

(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): Valle Lindo School District

County/District Code: 19-65078

Dates of Plan Duration (should be five-year plan): July 1, 2008 to June 30, 2013

Date of Local Governing Board Approval:

District Superintendent: Mary Louise Labrucherie, Ed.D.

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

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

Mary Louise Labrucherie, Ed.D.

Printed or typed name of Superintendent Date Signature of Superintendent

Rudy Martinez

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

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Part I

Background and Overview

Background

Descriptions of the Consolidated Application, the Local Educational Agency Plan, the Single Plan for Student Achievement, and the Categorical Program Monitoring Process

Development Process for the LEA Plan

LEA Plan Planning Checklist

Federal and State Programs Checklist

District Budget for Federal and State Programs

Background

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The Consolidated Application (ConApp)

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

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

The Single Plan for Student Achievement (School Plan)

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

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

The Local Educational Agency Plan (LEA Plan)

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

Categorical Program Monitoring (CPM)

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

Development Process for the LEA Plan

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

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

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

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

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

Step One: Measure the Effectiveness of Current Improvement Strategies

Analyze Student Performance

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

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

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

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

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

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

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

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

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

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

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

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

Step Three: Develop or Revise Performance Goals

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

Step Four: Revise Improvement Strategies and Expenditures

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

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

Step Five: Local Governing Board Approval

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

Step Six: Monitor Implementation

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

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

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

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

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

FEDERAL AND STATE PROGRAMS CHECKLIST

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

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

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	1,306	173,157	158,306	90.37%
Title I, ARRA		39,870	36,033	90.37%
Title I, Part B, Even Start		NA		
Title I, Part C, Migrant Education		NA		
Title I, Part D, Neglected/Delinquent		NA		
Title II Part A, Subpart 2, Improving Teacher Quality	428	49,319	44,959	90.37%
Title II, Part D, Enhancing Education Through Technology	0	1,612	1,457	90.38%
Title III, Limited English Proficient	0	25,500	25,000	98.03%
Title III, Immigrants		NA		
Title IV, Part A, Safe and Drug-free Schools and Communities	1.00	4,150	4,070	98.04%
Title V, Part A, Innovative Programs – Parental Choice		NA		
Adult Education		NA		
Career Technical Education		NA		
McKinney-Vento Homeless Education		NA		
IDEA, Basic Local Assistance	0	72,538	68,722	94.74%
21 st Century Community Learning Centers		NA		
Other (describe) IDEA, Preschool		3,096	3,007	97.13%
IDEA, Local Entitlement		6,160	5,982	97.11%
IDEA, Preschool Staff Development		36	34	94.44%
TOTAL	1,735	375,438	347,570	92.58%

DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
EIA – State Compensatory Education		NA		
EIA – Limited English Proficient	0	139,516	135,812	97.35%
State Migrant Education		NA		
School and Library Improvement Block Grant	0	116,658	116,658	100%
Child Development Programs		NA		
Educational Equity		NA		
Gifted and Talented Education	0	16,873	16,873	100%
Tobacco Use Prevention Education – (Prop. 99)		NA		
High Priority Schools Grant Program (HPSG)		NA		
School Safety and Violence Prevention Act (AB 1113)	0	7,989	7,989	100%
Tenth Grade Counseling		NA		
Healthy Start		NA		
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)		NA		

Other (describe) Lottery Instructional Materials Prop 20	0	16,743	16,743	100.00%
Special Education	0	484,804	484,804	100%
Special Education Transportation	0	25,882	25,882	100.00%
Art and Music Block Grant	0	15,739	15,739	100%
Arts, Music and PE Equipment and Supplies Block Grant	0	0	0	0
Instructional Material Realignment Program	0	65,221	65,221	100.00%
Target Instructional Improvement Block Grant	0	32,899	32,899	100%
State Lottery	0	116,480	116,480	100%
Class Size Reduction	0	507,654	507,654	100%
English Learner Acquisition Program	0	9,625	8,699	90.38%
Supplemental School Counseling	0	23,930	23,930	100%
IDEA Personnel Staff Development	0	130	122	93.85%
TOTAL	0	1,580,143	1,575,505	99.71%

Part II

The Plan

Needs Assessments

Academic Achievement

Professional Development and Hiring

School Safety

Descriptions – District Planning

District Profile

Local Measures of Student Performance

Performance Goal 1

Performance Goal 2

Performance Goal 3

Performance Goal 4

Performance Goal 5

Additional Mandatory Title I Descriptions

Needs Assessment

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

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

Academic Performance

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

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

Teacher Quality

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

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

School Safety and Prevention

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

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

Descriptions – District Planning

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

District Profile

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

It is the mission of the Valle Lindo School District that all students realize their maximum potential, empowering them to become challenged intellectually, socially responsible, and culturally sensitive.

The Valle Lindo School District is located on the southern edge of the San Gabriel Valley in the city of South El Monte, approximately twenty miles east of Los Angeles. It was established in 1863 as one of the first school districts in the San Gabriel Valley. South El Monte's rich cultural heritage and proud traditions embrace the community's desire to ensure a strong educational foundation for its children.

The District is comprised of two schools, one k-3 and one 4-8, with a combined enrollment of 1,170 students. Both schools operate on a traditional calendar school year. New Temple Elementary School is a kindergarten through third grade primary school with 484 students. Dean L. Shively Middle School has a total of 686 students enrolled in grades four through eight. The ethnic composition of the district is 94% Hispanic, 4% Asian, 1% Caucasian, and 1% Other.

The School Community believes that all students can succeed regardless of their race, background or ability. School staff shall embody this philosophy in all District programs and activities.

The School Community further believes that: (1) the central interest of school is the learner, (2) learning is an active process, (3) our schools are responsible for each learner, (4) experiencing success is crucial to the learning process, (5) the qualities of teaching and learning are inextricably interwoven, (6) program improvement is a continuous process, (7) providing quality program education is a responsibility of our community, and (8) our community provides an essential resource to the educational program.

In order to create the environment necessary for effective schools, the Board endorses and prescribes strong instructional leadership, a safe and orderly climate, schoolwide emphasis on basic skills, higher teacher expectations for students' achievement, and continuous assessment of student progress.

To develop academic excellence in: (a) oral and written language; (b) reading; (c) mathematics; (d) science; (e) social science; and (f) visual, performing, and applied arts.

To develop physical, mental and emotional well being through: (a) feelings of self-esteem; (b) nutrition; (c) personal hygiene; (d) exercise; (e) stress management; and (f) use of leisure time.

To develop the ability to contribute and adapt to a rapidly changing world through: (a) understanding the past, identifying with the present, and challenging the future; (b) demonstrating an ability to adjust to change; (c) understanding and applying risk taking for personal growth; (d) the use of technology; (e) the study of “futures,” preparing students to live in a world that does not yet exist; (f) tolerance for ambiguity, the ability to tolerance the uncertainty; and (g) the application of critical-thinking skills.

To develop responsible societal members through: (a) understanding the geographic, historical, political, economic, and social patterns of the world; (b) understanding the interdependence of races, creeds, nations, and cultures; (c) fostering a cooperative attitude toward living and working with others while obligations of citizenship; (e) an accountability for personal actions; (f) respecting personal and public capabilities non-respective of gender; (i) understanding, appreciation, and preservation of the environment; and (j) advancing career awareness.

