(CDE use only)

Application #	

No Child Left Behind Act of 2001
LOCAL EDUCATIONAL AGENCY PLAN

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

LEA Plan Information:

Name of Local Educational Agency (LEA): **San Rafael City Elementary School District**

County/District Code: **21-65458**

Dates of Plan Duration (should be five-year plan):   July **2015 – June 2020**

Date of Local Governing Board Approval: **June 24, 2015**

District Superintendent: **Michael R. Watenpaugh, Ed.D.**

Address: **310 Nova Albion Way**

City: **San Rafael**   Zip code: **94949**

Phone: **(415) 492-3233**   Fax: **(415) 492-3245**

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.

Michael R. Watenpaugh, Ed.D.

Printed or typed name of Superintendent	Date	Signature of Superintendent

Natu Tuatagaloa

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

TABLE OF CONTENTS

TOPIC   **PAGE**

TABLE OF CONTENTS
(continued)

Part III – Assurances and Attachments

Part I
Background and Overview

Background

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

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

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

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

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

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

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

5. **All students will graduate from high school.**

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

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

Since 1995, California has been building an educational system consisting of five major components:
- rigorous academic standards
- standards-aligned instructional materials
- standards-based professional development
- standards-aligned assessment
- an accountability structure that measures school effectiveness in light of student achievement.

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

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

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

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

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

The Consolidated Application (ConApp)

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

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

The Single Plan for Student Achievement (School Plan)

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

The Local Educational Agency Plan (LEA Plan)

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

Categorical Program Monitoring (CPM)

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

Development Process for the LEA Plan

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

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

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

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

Step One: Measure the Effectiveness of Current Improvement Strategies

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

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

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

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

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

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

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

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

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

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

Step Three: Develop or Revise Performance Goals

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

Step Four: Revise Improvement Strategies and Expenditures

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

Identify available resources. Aside from fiscal resources available through federal and state funding, programmatic resources are available on the CDE Web site at *http://www.cde.ca.gov*. The Consolidated

Application provides funding for **district-operated programs** (including reservations from Title I for various purposes, Title II, Title IV, and Tobacco-Use Prevention) as well as for **school-operated programs** (including Title I, Parts A and D, Title III, Title V, School Improvement, Economic Impact Aid, and 10th Grade Counseling).

Step Five: Local Governing Board Approval

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

Step Six: Monitor Implementation

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

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

PLANNING CHECKLIST
FOR LEA PLAN DEVELOPMENT
(Optional)

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

FEDERAL AND STATE PROGRAMS CHECKLIST

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

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

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites ($)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	121,271	616,697	630,314	85.4%
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	15,542	106,914		
Title II, Part D, Enhancing Education Through Technology				
Title III, Limited English Proficient	100,486	192,715	287,452	98.0%
Title III, Immigrants	4,684	17,133	20,964	96.1%
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				
21st Century Community Learning Centers				
Other (describe)				
TOTAL				

DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites ($)	Current Year Direct Services to Students at School Sites (%)
EIA – State Compensatory Education				
EIA – Limited English Proficient				
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)				
ASES (before & afterschool programs)		1,104,467		
TOTAL				

Part II

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:
- o Statewide standards, assessment, and accountability
- o Local assessments and accountability
- o Coordination and integration of federal and state educational programs
- o 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:
- o teachers with the subject matter knowledge and teaching skills to provide all students the opportunity to meet challenging state academic achievement standards, and
- o 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.

The LEA Plan is a recapitulation of the Local Control Accountability Plan (LCAP) in the sense that both plans are inextricably linked. San Rafael City Schools (SRCS) sponsored an in-depth, targeted and multi-layered engagement process this year for the redesign of both plans.

This engagement process included multiple opportunities to review the 2014-15 LCAP and to provide feedback on the plans to support all students in SRCS to graduate college and career ready.

The engagement opportunities took place in the form of:

- District staff engagements
- Parent advisory meetings and community workshops
- Board presentations
- District advisory committee meetings

These include:
- **Principals' Meetings:** Regular bi-monthly meetings beginning in November in which the plan was discussed consistently.
- **Site and District Leadership Workshop**
  - March 17, 2015
- **Join the Conversations:** Sessions with the Superintendent at school sites for teachers and staff
  - San Pedro Elementary - 12/1/14 and 1/23/15
  - Glenwood Elementary – 12/2/14
  - Davidson Middle School – 12/12/14
  - Sun Valley Elementary – 12/18/14
  - Bahia Vista Elementary – 2/24/15
  - Venetia Valley Elementary – 1/8/15
  - Coleman Elementary – 1/12/15
  - Short Elementary – 1/13/15
  - Laurel Dell Elementary – 1/14/15
- **English Learner Parent Advisory Committee**
  - January 13, 2015, March 12, 2015, April, 22, 2015, June 1, 2015
- **Targeted ELL Community Outreach and Involvement**
  - DELAC Meetings – October 21, 2014, January 13, 2015, February 19, 2015, March 17, 2015, May 5, 2015
  - EL Task Force – January 15, 2015 and January 29, 2015
- **Community Workshops for Parents, Teachers, Students, Staff and Community Members**
  - March 25, 2015, May 4, 2015

San Rafael City Schools - Elementary School District

Demographics

San Rafael City Schools is comprised of two school districts. The elementary school district serves Kindergarten through 8th grade and constitutes nine schools (one K-3 school, six K-6 schools, one K-8 school, and one middle 6-8 school). The total enrollment of the elementary school district includes 5,345 students. The high school district serves 9th through 12th grade students and includes three schools (two comprehensive high schools and one continuation school) with 2,346 students. Student enrollment for the combined elementary and high school districts has grown steadily from 6,217 in 2010-11 to 7,691 in 2014-15.

San Rafael City Schools values and honors the cultural and linguistic diversity of its students. The ethnicity of students in kindergarten through eighth grade is 63% Latino, 28% White, 4% Asian, 4% other and 1% African American. High school students in grades 9-12 are 51% Latino, 36% White, 5% Asian, 6% other, and 2% African-American. Students attending the high school district come from not only San Rafael City Schools' feeder schools, but also Miller Creek Middle School in the neighboring Dixie School District. In the elementary district, 49% of students are English learners, 17% are fluent in English and another language, and 34% are monolingual English speakers. In the high school district, 46% of students are monolingual English speakers, 37% are fluent in English and another language, and 17% are English learners.

Mission Statement

The mission of the San Rafael City Schools, a multicultural community with a commitment to build a school system of unparalleled quality, is to guarantee to students and parents that all students will acquire knowledge and skills essential for life-long learning, responsible citizenship, and fulfillment of their greatest potential through a challenging personalized education in collaboration with parents, staff and our diverse community.

Student Achievement by School Site

As the district and the State of California continue on the transition towards full implementation of the California Common Core State Standards (CCSS) and the related state assessments (Smarter Balanced Assessment Consortium), the district is also in transition in terms of its local assessment system. In the 2014-15 school year, the only common assessment across the majority of grades is limited to a measure of reading comprehension, Scholastic Reading Inventory (SRI). See pages 21 and 22 for related data.

English Learner Proficiency Gains by School Site
For K-8 schools, the only state-wide assessment data available as of the writing of this plan are results for the California English Language Development Test (CELDT) and the related Annual Measurable Achievement Objectives (AMAOs).

