SAN RAFAEL CITY SCHOOLS

Appendix E

San Rafael High School District Local Education Agency (LEA) Plan

Response to the Marin County Civil Grand Jury

(Rev 12-07)
California Department of Education
School and District Accountability Division

(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 High School District**

County/District Code: **21-65466**

Dates of Plan Duration (should be five-year plan): **December 14, 2009-June 30, 2014**

Date of Local Governing Board Approval: **December 14, 2009**

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

Address: **310 Nova Albion Way**

City: **San Rafael, CA** 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. Date Signature of Superintendent

Natu Tuatagaloa Date Signature of Board President

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Part I

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.

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.

San Rafael City High School District
DISTRICT BUDGET FOR FEDERAL PROGRAMS

Program	Description	Prior Year District Carryover	Current Year District Entitlement	Current Year Direct Services to Students at School Sites ($)	Current Year Direct Services to Students at School Sites (%)
3010	NCLB-Title I Part A Low Income	$ 49,239.00	$ 176,965.00		
3310	SpEd IDEA Basic Grant	$ -	$ 296,677.00		
3550	Vocational Prgm/Carl Perkins	$ -	$ 59,385.00		
***3710**	Title IV Drugfree Schools	$ 18,683.00	$ 6,249.00		
***4035**	Title II IMP Teacher Quality	$ 50,603.00	$ 60,000.00		
***4045**	Title II Technology Grant	$ 2,207.00	$ 1,820.00		
***4201**	Title III-Immigrant Ed Program	$ 4,764.00	$ -		
***4203**	Title III-Limited English	$ 10,775.00	$ 27,075.00		
TOTAL		$ 136,271.00	$ 628,171.00		

*Current Year District Entitlement is based on the most up to date information we have at this time. It will be updated to a
more accurate figure when we receive the Consolidated Application Part 2.

ARRA Program	Description	Prior Year District Carryover	Current Year District Entitlement	Current Year Direct Services to Students at School Sites ($)	Current Year Direct Services to Students at School Sites (%)
3011	NCLB ARRA Title I	$ 45,135.00	$ 45,135.00		
3313	SpEd ARRA Basic Local Asst	$ 20,431.00	$ 206,784.00		
3200	ARRA-SFSF	$ 202,806.00	$ -		
TOTAL		$ 268,372.00	$ 251,919.00		

GRAND TOTAL:	**$ 404,643.00**	**$ 880,090.00**

San Rafael City High School District
DISTRICT BUDGET FOR STATE PROGRAMS

Program	Description	Prior Year District Carryover	Current Year District Entitlement	Current Year Direct Services to Students at School Sites ($)	Current Year Direct Services to Students at School Sites (%)
7055	CAHSEE Intensive Instruction	$ 13,311.00	$ -		
7090	EIA-State Compensatory Ed	$ 78,472.00	$ -		
7091	EIA-LEP	$ 35,077.28	$ 143,111.00		
7156	IMRFP	$ 48,967.45	$ -		
TOTAL		**$ 175,827.73**	**$ 143,111.00**	**$ -**	

Part II

The Plan

Introduction

- Needs Assessment

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

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

Academic Performance

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

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

Teacher Quality

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

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

School Safety and Prevention

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

- Descriptions – District Planning

  Once local strengths and needs are identified as a result of examining and evaluating current district-level data, specific descriptions can be written of how program goals will be implemented to improve student academic achievement.

  On the pages that follow, the LEA will provide descriptions and information about how it plans to address the requirements of NCLB based upon results of the needs assessment.

  Collectively, these descriptions, along with the Assurances in Part III of this document, comprise the LEA Plan.

DISTRICT PROFILE

San Rafael City Schools launched the Roadmap to the Future project to review the district vision for the future and define ways to achieve that vision. The result of that intensive and inclusive effort is the ***Roadmap to the Future*** – a plan that will guide the district to 2012.

This plan was approved by the Board of Education on June 18, 2007 and cited below:

Demographics

San Rafael City Schools is comprised of two school districts. The elementary district has eight schools (six K-6 schools, one K-8, and one middle 6-8 school) with an enrollment of 3,570 students. The high school district has three schools (two comprehensive high schools and one alternative school) with 2,138 students.

Student enrollment for combined elementary and high school districts has grown steadily from 5,118 in 1996-97 to 5,708 in 2006-07.

The ethnic diversity of the two districts is evident. Ethnicity of students in kindergarten through eighth grade is 57% Latino, 31% White, 6% Asian, 5% other and 2% African American. High school students in grades 9-12 are 50% White, 34% Latino, 8% Asian, 5% other, and 3% African American. Students attending the high school district come from not only San Rafael City Schools' feeder schools, but Miller Creek Middle School in the neighboring Dixie School District as well.

There has been a 17% increase in the Latino population of the elementary schools over the past ten years with a decrease of 16% in the White student population. The shift has been smaller in the high school population with an increase of approximately 8% in the Latino population and only a small decrease of 5% in the White student population.

Student Achievement 2003 - 2006

Many students and groups are doing very well, yet there is a clear gap among subgroups within the both school districts as the following district graphs reveal.

ELEMENTARY DISTRICT SUBGROUPS: % PROFICIENT & ABOVE 2003 -2006						
	English Language Arts					Math
2003	2006	Gain	2003	2006		Gain
All Students	39.7%	49.7%	**+10**	41.8%	56.5%	**+14.7**
White	71.7%	82.4%	**+10.7**	67.9%	80.3%	**+12.4**
Latino	14.1%	25.9%	**+11.8**	20.6%	38.5%	**+17.9**
African-American	20.8%	40.2%	**+19.2**	20.7%	47.7%	**+27**
English Learner	19.1%	26.3%	**+7.2**	25.1%	39.9%	**+14.8**
Socio-Econ Disadv.	14.8%	24.7%	**+9.9**	21.2%	38.8%	**+8.8**

HIGH SCHOOL DISTRICT SUBGROUPS: % PROFICIENT & ABOVE 2003 -2006						
	English Language Arts					Math
2003	2006	Gain	2003	2006		Gain
All Students	65.6%	63.2%	**-2.4**	53.9%	56.2%	**+2.3**
White	87.2%	84.2%	**-3.0**	72.9%	77.5%	**+4.6**
Latino	25.3%	25.5%	**+0.2**	17.1%	20%	**+2.9**
African-American	43.7%	52.4%	**+8.7**	25.0%	19%	**-6.0**
English Learner	28.5%	29.1%	**+0.6**	21.7%	23.8%	**+2.1**
Socio-Econ Disadv.	26.1%	25%	**-1.1**	13.9%	20.3%	**+6.4**

Student Achievement Trends: Moving in the Right Direction

- *Every San Rafael City Schools district elementary school showed gains on the Academic Performance Index (API) from 2003 to 2006.*
- *The 2003 lower performing elementary schools made the greatest gains over that period on the API with one of the lower performing schools becoming one of the top performing schools by 2006.*

- *In looking at Adequate Yearly Progress, the elementary school district achieved a 10% gain from 2003 to 2006 on the STAR English Language Arts Exam (Proficient and Advanced) with schools of higher Latino student populations showing significant gains over that period.*
- *Every single subgroup of students made gains between 2003 and 2006 in English and math. Progress among elementary school groups has been steady and slower among high school subgroups.*
- *In 2006, 97% of attending Terra Linda High School passed the California High School Exit Exam, 96% of San Rafael High School seniors passed and 88% of Madrone Continuation School seniors passed the exam.*

ADEQUATE YEARLY PROGRESS 2003 - 2006 ENGLISH LANGUAGE ARTS PROFICIENT & ADVANCED			
2003	**2006**		**Actual Gain**
Bahia Vista	13.2%	49.7%	**+ 36.5**
Coleman	32.9%	51.7%	**+ 18.8**
Davidson	42.8%	48.0%	**+ 5.2**
Glenwood	74.7%	84.7%	**+ 10**
Laurel Dell	27.9%	33.8%	**+ 5.9**
San Pedro	13.3%	24.6%	**+ 11.3**
Sun Valley	75.3%	81.2%	**+ 5.9**
Venetia Valley	31.8%	42.0%	**+ 10.2**
K-8 District	39.7%	49.7%	**+ 10**

CALIFORNIA HIGH SCHOOL EXIT EXAM 2006 END OF SCHOOL YEAR	
Madrone Seniors	**88%**
San Rafael High Seniors	**96%**
Terra Linda High Seniors	**97%**

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 lifelong learning, responsible citizenship, and fulfillment of their greatest potential through a challenging personalized education in collaboration with parents, staff and our diverse community.

ROADMAP GOALS	ROADMAP CORE PRINCIPLES
1. *Ensure a rich, holistic, high-quality education that inspires and supports all students to reach their full potential and prepares them to succeed in college, work, and a global society.* 2. *Promote high academic achievement of students of all levels and abilities.* 3. *Encourage the positive physical, social, emotional, and ethical development of all students.* 4. *Recruit, retain and support highly qualified, highly effective teachers, staff and administrators.* 5. *Provide safe, well-equipped and well-maintained school environments that support the academic and extracurricular activities of the schools and district.* 6. *Allocate resources based on desired outcomes and locally determined accountability measures identified as essential for the success of the schools.* 7. *Promote active parent involvement and community participation to support the goals of the schools and district.* 8. *Create open, effective, proactive communication that is responsive, informative; values input of all stakeholders, promotes cross-grade and school transitions, and increases knowledge about the quality of the schools.* 9. *Maintain a collaborative, shared leadership model that taps into the talents, knowledge and experience of stakeholders throughout the school district and the community in order to examine issues and create solutions.* 10. *Strengthen and maintain a system of accountability and evaluation based on specific, shared outcomes.* 11. *Provide organizational and operational excellence, a responsive customer-friendly service orientation and efficient data management and information systems.*	• *Every child has a fundamental right to equal access to a full range of quality education opportunities that supports her/him to achieve to his/her full potential.* • *Individually and collectively, parents, teachers, administrators, students, and community members share responsibility for our schools and the success of the students.* • *Diversity is valued and seen as inherent and important to the schools. Multicultural schools build the citizens and leaders of tomorrow.* • *Highly effective, supported, and empowered teachers, dedicated to the success of their students, are at the heart of a quality school system.* • *Families have a crucial role in the schools and in their children's education. Their participation is valued and encouraged.* • *A culture of respect and safety in the schools is nurtured to honor each individual's uniqueness and worth, and foster responsibility to improve the community and the environment.* • *We maintain high expectations and high standards of achievement for students of all levels and abilities, and for faculty, staff and administration.* • *By accepting and embracing accountability for students' success, the schools honor their responsibility and commitment to all students.* • *Schools contribute to the positive intellectual, social, emotional, physical and ethical development of children and young people.* • *Students thrive in a learning environment that is relevant and meaningful, recognizes varied talents, facilitates self-discovery and exploration, promotes intellectual curiosity and provides positive, individualized teacher/student interactions.* • *Schools are a vital part of the community; the community's involvement and commitment to the success of the schools is critical.* • *Through a culture of collaboration, leadership, motivation, creativity and shared accountability within the district and at each campus, the district will ensure that all students learn.* • *Solutions are developed through a system-wide perspective, building on best practices from the field and by sharing resources, knowledge and experience across schools and the district.*