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

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

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

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

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

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

In addition to the STAR Program and the California English Language Development Test (CELDT), the following assessments will be used:

State-Approved Textbooks: Assessments contained within the Open Court, Houghton Mifflin, and Glencoe language arts series and within the Harcourt, McGraw-Hill, and Prentice Hall mathematics series will be used to determine the levels at which the standards are being mastered.

The Anderson Project: Common assessments are administered by classroom teachers after the instructional focus has been taught. The assessment content is skill-specific and aligned to the standard taught.

The PLATO Program: This computer program teaches reading and mathematics skills to students as they progress to each new level by mastering the set of skills contained within the previous level. Low-achieving students participate daily in this program for reading and/or math.

The Star Reading assessment (accelerated Reader) measures current reading levels for students in grades 1-8.

Annually administered District Skills Assessments in grades 5-8 measure progress toward mastery of basic skills in writing, reading math and language.

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

Planned Improvement in Student Performance in Reading

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

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: *Focus upon teach the content standards *Target cluster skills to be taught and assessed using Anderson Project process *Develop student awareness of standards during direct instruction *Map curriculum with standards based District guide	Teachers, Director, Principals Ongoing	Consultants (Anderson Project) Release Time for Teachers	\$4,000 \$1,000	General Fund
2. Use of standards-aligned instructional materials and strategies: *Integrate all language arts components into teacher’s delivery system *Refine research-based instructional practices *Develop Instructional Focus Units on a weekly basis *Standards will be posted in every classroom	Teachers, Director, Principals Ongoing	Consultants (state-adopted textbooks)	\$1,000	General Fund
3. Extended learning time: *Design after-school programs that develop/remediate reading skills *Develop activities for parent/child cooperative work at home *Organize five-week summer sessions to provide direct instruction in the reading standards *Implement Accelerated Reader program in grades K-8 *Full day kindergarten *Summer School for incoming kindergarten	Teachers, Aides, Principals, Superintendent Ongoing	Instructional Materials	\$5,000	General Fund

*All Expenditures are ANNUAL

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology: *Use technological components of language arts series to develop and present lessons *Continue to increase student/computer lab ratio *Provide student access to computer programs that are designed to develop reading skills *Continue to operate classroom sized computer labs *Wireless laptops for all teachers *LCD projectors to support instruction</p>	<p>Teachers, Aides, Principals, Superintendent</p> <p>Ongoing</p>	<p>Computers</p> <p>Software</p>	<p>\$30,000</p> <p>\$5,000</p>	<p>General Fund</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials: *Provide reading instruction in-services for teachers that focus in standards based material (Open Court, Houghton Mifflin, Glencoe) *Provide “Effective Schools” in-services that assist teachers in developing strategies to teach the reading standards</p>	<p>Teachers</p> <p>Ongoing</p>	<p>Consultants (state-adopted textbooks)</p> <p>Consultants (Anderson Project)</p>	<p>\$3,000</p> <p>\$8,000</p>	<p>General Fund/Title II, Part A</p>
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): *Provide STAR Program Assessment meetings for parents *Encourage parent/school collaboration *Parent conferences twice a year *District Monthly Newsletter</p>	<p>Director/Each August Parent Institute for Quality Education/Annually Parents/Teachers/ Ongoing Superintendent/Ongoing</p>	<p>PIQE Newsletter/other publications</p>	<p>\$6,000 \$500</p>	<p>Title I/Title VII General Fund</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): *Pre-School, Kindergarten, Third Grade, Eighth Grade Orientations</p>	<p>Principals, Teachers</p> <p>Fall/Spring of each year</p>	<p>None</p>		

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
8. Monitoring program effectiveness: *STAR Program Assessment *Instructional Focus Assessment in reading *State-Adopted textbook assessments *PLATO lab level assessment in reading *Fast Forward for literacy assessments *Star Reading assessment *Accelerated Reader assessments for comprehension	Teachers, Aides, Principals, Director Ongoing	Duplication/paper Site License	\$3,000	General Fund
9. Targeting services and programs to lowest-performing student groups: *Fast Forward for Literacy computerized program for all students not yet proficient *Plato skills-based computer reading program *After school reading slots for struggling students are top priority *Summer session five-week program to focus on reading remediation	Teachers, Aides, Superintendent Ongoing	Annual Maintenance for Plato and Fast Forward Programs	\$7,500	General Fund/ Title VII
10. Any additional services tied to student academic needs: *Instructional assistants who function as computer lab, bilingual, library and classroom aides assist students who are not yet proficient *English Language Learners are supported by classroom aides who work one-on-one or with small groups of students *Special Education students are identified and placed in their least restrictive environment	Teachers, Aides, Principals Ongoing	None		

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

Planned Improvement in Student Performance in Mathematics

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

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: *Focus upon and teach the content standards *Target cluster skills to be taught and assesses using the Anderson Project process *Develop student awareness during direct instruction *Map curriculum with standards-based District guide	Teachers, Principals, Director Ongoing	Release Time for Teachers	\$1,000	General Fund
2. Use of standards-aligned instructional materials and strategies: *Develop Instructional Focus Units on a weekly basis *Teach hands-on math along with higher-level thinking skills *Challenge students in math across the curriculum	Teachers, Aides, Principals, Director Ongoing	Consultants (mathematic)	\$1,000	General Fund
3. Extended learning time: *Design after-school programs that develop/remediate skills in mathematics *Organize five-week summer session classes to provide direct instruction in mathematics *Develop activities for cooperative parent/child work at home *Provide small group math remediation for students not yet proficient	Teachers, Aides, Principals, Superintendent Ongoing	Instructional materials	\$2,500	General Fund

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology: *Use technological components of mathematics series to develop and present lessons *Continue to increase student/computer ratio *Provide student access to computer programs that are designed to develop skills in mathematics and the use of math in science *Continue to operate classroom-sized computer labs</p>	<p>Teachers, Aides, Principals, Superintendent</p> <p>Ongoing</p>	<p>Software</p>	<p>\$5,000</p>	<p>General Fund</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials: *Provide training in research-based strategies to teach mathematics *Provide “Effective Schools” in-services that assist teachers in developing strategies to teach the math standards *BTSA for 1st and 2nd year teachers</p>	<p>Teachers</p> <p>Ongoing</p>	<p>Consultants (mathematics)</p> <p>Anderson Project Consultants</p>	<p>\$3,000</p>	<p>General Fund</p>
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): *Provide STAR Program Assessments meetings for parents *Encourage parent/school collaboration *Parent conferences twice each year *District Monthly Newsletter</p>	<p>Director/Each August Parent Institute for Quality Education/Annually Parents, Teachers/Ongoing Superintendent/ Ongoing</p>	<p>Refer to #6, page 21</p>		
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): *Kindergarten, Third Grade, Eighth Grade Orientations</p>	<p>Principals, Teachers</p> <p>Fall/spring of each year</p>	<p>None</p>		