AMAO 1: ESD

AMAO 2, <5 Yrs: ESD

AMAO 2, 5+ Yrs: ESD
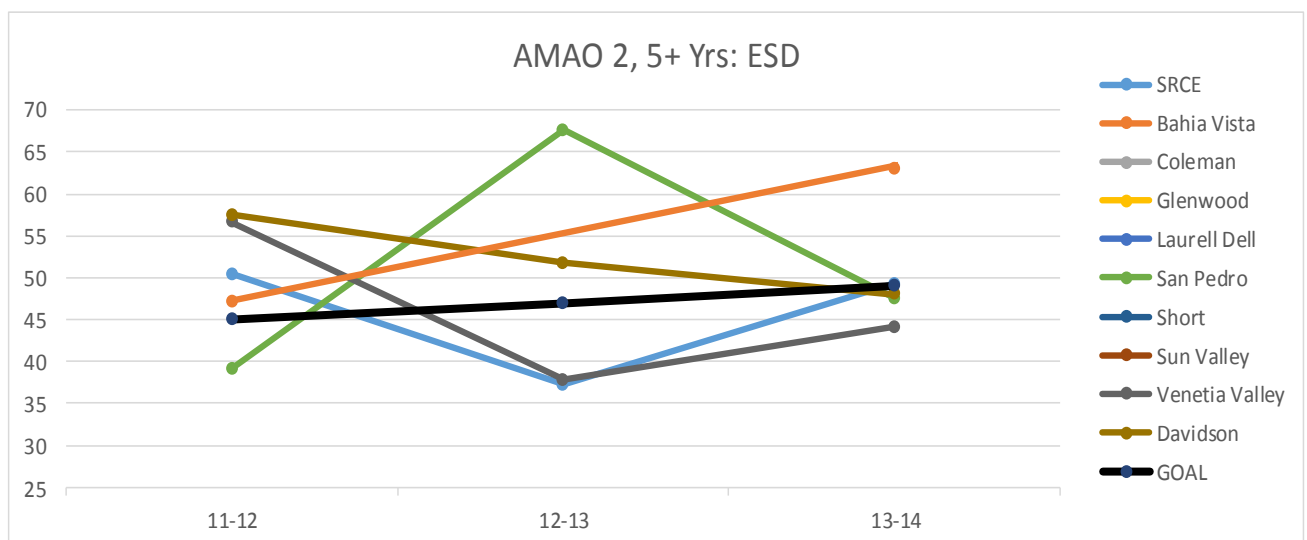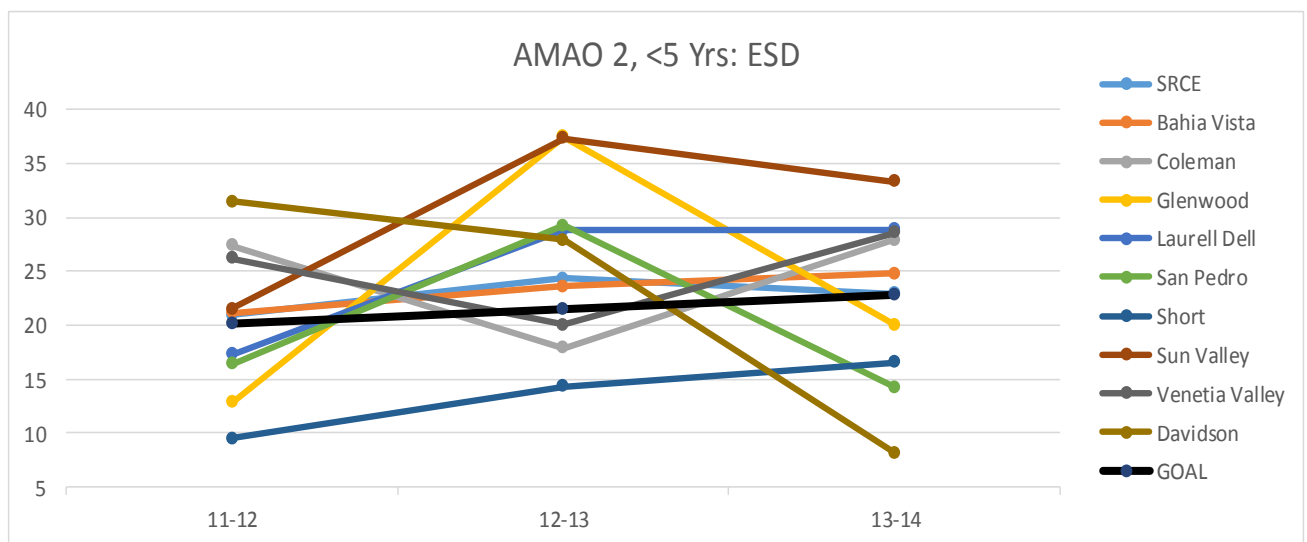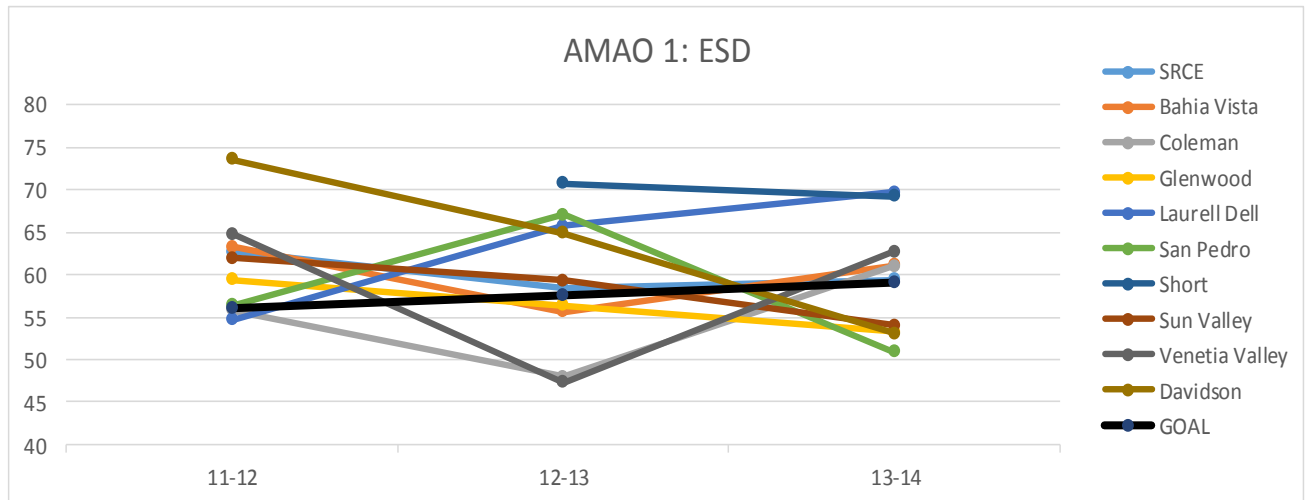
Local Measures of Student Performance
(*other* than State-level assessments)

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, <u>if any</u>, that are in addition to the academic assessments described in the State Plan under section 1111(b) (3), <u>that the local educational agency and schools served under this part will use to:</u>

   a) determine the success of students in meeting the State student academic achievement standards and provide information to teachers, parents, and students on the progress being made 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.

