(CDE use only)

Application #	

Elementary and Secondary Education Act/No Child Left Behind Act of 2001
LOCAL EDUCATIONAL AGENCY (LEA) PLAN
for
LEAs in PROGRAM IMPROVEMENT YEAR 3 CORRECTIVE ACTION

Please submit your completed revised LEA Plan by e-mail to LEAP@cde.ca.gov **no later than March 10, 2012**. Please indicate in the subject line of the e-mail: 1) the name of your LEA; 2) the Program Improvement Year; and 3) the name of the document attached (e.g., ZZZ Unified School District; PI Year 3; Revised LEA Plan).

LEA Plan Information:

Name of LEA: _**Rowland Unified School District**_

County/District Code: **19-73452**

Dates of Plan Duration (should be up to three years): _**July 1, 2011 ~ July 30, 2013**_

Date of Local Governing Board Approval: _**April 17, 2012**_

District Superintendent: **Dr. Maria G. Ott**

Address: **1830 S. Nogales Street**

City: **Rowland Heights**   State: **CA**   Zip: **91748**

Phone: **(626) 854-8300**   Fax: **(626) 854-8302**

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

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Background

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

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

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

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

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

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

3. **By 2005-06, 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 (LRE) – 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 on the CDE State Assessment Tools Web page at http://www.cde.ca.gov/ta/ac/ti/stateassesspi.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**
☑	1. Measure effectiveness of current improvement strategies
☑	2. Seek input from staff, advisory committees, and community members.
☑	3. Develop or revise performance goals
☑	4. Revise improvement strategies and expenditures
☑	5. Local governing board approval
☑	6. Monitor Implementation

FEDERAL AND STATE PROGRAMS CHECKLIST

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

	Federal Programs		State Programs
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		School Improvement
X	Title II, Part A, Subpart 2, Improving Teacher Quality		Child Development Programs
	Title II, Part D, Enhancing Education Through Technology		Educational Equity
X	Title III, Limited English Proficient	X	Gifted and Talented Education
	Title III, Immigrants		Gifted and Talented Education
	Title IV, Part A, Safe and Drug-Free Schools and Communities	X	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
X	McKinney-Vento Homeless Education		Healthy Start
X	IDEA, Special Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	21st Century Community Learning Centers		Other (describe):
X	Other (describe):Perkins		Other (describe):
	Other (describe):		Other (describe):

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites ($)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	703,187	4,674,350	4,580,004	85%
Title I, Part B, Even Start	-	Not	Applicable	-
Title I, Part C, Migrant Education	Consortium	-	-	-
Title I, Part D, Neglected/Delinquent	-	Not	Applicable	-
Title II Part A, Subpart 2, Improving Teacher Quality	223,236	680,722	603,617	89%
Title II, Part D, Enhancing Education Through Technology	-	Not	Applicable	-
Title III, Limited English Proficient	194,724	595,431	386,809	65%
Title III, Immigrants	-	Not	Applicable	-
Title IV, Part A, Safe and Drug-free Schools and Communities	-	Not	Applicable	-
Title V, Part A, Innovative Programs – Parental Choice	-	Not	Applicable	-
Adult Education	-	Not	Applicable	-
Career Technical Education	-	Not	Applicable	-
McKinney-Vento Homeless Education	0	63,632	59,744	94%
IDEA, Special Education	0	2,929,188	2,489,810	85%
21st Century Community Learning Centers	-	Not	Applicable	-
Other (describe) Carl Perkins	0	127,194	127,194	100%
TOTAL	1,121,147	9,070,517	8,247,178	-

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	-	Not	Applicable	-
EIA – Limited English Proficient	17,773	3,117,088	2,684,543	86%
State Migrant Education	-	Not	Applicable	-
School and Library Improvement Block Grant	162,475	* 1,555,797	356,272	23%
Child Development Programs	0	930,738	Dolores Mead Subcontracted	OPTIONS by District
Educational Equity	-	Not	Applicable	-
Gifted and Talented Education	25,417	110,366	105,462	96%
Tobacco Use Prevention Education – (Prop. 99)	112,162	16,766	15,742	94%
High Priority Schools Grant Program (HPSGP)	-	Not	Applicable	-
School Safety and Violence Prevention Act (AB 1113)	-	112,045	Tier III Flex	
Tenth Grade Counseling	-	Not	Applicable	-
Healthy Start	-	Not	Applicable	-
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)	-	Not	Applicable	-
Other (describe) Adult Education	1,966,942			-
TOTAL	4,065,097	5,842,800	3,162,019	-

*TIER III FLEX

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

Needs Assessment

Rowland Unified School District has been identified as Program Improvement Year 3. The District in conjunction with a technical service/DAIT provider completed a comprehensive needs assessment. The needs assessment process included interviews of key certificated and classified staff and parents, a thorough review of many documents and reports provided by the district and classroom observations at representative schools. The complete Needs Assessment Report is available. The following represents the findings and recommendations from the Technical Assistance/DAIT team. The District has responded to these recommendations through the actions in the reflected in each of the goals in the plan.