The Vision for 2012

In 2012, San Rafael City Schools continues to provide exceptional educational programs for students of all academic levels, and leads the way in best practice model programs for English Language Learners that result in improved academic success. ***The achievement gap significantly narrows****. Children at all schools and of all socio-economic levels have the programs they need to succeed. Well-funded individualized and differentiated instructional programs address the requirements of students for additional or personalized support to achieve to their full potential.*

Academic programs are of the highest quality. A standards-based curriculum is broadly understood and consistently applied. Students flourish through creative, student-centered approaches and rigorous programs at all academic levels. ***A broad-range of high quality academic, enrichment and vocational programs is available at every school****. Art, music and physical education programs are a regular part of the curriculum at each elementary school. School gardens, nutrition and environmental programs teach healthy eating and respect for the earth. Students are able to imagine their futures and see their possibilities. High schools are strong college preparatory programs that offer classroom experiences that students find relevant now and in the future. Middle schools and high schools have electives and advanced placement and honors courses offered in a wide variety of subjects and levels. Vocational programs are integrated into the college preparatory programs through academies and internships.*

San Rafael City Schools is able to continue to attract and retain quality teachers and administrators. There is ***a highly qualified, highly effective, well-supported teacher in every classroom at every school*** *who is motivated by the success of his/her students, colleagues, school and district. Teachers are provided intrinsic and extrinsic rewards that include competitive compensation and benefits within the ability of the district to provide. Collaborative planning, mutual respect and inclusive decision-making models are the norm at school sites and within the district. Staff, faculty and administration are more closely representative of the student population. Students benefit from their connections and relationships with committed and engaged teachers and administrators. Relevant professional development focused on best practices, leadership opportunities and mentoring is expanded to provide teachers with the support they need to be successful. Everyone holds themselves to high standards of excellence, professional interaction and maintains high expectations of all students.*

Our schools prepare children for today's multicultural society*, providing opportunities for understanding and appreciation of diversity and creating a vibrant diverse community within the schools. The district balances integration of school populations (socio-economic, ethnic, linguistic and racial) with a neighborhood approach, affording families with choices while promoting cross cultural opportunities from the beginning of each child's and each families' school experience. Our schools, staff, students, active parents, parent leaders and administrators reflect the diversity* of the community and validate the benefits of a positive, diverse school community.

Parents of all cultures, languages and soci-economic levels are engaged actively together in assuring the success of the schools and their children. *Parents' groups, HeadsUp Foundation and other family groups and meetings are filled with parents and family members advocating for the schools, staffing study groups, assisting in fundraising and participating in site and district decision-making. The schools facilitate the involvement of parents, assisting new parents and English Language Learners to navigate the school system and feel able to participate fully. Family activities are inclusive and respect the cultural diversity of the district.*

The districts and every school have resources to support the priorities of the schools and San Rafael City Schools. *The HeadsUp Foundation is thriving, distributing resources to all schools and addressing unfunded, identified needs. Parents, neighborhoods, businesses and community members are involved in the success of the schools. Grants and foundation funds support after school programs, counselors, technology, classroom aides, additional facilities maintenance and other identified priorities. Each school receives resources based on its needs. Schools are safe and well-maintained.*

The community-at-large is well-informed about the schools and has a positive regard for San Rafael City Schools and its schools. Communication and collaboration inform and support community building and solution development. *Open, engaged, effective communication strengthens transition planning at all levels and facilitates positive, responsive relationships within and among all members of the San Rafael City Schools community including staff, schools and the San Rafael City Schools district office, and parents. San Rafael City Schools has a close relationship with the Dixie School District and its students and parents. Planning and problem-solving is collaborative and includes input from teachers, parents and students as well as administrators. The San Rafael City Schools community is proud of its schools.*

Priority Outcomes

1. *The achievement gap among student groups is significantly reduced as the schools continue to support high academic achievement of students of all levels and abilities.*

2. *Schools actively address issues of cultural diversity and other differences and promote opportunities that the diverse population affords to enrich the educational process, enhance student learning and provide a model for the community.*

3. *There is a highly qualified, highly effective, well-supported teacher in every classroom in every school who is motivated toward the success of his/her students, colleagues, school, and San Rafael City Schools.*

4. *All schools have the human and financial resources to provide equitable access for all students to a full range of quality educational opportunities to address students' varied needs and interests and support them to reach their full potential.*

5. *Proactive, effective and inclusive communication throughout the district informs and engages stakeholders, builds community, and enhances appreciation of the schools within the broader community.*

6. *A majority of San Rafael City Schools' parents/families are actively involved in supporting the schools and district as well as interacting with teachers regarding their children's learning progress.*

Approved by:
San Rafael City Schools
Board of Education
June 18, 2007

2009-2010 STRATEGIC INITIATIVES

The Board of Education for San Rafael City Schools has identified six initiatives within the strategic plan, "*Roadmap to the Future*," for focused implementation for the 2009-10 school year.

These initiatives will guide the work of the district and school staff for 2009-2010, with the recognition that all initiatives outlined within the Roadmap will continue to be addressed and integrated into the day-to-day operations of the school district.

The Board of Education conducted a study session on August 29, 2009 at which, members of the school community were invited to attend and participate. The outcome of this study session was the identification of one initiative within each priority outcome as a focus area for 2009-2010, these include:

- **ACHIEVEMENT FOR ALL STUDENTS**
  Research, develop and implement innovative grade level, school site and individualized instructional models targeted to the needs of each student subgroup for academic improvement, with particular attention to middle school.

- **DIVERSITY/BUILDING COMMUNITY**
  Develop, implement and increase ongoing outreach strategies and systematic parent education programs to engage under-represented community and parent voices at the school site and district levels and enhance parent/family involvement in their child's educational process.

- **HIGHLY EFFECTIVE TEACHER IN EVERY CLASSROOM MOTIVATED TOWARD THE SUCCESS OF ALL STUDENTS, COLLEAGUES, AND SAN RAFAEL CITY SCHOOLS**
  Assure an environment that encourages system-wide and school site collaboration with and among teachers for well-informed decision-making, communicate respect and professionalism, and support autonomy and cooperation among teachers and

administrators to improve overall the academic program for students. *Particular attention to transition points; Pre-K to Kindergarten, 5th to 6th grade, 8th to 9th grade, high school to college/world of work.*

- **RESOURCES FOR EDUCATIONAL PROGRAMS**
  Build a thriving **HeadsUp** Foundation as the lead fundraising organization for both districts.

- **COMMUNICATION AND COLLABORATION**
  Clearly define roles and facilitate expanded and meaningful participation of Site Leadership Teams, District Leadership Team, District and Site English Advisory Councils, and district committees in decision-making and problem solving.

- **PARENT/FAMILY INVOLVEMENT**
  Create regular opportunities for people to come together through a K-12 comprehensive parent involvement plan suited to the diversity of the school community and reach out to all cultural and linguistic communities using a variety of methods and events.

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), that the local educational agency and schools served under this part will use to:

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

<u>English and Math Competencies</u> – These competencies are required by Board policy and are systematically revised to reflect the content standards in language arts and math. With the advent of the High School Exit Exam, these competencies are given in the senior year and provide an excellent indicator of success on the CAHSEE.

<u>Spanish Benchmark Tests</u> – These tests are given on a quarterly basis in the newcomer and ELD classes at the high school. These benchmarks provide ongoing monitoring of student progress and are being revised to reflect CELDT information and to be used as a predictor in language acquisition progress.

<u>Core Literacy Portfolios</u> – Students are expected to build their portfolios by including written products in other disciplines as well as English language arts and mathematics. Students must also do an oral presentation

<u>Benchmark Assessments</u> – Benchmark Assessments are being developed and are given by department during the semester. These assessments are aligned with the key standards that have been identified by and for each course. Standards assessed are matched to those defined by course pacing guides.

<u>Reading Comprehension</u> – Both high schools administer the Scholastic Reading Inventory (SRI) to ninth grade students to determine the level of reading comprehension. These assessments are administered each fall and spring to determine student progress in meeting California state standards in reading.

All results from District assessments are available to teachers through *DataDirector*. *DataDirector* is a robust, customizable web-based data warehouse and assessment management system. *DataDirector* is used to gather, analyze and disaggregate all types of data for teachers and administrators at the school and district levels.

SAN RAFAEL CITY SCHOOLS

SAN RAFAEL CITY HIGH SCHOOL DISTRICT: 21-65466

LOCAL EDUCATIONAL AGENCY PLAN ADDENDUM

The Elementary Secondary Education Act, codified as No Child Left Behind (NCLB, Section 1116(c)(7)(A) requires that local educational agencies (LEAs) identified for Program Improvement (PI) shall, not later than three months after being identified, develop or revise an LEA Plan, in consultation with parents, school staff, and others.

The Plan Addendum, which must be submitted to the California Department of Education (CDE) **no later than January 15, 2010**, is required to:

1. **Address the fundamental teaching and learning needs in the schools of that LEA and the specific academic problems of low-achieving students, including a determination of why the prior LEA Plan failed to bring about increased student achievement.**
2. **Include specific measurable achievement goals and targets for student groups consistent with Adequate Yearly Progress (AYP).**
3. **Incorporate scientifically based research strategies that strengthen the core academic program in schools served by the LEA.**
4. **Identify actions that have the greatest likelihood of improving student achievement in meeting state standards.**
5. **Address the professional development needs of the instructional staff that will support the strategies and recommendations described above.**
6. **English Learners**
    a. **Title III Status and Title I Program Improvement (PI) Status: An LEA that is also in Title III Year 2 should insert the Improvement Plan Addendum**
    b. **Title I Program Improvement Status Only: Include specific academic achievement and English Language Proficiency goals, targets and strategies for English Learners consistent with Goal 1 and Goal 2 of NCLB.**
7. **Incorporate, as appropriate, activities before school, after school, during the summer, and during an extension of the school year.**
8. **Include strategies to promote effective parental involvement in the school.**

Introduction

San Rafael City Schools (SRCS) serves approximately 2,122 students in grades 9-12 in two comprehensive high schools, San Rafael High School and Terra Linda High School and in one continuation high school, Madrone Continuation High School.