K-1 assessment – All K-1 students are assessed for reading and mathematics fundamentals via the ESGI diagnostic assessment.

1-5 reading fluency – All students in grades 1-5 are assessed for oral reading fluency via the DIBELS reading assessment. DIBELs is administered three times in the school year.

2-8 reading comprehension – All students in grades 2-8 are assessed via the Scholastic Reading Inventory (SRI) to determine the level of reading comprehension. These assessments are administered at each grading period to determine student progress in meeting California state standards in reading. SRI is administered up to three times in the school year.

K-8 reading assessment – SRI is in the process of being phased out and replaced by Fountas & Pinnell reading assessment and intervention program. Fountas & Pinnell will be administered up to three times per year.

Average SRI Lexile: All Students

School	Grade Level							School Average
	2	3	4	5	6	7	8	
Bahia Vista Elementary	192.5	372.1	494.4	626.2				418.7
Coleman Elementary	335.9	571.0	704.8	777.9				601.5
Davidson Middle					841.1	830.7	914.3	860.6
Glenwood Elementary	543.1	733.9	871.6	863.7				740.2
Laurel Dell Elementary	195.2	387.0	543.7	600.6				481.4
San Pedro Elementary	164.4	312.4	469.2	608.7				363.7
Short Elementary	0.0	372.4						183.8
Sun Valley Elementary	567.5	723.7	907.3	988.1				793.8
Venetia Valley K-8	124.6	415.4	593.0	743.4	783.9	733.8	1024.7	574.0
School Average	**250.9**	**471.3**	**621.0**	**732.1**	**830.1**	**816.2**	**930.0**	**619.2**

Average SRI Lexile: English-Only Students

School	Grade Level							School Average
	2	3	4	5	6	7	8	
Bahia Vista Elementary	0.0	323.0	433.0	569.2				435.3
Coleman Elementary	470.2	707.8	883.5	966.6				746.4
Davidson Middle					1058.3	1053.6	1128.9	1077.2
Glenwood Elementary	581.2	775.9	925.2	983.3				797.0
Laurel Dell Elementary	198.5	573.1	574.6	707.4				604.5
San Pedro Elementary	95.0	215.5	224.0	0.0				137.9
Short Elementary	0.0	411.1						239.8
Sun Valley Elementary	605.4	776.7	963.2	1059.9				846.0
Venetia Valley K-8	137.3	529.4	695.0	844.2	825.8	398.0	1200.7	694.6
School Average	**512.2**	**688.4**	**857.1**	**935.8**	**1040.0**	**1044.2**	**1137.4**	**855.7**

Average SRI Lexile: English Learners

School	Grade Level							School Average
	2	3	4	5	6	7	8	
Bahia Vista Elementary	205.3	351.9	455.5	631.0				429.3
Coleman Elementary	252.4	389.4	509.6	507.9				451.0
Davidson Middle					553.3	504.5	563.1	537.6
Glenwood Elementary	158.2	416.2	291.2	346.1				300.4
Laurel Dell Elementary	250.0	264.7	377.7	356.2				332.7
San Pedro Elementary	259.1	354.4	480.6	562.1				426.9
Short Elementary		328.9						328.9
Sun Valley Elementary	428.2	523.8	429.8	598.0				507.8
Venetia Valley K-8	271.6	361.9	467.3	564.0	591.3	536.3	374.0	444.6
District average	**248.2**	**362.0**	**458.3**	**560.3**	**563.0**	**511.1**	**542.1**	**445.2**

Average SRI Lexile: R-FEP Students								
School	**Grade Level**							**School Average**
	2	**3**	**4**	**5**	**6**	**7**	**8**	
Bahia Vista Elementary			790.0	914.0				868.3
Coleman Elementary		616.0	852.8	923.6				890.6
Davidson Middle					867.2	863.1	950.2	896.2
Glenwood Elementary	771.0	533.0	988.0	823.5				790.4
Laurel Dell Elementary	422.0	762.0	772.3	813.0				788.1
San Pedro Elementary	617.0	604.8	710.5	796.5				746.0
Short Elementary		479.4						479.4
Sun Valley Elementary	620.0	748.6	920.8	750.5				769.3
Venetia Valley K-8	481.7	611.5	765.0	860.7	899.5	840.7	1036.9	837.0
District average	**527.4**	**579.4**	**782.0**	**833.0**	**876.0**	**858.0**	**965.7**	**849.2**

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

1.A. 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: Transition and align all curriculum to Common Core State Standards and Next Generation Science Standards. Ensure the curriculum is rigorous, engaging, and accessible to all stakeholders. • Conduct vertical articulation & alignment of content standards, performance tasks, & unit planning templates. • Develop and use thematic, integrated CCSS Unit Snapshots & align common aspects of units. • Provide release time for continued creation or refinement of CCSS / NGSS units and assessments	Instructional coaches, Literacy Lead teachers, consultants, classroom teachers. CC Implementation Team August 2014 & on-going	Lit. & Math Leads Pull-out days District PD days Summer PD institute CCIT meetings	$44,575 $10,000 $0 $15,000 $5,000	LCFF Title II LCFF Title I LCFF
2. Use of standards-aligned instructional materials and strategies: Through PD, establish common teaching strategies, academic language, and writing/speaking expectations for use in all content areas (focused on Oral Discourse, ELD, and AVID strategies). • Bridging materials purchased and/or developed and in use. • Adopt/purchase/implement CCSS-aligned assessments • Continue professional development for all teachers on new ELD standards and subsequent instructional strategies • Continue to provide GLAD professional development to ensure that all K-5 teachers remain GLAD trained. • Continue to expand SEAL program K-3. Pilot and purchase CCSS-aligned instructional materials in ELA and ELD.	Director of Teaching & Learning, EL Programs Director • October 2015 • August 2015 • June 2015 • On-going • Began in 2013-14 continue through 2018. January 2016	SEAL Program GLAD WRITE Instructional materials ELA & ELD	$352,200 $12,000 $5,000 $408,000 $262,000	LCFF Title III Title I LCFF Lottery

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
3. Extended learning time: Develop highly effective district-wide intervention and support services and programs which are connected with core content and that allow students to participate in electives and enrichment activities. • Implement standardized assessment in Fall 2015. • Utilize results to identify target students and determine program scope. • Implement extended-day interventions.	Director of Teaching & Learning, • Fall 2015 • Fall 2015 • Winter 2015	Reading assessment and intervention materials. Instructional assistants	$110,000 $150,000	LCFF- One time LCFF
4. Increased access to technology: Integrate technology and 21st century tools into all classrooms to support college and career readiness. • Improve student device ratio (4:1 in 2013-14) • Adopt/develop technology and digital citizenship scope and sequence • Implement new Student Information System (SIS) • Establish a baseline for parent/student portal usage of Student Information System (SIS) and/or related data dashboard.	Director of Teaching and Learning, School Administrators, Teachers, IT personnel	Train students on appropriate use. New equipment for students Replace equipment for teachers	$5,000 $300,000 $91,000	LCFF LCFF – One time LCFF – One time
5. Staff development and professional collaboration aligned with standards-based instructional materials: Provide all teachers with necessary professional development to develop curriculum and implement CCSS. Create systems within district and sites for teacher-led professional development. • Provide continued support for the alignment of Common Core implementation tools, unit planning processes, and instructional practices across sites. • Evaluate current materials for usefulness in unit development and collect student consumables and anthologies for publication. • Vetted online library of units available and useable by all teachers.	Director of Teaching and Learning, EL Programs Director, School Administrators, Instructional Coaches, Teachers	Coaching Pull-out days district PD days	$507,000 $5,000 $0	LCFF Title I