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
8. Monitoring program effectiveness: *STAR Program Assessment *Instructional Focus Assessments in mathematics *State-Adopted textbook assessments *Plato lab level assessments in mathematics	Teachers, Aides, Principals, Director Ongoing	Duplication/paper	\$3,000	General Fund
9. Targeting services and programs to lowest-performing student groups: *Plato skills-based computer math program *After-school math remediation for students not yet proficient *Summer session five-week program to focus on mathematics remediation	Teachers, Aides, Superintendent Ongoing	Refer to #9, page 23	\$150,000	General Fund Grants
10. Any additional services tied to student academic needs: *Instructional assistants who function as computer lab, bilingual, library, and classroom aides assist students who are not yet proficient *English Language Learners are supported by classroom aides who work one-on-one or with small groups of students *Special Education students are identified and served in their least restrictive environment	Teachers, Aides, Principals Ongoing			

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

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

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activities	<ol style="list-style-type: none"> 1. (Per Sec. 3116(b) of NCLB, this Plan must include the following: <ol style="list-style-type: none"> a. Describe the programs and activities to be developed, implemented, and administered under the subgrant; b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122; c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for: <ul style="list-style-type: none"> ▪ meeting the annual measurable achievement objectives described in Section 3122; ▪ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)); ▪ annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1)); d. Describe how the LEA will promote parental and community participation in LEP programs. 	<p>Title III funds will support the District’s plan for intensifying language acquisition and recouping academic deficits for English learners through:</p> <ul style="list-style-type: none"> *Site Implementation of supplemental regular school day intervention strategies including the hiring of qualified staff to support small group and one-on-one tutoring as well as before and after school tutorials and/or classes; to purchase supplementary , research based, English Language development/English Language Arts materials *Summer session to provide reinforcement of oral and written language skills for students who are working to achieve proficiency in English *School sites review/evaluate programs to measure progress for English Language Learners in academics as well as for English proficiency *School sites will evaluate on an annual basis to determine if goals have been achieved and then will report directly to the District *Dissemination of program objectives through Parent Institute for Quality Education and English Learner Advisory Committee

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activities	<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c) . The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> • English proficiency; and • Academic achievement in the core academic subjects 	<p>At some grade levels, EL students at lower levels of fluency in English are grouped together for SDAIE instruction delivered by a qualified teacher; at other grade levels, qualified teachers deliver targeted group instruction within the classroom. Instructional Assistants provide extra students support and remedial assistance.</p> <p>The effectiveness of the English learner programs will be determined by the increase in English proficiency and academic achievement in the core academic subjects.</p> <p>Teachers of EL students meet grade by grade to discuss their academic progress by looking at samples of student work based on previously agreed-upon targeted essential standards and assessments</p> <p>Supplemental reading materials for students at lower levels of fluency supplement state-adopted ELA instructional materials</p> <p>Training for teachers and administrators enhance the quality of planning and instruction for more effective SDAIE instruction in the content areas including areas including building academic content vocabulary</p>
Required Activities	<p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p> <ol style="list-style-type: none"> a. designed to improve the instruction and assessment of LEP children; b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students; c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children’s English proficiency or substantially increasing the teachers’ subject matter knowledge, teaching knowledge, and teaching skills; d. long term effect will result in positive and lasting impact on teacher performance in the classroom. 	<p>The district’s professional development plan provides training in scientifically-based strategies designed to improve instructional practices. The plan will also provide ongoing, mandatory training for all teachers at all levels in the reading/language arts standards, ELD standards, and standards-based instruction and materials.</p> <p>Staff development for all employees in the area of language acquisition is encouraged on an individual basis and is provided District wide on an ongoing schedule: “Getting to the Core,” “Meeting the Needs of the English-Language Learner,” and “Analyzing Test Results.” The Anderson project involves an eight-step process which has been proven to close the student achievement gap. Teachers will be trained in the integration of all components of these programs in order to affect an outstanding delivery.</p>

			Description of how the LEA is meeting or plans to meet this requirement.
Allowable Activities	4. Upgrade program objectives and effective instruction strategies.	Yes or No	<p>If yes, describe: The district will continue to assist all staff in developing techniques to improve student performance in the area of language acquisition. Structured English Immersion classrooms use English Language Development strategies and Specially-Designed Academic Instruction in English (SDAIE) methodology. A Curriculum Study Team will meet a minimum of three times a year to:</p> <ul style="list-style-type: none"> *Evaluate students progress and individual student files *Review and disaggregate student achievement data *Adopt supplementary materials for ELD/ELA students *Review intervention programs *Develop intervention curriculum
Allowable Activities	5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.	Yes or No	<p>If yes, describe: Tutorials after school, as well as small group/one-on-one instruction, will continue for LEP students. Bilingual aides assist classroom teachers in small-group settings and/or provide individualized, intensified instruction. State of the art computer labs that help LEP students with scientifically based programs.</p>

			Description of how the LEA is meeting or plans to meet this requirement.
Allowable Activities	6. Develop and implement programs that are coordinated with other relevant programs and services.	Yes or No	If yes, describe: English acquisition continues throughout the day as the teacher mediates instruction through the use of English. In addition, students receive English as a Second Language (ESL) instruction devoted to vocabulary, semantics, grammar, and the structure of the English language.
Allowable Activities	7. Improve the English proficiency and academic achievement of LEP children.	Yes or No	If yes, describe: The focus for all LEP students is to acquire reasonable fluency in English while developing academic competencies. SDAIE methodology enables the teacher to deliver instruction in English by adapting the language to meet the needs of the non-native speaker to access the core curriculum.

			Description of how the LEA is meeting or plans to meet this requirement.
Allowable Activities	<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –</p> <ul style="list-style-type: none"> ○ To improve English language skills of LEP children; and ○ To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. 	Yes or No	<p>If yes, describe: The Parent Institute for Quality Education encourages home/school collaboration and focuses on academic improvement for all students. The monthly District Newsletter provides parenting skills information and suggests ways in which parents can help their children with homework/studying. Needs assessments will determine areas that parents of LEP students believe are a top priority. Parent participation in the English Learners Advisory Committee will continue to be encouraged.</p>
Allowable Activities	<p>9. Improve the instruction of LEP children by providing for –</p> <ul style="list-style-type: none"> ○ The acquisition or development of educational technology or instructional materials ○ Access to, and participation in, electronic networks for materials, training, and communication; and ○ Incorporation of the above resources into curricula and programs. 	Yes or No	<p>If yes, describe: Access to appropriate computer programs such as Fast Forward will continue to be provided to LEP students in classrooms as well as in the classroom-sized computer labs. The students/computer ratio will continue to increase.</p>
	<p>10. Other activities consistent with Title III.</p>	Yes or No	<p>If yes, describe: The focus of the English Language Learner Program is to help students develop proficiency in understanding, speaking, reading and writing English and to become academically successful in English development at levels comparable to native English speaking students. Students are screened through the Home Language Survey Process and administered the CELDT initial or annual assessment within 30 days of enrollment if the HLS indicates a language other than English. Parents are notified of the process and the appropriate placement of their students. Parents are also notified of the waiver options. Individual files for each ELL student and Re-designated students are monitored and include class schedules, transcripts, CELDT scores, STAR results and any parent notification letters. In order for ELL students to be reclassified as FEP, they must perform at the early advanced or advanced level on the CELDT and demonstrate minimum designated proficiencies on the State ELA Content Standards test or pass the District Writing Assessment. Parent signatures on a Re-designation letter are also required.</p>

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.*

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

<p>Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Required Activity</p> <ol style="list-style-type: none"> 1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB): <ol style="list-style-type: none"> a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; b. the child’s level of English proficiency, how such level was assessed, and the status of the student’s academic achievement; c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; 	<ul style="list-style-type: none"> *Parent letter explaining reason for administering the CELDT/identification of child as English Learner, and description of appropriate instructional placement *Parent letter indicating annual assessment of English Learner and informing parent of level of English proficiency/reporting of scores *Parent communications encourage school visitations as well as participation in the English Learner Advisory Committee *Parent conferences for purposes of explaining instructional placement are advised *English Learners, if identified as learning disabled students, will be served/assigned according to their IEPs and goals will be addressed.