District Systems
Alignment of Curriculum, Instruction and Assessment
Findings

- There is no common understanding in the District of what defines the District's core curriculum
- Although the District has developed a <u>Framework for Efficacious Instruction</u>, there is a limited understanding of effective instructional practices and accountability for the consistent implementation of these practices
- There is evidence that there are low academic expectations for some students
- There is not a clear understanding of how to effectively differentiate instruction within the classroom to meet the needs of all students
- There is a lack of a systematic implementation of research based interventions to address the needs of all high priority students

Recommendations

- The District will determine the essential English language arts standards at each grade level to define the District's core in English language arts with particular attention to the common core standards; teachers will use core adopted texts and other instructional materials to provide instruction on these standards
- The District should consider the purchase of a new English language arts program K-12 to provide current materials that support a standards based core ELA program
- The District will identify the key essential standards in mathematics in grades K-7 that will prepare all students to be successful in Algebra in the 8th grade, these standards will be

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considered the District's core;   algebra should be considered the core for 8th grade; teachers will use the District adopted texts and other instructional material to provide instruction on these standards

- The District will require that all students have the opportunity to meet A-G mathematics requirements in grades 9-12 ; students will use District adopted texts for these courses
- The District will adopt a research based intervention program for students who are not proficient in math in grades 4-7
- High Schools and Middle Schools will provide support classes during the school day for students who are not proficient in algebra and geometry that will directly support these students in their core algebra and geometry classes;   evidence based materials and programs should be used in these support classes
- The District will identify a strategic and intensive system of interventions in English language arts using researched based materials for students who are not proficient in grades 4-12
- Using the District's <u>Framework for Efficacious Instruction</u>, define specific instructional strategies and practices that all staff (principals and teachers, K-12) will be accountable for implementing

Fiscal
Findings

- The District's categorical funds are beginning to be systematically targeted to meet students' needs
- Coordination between the Business Services Division, the Special Projects Department and the Bilingual Department is beginning to occur
- Some carryover balances are permitted without specific goals for spending
- Although fiscal resources have not been consistently aligned to specific outcomes, the District is beginning to use data to determine expenditures
- Based on current projections and the current budget climate, the District is projected to deficit spend in the current year
- Sites are not consistently creating a budget based on site priority needs
- Financial reporting and monitoring of site and categorical funding does not provide "real time" information that is perceived as being "user friendly"

Recommendations

- Review the allocations of Title I and EIA funds to ensure that all students that are not meeting grade level standards are receiving adequate resources
- Keep state categorical programs separate instead of combining them in a School Based Coordinated Plan to place greater emphasis on effective use of Economic Impact Aid
- Provide greater detail and transparency in the Single Plan for Student Achievement Plans' budgets

- Continue to provide regular training to sites on budgeting and conduct minimally quarterly meetings including fiscal, special projects and school staff to monitor the expenditures of unrestricted and categorical programs
- Develop a well defined plan to support the implementation of the core instructional program and programs that will supplement the core to support the needs of students that includes the appropriate fiscal resources
- Ensure that restricted and unrestricted resources are strategically aligned to support the instructional priorities as identified in the LEA Plan; communicate this plan to all stakeholders
- Continue meeting with stakeholders to ensure communication in the development of the budget

Governance
Findings
- The District's vision, as defined by its vision, mission and strategic plan, is not clearly understood or coherently communicated to all stakeholders

Recommendations
- Using the District's strategic plan, develop a process that allows for all stakeholders to clearly understand the how the District's vision will become operational
- The District should focus on the implementation of the key initiatives to ensure that prior to initiating new work current initiatives are fully implemented and that it is clearly understood how the various initiatives are connected to each other; efforts of the District should focus on ensuring that all students achieve at the highest levels

Human Resources
Findings
- The organizational structure for special education and the roles and responsibilities of special education staff are not designed to address the identified needs of students with disabilities
- Principals do not consistently use the criteria of "highly qualified and most experienced " to place teachers in their assignments, especially in schools that are in program improvement

Recommendations
- Redefine the role and responsibilities of the special education District staff to address the needs of all high priority (at-risk)students
- Provide on-going support/coaching for administrators and teachers that are placed at underperforming schools

- Develop a well defined plan to orient District staff to their roles and responsibilities and how their position supports the District's vision and the implementation of the Local Education Agency Plan
- Ensure that adequate resources and staff are in place to ensure that the recommendations in this report are implemented in a timely manner

Data Systems and Monitoring
Findings

- Using data to inform and/or drive instructional decisions is just beginning to be a District expectation
- Although the District has a new data system, many staff are not familiar or comfortable with using it
- Staff does not fully understand the use of District Checkpoints as a part an overall accountability system
- The District does not routinely monitor the performance of their high priority students on District level assessments