San Rafael High School District is currently in District Program Improvement, Year One. SRCS made 16 of 22 performance criteria targets. SRCS failed to meet the Annual Yearly Progress target for Hispanic students, Socioeconomically disadvantaged students and English Learners in English/language arts and math.

In addition, the district did not meet all Title III AMAO Goals. English Learners in SRCS met AMAO 1: Percent of Students Making Annual Progress in Learning English (CELDT)-48% and AMAO 2: Percent of Students Attaining English Proficiency on CELDT-28.4%. EL students did not meet all four targets for AMAO 3: Adequate Yearly Progress for EL Students (CST Tests) Participation rate for English/language arts and mathematics for EL's was met. The target for AMAO 3: Met Percent Proficient or Above for EL Subgroup, was not met for math or English language arts.

A comprehensive district analysis has been conducted by the District and Site Administrative Team using the Academic Program Survey for each site, the District Assistance Survey, the English Learner Sub-Group Self Assessment and the Inventory of Services and Supports for Students with Disabilities, school and classroom observations and discussion and input from parents and community members.

District Demographic Characteristics				County Demographic Characteristics			
Data from 2008 CBEDS and 2009 STAR student answer documents							
Ethnicity	**Percent**		**%**	**Ethnicity**	**Percent**		**%**
Afr. Amer.	2.3	English Language Learners	14.4	Afr. Amer.	3.1	English Language Learners	13.6
Asian	7.1	Reclassified Fluent Eng Proficient Stu.	27	Asian	5.5	Reclassified Fluent Eng Proficient Stu.	7.4
Hispanic	40.1	Participants in School Lunch program	35	Hispanic	22.0	Participants in School Lunch program	24.2
White	44.9	Participants in GATE program	12	White	62.8	Participants in GATE program	11.1
		Students with Disabilities	12			Students with Disabilities	11.7
***Mobility**	95	*Average Parent Education Level	3.08	***Mobility**	NA	*Average Parent Education Level	NA
*Percentage of students who were counted in enrollment for CBEDS		*The average of all responses when "1 "represents "Not a high school graduate" and "5" represents "Graduate school."		*Percentage of students who were counted in enrollment for CBEDS		*The average of all responses when "1 "represents "Not a high school graduate" and "5" represents "Graduate school."	

Source Document: http://dq.cde.ca.gov/dataquest/ and http://www.cde.ca.gov/ta/ac/ap/ Reports, 2009 API Growth, San Rafael High School District, *District and County Demographic Characteristics*

1. Address the fundamental teaching and learning needs in the schools of that LEA and the specific academic problems of low-achieving students, including a determination of why the prior LEA Plan failed to bring about increased student achievement.

The needs assessment also included a review of the District Roadmap and the data used in development of the strategic plan, student population, mobility, socio-economic status, primary language, percent of English Learners (EL's), students with disabilities (SWD's) and dropouts, longitudinal redesignation rates, the R-30 report to identify language census, and a thorough analysis of student progress on assessment measures by socio-economic status and subgroup.

The Roadmap analysis identified that achievement and opportunity gaps exist between White, Hispanic/Latino, EL's, and SWD"s in English language arts at all levels. Ninety-one percent (91%) of SRCS EL's are Hispanic/Latino. As a result, a critical focus has been to create, revise, and implement board-approved policies addressing the academic needs of all learners (with a specific focus on ELs and SWD"s), including the comprehensive revision of the EL Master Plan.

The self-review revealed that some uneven use of standardized materials, appropriate minutes, interventions, correct placement, pacing, ongoing assessment, and professional development needed district-wide attention. In addition, the district and school board will be considering resolutions to increase rigor of course work and graduation requirements that will necessitate *a system-wide analysis of strategic and intensive supports at elementary, middle and high schools.*

Additionally, in October, 2009, SRCS engaged in a process to review closely the instructional program, examining the APS for each site, the Title III and EL master Plans, and conducting a Title II/professional development needs assessment survey. The APS is based on the nine essential program components identified by the State Department of Education as the foundations of successful programs.

Based on the analysis of the needs assessment tools described above, the findings reveal the following needs:

- **Academic needs** of ALL students, at all grades, still needs monitoring.
- Curriculum needs **tighter alignment** between pacing, instruction, and especially assessment in middle school math (up to Algebra 1) and in English/language arts at all levels.
- **Monitoring of core text and program implementation** at all grades needs additional attention in order to maximize the level of using it to informing instruction.
- All **Professional development** opportunities need to be maximized, in spite of funding reductions and state reimbursements.
- Professional development in the value of benchmarking and **use of benchmark data to inform instruction** continues to be a need.
- A majority of K-8 teachers are following the district **assessment calendar;** some are behind on pacing, have modified the district pacing or are not following the district pacing guide.
- **Coaches** could provide more modeling in classrooms and feedback to teachers; funds to support coaching are becoming increasingly more challenging.
- **Collaborative planning time** needs to be more tightly focused on lesson planning, lesson pacing, data analysis, and student grouping.
- **Funding** to support full implementation of the LEA Plan Addendum and Actions Plans may be a challenge

The results of this comprehensive assessment of the district resulted in the following five high level action items:

1. Fully implement the nine essential program components at each school for the current and new English Language Arts and Mathematics adoption.

2. Refine and expand the accountability and monitoring system that clearly states academic expectations for student achievement goals that are monitored and communicated to all stakeholders including parents and the community.

3. Provide all students access to the core reading language arts and math curriculum by providing additional support for students with strategic and intensive interventions for all students in need of that support at every site and providing systematic ELD to all English Learners.

4. Build on the current Data System to increase the degree and quality of implementation and use of data from both state and local sources that result in an instructional response that promotes an increase in student learning.

5. Work with the teachers' association to address the issues of instructional time and professional development. Provide all district staff professional development activities to support items 1-4.

Nine Essential Program Components

1. Use of State Board of Education (SBE)-adopted (kindergarten through grade eight) or standards-aligned (grade nine through twelve) English/reading/language arts and mathematics instructional materials, including intervention materials
2. Instructional time (adherence to instructional minutes for English/reading/language arts and mathematics (K-8) and high school access to standards-aligned core courses)
3. School Administrator Training Program- Assembly Bill (AB) 430 (Chapter 364, Statutes 2005) on SBE-adopted instructional materials

4. Fully credentialed, highly qualified teachers and AB 466 (Chapter 737, Statutes of 2001) (Senate Bill [SB] 472, pending) Professional Development Program on SBE-adopted instructional materials
5. Student achievement monitoring system (use of data to monitor student progress on curriculum-embedded assessments and modify instruction)
6. Ongoing instructional assistance and support for teachers (use of content experts and instructional coaches)
7. Monthly teacher collaboration by grade level (K-8) and department (9-12) facilitated by the principal
8. Lesson and course pacing schedule (K-8) and master schedule flexibility for sufficient numbers of intervention courses (9-12)
9. Fiscal support

Action Plan

This Action Plan is based on the core beliefs and commitments of the District and the Board of Education, including student learning, high quality instruction, leadership, safety, and culture. With high energy, potential, and expectations, everyone is committed to do whatever it takes to guarantee that every student is visible and successful. This plan outlines a significant increase in expectations for all, including:

- **Aligned Instructional System**. An aligned instructional system is a comprehensive system that is at the heart of redesigning teaching and learning in the most efficient and effective way possible. At the core of this system is a focus on the classroom and alignment of student content standards and the California Standards for the Teaching Profession (CSTP), purposeful assessments, intense and specific planning, and effective targeted instruction.
- **Standards based-** this includes but is not limited to the California state content standards for students, and the CSTP
- **Purposeful Assessments** – any challenging district curriculum must be supported by classroom based assessments of and for learning.
- **Intense and Specific Planning** – based on assessment for learning, great attention must be paid to every student's unique learning needs.
- **Effective Targeted Instruction**–based on assessment and planning, powerful instructional approaches should be used, maximizing teacher expertise and creativity.
- **All students** will be supported in reaching their individual educational goals. Each and every student will learn to the same standards, but when necessary, reach them using differentiated time, resources, and approaches.
- **Leadership and accountability** at all levels are essential. Leadership is not attached to specific roles or official titles. Actions that demonstrate leadership are expected from everyone. Accountability is defined as being responsible to peers and colleagues in the pursuit of learning.

Summary

The District recognizes the need for changes and improvements throughout the entire system. It is necessary to increase the expectations of all learners to accomplish this. This work is about significantly improving the opportunities for all of our learners. Change will be deliberate and intentional. Establishing and operating an effective aligned instructional system is not simply making the current system work better. The roles and responsibilities of every SRCS employee and community member and all processes related to the core mission of teaching and learning will need to be reviewed. Accordingly, effective change management leadership by all, supported by a comprehensive internal and external communication system, will be required.