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):	Director of Teaching and Learning, EL Programs Director, School Administrators, Teachers, Community Liaisons, Parents	Processing and distributing digital and print materials: website, surveys, pamphlets, posters, etc.	$13,500	LCFF
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): • Summer Bridge program (PK, 5th, 8th)	Director of Teaching and Learning, EL Programs Director, School Administrators, Teachers, Parents	K-5 Summer Program 6-8 Summer Program Pre-school – K K-8 LEAP Enrichment	$200,000 $159,915 $ $142,151	LCFF BELL ASES
8. Monitoring program effectiveness: Implement benchmark assessment systems in ELA and ELD and employ accountability measures to check for adherence to action items in this category • Strengthen PLC process and improve analysis of student work and assessment results. • Teachers will observe other teachers implementing CCSS units. • Refine and implement student performance and achievement expectations across curriculum areas; communicate these to teachers, students, and families. • Implement deliberate structures for sharing best instructional best practices: Learning Walks and Peer to Peer observations.	Director of Teaching and Learning, EL Programs Director, Accountability Coordinator, IT, School Administrators, Teachers, Parents	Acuity Assessments ELD Assessments	$100,000 $55,000	LCFF LCFF

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: Utilize benchmark assessment system to classify and reclassify low performing students. • Notify student, parents, and staff of assessment results and response plan • Respond with appropriate placement to support performance growth • Continue to evaluate and respond to student performance through benchmark assessment	Director of Teaching and Learning, EL Programs Director, Accountability Coordinator, IT, School Administrators, Teachers, Parents	After-school interventions	$38,500	Title I (Site)
10. Any additional services tied to student academic needs: • Provide enrichment activities before and after-school to low-income students.	Extended Learning Coordinator, site principals	Coordinator salary Service provider contract Materials / equipment Field trips	$980,000 $107,000	ASES LCFF

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

1.B. Planned Improvement in Student Performance in Mathematics
(Summarize information from district-operated programs and approved school-level plans)

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: Transition and align all curriculum to Common Core State Standards and Next Generation Science Standards. Ensure the curriculum is rigorous, engaging, and accessible to all stakeholders. • Conduct vertical articulation & alignment of content standards, performance tasks, & unit planning templates. • Develop and use thematic, integrated CCSS Unit Snapshots & align common aspects of units. • Provide release time for continued creation or refinement of CCSS / NGSS units and assessments	Instructional coaches, Literacy Lead teachers, consultants, classroom teachers. CC Implementation Team August 2014 & on-going	Lit. & Math Leads Pull-out days District PD days Summer PD institute CCIT meetings	$44,575 $10,000 $0 (incl. above) $5,000	LCFF Title II LCFF Title I LCFF
2. Use of standards-aligned instructional materials and strategies: Through PD, establish common teaching strategies, academic language, and writing/speaking expectations for use in all content areas (focused on Oral Discourse, ELD, and AVID strategies). • Bridging materials purchased and/or developed and in use. • Adopt/purchase/implement CCSS-aligned assessments • Continue professional development for all teachers on new ELD standards and subsequent instructional strategies • Continue to provide GLAD professional development to ensure that all K-5 teachers remain GLAD trained. • Continue to expand SEAL program K-3.	Director of Teaching & Learning, EL Programs Director • October 2015 • August 2015 • June 2015 • On-going • Began in 2013-14 continue through 2018.	SEAL Program	$352,200	LCFF
Pilot and purchase math CCSS-aligned instructional materials in grades 3-8.	January 2016	Instructional materials math	$158,000	LCFF

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
3. Extended learning time: Develop highly effective district-wide intervention and support services and programs which are connected with core content and that allow students to participate in electives and enrichment activities. • Implement standardized assessment in Fall 2015. • Utilize results to identify target students and determine program scope. • Implement extended-day interventions.	Director of Teaching & Learning, • Fall 2015 • Fall 2015 • Winter 2015	Instructional assistants	$150,000	LCFF
4. Increased access to technology: Integrate technology and 21st century tools into all classrooms to support college and career readiness. • Improve student device ratio (4:1 in 2013-14) • Adopt/develop technology and digital citizenship scope and sequence • Implement new Student Information System (SIS) • Establish a baseline for parent/student portal usage of Student Information System (SIS) and/or related data dashboard.	Director of Teaching and Learning, School Administrators, Teachers, IT personnel	Train students on appropriate use. New equipment for students Replace equipment for teachers	Costs included in 1.A.4.	
5. Staff development and professional collaboration aligned with standards-based instructional materials: Provide all teachers with necessary professional development to develop curriculum and implement CCSS. Create systems within district and sites for teacher-led professional development. • Provide continued support for the alignment of Common Core implementation tools, unit planning processes, and instructional practices across sites. • Evaluate current materials for usefulness in unit development and collect student consumables and anthologies for publication. • Vetted online library of units available and useable by all teachers.	Director of Teaching and Learning, EL Programs Director, School Administrators, Instructional Coaches, Teachers	Coaching Pull-out days district PD days	Costs included in 1.A.5.	

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):	Director of Teaching and Learning, EL Programs Director, School Administrators, Teachers, Community Liaisons, Parents	Processing and distributing digital and print materials: website, surveys, pamphlets, posters, etc.	$13,500	LCFF
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): • Summer Bridge program (PK, 5th, 8th)	Director of Teaching and Learning, EL Programs Director, School Administrators, Teachers, Parents	K-5 Summer Program 6-8 Summer Program Pre-school – K K-8 LEAP Enrichment	Costs included in 1.A.7.	LCFF BELL ASES
8. Monitoring program effectiveness: Implement benchmark assessment systems in mathematics and employ accountability measures to check for adherence to action items in this category • Strengthen PLC process and improve analysis of student work and assessment results. • Teachers will observe other teachers implementing CCSS units. • Refine and implement student performance and achievement expectations across curriculum areas; communicate these to teachers, students, and families. • Implement deliberate structures for sharing best instructional best practices: Learning Walks and Peer to Peer observations.	Director of Teaching and Learning, EL Programs Director, Accountability Coordinator, IT, School Administrators, Teachers, Parents	Every Day Math embedded assessments	Costs included in purchase	

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 according to Every Day Math assessments. Utilize benchmark assessment system to classify and reclassify low performing students. • Notify student, parents, and staff of assessment results and response plan • Respond with appropriate placement to support performance growth • Continue to evaluate and respond to student performance through benchmark assessment	Director of Teaching and Learning, EL Programs Director, Accountability Coordinator, IT, School Administrators, Teachers, Parents	After-school interventions	$38,500	Title I (Site)
10. Any additional services tied to student academic needs: • Provide enrichment activities before and after-school to low-income students. • Provide on-going academic support before and after-school to low-income students.	Extended Learning Coordinator, site principals	Coordinator salary Service provider contract Materials / equipment Field trips	Costs included in 1.A.10.	ASES LCFF