Recommendations

- All staff should be provided training on the use of data and opportunities to collaborate around the use of data to inform and drive instruction should be provided
- The District shall develop a system of quarterly reporting of English language arts and mathematics data and provide timely and actionable feedback at:
  - The classroom level
  - Grade/department level
  - School level
  - District level
  - English learners and students with disabilities

Professional Development
Findings

- The District does not have a multi-year, cohesive plan for professional development
- Professional development is not systematically or effectively embedded into practice
- Although the District has provided training in the areas of meeting the needs of English learners and cultural proficiency, specific professional development has not been consistently or systematically provided to support teachers and principals in addressing the needs of high priority students
- There is not a clear focus for professional development that will promote closing of the achievement gap
- Teachers are not consistently implementing and principals do not consistently hold teachers accountable for implementing the professional development that is provided

Recommendations

- The District will develop a multi-year professional development plan to address the differentiated needs of staff and the needs of high priority students; this plan should include training on any new curriculum and interventions the District adopts
- The District will identify coaching/teacher support in English language arts and mathematics to ensure full implementation of the targeted professional development

Parent and Community
Findings

- The District has a comprehensive Family Resource Center
- The District is continuing to establish clear procedures and policies related to student support services

High Priority Students
English Learners
Findings

- English language development is not being consistently implemented
- The program for English language learners is not clearly understood or implemented
- Economic Impact Aid funds dedicated for English learners are not directed toward meeting the needs of English learners
- The District does not systematically monitor the progress of English language learners in English language development, English language arts and mathematics

Recommendations

- Implement and monitor a consistent English language development program across the District to address the needs of students at each language proficiency level
- Implement a systematic plan to collect data and monitor English learners' achievement in grade level standards in math and English language arts

Students with Disabilities
Findings

- The District does not systematically monitor the progress of students with disabilities in English language arts and mathematics
- Special education staff are not consistently involved in the student study process in the early stages when it is appropriate
- Students with disabilities are not routinely included in school level interventions that are in part supported through Title I funds

- All students with disabilities do not have full access to a rigorous core curriculum and instruction
- District and school level special education staff and general education staff do not fully coordinate with each other to meet the needs of students with disabilities

<u>Recommendations</u>

- Implement a systematic plan of collaboration between general education and special education teachers
- Develop a plan and support structures for staff to ensure that special education students have full access to the core and the appropriate level of standards based instruction in English language arts and math
- Implement a systematic plan to collect data and monitor special education students' achievement in grade level standards in math and English language arts
- District general education and special education staff should coordinate services and support in order to provide the most comprehensive program for students with disabilities and other academically at-risk students

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.

Rowland Unified School District provides excellent learning opportunities for approximately 15,700 students in 21 schools, in kindergarten through grade 12. It is located in the San Gabriel Valley and serves the communities of La Puente, West Covina, Rowland Heights City of Industry, and Walnut. Rowland USD has various grade level configurations (K-6, K-8, 7-8, 9-12) in order to accommodate the needs of the community.

At Rowland USD there is a proven commitment to excellence, offering students and families exceptional learning opportunities along with a caring culture. The district's vision statement is: Rowland Unified School District promotes, expects and accepts nothing short of excellence. We have a collective commitment to be the best school district in California.

The mission of the Rowland Unified School District, the progressive international community united in learning, is to empower students so that each actualizes his or her unique potential and responsibly contributes to a global society, through a system distinguished by rigorous academics, innovative use of technology, creative exploration, and nurturing learning experiences.

In Rowland Unified School District we believe:
- Community transcends barriers
- Individual potential is fulfilled only by accepting challenge
- Equality or inequality happens by intent
- Individual purpose derives from a sense of belonging
- All people have the responsibility to continuously learn

- Change in a community always starts with change in individuals
- A community thrives only when it values diversity
- Each person's unique talents are assets to the community
- Change is effective when all those involved value risk
- All people are responsible for their own actions
- Love and friendship enrich our lives
- Knowing is proved by doing
- Integrity and honesty are essential to trusting relationships

The Rowland USD serves a diverse K-12 student population. Over the past several years, the District has been experiencing a pattern of slightly declining enrollment. Currently, 63.2% of the Rowland USD's almost 15,700 students are Hispanic, 21% are Asian, 8.1% are Filipino and 3.6% are White.

The District's poverty rate is at 63.8% and 7,886 students are eligible for the Free/Reduced Lunch Program, 69.8% of this total is elementary students and 30.2% are secondary level students. Approximately 33% of the students in the District are English Learners and 10.2% receive special education services. There are approximately 1,356 identified GATE students district wide. Rowland USD offers a comprehensive GATE program at the elementary and secondary levels culminating with the prestigious International Baccalaureate program at the high schools as well as many Advanced Placement course offerings. In addition, two of our K-8 schools have been certified as Primary Years International Baccalaureate schools during the Fall of 2012.