Improvement Strategies	Essential Program Components
1. Accelerate school performance in all schools by implementing and monitoring the nine Essential Program Components.	1-9
2. Institute and fully implement the state adopted curriculum in English Language Arts (ELA) based on state academic content and achievement standards. • Continue to implement, monitor and support the use of state adopted ELA core materials, supported by instructional coaches and lead teachers K-12: • 9-12: Adopted Literature Selections • Continue to adopt, implement, monitor and support the use of state adopted ELA intervention materials: • 9-12: READ 180 • Additional Intervention ELA materials to be considered for adoption in 2010. • Currently intervention is also provided through appropriate coursework	1,2,8,9
3. Begin a pilot and adoption process in Fall, 2010 to ensure an effective adoption process. Focus on building consensus among teachers, school leaders and parents in the selection of standards aligned materials that support all students to achieve reading proficiency. Purchase materials through the Instructional Materials Funding Realignment Program (IMFRP). The pilot process will include: • Identification of pilot materials in identified essential standards from the State Board adopted list by sites. • Selection of teachers to pilot materials. • Display of materials at multiple sites to allow teachers, site leaders, and parents to review. • Training of site representatives in tool kits used to review the strengths of the programs based on SRCS identified needs. • Submission of adoption for Board approval. • Purchase of recommended program so materials are received in early July, 2011. • Provision of access of materials to teachers via the internet during summer, 2011. • Training of teachers beginning in August, 2011, with monthly training and literacy coach support.	5,8
4. Provide Grade 9-12 intervention coursework focused on a tiered system of response. Provide all students a course using core materials. Place students in need of strategic and intensive intervention in intervention courses including: language arts intervention, reading intervention, content reading, CAHSEE prep, and CAHSEE intervention.	5,8
5. Institute and fully implement the state adopted curriculum in mathematics based on state academic content and achievement standards (purchased using IMFRP funds). • Continue to implement, monitor and support the use of state adopted math core materials, supported by instructional coaches and lead teachers K-12: • Pre-Algebra, Algebra I, Geometry, Algebra II • Continue to implement, monitor, and support the use of state adopted math intervention materials: • CAHSEE Prep	5,8

6. Formalize the Implementation of a quarterly cycle of review which includes data analysis, trend discussion and action reflection. Analyze data to define action steps and focus.	5,6
7. Continue directing supplemental support and resources to close the achievement gap for targeted subgroups in ELA and mathematics.	5,6,8
8. Support access to the general curriculum for students with disabilities through coaching and professional development in research-based best practices.	1,6,7
9. Utilize an assessment system, including ongoing diagnostic assessment, to appropriately place students in intervention. Fully implement interventions for all students who are unable to demonstrate proficiency in 7th grade reading or mathematics standards. • Intensive* interventions in reading/language arts • Strategic** interventions in reading/language arts • Intensive* interventions in mathematics • Leveled instruction for English Language Development ***Intensive interventions** are intended for 9-12 students who are unable to demonstrate proficiency with the sixth grade standards in reading/language arts and/or demonstrate proficiency with the sixth grade standards in mathematics. ****Strategic interventions** are intended for 9-12 students who are at or above sixth grade standards in reading/language arts but are not able to pass the CAHSEE and/or students who are unable to demonstrate proficiency in Algebra I and/or are at risk of failing the mathematics portion of the CAHSEE.	5

2. Include specific measurable achievement goals and targets for student groups consistent with Adequate Yearly Progress (AYP).

Academic Performance Index (API) * State Measure
Minimum API for 09-10: 680; for 10-11: 710

Performance Index State Goal=800	Growth							Met 2008 Growth	Base	Target	Growth	Met 2009 Growth
	2002	2003	2004	2005	2006	2007	2008		2008	2009	2009	
Districtwide	671	676	723	720	718	729	738	N/A	738	N/A	743	N/A
Hispanic	484	488	529	563	562	596	602		602		625	
White	771	767	818	802	822	818	832		832		838	
Disadvantaged	458	490	521	557	566	581	582		582		611	
English Learner					596	596	585		585		592	
Special Ed					519	563	539		539		559	

Source Document: http://www.cde.ca.gov/ta/ac/ap/ Reports, 2009 API Growth, San Rafael High School District, *District Report: API Growth and Targets Met*

Over the three-year period from 2005 to 2008, SRCS's API grew from a baseline of 720 in 2005 to 738 in 2008. API growth district-wide grew 18 points from 2005 to 2008. In 2008, the overall API for the district was 738 points, 62 points below the state-wide API target of 800. During the same period, the district saw API growth for all significant subgroups except for English Learners.

Adequate Yearly Progress (AYP) * Federal Measure Target for 09-10: ELA: 55.6%; for 10-11: 66.7%							Target for 09-10: Math: 54.8%; for 10-11: 66.1%					
Percent of Students At/Above Proficient Goal=100% by 2014	2009 ELA Criteria:						2009 Math Criteria:					
	2007 23.3%	2008 33.4%	2009 44.5%	Met 2007 Criteria	Met 2008 Criteria	Met 2009 Criteria	2007 20.9%	2008 33.2%	2009 43.5%	Met 2007 Criteria	Met 2008 Criteria	Met 2009 Criteria
Districtwide	53.9	57.6	59.8	Y	Y	Y	50.7	57.2	60.3	Y	Y	Y
Hispanic	24.1	26.7	25.1	Y	N	N	24.9	27.5	31.4	Y	N	N
White	77.1	81.7	85.5	Y	Y	Y	72.7	78.8	82.6	Y	Y	Y
Disadvantaged	20.3	25.6	20.8	Y	Y	N	22.2	26.8	28.1	Y	N	N
English Learner	22.8	20.5	15.2	Y	N	N	24.0	26.0	24.7	Y	N	N
Special Ed	24.6	20.9	23.0	Y	-	-	22.7	19.0	23.3	Y	-	-

Source Document: http://www.cde.ca.gov/ta/ac/ap/ **Reports, 2009 AYP, San Rafael High School District,** ***District Report: 2009 AYP Report***

For the 2009 reporting period, SRCS met 16 of 22 AYP criteria. **English/language arts**: Over the three-year period from 2006 to 2009, the district saw AYP growth for Hispanic and Socioeconomically disadvantaged subgroups. English Learners and Students with Disabilities continue to struggle with the California High School Exit Exam content. **Mathematics:** Over the three-year period from 2006 to 2008, the district saw AYP growth for all significant subgroups. SRCS is now identified as a Year 1 Program Improvement district because several of the district's subgroups did not meet advanced and proficient targets two years in a row.

2009 SRCS HSD School Accountability Progress Summary

School	API				AYP	
	2008 Base Score	*Target*	*2009 API Growth Score*	*Met ALL Growth Targets?*	*Schoolwide/ Subgroup Criteria met?*	**Statewide Performance Targets** Participation Criteria 95.0% — ELA Criteria **44.5%** — Math Criteria **43.5%**
San Rafael City Schools High School District: ***Program Improvement-Yr. 1***	738	Not Applicable	743		16/22 NO	ELA **Schoolwide** 59.8% proficient/above Math **Schoolwide** 60.3% proficient/above • ELA Hispanic 25.1% • ELA SocEco 20.8% • ELA EL 15.2% • Math Hispanic 31.4% • Math SocEco 28.1% • Math EL 24.7%
Madrone Continuation ***Program Improvement-Yr. 1***	568	Not Applicable	493	-75 NO	4/6 NO	ELA **Schoolwide** met criteria Math **Schoolwide** did not meet criteria Min. API of 620 or growth of at least 1 point

San Rafael High ***Program Improvement-Yr. 2***	719	5	728	+9 YES	19/22 NO	ELA **Schoolwide** 54.0% proficient/above Math **Schoolwide** 53.8% proficient/above • ELA Hispanic 24.6% • ELA SocEco 23.8% • ELA EL 16.1% • Math Hispanic 30.6% (SH) • Math SocEco 28.6% (SH) • Math EL 23.7% (SH)
Terra Linda High Not a Title I School	770	5	764	-6 NO	16/22 NO	ELA **Schoolwide** 66.9% proficient/above Math **Schoolwide** 68.5% proficient/above • ELA Hispanic 26.5% • ELA SocEco 17.5% • ELA EL 13.6% • Math Hispanic 35.9% • Math SocEco 33.3% (SH) • Math EL 29.3%

SH= Safe Harbor. NCLB contains a "safe harbor" provision for meeting AMOs in some circumstances and is applied in the AYP reports when these circumstances occur. Safe harbor is an alternate method of meeting the AMOs. Specifically, if a school, an LEA, or a subgroup does not meet its AMO criteria in either or both content areas and shows progress in moving students from scoring below the proficient level to the proficient level or above on the assessments, AYP may be achieved if all of the following conditions are met:

- The percentage of students in the school, LEA, or subgroup performing below the proficient level in either ELA or mathematics decreased by at least 10 percent of that percentage from the preceding school year.
- The school, LEA, or subgroup had at least a 95 percent participation rate for the assessments in ELA and mathematics.
- The school, LEA, or subgroup demonstrated at least a one-point growth in the API or had a Growth API of 650 or more.

STAR/California Content Standards Tests

Percent of Students At/Above Proficient	English Language Arts			Gen Math	Algebra I			Geometry			Algebra II			HS Math		Science
	9th	10th	11th	9th	9th	10th	11th	9th	10th	11th	9th	10th	11th	10th	11th	10th
2009	54	52	52	10	19	10	6	49	8	7	86	40	4	*	45	56
2008	52	49	49	8	23	3	3	49	11	4	75	25	4	69	48	50
2007	54	45	52	5	22	9	4	48	9	2	79	40	9	62	64	43
2004	55	52	52	7	23	6	14	61	15	3	*	46	3	*	58	NA

Source Documents: http://star.cde.ca.gov/, 2009 STAR Test Results; Marin, San Rafael City High School District, *San Rafael High School District Report*

Early Assessment Program (EAP) for College Readiness (A California State University Assessment)																
The Early Assessment Program (EAP) is a collaborative effort among the State Board of Education (SBE), the California Department of Education (CDE) and the California State University (CSU). The program was established to provide opportunities for students to measure their readiness for college-level English and mathematics in their junior year of high school, and to facilitate opportunities for them to improve their skills during their senior year.																
Percentage demonstrating readiness for college level work	2009				2008				2007				2006			
	#	ELA	#	Math	#	ELA	#	Math	#	ELA	#	Math	#	ELA	#	Math
Schoolwide-GR. 11	460	29	236	13	495	27	212	11	478	28	230	13	452	32	250	14
Hispanic	158	5	39	0	181	5	41	0	128	4	27	4	125	6	30	7
White	227	47	148	20	261	43	146	13	282	39	163	16	254	45	180	15
Disadvantaged	160	4	45	2	167	4	38	0	112	5	24	4	106	5	20	10

Source Documents: http://www.calstate.edu/EAP/ , **2009 District Results, Test Results, Marin,** ***San Rafael High School District Report***

California High School Exit Exam					
Grade 10 Census Administration Percent Passed/AYP Proficient (Based on students tested)	**English Language Arts**		**Math**		**Both**
	Percent Passed: SS=350 or greater	Percent Passed SS=380 or greater	Percent Passed: SS=350 or greater	Percent Passed SS=380 or greater	Satisfied CAHSEE requirement of first attempt
Class of 2011 (08-09)	80	59.8	82	60.3	67.2%
Class of 2010 (07-08)	77	57.6	79	57.2	63.6%
Class of 2009 (06-07)	78	53.9	78	50.7	65.0%
Class of 2008 (05-06)	82	63.2	82	56.2	67.8%
Class of 2007 (04-05)	83	67.2	83	63.5	70.0%