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

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

Required Activities	Description of how the LEA is meeting or plans to meet this requirement.
1. (Per Sec. 3116(b) of NCLB, this Plan must include the following: a. Describe the programs and activities to be developed, implemented, and administered under the subgrant; b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122; c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for: ▪ meeting the annual measurable achievement objectives described in Section 3122; ▪ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B); ▪ annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1); d. Describe how the LEA will promote parental and community participation in LEP programs.	A. The district will implement a comprehensive assessment system including the following components: (LCFF) • Acuity – ELA benchmark assessments ($100,000 LCFF) • Math – Everyday Math embedded assessments (included in materials purchase) • ELD – LAS Links online assessments ($55,000 LCFF) • Fountas & Pinnel reading inventory & intervention ($110,000 CCSS-One time) Assessment results will be analyzed to determine appropriate in-class interventions. Resource teacher will provide on-going coaching and support at the PLC level to ensure effectiveness of interventions. All ELs will be monitored on an on-going basis in ELD proficiency gains in order to ensure the annual target is met. ELs and R-FEPs will be especially targeted through this process. Title III funds will be used to provide site-based, extended day interventions on identified ELD standards. Title I funds will be used to provide after-school academic interventions to underperforming students (identified based on benchmark assessments) in ELA and mathematics. B. The district will continue to expand implementation of the Sobrato Early Academic Language (SEAL) program, designed specifically to implement the Common Core State Standards in English and mathematics for English learners. Currently, SEAL is implemented at Venetia Valley, Coleman, and Sun Valley. In 2015-16, the program will expand to San Pedro, Bahia Vista, and Laurel Dell. In 2016-17, the final two schools will implement the program. The program research data indicates that the program outperforms all other EL programs in both ELA and math. ($704,000 LCFF) C. English Learner Advisory Committees will be established at each school site soon after the school year begins. Site administrators and community liaisons will participate in training to ensure effective establishment of the committee, meaningful participation of parents in decision-making, and completion of the committee objectives. The committee objectives will be updated to include on-going analysis of EL academic and linguistic trends as well as expenditure of site funds and site-level program implementation. DELAC members will participate in leadership development training. ($10,000 Title III)

Required Activities	2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c) . The effectiveness of the LEP programs will be determined by the increase in: • English proficiency; and • Academic achievement in the core academic subjects	A. The SEAL program includes research-based practices such as GLAD strategies, project-based learning, structured student interactions (for academic language practice,) academically rigorous activities, strong attention to academic language development, close reading, etc. The training includes guided development of CCS-aligned instructional units. B. The district Common Core Implementation Team (CCIT) developed a three year plan to fully implement CCS-aligned instruction in all classrooms by 2017. Through training, coaching, and guided work opportunities, all teachers have developed at least one CCS-aligned unit of instruction, with most teachers having developed three or more. C. Middle school core content teachers will participate in QTEL training in July in order to include more differentiation and scaffolding, integration of ELD standards, and increased opportunities for structured student interactions. Expansion of training will facilitate changes to student placement in order to increase access to the full core areas. D. K-8 teachers will be provided opportunities to participate in professional development for the WRITE Institute curriculum for ELs. This program is designed to scaffold writing instruction for ELs based on the Common Core Standards. All programs will be evaluated for effectiveness and individual students will be monitored for potential intervention support via the new district-wide comprehensive assessment system. (see above)

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activities	3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel. a. designed to improve the instruction and assessment of LEP children; b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students; c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills; d. long term effect will result in positive and lasting impact on teacher performance in the classroom.	A. All K-5 teachers are trained in GLAD strategies. On-going GLAD trainings will be provided to new teachers. Follow-up professional development will continue to be provided to permanent staff to improve their skill set. (District GLAD trainings $10,000 LCFF) B. SEAL program implementation requires 10 professional development days per participating teacher. The program is then supported and monitored through coaching provided by assigned, full-release resource teachers. C. UC Berkeley / History & Social Science Project consultants provide on-going coaching and support to non-SEAL teachers in the development of CCS-aligned units of instruction, differentiation for ELs, integration of the ELD standards, scaffolding, etc. ($25,000 LCFF) D. On-going coaching and support will be provided to all K-8 teachers through five other instructional coaches. These coaches will use the Instructional Observation Protocol (based on research-based practices) to provide feedback to classroom teachers and improve quality of instruction.: ($507,000 LCFF) • English • ELD • Math • Intervention • Technology

		Yes or No	If yes, describe:
Allowable Activities	4. Upgrade program objectives and effective instruction strategies.	Yes (Not through Title III)	Continue to provide GLAD training and support and improve practices through on-going coaching. Provide WRITE Institute training to improve writing strategies. Train teachers in grades 6-8 in QTEL to increase rigor, improve provision of instructional scaffolds, and implement the CCSS.
Allowable Activities	5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.	**Yes or No** Yes	**If yes, describe:** Based on results of on-going assessments, ELs and RFEPs will be identified for after-school academic interventions targeted to non-mastered standards (ELD, ELA, math) Interventions coach will provide support to classroom teachers so as to improve effectiveness of intensified intervention instruction. (Title III and Title I)
	6. Develop and implement programs that are coordinated with other relevant programs and services.	**Yes or No** Yes (Not through Title III)	**If yes, describe:** Continue expansion of SEAL aligned with GLAD training and CCSS implementation plan. (LCFF)
	7. Improve the English proficiency and academic achievement of LEP children.	**Yes or No** Yes	**If yes, describe:** ELD intervention instruction will be provided to identified students based on on-going ELD assessments. (Title III)

			Description of how the LEA is meeting or plans to meet this requirement.
Allowable Activities	8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families – o To improve English language skills of LEP children; and o To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.	**Yes or No** Yes	**If yes, describe:** Will contract with Parent Institute for Quality Education (PIQE) to provide training to parents of English learners (especially new immigrant families from Central and South America) about the educational system in California, how to support their student, taking advantage of school services, monitoring and supporting the academic achievement of their students, etc.
	9. Improve the instruction of LEP children by providing for – o The acquisition or development of educational technology or instructional materials o Access to, and participation in, electronic networks for materials, training, and communication; and o Incorporation of the above resources into curricula and programs.	**Yes or No** No	**If yes, describe:**
	10. Other activities consistent with Title III.	**Yes or No** No	**If yes, describe:**

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

Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.	Description of how the LEA is meeting or plans to meet this requirement.

Required Activity
 	
1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):
  a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program;
  b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement;
  c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction;
  d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;
  e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;
  f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools;
  g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;
  h. information pertaining to parental rights that includes written guidance detailing –
    i. the right that parents have to have their child immediately removed from such program upon their request; and
    ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available;
    iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.
 	
Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.
	The Education Services department will send out the Title III Parent Notification Letter which was reviewed and approved by a consultant at the California Department of Education as part of the Federal Program Monitoring process. The letter template meets all of the legal requirements.
	
	The letter will be mailed out within the first four weeks of instruction.
	
	The letter will be provided by community liaisons to new students as they are enrolled.

LEA Parent Notification Failure to Make Progress If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.	In the even the LEA fails to make AYP, the Education Services department will send out the Title I Program Improvement Notification Letter which was reviewed and approved by a consultant at the California Department of Education as part of the Federal Program Monitoring process. The letter template meets all of the legal requirements. The letter will be mailed out within the first four weeks of instruction.

