	Service-Learning/Community Service	ATODV	6-8
	Student Assistance Programs		
Yes	Tobacco-Use Cessation	ATODV	6-8

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

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

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

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

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

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

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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.

After reviewing the 2009-10 CHKS and 2010-11 Silicon Valley Youth Survey: CUSD 5th & 7th grade students outperformed California 5th & 7th grade students in **all** ATODV Performance Measures based on the California Health Kids Survey.

Safety: The number of students who report feeling very safe at school-5th grade 53% (1% increase over 2004) and 7th grade 19% (2% decrease over 2004). 24% of 7th grade students said they had been afraid of being beaten up during the past 12 months at school (2% decrease from 2004). In order to maintain a consistent, predictable, positive, and safe environment for students to learn, all sites will implement with fidelity PBIS and refine preventions for Tier 1 and interventions at the Tier 2 & 3 levels. Through Tier 2 & 3 team referrals and the SST process, students may be referred for EMQFF services (Appendix C) Each school site shall evaluate their data and determine specific Project Cornerstone programs for engaging parents and students as Asset Builders (Appendix D). All sites identify and participate in programs that are relevant to the needs of their particular school (Asset Champion Training, ABC program, Los Dichos de la Casa program, "What We Permit, We Promote" training, No More "Kids Will be Kids" parent education). School site PBIS teams will continue to meet monthly and analyze SWIS data and determine "precise" problems and develop action plans focused on improving problematic issues (Appendix D).

Tobacco: 4% of 7th grade students reported ever using cigarettes (8% decrease from 2004). The number of students who reported using cigarettes within the past 30 days, in 7th grade was 2% (1% decrease over 2004). This is 4% below the state average for 7th grade students. CUSD will continue to work with Santa Clara County Public Health Department and use their Tobacco Prevention and Education curriculum. Counselors will continue to provide information, cessation instruction, resources and interventions for students using tobacco (Appendix D).

Alcohol and Other Drugs: All 5th grade students reported never using marijuana. 5% of 7th grade students report using marijuana (1% decrease from 2004). All 5th grade students reported not using any alcohol in the last 30 days (5% decrease from 2004). 9% of 7th grade students report using alcohol in the last 30 days (1% increase from 2004). Counselors will continue to provide information, resources and interventions for students using alcohol and other drugs (Appendix D). CUSD will continue to offer or refer parents to parent education classes through Project Cornerstone, Parent Project, Parent Project Junior, and Active Parenting.

Protective Factors: CHKS: 60% of 5th graders (2% decrease from 2004) and 35% 7th graders (3% decrease from 2004) reported having high levels of caring relationships with a teacher or other adult in their school. CHKS 63% of 5th grade students (2% increase from 2004) and 56% 7th grade students (1% increase from 2004) reported high levels of high expectations from teacher or other adult at their school. SVYS: 66% of 4th & 5th graders and 48% of 7th grade students reported high levels of a Caring School Climate. CHKS-20% of 5th grade students (7% increase) and 17% of 7th grade students (4% decrease from 2004) report high levels of opportunities for meaningful participation at their school. 64% of 5th grade students and 56% of 7th grade students report high levels of school connectedness at their school. SVYS: 60% of 4th & 5th graders and 39% of 7th graders report high levels of Planning and Decision Making at their school. SVYS: 4th and 5th grade students had the lowest performance measures in asset #9 (Service to

Others) 37% and asset #20 (Time at Home-time engaged in family activities other than TV watching and playing video games). 7th grade students had the lowest performance measure in asset #32 (Planning and Decision Making) 39% and asset #5 (Caring School Climate) 50%.

Activities selected in Appendix D are meant to supplement and extend the content of lessons in our ATODV curriculum. The selection of these activities has been based on data collected from SWIS data, The Silicon Valley Youth Survey, annual student, staff, and parent perception surveys, suspension and expulsion data, and CHKS. Research shows the importance of youth developmental asset acquisition as it relates to academic success and risky behaviors. So, as a result of our analysis of collected data, we have selected the following activities: “After School Programs”, “Conflict Mediation/Resolution”, “Early Intervention and Counseling”, Environmental Strategies, Family and Community Collaboration”, “Mentoring”, “Positive Alternatives”, “School Policies”, “Service-Learning/Community Service”, Tobacco-Use Cessation”, “EMQFF Partnership”, “Preschool Program”, and “Project Cornerstone 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 alcohol, tobacco, other drug use and violence prevention program. Describe how the results of the evaluation will be used to refine, improve and strengthen the program.