Source Documents: http://dq.cde.ca.gov/dataquest/ , California High School Exit Exam (CAHSEE) Results for Mathematics and English Language Arts (ELA) by Program (Combined 2009) for (Grade 10), San Rafael High School District

Source Documents: Aeries, CAHSEE Status Report

MEASURABLE ACHIEVEMENT GOALS

1. Make Adequate Yearly Progress (AYP) in 2009-2010
   - Meet 95% participation rate requirement
   - Meet all proficiency requirements for all significant subgroups
   - Meet API requirement
   -
2. Students Scoring Proficient/Advanced on the California High School Exit Exam (CAHSEE)
   - 55.6%% will score proficient or advanced on the English Language Arts (ELA) test
   - 54.8% will score proficient or advanced on the Mathematics test

3. Non-Proficient Students Advancing One Level on the CST
   - 75% of students who scored Far Below Basic will advance to Basic level or higher
   - 50% of students who scored Below Basic will advance to Basic level or higher
   - 50% of students who scored Basic will advance to Proficient level or higher

4. Students Receiving Special Education Services Scoring Proficient/Advanced on the CST
   - 50% will score proficient or advanced on the English Language Arts (ELA) test
   - 50% will score proficient or advanced on the Mathematics test

3. *Incorporate scientifically based research strategies that strengthen the core academic program in schools served by the LEA.*

Improvement Strategies	Essential Program Components
1. Utilize research based principles of learning model of coaching including instructional coaches and specialists in reading/language arts, mathematics, and English Language Development. Use the principles of learning daily to guide coaches to work with teachers in effective lesson design. Focus coaching on: • Reflective coaching conversations • Content-specific level of coaching design and implementation • Content-focused and learning outcome driven model of teaching, demonstration, assessment and reflection • Teachers' long-term curricular and lesson planning that is accountable to the learners and to the standards	4,6,7
2. Base district-wide restructuring efforts on the characteristics of high performing school districts through visits to districts such as Long Beach. • Cycle of Review • District Improvement Action Plan • Instruction/Lesson Design • Aligned Instructional System	3,4,6,9
3. Implement the 3-Tiered Intervention Model districtwide to provide early intervention and support to promote academic success for students.	2,5,6

4. *Identify actions that have the greatest likelihood of improving student achievement in meeting state standards.*

Improvement Strategies	Essential Program Components
1. Focus district-wide instruction on an aligned instructional system which includes: • Written curriculum • Taught curriculum • Assessed curriculum	1,2

2. Expect all teachers to: • Engage in reflective practice • Planning of Instruction • Instructional Strategies • Assessment • Analysis • Reflection • Demonstrate best practice strategies in core instruction • Use adopted curricula and follow District pacing charts • Establish individualized student goals	1,7,8
3. Strengthen a Coaching Model that will have a two-branch focus: deepened application of cognitive coaching for site based coaches, and content focused coaching for district based coaches. Through coaching, develop collective responsibility and commitment for learning that includes: • A focus driven by the coaches' deep commitment to improve teaching and learning. • A focus on planning powerful instruction. • A clearly articulated coaching model. • Instructional coaches working with all teachers to use data to inform daily instruction.	6,7
4. Instructional coaches provide targeted professional learning through cognitive coaching and content focused coaching.	6
5. Expect Site Administrators to: • Ensure high quality instruction through focused classroom visitations, reflective conversations, and one-on-one coaching • Schedule all core areas, including English language development and intervention within the school day • Structure deployment to maximize support for underperforming students • Monitor the progress of school goals and targets	3
6. Expect District Office Administrators to: • Lead the professional learning of school administrators • Supervise improvement efforts through uniform performance reviews • Target budget expenditures toward school improvement • Evaluate and guide school effectiveness and growth • Develop and evaluate central office support teams	3
7. Support the academic success of all students, including those with special needs, through technology.	5,8
8. Facilitate two-way communication between the district and schools, including parents and community members on a regular basis, including: • Communications provided in a timely manner • Effective communication practices, including contact information, timelines, and calendars, etc. • Information about the standards-based accountability system • Regular information about students' academic progress	8,9

9. Restructure oversight of Program Improvement schools to include: • Increased district support • Development of Site Instructional Leadership Teams at all levels in the district. • Implementation of California's 9 Essential Components for School Improvement and the NCLB School Improvement Process • Evaluation of English Language Development support and implementation of necessary changes • Mandated interventions during the school day • Assignment of most qualified teachers to intervention classes	3,9
10. Provide training to school site leadership teams to focus the site improvement efforts on research based practices and structures	3,9

5. Address the professional development needs of the instructional staff that will support the strategies and recommendations described above.

Improvement Strategies	**Essential Program Components**
1. Build the capacity of certificated and classified staff to design and implement the continuous improvement processes necessary to support the curriculum and instructional changes undertaken by both districts.	1,3,4
2. Develop and modify existing teacher and administrator development programs with partnering universities and consultants to incorporate training in the knowledge of the systems, structures and processes most likely to produce the high quality instructional practices that will help all students	3,4
3. Develop and institutionalize a system of professional learning to provide opportunities for all employees to engage in professional learning around common learning and position specific skills and knowledge.	3,4
4. Provide support to new site administrators through a structured mentoring program.	3
5. Develop all professional learning for leaders on identified leadership standards with a focus on improving instruction through skillful supervision and evaluation.	3
6. Accelerate classroom performance through Site Instructional Leadership Teams: • Developing leadership capacity of teachers and administrators • Refining structures that support shared, distributed leadership • Conducting data analysis with staff through a cycle of continuous improvement • Supporting site improvement efforts • Implementing practices learned and supported through trainings in alignment with district-wide improvement efforts. Site Instructional Leadership Teams at every school may include: • Principal and other site administrators if possible • All site/district/consultant coaches and resource teachers serving that site • Teachers	1,3,4,5

7. Provide appropriate professional development through a scientifically research-based coaching model for teachers, including support and accountability at all levels to ensure that curriculum, instruction, and assessment are aligned using standards-based instructional materials.	4
8. Provide training for site principals and assistant principals in reading/language arts, with new adoption.	3
9. Provide training for secondary administrators in Algebra I, remedial mathematics, standards-aligned instructional materials in English/language arts and reading intervention programs, with priority given to Program Improvement schools.	3
10. Provide training for 9-12 teachers in reading/language arts, mathematics and reading intervention materials, with priority given to Program Improvement schools.	4,6
11. Provide ongoing professional development and support related to Special Education and 504 implementation, compliance, and sensitivity to site and district office staff.	4,6
12. EL/ELD instructional coaches will provide specific training in curriculum and instructional strategies to paraprofessionals who serve English Learners.	6
13. Provide mathematics teachers with SB 472 training:	4
14. Provide ELA teachers with SB472 training:	4
15. Provide teachers with SB 472 English Learner Professional Development (ELPD)	4

6. English Learners

California English Language Development Test (CELDT)											
2008-2009 Matched Case Score Movement											
Number of English Learners in Matched Case Growth Comparison = 190								Proficiency Level	Increase	No change	Decline
2008-2009 Annual Assessment	Advanced	Level 5	0	0	0	1	1	5	-	1	0
	Early Advanced	Level 4	1	5	22	9	0	4	1	9	6
	Intermediate	Level 3	7	27	46	6	0	3	22	46	7
	Early Intermediate	Level 2	18	12	6	0	0	2	32	12	1
	Beginning	Level 1	27	1	1	0	0	1	26	27	-
Overall Proficiency Level			1	2	3	4	5	Total N:	81	95	14
			2007-08 Initial & Annual Assessment					Total %:	42.6%	50.0%	7.4%

Source Document: DataDirector, San Rafael High School District, Pivot Table Report, 2008-2009 and 2007-2008 English Language Development, CELDT Test results

English Learner School Profile Based on 2008-2009 CELDT								Students Reclassified to Fluent English Proficient			Annual Measurable Achievement Objectives Title III AMAO's				
2008-09 Annual Assessment		Number Tested	Percent at Overall Proficiency Level									AMAO 1: Annual Growth CELDT Level		AMAO 2: Attaining English Language Proficiency CELDT	
		Annual	1	2	3	4	5	R-30 Language Census Report	Number Reclassified	Percent of Previous Year's EL's	Data Year	Target	% Met	Target	% Met
	Grade 9	71	17	7	29	16	2								
			24%	10%	41%	23%	3%								
	Grade 10	70	16	15	28	11	0								
			23%	21%	40%	16%	0								
	Grade 11	59	8	16	25	10	0								
			14%	27%	42%	17%	0								
	Grade 12	48	7	14	19	8	0	2009	32	10.9	2009	51.6	48	30.6	28.4
			15%	29%	40%	17%	0	2008	45	15.8	2008	50.1	47	28.9	26.8
	* Summary Data are not provided for groups of 3 or less							2007	27	9.2	2007	48.7	50	27.2	20.8
								2006	69	56.0	2006	52.0	60.7	31.4	36.4

Source Documents: http://dq.cde.ca.gov/dataquest/ , California English Language Development Test, San Rafael High, *CELDT Test Report* and Title III AMAO reports, http://www.cde.ca.gov/ta/ac/t3/t3reports.asp for San Rafael High School District

- Nearly 93% of ELs maintained or improved English proficiency on CELDT.
- Though growth was made on both AMAO 1 and 2, both fell short of the target.

Because of the predominance of English Learners in the other subgroups, if the district were to meet the English Learner subgroups targets then all other subgroups would meet their respective targets. The overall conclusion is that while schools and the district have made gains in the past year, the achievement of English Learner students needs to be accelerated to twice that of the rest of the student population.

The review of English Learner instruction showed that English Learners need to receive the instructional time in reading intervention or ELD required to accelerate their achievement. Teachers need additional staff development in the instructional strategies for English Learners, how to differentiate instruction for English Learners during English language arts and math and how to analyze data for English learners. Principal review of instruction, progress reports and classroom observations indicate that teachers need ongoing staff development in classroom implementation of strategies used to increase student achievement. Additional in-depth EL data analysis needs to be an ongoing practice.