Plans to Provide Services for Immigrants

IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).			Description of how the LEA is meeting or plans to meet this requirement.
Allowable Activities	1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:	**Yes or No** Yes	**If yes, describe:** School sites will use Title III Immigrant funds to purchase supplemental reading materials (in Spanish where applicable) and provide family literacy training to parents.
	2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:	**Yes or No** No	**If yes, describe:**
	3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	**Yes or No** Yes	**If yes, describe:** On-going assessment data for English language arts, English language development, and mathematics will be used to monitor the academic achievement and linguistic progress of all English learners to identify target students for academic and linguistic interventions during extended times (before and after school, summer break, etc.)
Allowable Activities	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	**Yes or No** Yes (Not through Title III)	**If yes, describe:** New CCSS-aligned ELD materials will be adopted by the State Board of Education in November, 2015. The district will pilot and adopt new ELD materials in Winter/Spring 2016. These materials will be purchased with general funds.

		Yes or No	If yes, describe:
	5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:	No	
	6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:	No	
Allowable Activities	7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:	Yes (Not through Title III)	Continue collaboration with various organizations (including community-based organizations) to provide services to immigrant children and their families. These efforts are funded through a variety of grants and/or general funds.

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
• All teachers are highly qualified. • All tenured K-5 teachers are trained in GLAD strategies. GLAD trainings continue to be offered to new and tenured staff as a process of onboarding and to refine practice. • The district has embarked on a multi-year initiative to implement Sobrato Early Academic Language (SEAL) program in all K-3 classrooms. The program is well received district-wide and is well supported in terms of resources and staff buy-in. • Across K-8, the district has worked for several years with UC Berkeley History/Social Science Project consultants to provide professional development and instructional coaching to all core content teachers in the design and implementation of Common Core State Standards units of instruction. The work also includes integration of the new ELD standards in lesson design and differentiation of instruction. • In the past few years, all sites have received training on the Sheltered Instruction Observation Protocol (SIOP) as well as training from EL Achieve on ELD standards-based instruction.	District-wide, we need to continue to work on increasing teacher capacity in addressing ELD assessment results through intervention and re-teaching to ensure that all ELs meet annual proficiency targets. A new ELD assessment has been purchased for 2015-16. Teachers will need site-based training and support through instructional coaches, professional learning communities, and guidance from site administrators. Teachers will also continue to need support and guidance in the integration of ELD standards into their newly-developed CCSS units and lessons. This work will be done through SEAL and Instructional coaches. Thus, all coaches will need explicit training in the integration of ELD.

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
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: SEAL is the only Golden Bell winning instructional program for the implementation of the Common Core State Standards. The instructional approach integrates ELD, language scaffolds, focused attention on academic language development, student engagement through project-based learning and research, parent involvement in the learning process, high student engagement, etc. All are research-based practices that address the needs of English learners and low-income students (our most significant target student subgroups) in grades K-3.	2013-2018 Director of Teaching & Learning, K-8 Director of EL Programs SEAL Coaches Sobrato consultants	SEAL coach salaries Consultant fees Materials costs	$704,000	LCFF
UC Berkeley HSSP have provided guidance to teachers in the development of rigorous CCSS-aligned units of instruction with integrated ELD in 3rd -8th grade. In 2015-16, ELA and math leads will continue this work at each school site under the guidance and support of instructional coaches. This work is outlined in the three-year Common Core Implementation plan.	Director of Teaching & Learning, K-8 Director of EL Programs ELA & Math Leads Instructional coaches (ongoing)	Lead stipends Consultant fees Coach salaries	$89,150 $25,000 $507,000	LCFF Title II LCFF – One Time
GLAD-certified teachers will continue to provide training to K-5 teachers.	Glad trainers	Teacher extra-duty	$10,000	Title III
In 2015-16, all SEAL and instructional coaches will receive training on the integration of the new CCSS ELD standards into all core content lessons. These coaches will then provide support at all school sites in the integration of the new ELD standards.	Director of EL Programs SEAL coaches Instructional coaches	Included above		

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: The SEAL program was developed by Laurie Olsen, a renowned expert on effective pedagogy and instruction for English learners. All SEAL instructional components are research-based and incorporate effective practices for English learners, academic language for all students, engagement and joy (socio-emotional theory,) brain-based learning, project-based learning, realia and visuals, etc. Student performance data from the early SEAL pilot school outperform all other known highly effective instructional programs. UC Berkeley HSSP consultants are following an instructional model approved by the California History Social Science Project centered at UC Davis. The HSSP is part of the more comprehensive California Subject Matter Projects administered by the UC Office of the President. HSSP addresses the Common Core State Standards in ELA and ELD using research-based methods. Instructional units developed thus far are reviewed and vetted by teacher leaders and shared electronically district-wide. Guided Language Acquisition Design (GLAD) are a series of research-based instructional practices designed to address the needs of English learners in the core content areas. The strategies and model promote English language acquisition, academic achievement, and cross-cultural skills. Due to its proven effectiveness, the model is approved for dissemination and replication by the U.S. Department of Education. The district will implement a new series of assessments in 2015-16 that will address English language arts, mathematics, English language development, and literacy. We will also implement a new and improved student information system. These assessments will provide timely data on student performance and mastery of standards. Teachers at all sites will review assessment results to improve instruction, plan academic interventions in the classroom, and monitor individual students for progress.	2015-16 & ongoing Director of Teaching & Learning, K-8 Director of EL Programs Accountability Coordinator SEAL coaches Instructional coaches	Assessment licenses Teacher extra-duty Teacher release time	$210,00 $55,000	LCFF LCFF

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
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: The effectiveness of professional development activities will be evaluated through informal classroom observations, structured learning walks, and student performance on on-going assessments. (See above.) All sites will be required to monitor individual students, provide classroom intervention to individual students as needed, and provide extended day targeted, academic and linguistic intervention services for more intensive support.	SEAL coaches Instructional coaches Principals (on-going) Director of EL Programs Accountability Coordinator Principals (on-going)	Included above. Extended day intervention services	Varies per site.	Title I and Title III
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: Title II funds will be used to cover the UC Berkeley HSSP consultant fees for district-wide work. Individual school sites will augment services at their site through site Title I funds. All coaches will be funded through LCFF funds and will support all teachers in the implementation of CCSS-aligned, ELD-embedded instruction.	See above.			
5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met: All K-3 teachers will participate in SEAL training over a multi-year implementation timeline. K-3 teachers will receive on-going coaching and support in the implementation of the SEAL program until 2018. All K-5 teachers have and will continue to participate in GLAD trainings. Literacy Leads at all sites guide the development of CCSS-aligned instructional units with integration of GLAD strategies and ELD standards.	Explained above. Explained above.			

Instructional coaches will provide support to teachers in grades 3-8 (3rd being phased out after 2015-16 and supported through SEAL.) in the implementation of CCSS-aligned instruction. Site administrators participate in on-going professional development in the design and evaluation of CCSS-aligned units of instruction. In 2015-16, training will focus on the integration of ELD, GLAD, and other EL-specific scaffolding techniques (including QTEL.) An Instructional Observation Protocol will be developed in collaboration with principals for informal classroom observations. The results of these observational data will be discussed and will inform future professional development offerings for teachers and site administrators. Structured learning walks will also be conducted for the same purpose.	2015-16 Fall & ongoing Director of Teaching & Learning, K-8 Director of EL Programs SEAL coaches Instructional coaches	Costs included above.		