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activity	<ul style="list-style-type: none"> h. information pertaining to parental rights that includes written guidance detailing – <ul style="list-style-type: none"> i. the right that parents have to have their child immediately removed from such program upon their request; and ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA. 	<p>*Parental waiver forms are available for parents who wish to have their child removed from the Structured English Immersion Program and placed in the English Language Mainstream Program</p> <p>*The District English language Acquisition Manual contains a detailed description of the characteristics of the Structured English Immersion Program</p> <p>*A District notification brochure is available and includes instructional methodology , goals, academic achievement, and meeting the needs of LEP students with learning disabilities</p>
<p>Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>		
<p>LEA Parent Notification Failure to Make Progress If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>		

Plans to Provide Services for Immigrants

IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:	Yes or No	If yes, describe: The District provides a ten week Parent Institute for Quality Education Program training parents in how to motivate their children to learn and how to get them into college/career choices.
	2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:	Yes or No	If yes, describe: Instructional Aides are provided to assist students with academic core instruction-but in class and in extended learning programs.
	3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth.	Yes or No	If yes, describe: The AVID program provides academic/career counseling opportunities for immigrant youth. Extended learning time programs are also provided.
Allowable Activities	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	Yes or No	If yes, describe: Additional academic software programs acquired are: Study Island, Fast ForWord and Accelerated Reader.
	5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:	Yes or No	If yes, describe: General fund provides for basic instruction services for immigrant students, including additional classroom supplies, cost of any necessary transportation, etc.

IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:	Yes or No	If yes, describe: Other instruction services designed to assist immigrant students include: AVID, Extended Learning Time, free music instruments and band lessons.
	7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:	Yes or No	If yes, describe: The District is in a partnership program with California State Polytechnic University – “Great Leaders for Great Schools” and the Center for Quality Learning (CQL) program as well as the South El Monte Community Center and Los Angeles County Library (located across the street from the school).

Performance Goal 3: *All students will be taught by highly qualified teachers.*

Summary of Needs and Strengths for Professional Development

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

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

STRENGTHS	NEEDS
<p>Test data indicate a continuing overall improvement in student academic achievement District wide.</p> <p>The District has had a successful ongoing program of professional development activities:</p> <ul style="list-style-type: none"> *Getting to the Core *Meeting the Needs of the English-Language Learner *Analyzing Test Results *LACOE Mathematics Project *English Language Development *Effective Math Strategies *Inclusion Models *Researched-based Teaching Strategies *Maximizing Growth in Reading/Writing *Writing Scaffolds *The Anderson project: Closing the Achievement gap for All Students (Quality Tools, Effective Schools) *Response to Intervention (RTI) <p>In addition, teachers individually attend conferences, usually in the areas of math, language arts, and strategies and techniques to be implemented across the curriculum.</p> <p>Surveys and informal meetings indicate that staff members would like training in classroom management, the core content areas, technology, and meeting the needs of students (GATE, LEP, Special Education).</p> <p>The District participates in the Beginning Teacher Support and Assessment Program (BTSA) in conjunction with the Los Angeles County Office of Education.</p>	<p>Test data indicate the need for teachers to improve in teaching the language arts standards, especially to students who are in the earlier stages of English language acquisition. The data also indicate the need for teachers to further develop their ability to teach the mathematics standards.</p> <p>District wide professional development will focus on teaching students to meet or exceed grade-level standards in reading, writing, and mathematics.</p> <p>Professional development focused on standards-based practices will include the examination of research-based strategies for accelerating all students toward standards mastery.</p> <p>Principals will increase their skills in promoting the success of all students by developing and sharing a vision of learning that is supported by the school community and by nurturing and sustaining a school culture and instructional program conducive to student learning and professional growth.</p>

Performance Goal 3: All students will be taught by highly qualified teachers.

Planned Improvements for Professional Development (Title II)

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

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State’s challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <p>*To assist District staff in moving towards proficiency at teaching to the standards, professional development needs will be evaluated annually by school and District leadership teams with input from the core curricular department chairs *The district will establish professional development priorities annually bases on staff needs in relation to students achievement.</p>	<p>Superintendent, Principals, Director, Grade-level Chairpersons</p> <p>Ongoing</p>	<p>Release Time for teachers</p>	<p>\$1,200</p>	<p>General Fund</p>
<p>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</p> <p>*District leadership team will review research based professional development strategies that assist teachers and administrators to ensure all students will meet or exceed State Content and Academic Achievement Standards. *Weekly collaborative grade-level meetings allow for ongoing evaluation of program and practices</p>	<p>Superintendent, Principals, Director, Grade-level Chairpersons</p> <p>Ongoing</p>	<p>Refer to #1, page 37</p>	<p>\$800</p>	<p>General Fund</p>