1. Conduct an analysis of data. Identify and describe the factors that prevented the local educational agency (LEA) from achieving the Annual Measurable Achievement Objectives (AMAOs).

The High School District of San Rafael City Schools is comprised of three schools - two comprehensive high schools and one continuation high school - with a total enrollment of just over 2400 students. Currently SRCS-HSD has an English learner (EL) population of 323 students- 13.5% of the student population, and 587 students; 24.4% of the student population, have been classified R-FEP.

Analysis of Data

In 2008-2009, SRCS-HSD did not meet any of the three AMAO targets. For AMAO 1, SRCS-HSD had 48.0% of students meeting the target for making annual progress in learning English, falling short of the 51.6% target. This was the second year that SRCS-HSD did not meet AMAO 1. This is the third year that district students have not met AMAO 2, the percent of students attaining English fluency. 28.4% of EL students attained English fluency in 08-09; however the target was 30.6%.

In 2007-2008, SRCS-HSD only missed the target by 2.1% with 26.8% of students meeting AMAO 2. Although the district did not meet AMAO 2 for three consecutive years, a greater percentage of students did attain English proficiency. The district did not meet the target for AMAO 3 - the percent of ELs scoring proficient on California Standards Tests. The 08-09 target for English Language Arts was 44.5% and 15:2% of district ELs scored proficient or above. In Mathematics, the target was 43.5% and 24.7% of students met the target. Participation rates continue to be sufficient.

Analysis of data compiled on the English Learner Subgroup Self Assessment (ELSSA) Section 4 shows that a significantly higher percentage of SRCS-HSD students at the Early Intermediate, Early Advanced, and Advanced CELDT levels meet their growth targets than the state average. For district students at the Beginning and Intermediate levels, the percentage of students meeting their growth target is lower than the state average. Typically, students at levels 4 and 5 have the most difficulty moving up proficiency levels. In addition, many students are reclassified at these levels, as indicated by the reduced number of students still being tested after scoring a 4 or 5.

CELDT performance of EL students based on the length of time they have been in US schools show a general increase in performance until reaching CELDT levels 4 and 5, and the longer students are in our district, the fewer are classified as English learners. There is a significant number of students who are stalled at the Intermediate level across the board.

Performance of English learners on CAHSEE shows that 12% passed the ELA and 30% passed the math tests. The highest percentage of students passing have been in U.S. schools four to five years. For students in our district six years or more, the percentage passing CAHSEE significantly drops in ELA. In addition, the percentage of students passing mathematics is higher than the percentage passing English Language Arts. Since the students who remain classified as ELs pass CAHSEE at a much lower rate than reclassified (RFEP) students, we may find that those students have learning issues unrelated to language proficiency. Students who have been reclassified have a high rate passing CAHSEE, even those who have been in our district two years or fewer. While 12% of ELs passed the ELA portion, 100% of RFEPs passed. In mathematics, 30% of ELs passed, and 100% of RFEPs passed. This indicates that support for reclassified

English learners is generally sufficient. Additionally, the data demonstrates that the longer students are in our district, the more likely they are to be reclassified.

Strengths and Weaknesses
Based on an analysis of data and current EL programs, we have identified strengths and weaknesses in our current plan in the following areas:

- Instructional Program Implementation:
  SRCS-HSD schools have developed or are developing Intervention Pathway documents indicating specific courses of study provided for English learners at different levels of English proficiency. In addition, the feeder middle schools are developing their own Intervention Pathway documents. This articulation within and between schools is part of a larger EL program reform process initiated in part by the development of a new district Master Plan for English Learners.

  The Master Plan for English Learners was approved by the governing board on January 12, 2009. The English Learners Task Force was created as an advisory group to oversee all aspects of the plan's implementation and to analyze ongoing effectiveness of EL programs. The EL Task Force is comprised of administrative and teaching staff representatives from each school site, including our out-of-district feeder middle school. While this group and this plan are still in the beginning stages of implementation, we expect the collaborative nature of the EL Task Force to address EL issues and improve program articulation.

- Instructional Strategies:
  SRCS-HSD EL teachers continue to lead the charge for improved instructional strategies to help all learners, with particular emphasis on EL students. In addition to the articulated AVID strategies (Cornell Notes, single binder organization, Learning Logs, Academic Goal Setting, Socratic Seminars, Tutorials, and team building that our teachers promote for all students), EL teachers in our high school district promote and instruct their colleagues in such strategies as: Predictable Routines and Signals, Advanced Organizers, Preview/Review Strategies, Academic Language Scaffolding, Word Walls, Leveled Questions, Modified Teacher Speech, Story reenactment, Realia Strategies, Manipulatives, and TPR.

  By expanding strategies that work in EL classrooms to the bulk of "mainstream classes," District EL teachers are helping change the philosophy and practice of the comprehensive high schools and to develop increasing levels of support at the continuation high school.

- Professional Development – English learners are assigned to teachers who are appropriately credentialed to teach EL populations and are highly qualified per NCLB. Teachers of ELs have participated in professional development including AVID and CABE conferences. Countywide, teachers have attended workshops focusing on developing Professional Learning Communities (PLCs). Teachers of freshman students have participated in PLCs to design Freshman Intervention articulation.

  While many teachers do participate in professional development, it remains an ongoing struggle to have most teachers participate. Not all teachers embrace the opportunity to reflect on their own practice and supply the strategies that work best for EL students. Teachers and administrators have begun to address their recalcitrance in (at least) three ways.

  First, the District has attempted to reframe the discussion to emphasize that the strategies used to reach EL students are really best practices that can, and do, help all students. Teachers of ninth grade students using EL strategies, especially strategies around organization, effectively for all freshmen and teachers of mainstream classes beginning to employ techniques that help all students, but in a more limited discussion would be labeled EL.

  Next, the District and both comprehensive schools are promoting internal professional development, where EL, AVID, and CABE trained teachers work with colleagues who have not had the benefit of such training. Taking the form of presentations and mini-workshops during staff development time, these peer-to-peer trainings are beginning to help all teachers understand the need for improved instructional strategies.

  Third, the District is sending teachers to offsite trainings such as AVID training (the AVID Summer Institute) and EL training (such as the CABE Conference). Some teachers have participated in The Write Institute training and SB 492 EL workshops.

- Parent Participation:
  Written communication is provided in English and Spanish, as well as Vietnamese when the need arises. Information is disseminated to parents via letters, pamphlets, the district website, email, and/or an automated dialing system. Parents are encouraged to participate in advisory groups such as DELAC, SELAC, School Site Council, and other school-based committees. Teachers are available to help with parents as needed.

  This year the school sites have improved the parent participation in the CELDT reclassification process, involving parents, a counselor, an administrator, and an EL coordinator in each reclassification meeting.

In addition, the District has created a Counseling Technician position, to provide case management for struggling EL students. In addition to meeting with students on a regular basis to help them focus on academic success, this position allows for home visits to follow up with students and their parents.

Contributing Factors

While modest steps toward improving the academic growth of our EL students are evident in the recent past, it has not been enough to improve overall achievement for EL students. Four years ago the District adopted a new EL program (Longman's Shining Star replacing Highpoint) and three years ago both high schools repurposed a teaching period in order to provide for an EL coordinator; but there was not a long term, systematic, district-level plan to ensure ongoing progress. That changed this year, first with the complete rewrite of the Master Plan for English Learners.

Many of these students are not literate in their native language or have rudimentary language skills in their native language. Some of these students have never had any formal education and are just now receiving educational services at the high school level, commencing at the ninth grade. The high school has a very formidable task with preparing these students in less than two years not only to pass and achieve proficiency on the California High School Exit Exam but also to achieve literacy skills for both the English language and their native language.

Conclusions

With the newly adopted Master Plan and the creation of an EL Task Force – administrators, teachers, and other EL experts from across both the elementary and high school districts – San Rafael City Schools has made a significant positive step toward developing and articulating a vision for EL instruction K-12. This vision is gaining form, and will reach all constituents in the form of a pathways document, as well as in renewed emphasis on appropriate teacher training, ongoing coaching, and focused district to site support.

In addition to the work being completed by the EL Task Force,"an equity working group has been established to reinforce district priorities defined in the SRCS strategic plan, called *Roadmap to the Future*."

7. *Incorporate, as appropriate, activities before school, after school, during the summer, and during an extension of the school year.*

Improvement Strategies	Essential Program Components
1. Provide additional classes for strategic and intensive intervention for students below grade level in reading/language arts and mathematics, as well as English Learners • Provide 9-12 grade students ELA support through the use of various support materials determined on a site by site basis. Provide additional support before, during, after and as an extended part of the day. Use common summer school materials that are consistent throughout the district and determined by grade level. • Adopt and implement 9th-12th grade intervention materials with students two or more grade levels below grade level with instruction provided by certificated tutors and/or classroom teachers. • Provide mathematic support from classroom teachers, using supplemental materials of our core adoption. Implement math intervention materials districtwide. • Provide coaching support and guidance to teachers working with English Learners in need of intervention.	1,2, 5, 8, 9
2. Provide consistent, high quality opportunities to access grade-level core instruction through learning opportunities outside of the instructional day (e.g., before or after school programs, summer school, Saturday Academy, summer academic camps, etc.)	1,2,8
3. Clearly communicate with all stakeholders concerning: • Standards-based grade-level expectations • Standards-based course-level expectations • Available interventions for 9-12 students more than two grade levels behind in reading/language arts and math	1,2,5,8
4. Develop and implement a system of positive behavior support at school sites to address uniform supports for all students as well as targeted and intensive interventions for identified students. Train site leadership teams over multiple years.	3,4,5
5. Implement a tiered system of support consistently, districtwide. Identify student needs based on emotional and academic supports. Provide baseline, strategic and intensive intervention based on the tiered system of support triangle that serves all students behaviorally and academically. • Use the tiered system to systematically connect students to targeted improvement actions throughout the school system K-12. • Define features of universal instruction and behavioral support, communicating these actions through a support framework that addresses instruction, and tiered levels of intervention.	5,8