At the District and site levels; SWIS data, Silicon Valley Youth Survey, annual student, staff, and parent perception surveys, suspension and expulsion data, and possibly CHKS will continue to serve as a means of determining our needs and program decisions.

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.

CUSD does not currently receive funding either from SDFSC or TUPE. CHKS results, Silicon Valley Youth Survey results and parent, student, and staff survey data is analyzed by the District Leadership Team each year to ensure that recommendations will be available for the update of the LEAP, CUSD Strategic Plan and SPSA's. Subsequently a summary of data and recommended next steps will be made available to the public and presented to parents each year by site administrators. Each school sites School Safety Committee shall annually review data and developed a Comprehensive School Safety Plan that addresses safety concerns identified through a systematic planning process. The plan is reviewed and updated annually with input from students, staff, parents, and community members. School Site Councils approve plans and send them to the Campbell Union School District Governing Board for approval. Each site plan is relevant to the needs and resources of that particular school.

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])

Not applicable

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

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

Not Applicable

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 CUSD at many levels, such as planning and designing programs, implementing strategies as volunteers in classroom and after school, and volunteering on committees such as the Superintendent Parent Advisory Committee (SPAC), English Language Advisory Committee (ELAC), District English Language Advisory Committee (DELAC) and School-Site Council. Parents are recruited from all ethnic and socioeconomic groups in our district to be representatives on the above committees. Parents receive a copy of the Parent Handbook each year which includes “Parents' Rights” and a “Student-Parent-Teacher Compact” which they are asked to agree to and sign as a means of supporting their child and their learning. In addition to a District Parent Handbook parents receive a site Parent/Student Handbook. Both publications are designed to keep parents and students apprised of CUSD policies and desires and expectations regarding parent involvement. Parents are encouraged to volunteer at their child's school, attend parent conferences, join the PTA or Home School Club and other school based organizations. These publications clearly communicate the expectations the District has regarding how they can support their child's social and academic success, such as monitoring school attendance and homework completion. Parents actively participate in the strategic planning process both at the site and district level. CUSD conducts an annual perception survey. Parents are asked to participate in this survey. The survey is purchased through CSU Chico Research Foundation Education for the Future. Parents are informed regarding survey results through school-site newsletters, school-site meetings, and the School-Site Annual Report Card (SARC). Under No Child Left Behind (NCLB), parents will be notified regarding Safe School Status and, should a school become a Program Improvement School under Title I regulations, parents will be sent a letter notifying them of their “Parent Choice Options”.

TUPE Services for Pregnant Minors and Minor Parents (H&SC 104460):

Describe the TUPE services and referral procedures for pregnant minors and minor parents enrolled in the LEA and how they will be provided with tobacco-use prevention services. Include students participating in programs such as the California School Age Families Education (Cal-SAFE) program, the Adolescent Family Life Program (AFLP) administered through the Department of Health Services, and the Cal-Learn program administered by the Department of Social Services.

Once pregnant minors or minors who are parents are identified by the district they will meet with a counselor from their school. The counselor assesses what services are needed, including whether the minor uses tobacco or has family members who use tobacco products. Since CUSD is Pre K-8, we do not provide these services on-site, but have cooperative agreements with various county agencies. These organizations provide cessation counseling on a one-to-one basis and/or refer the minors to such groups as those run by the American Lung Association. The counselor provides case management to the adolescent assuring these linkages are completed and follow up is provided.