Rowland USD has received significant recognition for its outstanding schools and innovative programs. More than half of the District's schools are California Distinguished Schools and four schools have been recognized as National Blue Ribbon Schools. In addition, Rowland High School has been recognized by Newsweek as one of the "Top High Schools in the Nation. Rowland USD schools have award-winning programs in academics, athletics, performing arts, and Career Pathways programs. Beyond the many awards and achievements, the Rowland USD is committed to providing rigorous, standards-based education in a caring, supportive environment that promotes personal growth and develops future leaders.

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.

Rowland USD utilizes district-developed and local assessment measures to monitor student progress in meeting the state content standards. These ongoing diagnostic tools come in various forms of formative and summative assessments that are administered throughout the year by grade level and course. These assessments are administered by quarter, semester and/or at the conclusion of the course to provide teachers with continuous feedback throughout the year. Measurement tools are also utilized for placement and program decisions for students.

During the 2011-2012 school year, RUSD has begun a roll out of newly developed District Benchmark assessments for grades K-12 in the core content areas. The Benchmark assessments are aligned to each grade level or course "essential"

standards. These Benchmark exams are administered quarterly and used to modify instruction and identify students needing further intervention. School staffs are involved in an in-depth data analysis process that leads to a collective inquiry around student academic needs. The following chart summarizes the District Benchmark assessments being used for 2011-2012.

RUSD Local Assessments 2011-2012

Assessment	Schedule	K	1	2	3	4	5	6	7	8	9	10	11	12
ELA Checkpoints (Benchmarks)	Quarterly	X	X	X	X	X	X	X	X	X	X	X	X	
ELA CST Blueprint Exam	February-March			X	X	X	X	X						
Math Checkpoints (Benchmarks)	Quarterly	X	X	X	X	X	X	X	X	X	X	X	X	
Math CST Blueprint Exam	February - March			X	X	X	X	X						
Science Checkpoints (Benchmarks)	Quarterly								X	X	X	X	X	
History Checkpoints (Benchmarks)	Quarterly								X	X	X	X	X	
K-6 English Language Development Multiple Measures	November, March June	X	X	X	X	X	X	X						
7-12 English Language Development Multiple Measures	January, May								X	X	X	X	X	X
Read 180 Progress Monitoring	Quarterly								X	X	X	X	X	X

In addition, the LEA is piloting a universal screening and progress monitoring assessment system (STAR Early Literacy) for grades K-3 at all Program Improvement Year 1 and 3 schools. These assessments are being utilized as part of the District's RTI2 model to identify students needing additional intervention in early literacy skills as monitoring their progress on a continuous basis throughout the year.

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

(Safe Harbor Goals) 60.8% of all students will reach proficient or advanced in ELA
85.9% of all Asian students will reach proficient or advanced in ELA

(RUSD Goals demonstrating 10% increase from 2011 to Close the Achievement Gap)

54.0% of all Hispanic or Latino students will reach proficient or advanced in ELA
56.2% of all SED students will reach proficient or advanced in ELA
52.3% of all English Learners students will reach proficient or advanced in ELA
44% of all SWD students will reach proficient or advanced in ELA

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
* Ensure a guaranteed curriculum that addresses the essential standards and integrates the Common Core State Standards (CCSS) so that students are college and career ready. This will be evidenced by vertically articulating essential standards at all grade levels and building capacity among school and district staff to understand CCSS.	Director of Curriculum & Instruction (6/13)	-Consultant fees -Teacher Release Time -Additional Assignment Time Expenses -Instructional Materials	$300,000	Title I General Fund
Define the components of an effective balanced literacy program as outlined in the English Language Arts framework and ensure full implementation across the district K-12 including: appropriate instructional time, effective reading instruction K-3, and strategies to support English Learners and Students with Disabilities.	Director of Curriculum & Instruction (6/12)	-Teacher Release Time -Material acquisition expenses -Supplemental instructional materials -Academic Coaches -Consultants	$250,000	Title 1 CEIS