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
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: No Title II Part D funds are received.				
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.): In 2014-15, eighteen (18) ChromeBook carts were purchased and distributed to all sites. Internet bandwidth was increased district-wide from 300 Mb/s to 1 Gb/s (more than tripled.) In 2015-16, additional ChromeBook carts will be purchased with $300,000 in One-Time LCFF funds.	Chief Technology Officer	Computer carts	$300,000	LCFF One-Time

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

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:
 	
The LEA Plan is a recapitulation of the Local Control Accountability Plan (LCAP) in the sense that both plans are inextricably linked. San Rafael City Schools (SRCS) sponsored an in-depth, targeted and multi-layered engagement process this year for the redesign of both plans.
 	
This engagement process included multiple opportunities to review the 2014-15 LCAP and to provide feedback on the plans to support all students in SRCS to graduate college and career ready.
 	
The engagement opportunities took place in the form of:
 	
• District staff engagements
• Parent advisory meetings and community workshops
• Board presentations
• District advisory committee meetings
 	
These include:
• **Principals' Meetings:** Regular bi-monthly meetings beginning in November in which the plan was discussed consistently.
 	
• **Site and District Leadership Workshop**
    o March 17, 2015
 	
• **Join the Conversations:** Sessions with the Superintendent at school sites for teachers and staff
    o San Pedro Elementary - 12/1/14 and 1/23/15
    o Glenwood Elementary – 12/2/14
    o Davidson Middle School – 12/12/14
    o Sun Valley Elementary – 12/18/14
    o Bahia Vista Elementary – 2/24/15
    o Venetia Valley Elementary – 1/8/15
	Assistant Superintendent of Education Services Director of Teaching & Learning, K-8 Director of EL Programs Principals
	
	Superintendent Teachers Classified staff Communications Coordinator			

○ Coleman Elementary – 1/12/15   ○ Short Elementary – 1/13/15   ○ Laurel Dell Elementary – 1/14/15
• **English Learner Parent Advisory Committee**
  ○ January 13, 2015
  ○ March 12, 2015
  ○ April, 22, 2015
  ○ June 1, 2015
 	
• **Targeted ELL Community Outreach and Involvement**
  ○ DELAC Meetings – October 21, 2014, January 13, 2015, February 19, 2015, March 17, 2015, May 5, 2015
  ○ EL Task Force – January 15, 2015 and January 29, 2015
 	
• **Community Workshops for Parents, Teachers, Students, Staff and Community Members**
  ○ March 25, 2015
  ○ May 4, 2015
	Director of EL Programs
	
	Director of EL Programs
	Site ELD teacher leaders
	
	Communications Coordinator
	Director of Strategic Initiatives			

9. How the LEA will provide training to enable teachers to:
  □ 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.
 	
The professional development offerings described above address the rigorous demands of the Common Core Standards, including enrichment and extension activities for gifted students. As explained previously, SEAL, GLAD, and integration of ELD address the needs of English learners specifically. However, they also address academic language development and scaffolding strategies to enable low-income (under-schooled) students greater access and participation in the educational program.
 	
Teachers of students with disabilities are able to participate in monthly professional development offerings organized and facilitated by the Marin County Office of Education
	2015-16 Fall & ongoing
	Director of Teaching & Learning, K-8
	Director of EL Programs
	SEAL coaches
	Instructional coaches
	
	Student Support Services
	Principals			

and local SELPA. Special Education Services will reach out to individual school sites as needed and encourage mainstream teachers to participate in trainings to meet the specific needs of their students. These professional development offerings are paid through Special Education funds.	Marin County Office of Education			
All district schools are in the third year of implementing Positive Behavior and Intervention Support (PBIS) to encourage positive student behavior in a proactive manner and reduce incidents disciplinary actions. SRCS is one of two districts in the state awarded a special grant to investigate and develop a plan to address socio-emotional learning (SEL) throughout the school day and after-school.	Student Support Services Principals			
All schools will be closely monitored at the beginning of the school year to establish all necessary parent committees. DELAC leaders are collaborating with the Director of English Learner Programs to develop a new set of functions and parameters for ELACs and DELAC in order to increase and improve parental decision-making and oversight of categorically-funded programs. DELAC members and other parent leaders will be provided Advanced Parent Training so as to increase their advocacy for English learners and low-income students. Furthermore, the role of Community Liaisons at each school site will be re-evaluated in efforts to increase parent involvement and engagement.	Director of EL Programs Communications Coordinator District Community Liaison Director of Teaching & Learning, K-8			
With the implementation of the new district-wide assessment system, student performance data will be analyzed on an on-going basis. Instructional coaches and SEAL coaches will provide professional development, guidance, and tools to Literacy Leads, Math Leads, and PLCs at each site in efforts to ensure student-centered instructional and intervention programs.	Director of Teaching & Learning, K-8 Director of EL Programs SEAL coaches Instructional coaches			
10. How the LEA will use funds under this subpart to meet the requirements of Section 1119: All teachers are highly qualified. SRCS only employs highly-qualified, appropriately-credentialed teachers.	Chief Human Resources Officer completed			

Additional Mandatory Title I Descriptions

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

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

	Description of how the LEA is meeting or plans to meet this requirement:
Identify one of the following options as the low-income measure to identify schools eligible for Title I funding: • Number of children in families receiving assistance under the 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. Number of children eligible for Free/Reduced Price Lunch programs	SRCS allocates Title I funding to all schools meeting the Free/Reduced Price Lunch enrollment minimum ratio. This process excludes two of our nine schools from Title I funding.
Describe how the low-income measure described above is used to rank and select schools to receive Title I funds • All schools with a 75% or above poverty level are funded • All other schools are funded by poverty ranking district wide or by grade span. All other schools are funded by poverty ranking district wide	SRCS ranks all schools according to their poverty ranking (explained above) and funds all schools above the established minimum ratio.