8. Include strategies to promote effective parental involvement in the school.

Improvement Strategies	Essential Program Components
1. Restructure the services provided to schools by a K-12 Family Engagement Center to more effectively involve parents as equal partners and to provide resources and learning opportunities to involve them in their children's academic success, including parents of students with special needs.	N/A
2. Equip parents to actively and knowledgeably participate in district and school level decision-making processes through leadership workshops.	N/A
3. Provide parent conferences including intensive leadership and educational training for parents.	N/A
4. District will ensure communication of the vision, mission, values, and goals to community stakeholders through the district website, printed materials, Connect Ed, monthly Superintendents Parent Advisory Meetings, parent handbook, and parent survey instruments	N/A
5. Families will receive student achievement information on multiple measures each fall at parent/teacher/student conferences and ongoing through progress reports, parent portals and report cards	N/A
6. Sites will provide students and parents with clear, concise information about grade level standards in language arts and math each fall at Back–to-School Night and at fall parent/student/teacher conferences	N/A
7. District/sites will provide information to parents in their home language for any language group with 15% or more of district/site population.	N/A
8. Time will be allocated at DELAC, SELAC, Parent Council, SLT/SSC and PTA meetings each month to identify parent training needs. Site SPSA's will include parent education goals.	N/A
9. Sites will hold an annual Title 1 and SELAC meeting in September to establish annual meeting calendar, identify interests for parent trainings, and identify budget resources to support and schedule trainings.	N/A

LOCAL EDUCATIONAL AGENCY (LEA) PROGRAM IMPROVEMENT PLAN: ADDENDUM

ASSURANCE PAGE

LEA Plan Information:

Name of Local Educational Agency: _____

County District Code: _____

Date of Local Governing Board Approval: December 14, 2009

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

Address: 310 Nova Albion Way	**City: San Rafael**	**Zip Code: 94903**
Phone: (415) 492-3233	**FAX: (415) 492-3245**	**E-mail: mwatenpaugh@srcs.org**

Signatures: **On behalf of LEAs, participants included in the preparation of this Program Improvement Plan addendum:**

Signature of Superintendent	**Michael R. Watenpaugh, Ed.D**	Date
Signature of Board President	**Natu Tuatagaloa**	Date

By submission of the local board approved LEA addendum (in lieu of the original signature assurance page in hard copy), the LEA certifies that the plan has been locally adopted and original signed copies of the assurances are on file in the LEA. The certification reads:

Certification: I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Plan/Plan Addendum/Action Plan are on file, including signatures of any required external providers, i.e., Title III regional lead.

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

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

STRENGTHS	NEEDS
• The district's *Roadmap* outlines its vision for a safe, clean environment. • All schools have a comprehensive safety plan in place. • There is a clear set of emergency procedures in place and opportunities for practice drills. • All schools will be modernized over the next four years and will be built with safety and energy efficiency as focal points. • Parents are provided with regular information through the Parents Rights/Responsibilities handbook. • Student absence records and truancy is tracked though the student data system and early intervention is provided though counseling and community support services. • Activities that foster a positive school climate are provided through student reward assemblies, Challenge Days, and other events.	• Students need more opportunities to be involved at the site level. • While the district has adopted new science-based programs dealing with violence, drugs, and alcohol, these programs need to be implemented more thoroughly. • Healthy Kids survey results indicate that use of alcohol is a major issue, both in the district and in the county. • A comprehensive bullying program such as "Protecting Students from Harassment and Hate Crime" (*US Dept of Ed. And OCR*) needs to be implemented. • Many high-risk students do not choose to participate in healthy after school programs. • Until facilities are modernized, the buildings are old and difficult to maintain. • Cultural competence activities are not integrated into the curriculum in a consistent manner.

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

ACTIVITIES

- Connections to community resources will be continued under Community Schools Partnership work.
- Site community liaisons will be further trained to access community resources and to work with student conflict resolution procedures.
- The adopted violence programs will be more fully implemented.
- Professional development in conflict management will also include paraprofessionals who supervise students during non-instructional time (e.g., lunch, brunch breaks, passing time).
- Parents will be more involved in problem-solving through SST and DELAC/SELAC and the Superintendent's Parent Council.
- Peers will be trained annually in conflict resolution and peer mediation.
- The opportunities during after-school programs will be expanded to include continued partnerships.
- The school resource officers will conduct work sessions for both staff and students on conflict mediation.
- The school community will continue to work closely with parents when a drug or alcohol issue is known or suspected and community resources will be made available.
- Parents and community members will continue to be a vital part of the modernization process and will have opportunities to provide input to increase the positive climate and environment of the sites based on building construction.
- A formal harassment prevention program will be put into place with professional development to accompany the program.
- Opportunities will be increased for students to participate in service learning and community service.
- Counseling opportunities for students will be coordinated with site and community counselors.
- The modernized schools have clean, up-to-date facilities that provide access to technology for staff and students.
- New teachers will have enhanced opportunities to develop their classroom management skills through the BTSA program.
- Experienced teachers will have enhanced opportunities to improve their classroom management skills, as appropriate, through programs like PAR program and or through site PLC's.

Needs and Strengths Assessment (4115(a)(1)(A)):
Based on data regarding the incidence of violence and alcohol, tobacco, and other drug use in the schools and communities to be served, and other qualitative data or information, provide a list of the LEA's strengths and needs related to preventing risk behaviors.

STRENGTHS	NEEDS
• A large number of students report high levels of expectations from teachers. • Cigarette use is down overall. • Marijuana usage appears not to be as large a problem as it was a decade ago. • Students appear to not be afraid of being beaten up in the higher grades, but do have some fear in the lower grades.	• The percentage of students who use alcohol increases greatly from grades 7 to grade 11. • The percentage of students who use marijuana increases greatly from grades 7 to grade 11. • Stronger alcohol and drug preventative programs need to be in place in the earlier grades. • Community resources need to be better linked to school resources in alcohol and drug use. • There seems to be a decrease in the percentage of students who believe that they have a caring relationship with an adult at the higher grades. • Students do not feel as connected to their school in the upper grades as they do in the lower grades. • A more comprehensive harassment program needs to be implemented at the lower grades and articulated through all grade levels.

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

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

Prevention Program Performance Indicators (4115(a)(1)(B)):
The LEA is required to establish a biennial goal for all of the performance indicators listed below. List specific performance indicators for each grade level served, and for each listed measure, as well as the date of, and results from, the baseline administration of the Healthy Kids Survey:

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: 11/26/07 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will **decrease** biennially by:	5th NA 7th NA	5th NA 7th NA
The percentage of students that have used cigarettes within the past 30 days will **decrease** biennially by: 0203: 9th-11% 11th-19% 0506: 9th-9% 11th-12%	7th NA 9th 5 % 11th 12 %	7th NA 9th 3% 11th 4%
The percentage of students that have used marijuana will **decrease** biennially by:	5th NA 7th NA	5th NA 7th NA
The percentage of students that have used alcohol within the past 30 days will **decrease** biennially by: 0203: 9th-24% 11th-49% 0506: 9th-25% 11th-40%	7th NA 9th 24 % 11th 41 %	7th NA 9th 5% 11th 8%
The percentage of students that have used marijuana within the past 30 days will **decrease** biennially by: 0203: 9th-19% 11th-30% 0506: 9th-12% 11th-25%	7th NA 9th 14 % 11th 26 %	7th NA 9th 4% 11th 6%

The percentage of students that feel very safe at school will **increase** biennially by: 0203: 9th-17% 11th-20% 0506: 9th-16% 11th-23%	5th NA 7th NA 9th 19 % 11th 29 %	5th NA 7th NA 9th 10% 11th 10%
The percentage of students that have been afraid of being beaten up during the past 12 months will **decrease** biennially by: 0203: 9th-10% 11th-6% 0506: 9th-15% 11th-8%	7th NA 9th 17 % 11th 16 %	7th NA 9th 2% 11th 2%
Truancy Performance Indicator		
The percentage of students who have been truant will **decrease** annually by 2% from the current LEA rate shown here. 2002-2003: 11% NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.	27% (Information from ConApp 09-10, Part I – UMIRS reporting of 08-09 data)	2 %

Protective Factors Performance Measures from the California Healthy Kids Survey	**Most recent date: 11/26/07 Baseline Data**	**Biennial Goal (Performance Indicator)**
The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will **increase** biennially by: 2001: 9th-29% 11th-24%	5th NA 7th NA 9th 37 % 11th 43 %	5th NA 7th NA 9th 10% 11th 10%
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will **increase** biennially by: 2001: 9th-43% 11th-35%	5th NA 7th NA 9th 50 % 11th 51 %	5th NA 7th NA 9th 6% 11th 7%

The percentage of students that report high levels of opportunities for meaningful participation at their school will **increase** biennially by: 2001: 9th-16% 11th-14%	5th NA 7th NA 9th 13 % 11th 16 %	5th NA 7th NA 9th __ % 11th __ %
The percentage of students that report high levels of school connectedness at their school will **increase** biennially by: 2001: 9th-16% 11th-14%	5th NA 7th NA 9th 32 % 11th 38 %	5th NA 7th NA 9th __ % 11th __ %

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

Science-Based Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
Project Toward No Drug Abuse	ATODV	9-12	1150	Summer 03	Fall 03	Winter 03

Research-based Activities (4115 (a)(1)(C)):
Based on the research cited in Appendix D, check the box for each activity the LEA will implement as part of the comprehensive prevention program and provide all other requested information.

Check	Activities	Program ATODV Focus	Target Grade Levels
	After School Programs		
X	Conflict Mediation/Resolution	Conflict Resolution	9-12
X	Early Intervention and Counseling	Drug use	9-12, Advisory
	Environmental Strategies		
X	Family and Community Collaboration	Drug Use, violence prevention	9-12
	Media Literacy and Advocacy		
X	Mentoring	Alcohol and drug use, violence prevention	9-12
X	Peer-Helping and Peer Leaders	Conflict resolution; violence prevention	9-12
X	Positive Alternatives	Safe Graduation Night, Every 15 Minutes	9-12
X	School Policies	Conflict resolution, violence prevention (dress code)	9-12
X	Service-Learning/Community Service	Drug abuse, violence prevention	9-12
	Student Assistance Programs		
	Tobacco-Use Cessation		
X	Youth Development Caring Schools Caring Classrooms	Violence prevention, drug/alcohol abuse	9-12

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

- Project Toward No Drug Abuse (TND): This program was selected for the 9-12 level because it covers all the major areas regarding alcohol, tobacco and drug use, as well as violence prevention. Based on the safe school's and Healthy Kid's data, as well as discipline records in the student data system, students at those grade levels need opportunities to learn appropriate interaction skills with their peers. As educators, it is important to provide alternate models of behavior rather than reacting aggressively, as is often the case, particularly with boys. Also, this program focuses on early awareness of at-risk behaviors with regard to alcohol and tobacco use. Many of our children come from affluent families where alcohol is common in the home. At the same time, our low-income students often experience drug abuse and neglect in the family. The issue of homelessness, which the latest survey indicates is widespread in Marin County due to the high cost of housing, profoundly affects our children.