* Build a multi-year professional development plan to support the full implementation of the RUSD Framework for Efficacious Instruction. Components of the plan will establish common agreements on effective pedagogy for all students, including an articulated ELD program for English Learners and support strategies for Students with Disabilities, and strategies to develop Cultural Proficiency.	Director of Curriculum & Instruction and Pupil Services (8/12)	-Teacher Release Time - Additional Assignment Time Expenses	$10,000	Title II Title III
* Sustain the Using Data process to identify learning needs of all students, establish instructional goals and research- based actions, and continuously monitor effectiveness.	Director of Curriculum & Instruction Team (11/12)	-Teacher Release Time -Additional Assignment Time Expenses -Reprographic Costs -District Personnel Costs	$20,000	Title I
* Define the district Response to Instruction and Intervention (RTI2) intervention model to improve instruction for all students with the implementation of a district wide K-3 Universal Screening assessment, providing Universal Access time, establishing placement/exit criteria for Earobics and Read 180 and redefine extended learning time.	Director of Curriculum & Instruction Team (6/13)	-Consultant fees -Teacher Release Time -Additional Assignment Time Expenses -Textbooks - Supplemental Instructional Materials	$300,000	Title 1 Title II Title III CEIS
* District will purchase 2008 ELA Medallions ancillary materials in grades K-5, along with the ELD components, as a supplement to the 2001 HM core materials.	Director of Curriculum (6/12)	-Textbooks	$600,000	General Fund Title 1
*District will purchase and pilot English 3D for the Strategic Reading classes in grades 7-12 to support the Holt ELA core materials. Teachers will be trained on the use of materials to supplement the ELA core standards. The District will make a final determination to fully adopt program by 6/13/13.	Director of Curriculum & Instructional Team (9/12)	-Supplemental Instructional Materials	$25,000	Title 1
* District will monitor the use of the Holt ELA program grades 6-12 to ensure grade level standards implementation.	Director of Curriculum & Instructional Team (6/13)	N/A	N/A	N/A

* District office staff will collect and monitor benchmark assessment data on English Learners and Students with Disabilities in ELA and provide feedback to schools.	Learning Director of Assessment (Quarterly)	N/A	N/A	N/A
* District will establish expectations for general education and special education teachers to collaborate on how they will support students to gain access to the core content standards and also meet the IEP goals of Students with Disabilities in grades K-12.	Director of Curriculum & Director of Special Education (1/13)	N/A	N/A	N/A
* General education & special education teachers will be provided training on using modifications and accommodations to support Students with Disabilities in general education settings.	Director of Curriculum & Director of Special Education (1/13)	-Teacher Release Time -Additional Assignment Pay -Supplemental Instructional Materials	$15,000	Title 1 EIA-LEP General Fund
*General education & special education teachers will review District benchmark assessment data on a quarterly basis to analyze progress of Students with Disabilities in ELA and determine an appropriate response.	Director of Curriculum & Learning Director of Assessment (quarterly)	-Teacher Release Time	$4,000	Title 1
*Identify structure at District level that allows for collaboration in developing professional development and identifying appropriate support curriculum for general education and special education teachers.	Director of Curriculum & Director of Special Education (9/12)	N/A	N/A	N/A

*Denotes action item response to DAIT Team recommendations

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

(Safe Harbor Goals) 63.9% of all students will reach proficiency or advanced in Math
90.3% of all Asian students will reach proficiency or advanced in Math

(RUSD Goals demonstrating 10% increase from 2011 to Close the Achievement Gap)

58.3% of all Hispanic or Latino students will reach proficiency or advanced in Math
61.1% of all SED students will reach proficiency or advanced in Math
62.5% of all English Learners will reach proficiency or advanced in Math
46.8% of all SWD students will reach proficiency or advanced in Math

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
* Ensure a guaranteed curriculum that addresses the essential standards and integrates the Common Core State Standards (CCSS) so that students are college and career ready. This will be evidenced by vertically articulating essential standards at all grade levels and building capacity among school and district staff to understand CCSS.	Director of C& I/ Team (6/13)	-Consultant fees -Teacher Release Time -Additional Assignment Time expenses	$50,000	Title 1
* Define the components of an effective mathematics program as outlined in the Mathematics Framework and ensure full implementation across the district K-12 including: required instructional time, using best practices defined in the Framework for Efficacious Instruction and providing support strategies for English Learners and Students with Disabilities.	Director of C & I/ Team (8/13)	-Teacher Release Time -Additional Assignment Time Expenses -Consultants -Supplemental Instructional Materials	$20,000	Title 1 Title II Title III
* Sustain the Using Data process to identify learning needs of all students, establish instructional goals and research-based actions, and continuously monitor effectiveness.	Director of C&I/ Team (11/12)	-Teacher Release Time -Additional Assignment Time expenses -Reprographics	$10,000	Title 1 Title III

*Define the district Response to Instruction and Intervention model to improve math instruction for all students by providing Universal Access time and identifying math intervention programs.	Director of C&I/ Team (8/13)	-District Personnel Costs -Teacher Release Time -Supplemental Materials	$100,000	Title I CEIS
*Build a multi-year professional development plan to support the full implementation of the RUSD Framework for Efficacious Instruction. Components of the plan will establish common agreements on effective pedagogy for all students, including SDAIE strategies to support English Learners and support strategies for Students with Disabilities, and strategies to develop Cultural Proficiency.	Director of C &I/ Director of Technology (8/12)	-Teacher Release Time Additional Assignment time expenses	$10,000	Title I Title II Title III
Provide content training for teachers in Pre-Algebra and Algebra 1 and vertically articulate grades 4-6 math standards to support Algebra 1 essential standards.	Director of C & I/ Team (11/12)	-Consultant -Academic Coaches -Teacher Release Time -Additional Assignment time expenses	$50,000	Title I Title II Title III
Identify and implement training to integrate technology into the teaching of mathematics.	Director of C & I/ Director of Technology (6/13)	-Technology Costs -Training Costs	$50,000	Title 1 Title II Title III
* District will implement the adopted math Houghton Mifflin program in grades K-5 and Holt program grades 6-7 to support teaching of content standards.	Director Of C & I/ Team (6/13)	N/A	N/A	N/A
* District will implement the Holt Algebra 1 text in grades 8-9 to support the teaching of content standards.	Director of C & I/ Team (6/13)	N/A	N/A	N/A
* District will identify math support (time and curriculum) in order to provide further access to Algebra 1 and higher level math courses.	Director of C & I (1/13)	-Supplemental Instructional Materials	$30,000	Title 1