All Expenditures are ANNUAL

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <p>The District will concentrate on how well the activities:</p> <ul style="list-style-type: none"> *Meet the needs of teachers in relation to the academic learning strengths and needs of student populations *Apply to low performing student populations *Help staff to integrate components of the language arts and mathematics state-adopted programs *Match the actual instructional work of teachers 	<p>Superintendent, Principals, Director, Grade-level Chairpersons</p> <p>Ongoing</p>	<p>Refer to #1, page 37</p>	<p>\$500</p>	<p>General Fund</p>
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs: The district's leadership team will focus on how professional development activities are coordinated to address staff needs in assisting all students to meet or exceed State Academic Achievement Standards. These activities will be designed to help teachers integrate standards-based district curriculum, instructional practices, assessment and understanding of the strengths and needs of academically at-risk students, GATE, Special Ed. and ELL student populations. In-service training will be provided annually on the use of data to improve classroom practice and improve student mastery of essential content standards.</p>	<p>Superintendent, Principals, Director, Grade-level Chairpersons</p> <p>Ongoing</p>	<p>Inservices Training Programs</p>	<p>\$6,500</p>	<p>Title II Part A</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <p>Staff development days will focus on practicing core researched-based practices used in the standards-based material in the strands/subject matter areas of most needed improvement. Collaboration time will allow teachers to coordinate the teaching and assessing of key/essential standards. Principals' professional development will include standards implementation, organization and management for continuous improvement, and addressing diverse needs of students, particularly those in the lowest-performing groups.</p>	<p>Teachers/ongoing (minimum days, weekly meetings)</p> <p>Principals/Selected conferences, trainings, seminars</p> <p>Ongoing</p>	<p>Consultants/ Presenters</p> <p>Conference Fees</p>	<p>\$3,000</p> <p>\$2,000</p>	<p>Title II, Part A</p>
<p>6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy: District wide collaborative/pre-planning will ensure the linking of technology related professional development to other District professional development activities and trainings. All activities will be coordinated to address staff needs in assisting all students to meet or exceed state academic achievement standards.</p>	<p>Superintendent, Principals, Director, Grade-Level Chairpersons</p> <p>Ongoing</p>	<p>Release time for team leaders</p> <p>Consultant technology</p>	<p>\$3,000</p> <p>\$2,000</p>	<p>General Fund/ Title II, Part A</p>
<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.): The District will continue to maintain/upgrade every teacher's individual computer and will encourage the effective use of technology resources by providing access to new programs along with appropriate training and support. The technology components of the state-adopted mathematics and language arts series will be integrated into instructional delivery to assist students in standards mastery.</p>	<p>Superintendent, Principals, Director, Library Aide</p> <p>Ongoing</p>	<p>Sire Licenses/ Software</p>	<p>\$10,000</p>	<p>General Funds</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan: The School Improvement Council is a District/Communitywide group comprised of teachers, principals, paraprofessionals, and parents. This group, along with the Team Leaders, will conduct an annual needs assessment to establish professional development goals that are tied to improving teachers' and principals' knowledge and skill in relation to improved teaching and learning.</p>	<p>Superintendent, Principals, Director, Grade-Level Chairpersons</p> <p>Ongoing</p>	<p>None</p>	<p>\$7,200</p>	<p>General Fund</p>
<p>9. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> □ Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; □ Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; □ Involve parents in their child's education; and □ Understand and use data and assessments to improve classroom practice and student learning. <p>Teacher collaboration will focus on selecting benchmark assessments for target standards and on joint review of student work. This will include planning to address diverse student needs, student behavior management, and working with parents. Staff development days will address core research-based practices used in the standards-based materials in the areas of reading, writing, and mathematics. Principals' professional development will combine the role of administrative support of standards implementation with management for continuous improvement, behavior management, working with students' families, and addressing the needs of all students, particularly those in the lowest-performing groups.</p>	<p>Teachers, Principals, Director, Superintendent</p> <p>Ongoing</p>	<p>Refer to #1,5,6 & 7, Pages 37, 39</p>	<p>\$5,000</p>	<p>General Fund</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <p>The District will enter into partnerships with local Schools of Education to provide course work for multiple and single subject credentials. The District will continue to participate in the Beginning Teacher Support and Assessment (BTSA) Program in conjunction with the Los Angeles County Office of Education. In addition, a Professional Development Planning Guide will be used to assist individual teachers who do not meet the state and/or federal definition of “highly qualified.” (This guide will describe structures/processes, learning goals, and success indicators of staff development efforts for each teacher.)</p>	<p>BTSA teachers Principals Teachers</p>	<p>In Partnership with LACOE</p>	<p>\$10,000</p>	<p>General Fund</p>

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

Environments Conducive to Learning (Strengths and Needs):

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

STRENGTHS	NEEDS
<p>*The District has a strategic plan outlining its vision for a positive school learning environment. This plan is based on resiliency factors and is aligned with effective approaches to create positive learning environments.</p> <p>*The schools enforce a District Code of Conduct (Standards of Behavior).</p> <p>*Both schools have a working Safe Schools Plan that is consistently updated by the School Improvement Council.</p> <p>*Both schools have a clear set of emergency procedures and opportunities for practice drills.</p> <p>*The physical environment of both schools is well-maintained. Classrooms have been modernized to facilitate learning.</p>	<p>*Improved parent involvement at school site level.</p> <p>*Improve participation of students in before and after schools programs.</p> <p>*Increase availability of psychological and group counseling for at-risk students.</p> <p>*More science-based need to be selected and implemented. Staff development will be necessary.</p>

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
<p>*The District will continue to implement the Standards of Behavior policy with input from staff member, parents, and students from each site.</p> <p>*The District will conduct staff development each year to address topics of school climate, implementing resiliency principles (caring, high expectations, meaningful participation) for staff and parents.</p> <p>*A broad range of after-school programs will continue to operate within the District that engages students with a variety of needs and interests: homework clubs, tutoring, reading remediation, athletic activities, computer labs, yearbook, and music.</p> <p>*The School Improvement Council will formulate written strategic direction and will publicize it through District/community meeting.</p> <p>*The Student Study Team process will continue to be refined to address the behavioral and emotional needs of students.</p> <p>*An analysis of the technology needs at each site will be conducted and a plan developed for technology upgrades at each site.</p>

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

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

STRENGTHS	NEEDS
<p>*Both schools implement effective bullying-prevention strategies.</p> <p>*There are behavior modification/intervention procedures in place for students with persistent discipline problems.</p> <p>*The District collaborates with local law enforcement to reduce the prevalence of incidents of substance abuse among youth in the community: Deputy Day, STAR (Success Through Awareness and Resistance) for fifth graders, Red Ribbon Week for K-8, Assemblies for K-8, Rescue Mentor Firefighting Program for at-risk eighth graders.</p>	<p>*Continue to develop community partnerships and collaboration in order to supplement school resources.</p>

VALLE LINDO SCHOOL DISTRICT CODE OF CONDUCT

Standards of Behavior

In order to maintain a respectful, safe and orderly campus, students are expected to obey the follow Standards of Behavior:

1. Students are expected to show courtesy and respect or each other and all school personnel.
2. No fighting is allowed at school. Any students involved in a fight will have their parents contacted and may be suspended and/or expelled.
3. Abusive language, profanity, bullying and/or harassment of any kind are not allowed.
4. Littering or defacing of school facilities or property is not allowed. Parents shall be charged to reimburse cost of repairing damages caused at school by their children.
5. Rough games, horseplay, tackle football, piggy -back rides, climbing on furniture, buildings, fences, etc. are not permitted.

6. Playing is not allowed in designated areas to include: hallways, between wings of buildings, while in line, restrooms, or lunchrooms. The playground is the designated area for student play. **WALK IN HALLWAYS AT ALL TIMES.**
7. Bikes must be walked on campus and parked in the designated areas. All bikes **MUST** be chained and locked.
8. Students must stay out of areas designated for faculty use.
9. Students must comply with the Dress Code Policy.
10. Gum or sunflower seeds are not allowed on school property.
11. Students must not be out of class without a proper pass.
12. Skateboard, roller skates, or roller blades are not allowed on campus.
13. No gambling games are allowed (no pogs, cards, coin pitching, etc.).
14. Radios, walkmans, tape/cassette players, toys, etc. are not allowed.
15. No toys and/or games allowed. (e.g. Yugioh and Pokemon cards or toy cars)
16. Personal property is not to be brought to school unless it is intended for instructional purposes and has been pre-authorized by the principal. The District assumes no responsibility or liability for property of students. Any item labeled “**keep out of the reach of children**” is prohibited to include: markers, glue, white-out, & medication).
17. Matches, caps, or fireworks of any kind are not allowed.
18. Weapons of any kind, knives, sharp instruments guns, sling shots, **and/or** imitation weapons, guns or knives are not allowed. Dangerous objects such as laser pointers, laser pens, or any stun devices are not allowed.
19. Alcoholic beverages, tobacco products, or drugs will not be permitted on campus.
20. Animals of any type are not to be brought to school without the prior consent of the teacher, and then only if properly caged. No animal is to be kept in the classroom for more than one week.
21. Food or drinks must not be taken out of lunch area except to a specially designated place as approved by the principal.
22. There is to be no eating or drinking in the classrooms unless it is a designated party time and/or authorized by the teacher.
23. Students will not be permitted to leave school grounds during the instructional day unless authorized parents/guardians come to school and signs them out.
24. Students are to do homework as assigned.