CUSD does not receive TUPE funding

TUPE Funded Positions (Health & Safety Code 104420(b)(3)):

Provide full time equivalent (FTE) staffing configuration for all TUPE funded positions. (Health and Safety Code section 104420 [b](3))

Position/Title	Full time equivalent
Not Applicable	

Additional Mandatory Title I Descriptions

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

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

Additional Mandatory Title I Descriptions (continued)

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

	Description of how the LEA is meeting or plans to meet this requirement:
<p>For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:</p> <ul style="list-style-type: none"> • A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards. • Effective methods and instructional strategies based on scientifically based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Proven strategies that address the needs of historically underserved students, low achieving students, and those at risk of not meeting state standards. • Instruction by highly qualified teachers and strategies to attract and keep such teachers. • High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff. • Strategies to increase parental involvement. • Assistance to preschool children in transitioning from early 	<p>Each site conducts a needs assessment that analyzes the Smarter Balanced Test, CELDT, curriculum-embedded assessments, performance tasks, attendance data, professional development surveys, PBIS data, and parent, staff and student perception surveys.</p> <p>Sites use strategies based on scientific research that:</p> <ul style="list-style-type: none"> - Ensure all students receive differentiated instruction based on need - Implement the district's adopted, CCSS and SBE standards-based core instructional materials and intervention programs - Provide extended learning time (Transitional Kindergarten, Summer Academy, Saturday Middle School Math Classes, Before, after, and during school classes/interventions i.e. Certificated Teacher Provided Classes, CampbellCare, Extensions offerings, etc.) - Target students and provide intervention(s) specific to their needs based off of multiple measures (iReady ELA & Math Diagnostic Tests, Common Formative Assessments, State Standardized Tests, etc.) - Provide a variety of program options and educational settings <p>Staff will provide continuous professional development</p>

<p>childhood programs to elementary school programs.</p> <ul style="list-style-type: none"> • Timely and effective additional assistance to students who experience difficulty mastering state standards. 	<p>opportunities for teachers, administrators, paraprofessionals, and parents with a focus on assisting students in mastery of Common Core and state content standards.</p> <p>Institute effective parent engagement strategies which: Provide parent education, including but not limited to, adult ESL classes, Parent Project Jr., Los Dichos, Cornerstone A,B,C, etc.</p> <ul style="list-style-type: none"> - Are meaningful to parents and supports student achievement - Provides information in the primary language of families - Uses a combination of communication systems, i.e., conferences, meetings, newsletters, website - Provides workshops and events for families, i.e. family literacy events, community events, assemblies, ways to academically support your student, nutrition, etc. <p>Campbell has TK at all five Title I Schools. CUSD also has an extensive high quality pre-school program.</p> <p>Coordinate local, state, and federal funding to implement a comprehensive school-wide program at each site that addresses the needs of students.</p>
<p>For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State's challenging academic standards. The description should include activities such as:</p> <ul style="list-style-type: none"> • Effective methods and instructional strategies based on scientifically based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Strategies that minimize removing children from the regular 	<p>N/A</p>

<p>classroom during regular school hours for instruction.</p> <ul style="list-style-type: none"> • 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. 	
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Additional Mandatory Title I Descriptions

(continued)

<p>Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115, "Targeted Assistance Schools," will identify the eligible children most in need of services under this part. Please note that multiple, educationally related criteria must be used to identify students eligible for services. Where applicable, provide a description of appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.</p>	
	Description of how the LEA is meeting or plans to meet this requirement:
<p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</p> <ul style="list-style-type: none"> • Identify children who are failing or most at risk of failing to meet the state academic content standards. • Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. • Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds. 	N/A
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.	N/A
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.	N/A

Additional Mandatory Title I Descriptions

(continued)

Please describe the actions the LEA will take to assist in its low-achieving schools identified under Section 1116, “Academic Assessment and Local Educational Agency and School Improvement,” as in need of improvement.

	Description of how the LEA is meeting or plans to meet this requirement:
<p>If the LEA has a PI school(s), describe technical assistance activities the LEA will provide to help the PI school, such as the following:</p> <ul style="list-style-type: none"> • Assistance in developing, revising, and implementing the school plan. • Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas. • Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI. • Assistance in analyzing and revising the school budget so the school’s resources are used effectively. 	<p>CUSD has 3 schools in Program Improvement (Lynhaven—Year 3, Sherman Oak—Year 5, and Blackford – Year 3). We provide the following:</p> <ul style="list-style-type: none"> - Equity coaches assigned to the schools. Coaches are trained in coaching protocols used to enhance instruction of teachers and learning for students - Assistance to PI schools to analyze data and budgets, including data chats to analyze Smarter Balanced Test Results - Training in Professional Learning Communities to support student learning - Additional administrative support - Increased resource allocation, i.e. extra teaching staff to avoid combination classes, teacher and educational associates to implement interventions - Support in writing the yearly LCAP and annual updates which includes, but is not limited to: <ul style="list-style-type: none"> - Providing an action plan for LCAP implementation - Priority for high demand professional development, i.e. Professional Learning Communities, Adopted ELA/ELD curricula, Adopted Math curriculum, etc. - Implementation of core programs - Attention to student engagement - Implementation of iReady Diagnostic Assessments and Performance Tasks and monitoring systems