* District will identify a math pathway that will provide all students access in meeting A-G requirements.	Director of C & I/ Team (3/13)	N/A	N/A	N/A
* District will establish expectations for general education and special education teachers to collaborate on how they will support students to gain access to the core content standards and also meet the IEP goals of Students with Disabilities in grades K-12.	Director of Curriculum & Director of Special Education (1/13)	N/A	N/A	N/A
* General education & special education teachers will be provided training on using modifications and accommodations to support Students with Disabilities in general education settings.	Director of Curriculum & Director of Special Education (1/13)	-Teacher Release Time -Additional Assignment Pay -Supplemental Instructional Materials	$15,000	Title 1 EIA-LEP General Fund
* General education & special education teachers will review District benchmark assessment data on a quarterly basis to analyze progress of Students with Disabilities in math and determine an appropriate response.	Director of Curriculum & Learning Director of Assessment (quarterly)	-Teacher Release Time	$4,000	Title 1
* Identify structure at District level that allows for collaboration in developing professional development and identifying appropriate support curriculum for general education and special education teachers.	Director of Curriculum & Director of Special Education (9/12)	N/A	N/A	N/A

*Denotes action item response to DAIT Team recommendations

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)

(Refer to LEA Title III Plan in addition to actions outlined below)

Description of Specific Actions to Improve Education Practice for **English Language Development**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Define, implement and monitor the district's English Language Development program to include: appropriate curriculum, instructional minutes, standards-based materials.	Director of ELD Education (9/12)	-Teacher Release Time -Additional Assignment Time expenses -Supplemental instructional materials	$50,000	Title III General Fund
Ensure English Language Development instruction is directly linked to English Language Development standards in all domains and supports the acquisition of academic language.	Director of ELD Education (1/13)	-Teacher Release Time -Additional Assignment Time expenses	$25,000	Title III
Identify academic language at each grade level (K-12) that students will be accountable to know, understand, and use in multiple contexts.	Director Of ELD Education (6/13)	-Supplemental materials -Teacher Release Time -Additional Assignment time expenses	$25,000	Title III
Develop and establish quarterly English Learner District Benchmark (Checkpoints) Assessments as part of our overall accountability system to monitor student progress for Newcomers, Progressing English Learners and Long Term English Learners.	Learning Director of Assessment/Director of ELD Education (9/12)	-Teacher Release Time -Reprographics -Web based assessment tool -Consultant	$50,000	EIA-LEP Title III
Identify and provide interventions to be delivered during the instructional day for struggling English Learner students.	Director of ELD Education (9/13)	-Teacher Release Time -Additional Assignment time expenses	$50,000	Title III EIA-LEP

Description of Specific Actions to Improve Education Practice for **English Language Development**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Update and implement district wide policies for identification, placement, monitoring, and reclassification of English Learners, including the prevention of inappropriate placement into Special Education.	Director of ELD/ Director of Special Ed. (9/13)	-District Personnel Costs -Teacher Release Time -Reprographics -Teacher Release Time	$15,000	Title III EIA-LEP

Performance Goal 2: *All limited-English-proficient students will become proficient in English and reach high*