Evaluation and Continuous Improvement (4115 (a)(2)(A)):
Provide a description for how the LEA will conduct regular evaluations of the effectiveness of the LEA's alcohol, tobacco, other drug use and violence prevention program. Describe how the results of the evaluation will be used to refine, improve and strengthen the program.

While there are yearly evaluations mandated by the state, such as Healthy Kids surveys and safe school reports, we believe that regular, ongoing analysis of this type of data is critical. Therefore, each school site will analyze discipline records monthly to monitor student behavior, as well as reviewing on a regular basis the suspension/expulsion reports to determine if these programs are decreasing the number of at-risk behaviors. Student and parent surveys will be conducted at least twice each year to determine if these anti-social behaviors are decreasing. To increase a sense of connectedness, there will be more student participation in some decision-making roles though Student Councils and other leadership activities at each site.

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

Activities	Timeline	How Reported to the Public
Parent surveys will be conducted	fall, spring	School Accountability Report Cards, school site plans
Positive reward assemblies will be held	monthly	Invitations to parents
Community meetings will be held to share the results of SDFSC programs	spring	District SDFSC committee meetings, Board reports

Mandatory Safe and Drug Free Schools and Communities (4114(d)(2)(E)):
Briefly describe how SDFSC funded program services will be targeted to the LEA's schools and students with the greatest need. (Section 4114 [d][3])

A portion of the SDFSC funds are used for counseling services and campus supervision. The counseling services are provided on an individual basis as well as a school-wide basis for those students most in need. In addition, the district works closely with the Marin Community Foundation through School Linked Services to provide additional counseling opportunities for at-risk students, and these services are coordinated and concentrated at the appropriate grade levels and school site.

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

Marin County Office of Education offers a wealth of program resources to districts through the School/Law Enforcement Partnership. This is a committee representing education, law enforcement, probation, Health and Human Services, community based agencies, the District Attorney's Office, the Public Defender's Office and the PTA. This organization has promoted and provided programs and activities designed to support safe and drug free schools and communities for all Marin County students and their families. There are regular workshops on drug awareness and prevention in the schools, action steps for parents to watch for at-risk behaviors in their children, workshops on harassment and hate/violence, as well as resources and guides to providing safe schools.

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

Parents are involved through a variety of avenues, such as school site councils, SELACs, DELAC, Parent Council, PTA, and many district committees. If a school were to be designated as unsafe based on the NCLB regulations, parents would be notified though a public hearing and Board report, letters, and meetings to provide opportunities for input. Parents would also be informed through these meetings, reports and hearings, of their right to request to have their child(ren) attend another school and that the district would be responsible to provide transportation to that other school.

TUPE Services for Pregnant Minors and Minor Parents (H&SC 104460):
Describe the TUPE services and referral procedures for pregnant minors and minor parents enrolled in the LEA and how they will be provided with tobacco-use prevention services. Include students participating in programs such as the California School Age Families Education (Cal-SAFE) program, the Adolescent Family Life Program (AFLP) administered through the Department of Health Services, and the Cal-Learn program administered by the Department of Social Services.

Not applicable.

TUPE Funded Positions (Health & Safety Code 104420(b)(3)):
Provide full time equivalent (FTE) staffing configuration for all TUPE funded positions. (Health and Safety Code section104420 [b][3])

Position/Title	Full time equivalent
The district receives no TUPE funding	

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

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

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

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.1 **(High School Graduates)**	• SSTs meet to plan interventions for students at risk of failure • During the year, and summer classes are offered to prepare students for the CAHSEE • Increased opportunities to take classes that have been missed or failed	Entire 9-12 population	Ongoing/ Deputy Superintendent Site principals Counselors Department chairs	Larger percentage of students graduating Higher pass rate on the CAHSEE	Intervention funding Site and district funding
5.2 **(Dropouts)**	• Increased participation in intervention programs as appropriate • Continue to provide alternate program through continuation school • Professional development for differentiated instruction • Increased opportunities to take classes that have been missed or failed	Dropout population (38 students based on 02 CBEDS) At-risk students	Ongoing/ Deputy Superintendent Site principals Counselors Department chairs	Fewer dropouts Higher graduation rate	Intervention funding Site and district funding

	• Vertical articulation between elementary and middle school with high school • Increase in number and variety of AP courses • Staff training to prepare students to meet a more rigorous curriculum	Advanced placement student population All students as appropriate	Ongoing/ Deputy Superintendent Site principals Counselors Department chairs	Higher graduation rate More students in the advanced placement classes, particularly ELs	Site and district funding GATE funding, as appropriate

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."

The District will use Free and Reduced Lunch, at or above the 35% Free and Reduced Lunch eligibility level, as the poverty criteria used to select school attendance areas under Section 1113.

Schools receive funding depending on their percentage of Free and Reduced Lunch count.

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

Identify eligible students by Multiple Measures which include:

- Standardized tests (CST, STS)
- District Benchmarks
- CELDT
- SSTs
- Student Grades
- Attendance
- Suspension Rates
- Teacher/Administrator/Parent Input

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.

- TAS: Provides supplemental services to identified children who are low-achieving or at-risk of low achievement
- SWP: Funds a comprehensive school plan to upgrade all the instruction in a high-poverty school, without distinguishing between "eligible" and ineligible" children.
- Homeless Liaison
- Stay Put Program (Allows homeless students to stay at first school of enrollment)

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.

School Improvement:
- Assist schools to analyze data and budgets
- Develop/revise school plan based on scientifically based research to address specific academic needs
- Adopt a comprehensive reform model
- Provide professional development that directly addresses academic achievement
- Establish annual, measurable objectives for continuous and substantial progress
- Incorporate extended learning time before/after school, intercession, and summer school
- Academic coaches assigned to schools
- Quarterly review by district team
- District review of site budget to maximize resources

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."

August/September

- Meeting with Elementary, Middle and High School Principals of PI Schools regarding NCLB parent notification requirements for Public School Choice and Supplemental Services.
- Parental Choice letters mailed to home address of parents/guardians of students attending Program Improvement Schools that under NCLB must offer Parental Choice and/or Supplemental Services.
- Choice letters: in English and in Spanish
- Supplemental Service letters: In English and in Spanish
- Sept. 30: Parental Choice applications due

November

- Supplemental Educational Service Application brochures printed, translated and delivered to Program Improvement Schools required to offer Supplemental Educational Services, in English and Spanish.
  November 15: Supplemental Educational Services Applications due.
  November 29 - Parent notification letters mailed out regarding status Supplemental Educational Services Applications.

• December/January

- Supplemental Services Begin

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."

Professional development activities will be made available to teachers, administrators, principals, paraprofessionals, parents and other staff, as appropriate and will be designed around the following:

- Improving the knowledge of teachers and administrators concerning academic subject matter.
- Effective instructional strategies, the use of State content and academic achievement standards, and State assessments
- Improving the knowledge of teachers and administrators concerning instructional practices
- Improving the knowledge and skill of paraprofessionals who work in the areas of reading and math.
- Improving the knowledge of parents in academic subject matter and in ways to assist their student's achievement.

The Superintendent and District Office administrators will ensure that professional development activities are coordinated with Federal, State, and local programs in addressing student needs to assure that all students are working toward meeting the proficiency and advanced levels of achievement. Professional development activities will be designed to help teachers and administrators understand how to integrate standards-based curriculum, effective research-based instructional practices, and assessment. In addition, there will be an emphasis on implementing universal access and differentiated instructional strategies based on the strengths and needs of the district's population.

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.

Coordination of Education of Services
The District will coordinate and integrate educational of services in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional programs. Coordination of services for all students is outlined in each school's Single Plan for Achievement, Instructional Improvement Plan. Programs addressed in school plans include:

- Transition approaches from elementary to middle school and middle to high school
- English Learner Educational Assistants work with limited English proficiency students
- English Learner Coordinator assigned to support individual sites to coordinate, monitor, and standardize identification and transition procedures as well as coordinate CELDT testing
- The District Enrollment Center coordinates services for new students to include:
    - Parents having one central location to enroll students and to receive services
    - Assessing health and immunization records
    - Providing immunization and physical exams as needed
    - Providing referrals as required for special needs
- The District has implemented a *STAY PUT* program, which allows homeless students to remain in the initial school of enrollment
- Coordinate with County Office regarding services for neglected or delinquent youth

In addition, District's efforts to coordinate programs and services in the following categories are as follows:

Standards, Assessment, and Accountability
- Educational programs are based on high and challenging standards and are accompanied by a process for monitoring and determining effectiveness.
- The District has established standards, which reflect State Standards in the areas of Language Arts, Math, History, Social Science, Science as well as ELD.
- Assessment is ongoing and consists of multiple indicators beyond Standardized and criterion-referenced summative assessments such as district-wide criterion referenced benchmark assessments in Language Arts and Mathematics, content area portfolios, teacher made assessments as well as periodic pupil progress reports.
- Each school site is responsible for developing and implementing a Single Plan for Student Achievement.

Part III
Assurances and Attachments

Assurances

Signature Page

Appendix

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

Appendix B: Links to Data Web sites

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 <u>that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5))</u> hereby assures the SEA** that the LEA will not use any Title II, Part D funds to purchase

computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:

- has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and
- is enforcing the operation of such technology protection measure during any use of such computers by minors; and
- has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.
- Any LEA that <u>does</u> receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

TITLE III

38. The LEA assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education-related community groups, nonprofit organizations, and institutions of higher education in developing the LEA Plan.

39. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.

40. The LEA is complying with Section 3302 prior to, and throughout, each school year.

41. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.

42. The LEA has based its proposed plan on scientifically based research on teaching limited-English-proficient students.

43. The LEA ensures that the programs will enable to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.

44. The LEA is not in violation of any State law, including State constitutional law, regarding the education of limited-English-proficient students, consistent with Sections 3126 and 3127.

TITLE IV, PART A

45. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents,

students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).

46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.

47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.

48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.

49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:

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

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

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

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

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

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

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

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

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

<u>New</u> 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