25. Students are not to **cheat** on any school assignments or tests. All students are to do their own schoolwork. Students may be failed for cheating.

26. Students will be allowed to call home only in cases of emergency. Calling parents to bring homework or for permission to stay at a friend's home are not considered emergencies.

ATTENDANCE

Regular attendance and punctuality are critical elements in a child's learning. We are required to maintain an accurate accounting of student absences and tardies on a daily basis. It is the responsibility of the parents to ensure that the school is notified whenever their child is absent from school. Please call or write a note. Be sure to include child's full name, date absent, and reason.

Please help us in educating your child by sending him/her to school **everyday on time**.

If your child is absent, you must inform the school by either:

1. Sending a written note stating the reason for the absence.
2. Calling by phone and stating the reason for the absence. Call the following numbers:
 - a. 568-7917 (for both schools)
 - b. 580-0610 (**Shively: push #2, Attendance push #1**)
 - c. 580-0692 (**New Temple only, school office push #1**)

TARDIES / TRUANCIES

TARDIES

Punctuality is an important part of your child's life-long learning. Whenever a student is tardy to class, he/she disrupts the instructional process for the entire class.

All students are expected to be **in their classrooms** when the final bell rings.

8:00 a.m. bell (at Shively)

8:25 a.m. bell (at New Temple)

Any student **not in the classroom** at the above designated times will be considered tardy for that day and will be in violation of school rules. Appropriate consequences will be applied as enumerated in the **Standards of Behavior / Consequences** section of this newsletter.

TRUANCIES

A student is considered and recorded as a truant:

1. When a student has an unexcused absence(s).
or

2. When a student is chronically tardy.
or
3. When a student is tardy 30 minutes or longer on three or more occasions.

Excessive truancies or attendance problems may result in the student and parent having to attend a School Attendance Review Board (SARB) Hearing, which may result in appropriate legal action being taken.

LEAVING SCHOOL

Students will not be permitted to leave school grounds during the instructional day unless authorized parents / guardians come to school and sign out their children.

DRESS CODE

School uniforms are mandatory.

Parents:

The purpose of the dress code is to enable students to concentrate on learning and to provide a safe and orderly campus.

6. The uniform wardrobe for this year is as follows:

(Most stores have a uniform section)

Blouses/shirts	Solid white color - must have collar. Solid light blue - must have collar. Solid navy blue- must have collar.
Undershirts	White, light blue or navy blue solid color only
Pants/shorts	Solid navy blue for both boys and girls. <u>No sweat pants or jeans.</u> Corduroy and cotton acceptable. No cargo pants, no pedal pushers or capri pants.
Dresses, skirts, jumpers	Solid navy blue or dark green plaid with yellow and red striping.
Jackets/sweaters	Solid navy blue, solid dark green, or solid white.

7. Other school dress:

- a. Shoes must be worn at all times. A substantial sole is required. Sandals with heel straps and covered toes may be worn.
- b. Shorts and skirts are not to be more than three (3) inches above or below the knee.

- c. Out of the norm hair styles and hair colors are not allowed (abnormal reds, yellows, green, purple, etc is not acceptable). No extreme hair styles such as (but not limited to) mohawks, spiked hair, hair covering eyes, peacocks, carved symbols.
- d. Hair nets, hair rollers, clippies, or bandanas of any color will not be allowed.
- e. Hats or caps may not be worn without the express permission of the principal.
- f. No Raiders, Kings, Chicago White Sox, Georgetown/Hoyas or any team emblems, emblems, or gang emblems of any kind will be allowed.
- g. Earrings or other jewelry, which may present a safety hazard, are not suitable for school wear. No facial jewelry other than earrings is allowed.
- h. No baggy pants. Pants must be secured at the waist as not to slip down below the waist and shirts must be tucked in. Shirts and blouses are to fully cover stomach area.
- i. Although students are discouraged from wearing make-up, it is permitted in moderation and is limited to 7th and 8th grade girls. Make-up is not to be applied in the classroom at any time.

The Dress Policy was voted on and accepted by 85% of parents.

It will ultimately be at the discretion of the school district's administration to determine if student dress is appropriate and conforms to the District standards.

CONSEQUENCES:

School consequences for inappropriate student behavior may include, but shall not be limited to:

- 1. Parent conference
- 8. Loss of privileges and school activities including fieldtrips/excursions, assemblies, parties, awards ceremonies, promotions, and extra/co-curricular activities.
- 3. Modified instructional program/behavioral contract
- 4. Detention*
- 5. Suspension
- 6. Expulsion

* Detention may be assigned by the principal or designee, or by the teacher. Students assigned detention by the principal are expected to meet their responsibility by the next day. Parents will be notified by a student hand-carried note the day before the detention is to be served with the principal. Detentions assigned by the teacher will be served with the teacher. Detentions 20 minutes or less will be served the same day.

SUSPENSION / EXPULSION FROM SCHOOL

Students are responsible for their actions and behavior while on school grounds, while going to or coming from school, during lunch period or at any school sponsored activity. The following actions, by law, result in suspension or expulsion from school under **Education Code 48900** by any student who:

- (a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (b) Possessed or sold any firearm, knife, explosive or other dangerous object.
- (c) Unlawfully possessed, used, sold, furnished or had been under the influence of any controlled alcoholic beverage.
- (d) Unlawfully offered, arranged, or negotiated to sell any controlled substance.
- (e) Committed robbery or extortion.

- (f) Caused, or attempted to cause damage to school property or private property.
- (g) Stole or attempted to steal school property or private property.
- (h) Possessed tobacco.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawful possession of, offered, arranged or negotiated to sell any drug paraphernalia.
- (k) Disrupted school activities or otherwise willfully defied valid authority of school personnel engaged in the performance of their duties.
- (l) Knowingly received stolen school property or private property.
- (m) Possessed an imitation firearm.
- (n) Committed or attempted to commit a sexual assault or committed a sexual battery.
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding.

Harassed another person to include: sexual harassment, bullying, threatening, or intimidation.

- (q) aids or abets the infliction or attempted infliction of physical injury to another (suspension).
- (r) provides that a superintendent or principal may use discretion to provide alternatives to suspension or expulsion, including counseling or an anger management program.