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

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activities	1. (Per Sec. 3116(b) of NCLB, this Plan must include the following: a. Describe the programs and activities to be developed, implemented, and administered under the sub grant; b. Describe how the LEA will use the sub grant funds to meet all annual measurable achievement objectives described in Section 3122; c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for: • Meeting the 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. 2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c) . The effectiveness of the LEP programs will be determined by the increase in: • English proficiency; and • Academic achievement in the core academic subjects	**c.** All elementary and secondary schools who receive Title III-LEP funds are accountable for ensuring that English Language Learner (ELL) students meet Annual Measurable Achievement Objectives (AMAO) 1 (gain one proficiency level per year) and AMAO 2 (meeting and sustaining proficiency). Schools are responsible for reporting and analyzing student information through California English Language Development Tests (CELDT) reports, Benchmark reports, and teacher formative feedback. All sites are responsible for providing English language development, support to ensure that the LEA meets the State target for AMAOs 1, 2 and 3. Title III dollars are used for English Language Learners (ELLs) to provide supplemental services and materials in English Language Development (ELD) and academic content to support instruction and student learning. In addition, funds are used to support student achievement in AMAO 3 for both English Language Arts (ELA) and Mathematics. AMAOs 1, 2, and 3 targets are addressed in each school's School Plan for Student Achievement (SPSA), and longevity data is analyzed to support SPSA goals for teaching and learning for ELLs and to address closing this sub-group's achievement gap. All schools are responsible for implementing daily targeted instruction in ELD and content instruction in ELA and math to include standards and ELD standards. The LEA provides guidance in the use of the Re-coup (Catch-Up) Plan for ELs who are not achieving or showing progress in AMAOs 1, 2, or 3. e. Rowland Unified School District (RUSD) insures that each site with 21 or more ELs has an English Language Advisory Committee (ELAC) and a School Site Council. RUSD promotes parent participation through regular District English Language Advisory Committee (DELAC) meetings. Agenda items for these meetings include critical topics related to the LEP program such as identification, reclassification, attendance, funding, and program options. Parental participation of LEP programs for ELs is promoted through parent-teacher conferences, Back to School Night, and Open House. Other community events provide support for parent participation through the Parent Involvement Academy, Buckboard Days Parade, Safe School Community events, and District Instrumental Festivals. Parent and community participation is supported through the District website and communiqués are provided to parents in Spanish, Chinese, and Korean.

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

Required Activities	3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.
	  a. designed to improve the instruction and assessment of LEP children;
	  b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;
	  c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills;
	  d. long term effect will result in positive and lasting impact on teacher performance in the classroom.
		See actions under Goal 2 pages 32-33 which address professional development for district staff.

Allowable Activities	4. Upgrade program objectives and effective instruction strategies.	**Yes or No** **If yes, describe:**

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

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

Required Activity
 	
1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):
  a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program;
  b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement;
  c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction;
  d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;
  e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;
  f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools;
  g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;
	All EL students are placed in English Language classrooms unless a Parental Exception Waiver has been granted for an alternative program. Parents receive an initial assessment report that details the language results, program options, and placement recommendation for the student. Parents are given an opportunity to request a specific program option for their child. A notice to parents of elementary and secondary students in ELL programs is provided annually. The notice includes the LEP student's ELL proficiency level, description of program, program options, criteria for reclassification, and parental rights: the right to remove child from ELL program; right to choose another program; right to receive help in receiving another program. RUSD provides a parent information pamphlet that informs parents of program options for LEP/ELs at the elementary and secondary levels. These pamphlets are available at both District and site offices. The District website through the Curriculum & Bilingual Education Department also provides the above-mentioned information for parents. In addition, identification, language proficiency levels, program options, reclassification, and Catch-Up Plans are included in DELAC Agendas and a hardcopy of all information is provided to parents. The LEA also provides information to parents of LEP/EL students regarding CAHSEE, CELDT, and AMAO 1, 2, and 3. The LEA provides parents via letter, website, and pamphlet the information for exiting the EL program through either reclassification, placement in a mainstream class due to reasonable fluency, or placement in a mainstream class due to parent request. LEP students at the secondary level are provided support to meet reclassification and graduation requirements through systems such as counseling, Recoup (Catch-Up) Plan, ELD supplemental support, and/or through Intensive and Strategic Reading and CAHSEE Preparation, to meet the expected graduation rate of 90%. Currently, RUSD graduation rate is 81% and 65% for ELs. The LEA ensures that all Special Education English Learner students have goals that are written to their specific needs in the areas of reading, written language, English language development, and mathematics. The Individualized Education Plan is developed at an IEP meeting, in partnership with the parent, and drives the educational program of the student.

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

Required Activity	h. information pertaining to parental rights that includes written guidance detailing –
	   i. the right that parents have to have their child immediately removed from such program upon their request; and
	   ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available;
	   iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.
		A notice to parents of elementary and secondary students in ELL programs is provided annually. The notice includes the LEP student's ELL proficiency level, description of program, program options, criteria for reclassification, and parental rights: the right to remove child from ELL program; right to choose another program; right to receive help in receiving another program. RUSD provides a parent information pamphlet that informs parents of program options for LEP/ELs at the elementary and secondary levels. In addition, parents of Special Education English Learners receive a pamphlet "Parental Rights and Procedural Safeguards" prior to/or at the annual IEP meeting or upon parental request. To provide additional support of LEP students the LEA also provides handbooks (hardcopy and/or via the District website) to parents which provide program information at the elementary and secondary levels, and Special Education.

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.		
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.		