Additional Mandatory Title I Descriptions
(continued)

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

	Description of how the LEA is meeting or plans to meet this requirement:
For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as: • A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards. • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards. • Instruction by highly qualified teachers and strategies to attract and keep such teachers. • High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff. • Strategies to increase parental involvement. • Assistance to preschool children in transitioning from early childhood programs to elementary school programs. • Timely and effective additional assistance to students who experience difficulty mastering state standards.	• SRCS will implement a new comprehensive assessment system which includes interim benchmark assessments for English language arts, mathematics, English language development, and reading. All PLCs at all sites will be required to analyze student performance data to improve instruction, plan and provide interventions, and determine professional development needs. GLAD strategies are used in all K-5 classrooms to scaffold access and address academic language development. While all K-5 teachers have received initial training and guidance on the integration of the ELD standards, SEAL and Instructional coaches will provide guidance, leadership, and on-going support to all K-8 teachers in the integration of ELD standards in high quality, CCSS-aligned units of instruction. • In addition to SEAL, GLAD, and UC Berkeley HSSP instructional approaches, Education Services Directors and school principals will analyze meta-research findings to determine highly-effective instructional practices to implement at all school sites. An Instruction Observation Protocol will be devised based on these strategies to monitor implementation, determine professional development needs, and provide effective feedback to teachers. • Based on the results of the comprehensive assessment systems, students at all schools will be identified on an on-going basis and assigned to after-school intervention services. As needed, students will be identified to participate in extended programs such as summer school. • Parents of low-income students will participate in trainings to familiarize them with the U.S. educational system and increase their support of their children and their involvement in schools. • All teachers will receive on-going coaching and support through SEAL coaches, Instructional coaches, Literacy Leads, and Math Leads. All coaches will be versed in GLAD strategies, ELD standards integration, CCSS-aligned unit development, project based learning, performance based assessments, and research-based practices.

| 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:

• Effective methods and instructional strategies based on scientifically-based research.
• Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.
• Strategies that minimize removing children from the regular classroom during regular school hours for instruction.
• Instruction by highly qualified teachers.
• Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff.
• Strategies to increase parental involvement. | Only one of our schools is a targeted assistance school (TAS). That school will also fully participate in all district instructional initiatives and receive all instructional coaching support. English learners and low-income students will all benefit from the SEAL program, implementation of GLAD strategies, and academic intervention services.

All teachers are highly qualified and appropriately credentialed to provide instruction to English learners. All K-3 teachers will participate in SEAL training by 2016. All teachers participate in GLAD trainings. All teachers will receive on-going coaching and support.

SRCS is in the process of developing a standardized Response to Intervention model that will be implemented at all school sites, including the TAS site. This intervention model will eliminate pull-out instructional programs.

The principal of the TAS site participates and will continue to participate in professional development with other principals on the various instructional initiatives.

The Director of EL Programs will provide support to all schools, including the TAS site, in the establishment of a Title I parent committee, the English Learner Advisory Committee, and the Schoolsite Council. |

Additional Mandatory Title I Descriptions
(continued)

<table>
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<td colspan="2">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.</td>
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<td>Description of how the LEA is meeting or plans to meet this requirement:</td>
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<td>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:
• Identify children who are failing or most at risk of failing to meet the state academic content standards.
• Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades.
• Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds.</td>
<td>The Director of EL Programs and the Accountability Coordinator will provide guidance and support to the TAS administration and lead teachers in the analysis of data to identify low-income and English learner students in need of academic support.

The site will also receive guidance on how to develop targeted academic intervention systems after-school using categorical funding to target specific student subgroups (ELs and low-income students.)

The site will also analyze on-line student standards-based report cards to determine mastery learning, plan professional development needs, plan improvements to instruction, determine priority standards, etc.</td>
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<td>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.</td>
<td>The Accountability Coordinator will provide guidance and support to accurately identify and ensure appropriate services (to include immediate enrollment, transportation, remaining in school of origin) as well as to facilitate other related services providing equal access to education and appropriate support.</td>
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<td>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.</td>
<td>Education Services oversees a network of programs and positions (to include Community Liaisons, family centers, mentoring programs and mental health services) in which to ensure appropriate services for targeted students).</td>
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Additional Mandatory Title I Descriptions
(continued)

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

	Description of how the LEA is meeting or plans to meet this requirement:
If the LEA has a PI school(s), describe technical assistance activities the LEA will provide to help the PI school, such as the following: • Assistance in developing, revising, and implementing the school plan. • Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas. • Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI. • Assistance in analyzing and revising the school budget so the school's resources are used effectively.	The Director of EL Programs designed a new SPSA template that is more closely aligned with the Board-approved LCAP goals. All SPSAs address the instructional goals and initiatives, professional development, implementation of assessments, monitoring of student progress, and provision of academic interventions. The Accountability Coordinator and Director of EL Programs will provide guidance and support to all schools, especially identified PI schools, in the development of their goals and the appropriate and effective use of categorical funding to improve student achievement. All principals will receive training on how to create, process, and analyze data reports to monitor student academic performance, attendance, discipline trends, etc. All principals will conduct informal classroom observations using the Instructional Observation Protocol to determine implementation of SRCS' instructional initiatives, determine professional development needs, and guide PLC work. PI schools will receive more in-depth support from Education Services to further analyze data and classroom practice to determine effective actions and services to meet academic performance goals.

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.	The parent Program Improvement Notification Letter will be updated annually based on guidance from the California Department of Education and the Marin County Office of Education to include all required notification elements. Upon receipt of official notice of PI status, Education Services staff will mail the notification letter to parents of low-income students.
Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	Supplemental Education Services will be facilitated in the Fall and be completed before the Winter break. The Accountability Coordinator will download demographic and achievement data for all students in identified PI schools. Using multiple measures (SBAC, CELDT, SRI, language status, etc.) low-income students will be ranked by educational need. Following the state-determined funding amount, priority will be given to students whose parents apply for SES services based on the academic need ranking. The Accountability Coordinator will then follow-up with school sites to maximize student participation in SES. Parents of low-income students enrolled in PI Year 2 schools will be offered the opportunity to enroll and attend a non-PI school with paid transportation.

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.	All teachers are highly qualified. Only highly qualified teachers are hired. All staff are provided on-going opportunities for professional growth and development. SRCS in general practice ensures participation of various stakeholders in most decision-making.
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.	All schools have active and highly-involved Parent Teacher Associations. PTA members are very involved in all school sites. Several SRCS schools benefit from grants from community-based organizations. Many of these grants include a strong component of parent involvement and family literacy development. SRCS will provide Advanced Parent Training to parent leaders in order to increase and improve parent involvement and leadership in decision-making.

Additional Mandatory Title I Descriptions
(continued)

Coordination of Educational Services	
In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.	
	Description of how the LEA is meeting or plans to meet this requirement:
Describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as: a. Even Start b. Head Start c. Reading First d. Early Reading First e. Other preschool programs f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities. Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.	Education Services coordinates two sites for the California State Preschool Program to provide early education to qualifying preschool age students. By providing this service at two sites, accessibility of services to the community is significantly improved. In order to increase school readiness for English Language Learners who have not attended preschool, Education Services hosts the Summer Bridge Pre-K program. This five week program allows students to prepare for Kindergarten who may not have had the opportunity to participate in the CSPP. By scaffolding Pre-K programs in this manner, Education Services is able to offer effective programs for preparation for academic success while eliminating duplication, reducing fragmentation and promoting early childhood education through equitable access.

Part III
Assurances and Attachments

Assurances

Signature Page

Appendix

ASSURANCES

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

GENERAL ASSURANCES

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.

2. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.

3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non-profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.

4. The LEA will adopt and use proper methods of administering each such program, including – (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.

5. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.

6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.

7. The LEA will – (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.

8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local 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:

    o has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and

    o is enforcing the operation of such technology protection measure during any use of such computers by minors; and

    o has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.

    o Any LEA that 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:

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

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

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

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

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

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

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

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

- will be submitted to the SEA at the time and in the manner requested by the SEA.

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

Name	Grade	Intended program outcomes and target grade levels. See research for proven effectiveness					
		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:

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

APPENDIX E

Promising or Favorable Programs

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

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

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

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

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

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

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

Peers Making Peace	K to 12				x		D
Personal/Social Skills Lessons	6 to 12		x				A
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