PROMOTION/ACCELERATION/RETENTION

The District's Board Policy 5123 defines the criteria by which a student may be promoted, accelerated or retained for grades K-8. Eighth grade graduation criteria include the following:

1. No "F" grade average for the year in any subject.
2. A combined Grade Point Average of 1.5 (or higher) for the year is required.
3. A passing percentage of 70% or higher on the proficiency tests given at the end of the school year, including a 3.5 grade on the writing sample, is required. (If these two criteria are the only ones not completed by the end of the 8th grade, the student may still go through the graduation ceremonies but will not receive a diploma from 8th grade until these two requirements are met during summer school).

Graduation Ceremony / Field Trip

To be eligible to participate in the 8th grade graduation ceremony and field trip, students must have successfully met the criteria stated in numbers 1 and 2 above.

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

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

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

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

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: 03/01/2008 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will decrease biennially by 10%:	5 th 4 % 7 th 5 %	5 th 4 % 7 th 5 %
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by 10%:	7 th 5 % 9 th 0 % 11 th 0 %	7 th 5 % 9 th 0 % 11 th 0 %
The percentage of students that have used marijuana will decrease biennially by 10%:	5 th 3 % 7 th 7 %	5 th 3 % 7 th 7 %
The percentage of students that have used alcohol within the past 30 days will decrease biennially by 10%:	7 th 17 % 9 th 0 % 11 th 0 %	7 th 15 % 9 th 0 % 11 th 0 %
The percentage of students that have used marijuana within the past 30 days will decrease biennially by 10%:	7 th 4 % 9 th 0 % 11 th 0 %	7 th 4 % 9 th 0 % 11 th 0 %
The percentage of students that feel very safe at school will increase biennially by 10%:	5 th 41 % 7 th 19 % 9 th 0 % 11 th 0 %	5 th 45 % 7 th 20 % 9 th 0 % 11 th 0 %
The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by 10%:	7 th 32 % 9 th 0 % 11 th 0 %	7 th 30 % 9 th 0 % 11 th 0 %

Truancy Performance Indicator		
<p>The percentage of students who have been truant will decrease annually by 10% from the current LEA rate shown here.</p> <p>NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.</p>	5%	4.5%
Protective Factors Performance Measures from the California Healthy Kids Survey	Most recent date: 03/01/2008 Baseline Data	Biennial Goal (Performance Indicator)
<p>The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by 10%:</p>	<p>5th 59 %</p> <p>7th 34 %</p> <p>9th 0 %</p> <p>11th 0 %</p>	<p>5th 65 %</p> <p>7th 38 %</p> <p>9th 0 %</p> <p>11th 0 %</p>
<p>The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by 10%:</p>	<p>5th 66 %</p> <p>7th 58 %</p> <p>9th 0 %</p> <p>11th 0 %</p>	<p>5th 73 %</p> <p>7th 64 %</p> <p>9th 0 %</p> <p>11th 0 %</p>
<p>The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by 20%:</p>	<p>5th 8 %</p> <p>7th 8 %</p> <p>9th 0 %</p> <p>11th 0 %</p>	<p>5th 10 %</p> <p>7th 10 %</p> <p>9th 0 %</p> <p>11th 0 %</p>
<p>The percentage of students that report high levels of school connectedness at their school will increase biennially by 10%:</p>	<p>5th 45 %</p> <p>7th 47 %</p> <p>9th 0 %</p> <p>11th 0 %</p>	<p>5th 50 %</p> <p>7th 52 %</p> <p>9th 0 %</p> <p>11th 0 %</p>

Other Performance Measures

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

LEA Specified Performance Measures <u>SASI Data Collection System</u> (Process to Collect Data)	Performance Indicator Goal	Baseline Data

Science Based Programs (4115 (a) (1) (C)):

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

Science-Based Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
Too Good for Drugs	ATODV	K-8	1,140	1/04	2/04	3/04

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

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

Check	Activities	Program ATODV Focus	Target Grade Levels
X	After School Programs	ATODV	Grades 1-8
X	Conflict Mediation/Resolution	V	Grades 4-8
X	Early Intervention and Counseling	ATODV	Grades 3-8
X	Environmental Strategies	ATODV	Grades K-12
X	Family and Community Collaboration	ATODV	Grades K-8/Families
	Media Literacy and Advocacy		
X	Mentoring	ATODV	Grade 8
	Peer-Helping and Peer Leaders		
X	Positive Alternatives	ATODV	Grades K-8
X	School Policies	ATODV	Grades K-8
	Service-Learning/Community Service		
	Student Assistance Programs		
X	Tobacco-Use Cessation	T	Grades 4-8
X	Youth Development Caring Schools Caring Classrooms	ATODV YD	Grades K-8
	Other Activities		

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

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

Promising Program name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
STAR (Temple City Sheriff Program)	ATODV	5	140	NA	Sept-June	Sept.
PRIDE (Temple City Sheriff Program)	ATODV	6,7, 8	2		April	May

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

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

Not Applicable

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

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

After careful review of a wide array of recommended science-based programs by the School Improvement Council and in consultation with the Los Angeles County Office of Education, the District has selected “Too Good for Drugs.” This program was selected because of its highly interactive teaching methods that encourage students to bond with prosocial peers. TGFD also impacts students through a family component at each grade level. This program has been proven to reduce the intention to use alcohol, tobacco, and illegal drugs.

The activities selected from Appendix D will continue to support students and will extend the content of the ATODV curriculum: After School Programs, Conflict Medication/Resolution, Early Intervention and Counseling, Family and Community Collaboration, Mentoring, Positive Alternatives, School Policies, Tobacco-Use Cessation, Youth Development/Caring Schools/Caring Classrooms.

Evaluation and Continuous Improvement (4115 (a) (2) (A)):

Provide a description for how the LEA will conduct regular evaluations of the effectiveness of the LEA’s alcohol, tobacco, other drug use and violence prevention program. Describe how the results of the evaluation will be used to refine, improve and strengthen the program.

The District has conducted the California Healthy Kids Survey and will continue to use it every other year as required. The District will also continue to summarize, analyze and evaluate attendance, discipline, expulsion, and school attendance review data annually. This information will be shared with the site and district-wide safe schools committee to determine trends, improvement and problem areas. The administrative team will also review this data and make recommendations to create on-going improvement activities at each site. At the end of each school year a written report will be developed summarizing this information. This report will be shared with the district-wide integrated programs committee to get their feedback. This feedback as well as recommendations from the administrative team will be utilized to refine, improve and strengthen the various programs.

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.

In January of each administered year, when the California healthy Kids Survey report is available, the School Improvement Council will analyze the results to determine progress toward attaining performance measures. The Council will recommend changes to improve the comprehensive prevention program, as needed. The results of the CHKS report will be published and presented to the Board. The results pertaining to the specific performance measures will then be put on the District website and included in the Superintendent's newsletters. Any community member interested in examining the complete CHKS may make an appointment to view the report at the District Office.

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

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

The School Improvement Council, supported by the District, believes that services should be targeted to all students in both school whenever such services are age-appropriate. The District is comprised of two schools, a K-3rd grade primary school and a 4th-8th grade middle school. The configuration of the District allows students from the same families to receive available services first at New Temple Elementary School and later at Dean L. Shively Middle School.

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

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

The District administrative staff (Superintendent, director, principals) will meet regularly to coordinate the effective implementation of the Local Education Agency Plan. Bilingual and Safe Schools committee meetings will provide additional input. The result will be overall coordination of federal, state, and local programs.