	<ul style="list-style-type: none"> - Safe learning environments – PBIS - Implementation of RtI² - Implementation of Next Generation Science Standards - Ongoing staff development based on staff and school needs, i.e. PLCs - Assistance in full implementation of the district’s LEA Plan
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Additional Mandatory Title I Descriptions

(continued)

Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, “Academic Assessment and Local Educational Agency and School Improvement.”	
	Description of how the LEA is meeting or plans to meet this requirement:
Describe the process for parent notification of the school’s identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.	<p>For schools in Program Improvement, the LEA will continue to provide transportation to any student that in previous years has selected another school to attend. This transportation and school placement will continue until the student has reached the last grade level at the site.</p> <p>Under new guidelines, Program Improvement Schools no longer are required to offer a transfer to another school.</p> <p>Under new guidelines, Program Improvement Schools no longer are required to offer supplemental services.</p>
Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	<p>Under new guidelines, the LEA is no longer required to provide school choice and supplemental services.</p> <p>Any student that chose to attend another school in previous years will continue to be allowed to attend that school until the student has reached the last grade level at the site. The LEA will also provide transportation to the student.</p>

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.	Refer to Goal 3 #5
Describe the LEA’s strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children’s education.	<p>The LEA and school sites provide ongoing parent communication through several avenues:</p> <ul style="list-style-type: none"> - CUSD offers adult ESL classes and parenting classes focused on helping students with school work - A cadre of low-income parents have become trainer-of-trainers through Parent Project Junior and are now training others at their schools - Campbell Union School District website is updated with district and site information - Community resources are provided through Health Services, district office staff, Community Liaisons, and/or school site staffs - DELAC and ELAC groups serve the needs of ELs and their families, allowing them to provide their input into the school and district programs, as well as covering the required items - Superintendent’s Parent Advisory Council (S-PAC) provides parents the opportunity for involvement at the district level - School sites regularly distribute newsletters, phone messages, and e-mails to disseminate information regarding school and parent

	<p>programs/classes that are available in the community and within the district</p> <ul style="list-style-type: none"> - PTA/Home School Clubs, SSC and other parent committees provide opportunities for parents to become directly involved in their child's education - Recruit for parent involvement in Los Dichos, ABC Cornerstone and others - Provide school to college/career training through College Going Culture activities, ALAS (Advancing Latino Achievement and Success) conference, etc.
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Additional Mandatory Title I Descriptions

(continued)

<i>Coordination of Educational Services</i>	
<p>In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:</p> <ul style="list-style-type: none"> a. Even Start b. Head Start c. Reading First d. Early Reading First e. Other preschool programs f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities. <p>Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.</p>	<p>Campbell Union School District attempts to align and focus all programs and initiatives toward our five district strategic goals that form the backbone of our district reform effort.</p> <p>The Five Strategic Goals:</p> <ul style="list-style-type: none"> 1) ADDRESS THE ACADEMIC, SOCIAL AND BEHAVIORAL NEEDS OF ALL STUDENTS 2) IMPROVE STUDENTS' ACADEMIC PERFORMANCE, ENGAGEMENT AND INVOLVEMENT 3) ENSURE THAT EVERY CAMPBELL UNION SCHOOL DISTRICT SCHOOL IS A PLACE WHERE STUDENTS, PARENTS AND STAFF THRIVE 4) ENHANCE STUDENT, PARENT, STAFF, DISTRICT AND COMMUNITY COMMUNICATION, PARTICIPATION AND ENGAGEMENT