Parent Involvement (4115 (a) (1) (e)):

Provide a brief, but detailed, description of the parent involvement and describe the parent notification procedures used to meet requirements under NCLB Title IV, Part A – SDFSC program.

Parents are involved in the District at many levels such as planning and reviewing programs at the site level, implementing volunteer activities in the schools and volunteering committees such as the School Site Council. Parents are recruited from all ethnic and socioeconomic groups in the District to be representative on these committees.

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.

Any elementary/middle school pregnant minor or minor parent will be referred by the school principal or school psychologist to appropriate community agencies and/or counseling services. These services would include information about health issues related to pregnancy and parenting, specifically tobacco-use cessation/prevention and incentives to maintain a healthy, tobacco-free lifestyle.

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

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

Position/Title	Full time equivalent

Not Applicable

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

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

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

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.1 (High School Graduates)	N/A				
5.2 (Dropouts)	Search & find all dropouts	Dropout	Principals Nurse Psychologist	Return of dropouts to school	General Fund
5.3 (Advanced Placement)	N/A				

Additional Mandatory Title I Descriptions

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

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

	Description of how the LEA is meeting or plans to meet this requirement:
<p>Identify one of the following options as the low-income measure to identify schools eligible for Title I funding:</p> <ul style="list-style-type: none"> • Number of children in families receiving assistance under the CalWorks program; • Number of children eligible for Free/Reduced Price Lunch programs; • Number of children ages 5-17 in poverty counted by the most recent census data; • Number of children eligible to receive medical assistance under the Medicaid program; • Or a composite of the above. 	<p>78% of students in District are eligible for free & reduced lunch and all are getting special academic assistance with tutorial assistance (before/after school hour, during class time, etc.)</p>
<p>Describe how the low-income measure described above is used to rank and select schools to receive Title I funds</p> <ul style="list-style-type: none"> • All schools with a 75% or above poverty level are funded • All other schools are funded by poverty ranking district wide or by grade span. 	<p>All schools are receiving Title I funding.</p>

Additional Mandatory Title I Descriptions

(continued)

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

	Description of how the LEA is meeting or plans to meet this requirement:
<p>For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:</p> <ul style="list-style-type: none"> • A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards. • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Proven strategies that address the needs of historically underserved students, low achieving students, and those at risk of not meeting state standards. • Instruction by highly qualified teachers and strategies to attract and keep such teachers. • High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff. • Strategies to increase parental involvement. 	<p>Students are provided extended learning time (before & after school) and during summer with highly qualified teachers. Teachers are given professional development opportunities on a monthly basis. Parents are provided PIQUE annually.</p>

<ul style="list-style-type: none"> • Assistance to preschool children in transitioning from early childhood programs to elementary school programs. • Timely and effective additional assistance to students who experience difficulty mastering state standards. 	
<p>For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State’s challenging academic standards. The description should include activities such as:</p> <ul style="list-style-type: none"> • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Strategies that minimize removing children from the regular classroom during regular school hours for instruction. • Instruction by highly qualified teachers. • Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement. 	<p>Due to high poverty level, all Title I programs are school wide not targeted assistance.</p>

Additional Mandatory Title I Descriptions

(continued)

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

	Description of how the LEA is meeting or plans to meet this requirement:
<p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</p> <ul style="list-style-type: none"> • Identify children who are failing or most at risk of failing to meet the state academic content standards. • Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. • Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds. 	<p>Due to high poverty level, all Title I programs are school wide not targeted assistance.</p>
<p>The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.</p>	<p>Homeless students are given clothing, medical assistance, meals in addition to tutorial assistance and extended learning time.</p>
<p>The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.</p>	

Additional Mandatory Title I Descriptions

(continued)

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

	Description of how the LEA is meeting or plans to meet this requirement:
<p>If the LEA has a PI school(s), describe technical assistance activities the LEA will provide to help the PI school, such as the following:</p> <ul style="list-style-type: none"> • Assistance in developing, revising, and implementing the school plan. • Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas. • Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI. • Assistance in analyzing and revising the school budget so the school’s resources are used effectively. 	<p>No schools are in Program Improvement.</p>

Additional Mandatory Title I Descriptions

(continued)

Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, “Academic Assessment and Local Educational Agency and School Improvement.”

	Description of how the LEA is meeting or plans to meet this requirement:
Describe the process for parent notification of the school’s identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.	No schools are in Program Improvement.
Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	N/A

Additional Mandatory Title I Descriptions

(continued)

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

	Description of how the LEA is meeting or plans to meet this requirement:
Describe the LEA’s strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.	Teachers, Principals, and other staff are compensated for achieving highly qualified status. An intensive recruitment program allow for selection of highly qualified teachers, principals and staff.
Describe the LEA’s strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children’s education.	Parents are activity sought to volunteer and serve on school site/advisory committees and PTO. The Parent Institute for Quality & Education (PIQUE) is provided annually.

Additional Mandatory Title I Descriptions

(continued)

Coordination of Educational Services

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

	Description of how the LEA is meeting or plans to meet this requirement:
<p>Describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:</p> <ol style="list-style-type: none"> a. Even Start b. Head Start c. Reading First d. Early Reading First e. Other preschool programs f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities. <p>Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.</p>	<p>Articulation meetings with Head Start and Options State Pre-School promote continuity of instruction service. Extended learning time is provided for students who are: migratory, neglected or delinquent, Native American, homeless, immigrant, and limited-English proficient, and children with disabilities.</p>

Part III

Assurances and Attachments

Assurances

Signature Page

Appendix

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

Appendix B: Links to Data Web sites

Appendix C: Science-Based Programs

Appendix D: Research-based Activities

Appendix E: Promising or Favorable Programs

ASSURANCES

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

GENERAL ASSURANCES

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

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

TITLE I, PART A

The LEA, hereby, assures that it will:

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

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

TITLE I, PART D – SUBPART 2

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

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

TITLE II, PART A

34. The LEA, hereby, assures that:

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

TITLE II, PART D

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

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

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

TITLE III

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

TITLE IV, PART A

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

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

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

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

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

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

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

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

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

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

New LEAP Assurances

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

- (i) truancy rates;
- (ii) the frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;
- (iii) the types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and
- (iv) the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107-110)

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

Other

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

SIGNATURE PAGE

Mary L. Labrucherie, Ed. D.
Print Name of Superintendent

Signature of Superintendent

June 10, 2009
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: *All students will be taught by highly qualified teachers.*

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

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

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

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

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

APPENDIX B

Links to Data Web sites

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

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

APPENDIX C

Science-Based Programs

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

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

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

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

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

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

School-Based Programs

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

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

Name	Target Population	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Parenting Wisely	Parents				x		C,
Preparing for the Drug Free Years	Parents (4 to 7)	x		x		x	A, B, C, D,
Project Star (Students Taught Awareness and Resistance): Midwestern Prevention Project	Community	x	x	x			B, D, C, E
Schools and Families Educating Children (SAFE Children)	Families					x	C
Stopping Teenage Addiction to Tobacco	Community		x				C
Strengthening Families Program	Families (4 to 6)	x		x	x	x	A, C, D,

APPENDIX D

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

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

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

APPENDIX E

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

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