	<p>4) ATTRACT, DEVELOP AND RETAIN HIGH-QUALITY STAFF AT ALL LEVELS</p> <p>With these guiding strategic goals, each school and the LEA identify and prioritize the needs. High leverage activities (HLAs) are selected. Schools and School Site Councils develop goals and objectives to support their HLAs and the LEAs HLAs, if they are different. All students receive services from general fund resources. However, identified at- risk students, qualifying for special programs, receive supplemental services through categorical funds and special general fund allocations. All expenditures from these two types of revenue streams are sent, along with the back-up section of the LCAPs, to the Associate Superintendent for Instruction for approval. In this way, we closely monitor that resources are targeting appropriate activities and materials, while ensuring that there is no duplication of effort.</p> <p>It is possible for some students to qualify for assistance from several programs. In such cases, site principals, teachers and coaches review highest priority areas for intervention and ensure that services are directed toward those ends.</p>
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Part III

Assurances and Attachments

Assurances

Signature Page

Appendix

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

Appendix B: Links to Data Web sites

Appendix C: Science-Based Programs

Appendix D: Research-based Activities

Appendix E: Promising or Favorable Programs

ASSURANCES

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

GENERAL ASSURANCES

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

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

TITLE I, PART A

The LEA, hereby, assures that it will:

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

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

TITLE I, PART D – SUBPART 2

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

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

TITLE II, PART A

34. The LEA, hereby, assures that:

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

TITLE II, PART D

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

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

TITLE III

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

TITLE IV, PART A

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

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

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

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

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

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

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

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

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

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

New LEAP Assurances

56. Uniform Management Information and Reporting System: the LEA assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in the format prescribed by CDE. That information will include:
- (i) truancy rates;
 - (ii) the frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;
 - (iii) the types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and
 - (iv) the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107-110)
57. Unsafe School Choice Policy: the LEA assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. The LEA will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of schools that have been designated “persistently dangerous” in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107-110.)

Other

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

SIGNATURE PAGE

Print Name of Superintendent

Signature of Superintendent

Date

APPENDIX A

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

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

California's NCLB Performance Goals and Performance Indicators

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

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

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

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

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

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

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

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

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

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

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

APPENDIX B

Links to Data Web sites

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

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

APPENDIX C

Science-Based Programs

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

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

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

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

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

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

School-Based Programs

	Intended program outcomes and target grade levels. See research for proven effectiveness					
Name	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev. Website
Across Ages	4 to 8	x	x	x		x C,
All Stars™	6 to 8	x	x	x		A, C, D, E
ATLAS (Athletes Training and Learning to Avoid Steroids)	9 to 12	x		x		A, B, C, D,
Border Binge Drinking Reduction Program	K to 12	x			x	C,
Child Development Project/Caring School Community	K to 6	x		x	x	x A, B, C, D, E
Cognitive Behavioral Therapy for Child Sexual Abuse	Families				x	C
Cognitive Behavioral Therapy for Child Traumatic Stress	Families				x	C
Coping Power	5 to 8			x	x	C
DARE To Be You	Pre-K	x		x	x	x A, C,
Early Risers Skills for Success	K to 6				x	C,
East Texas Experiential Learning Center	7	x	x	x	x	x C
Friendly PEERsuasion	6 to 8	x				C
Good Behavior Game	1 to 6				x	B, C
High/Scope Perry Preschool Project	Pre-K				x	x B, C, E
I Can Problem Solve	Pre-K				x	A, B, D
Incredible Years	K to 3				x	x B, C,
Keep A Clear Mind	4 to 6	x	x			A, C,
Leadership and Resiliency	9 to 12					x C,
Botvin's LifeSkills™ Training	6 to 8	x	x	x	x	A, B, C, D, E
Lions-Quest Skills for Adolescence	6 to 8					x D, C, E
Minnesota Smoking Prevention Program	6 to 10		x			A, D, E

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

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

APPENDIX D

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

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

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

APPENDIX E

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

Open Circle Curriculum	K to 5				x	x	D
Parent-Child Assistance Program (P-CAP)	Families	x		x			C
PeaceBuilders	K to 8				x		D
Peacemakers Program	4 to 8				x		D
Peer Assistance and Leadership	9 to 12			x	x		C
Peer Coping Skills (PCS)	1 to 3				x		B
Peers Making Peace	K to 12				x		D
Personal/Social Skills Lessons	6 to 12		x				A
Preventive Intervention	6 to 8			x			B
Preventive Treatment Program	Parents			x	x		B
Primary Mental Health Project	Pre k to 3						D
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