> **Performance Goal 3:** *By 2005-2006, 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
100% of teachers at Title 1 schools meet the federal definition of highly qualified. District-wide there are only three teachers who need to fulfill these requirements and two are special education teachers who are completing necessary coursework. In addition, professional development for RUSD teachers and principals demonstrate strengths in: - Building staff collaboration in planning and implementing of professional development training - Establishing structures to implement a variety of professional development opportunities (School Instructional Leadership, Communities of Practice, etc.) - Utilizing teacher experts as resources in designing and implementing professional development - Integrating new and innovative learning opportunities - Integrating adult learning principles into the design of training - Collaborating with outside consultants in designing the learning of district staff members - Providing professional development opportunities through a variety of mediums (wikis, multi media videos, etc.) - Utilizing technology to deliver professional development - Utilizing Conversation technologies to deepen the learning.	Student achievement data indicate the need for professional development in the following areas: - Teachers need training in classroom management - Teachers and principals need a clearer, more in-depth knowledge of language and English Learners - Teachers need practice on reflecting on their practice with a commitment to implement what they learn - Elementary teachers need more capacity building around content - Secondary school teachers need more capacity building around pedagogy - Teachers need to develop capacity to implement student-centered learning - Teachers and principals need instructional coaches to support teaching and learning - Teachers need more opportunities for structured collaboration as part of their professional development - Staff need to participate in Learning Walks and Lesson Study processes to observe and learn about efficacious instructional practices - District staff members need more in-depth training on Cultural Proficiency

Performance Goal 3: *By 2005-2006, 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)

(Refer to Goals 1 and 2 for Estimated Costs- Embedded in previous actions/costs)

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards: The LEA Curriculum and Instruction Office lead staff through a process of student achievement data analysis to determine successful alignment of curriculum, instruction, and professional development. State and District summative data is analyzed in relation to specific state standards identified as essential for mastery. The data analysis process involves grade levels and common course groups to identify strengths, areas of weakness and derive at implications for instructional modifications. Teacher teams report their analysis summaries to their respective principals who in turn reflect on the site data to derive at implications for site based professional development and instructional support. Principals report school based data to District Cabinet members and directors on a quarterly basis to inform District leadership of professional development needs and strategies to move toward proficiency in standards for all students.	Director of C & I Asst. Supt. School Services Supt./ Cabinet Directors of EL, Categorical Programs, Special Ed., Pupil Services Learning Director of Assessment (Quarterly)	-Teacher Release Days -Additional Assignment Time Expenses -Consultant fees -Professional Books	$30,000 (amount reflected in Goals 1and 2)	Title 1 Title III

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
(Continued) 2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement: The District's Curriculum and Instruction team of administrators will review research on the professional development activities described to assist teachers and administrators to ensure all students will meet or exceed State academic goals. Team administrators will designate instructional and management strategies of the curriculum that have been identified in effective school research as having the greatest impact on the teacher's ability to accelerate the learning of students in the lowest performing groups. This team will then design a program of professional development that is both coherent and differentiated based on teacher needs, student needs as defined from analyzed data, and teacher grade level and course assignment. Administrator training will also be coherent and aligned to teacher training in order to align support and accountability. Academic coaches will support the design and implementation of professional development training and teacher leaders will take an active role in facilitating adult learning throughout the system.	Director of C& I and Team Instructional Coaches K-12 Classroom Teachers (8/12)	-District Personnel Costs -Certificated Personnel Salaries	$20,000 (amount reflected in Goals 1 and 2)	Title I Title II Title III
3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students: The LEA professional development plan will be an extension of the Rowland USD Strategic Plan and the Essential priorities focused on closing the achievement gap and implementing an effective Response to Instruction and Intervention support system as a means of closing the achievement gap. The professional development training will be focused on the specific needs delineated by State and District assessment data and will target subgroup populations that are in need of improved achievement outcomes. In designing and monitoring the professional	Director of C & I/ Team K-12 Classroom Teachers (8/12)	-Evaluation Related Expenses -District Personnel Costs	$50,000 (amount reflected in Goals 1 and 2)	CEIS Title I Title II Title III

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
(Continued) development opportunities, the Curriculum and Instruction office team will base effectiveness of training on 1) transfer of learning to classroom practice, 2) implementation of instructional practices targeted at student needs, and 3) building capacity of adults to facilitate and engage in learning that will produce positive student outcomes.				
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 Curriculum and Instruction office team will coordinate and oversee professional development activities to address staff needs in assisting all students to meet or exceed State academic goals. A coherent professional development program will be designed based on the analysis of needs. The needs assessment includes an analysis of student achievement data, teacher content and pedagogical needs, a review of teacher credentialing, and principal knowledge and skills needs. Articulation with site administrators and teacher leaders, including private school administrators, in the initial planning and oversight of District and school-level professional development will result in a strongly aligned and integrated system. Areas of focus required by other funding sources such as classroom management, parent involvement, interventions will be addressed within the context of ensuring that all students meet or exceed State academic goals.	Director of C & I/ Team Asst. Supt. Of School Services Site Principals Teacher Leaders (8/12)	-Teacher Release Time -District Personnel Costs -Needs Assessment Costs	$10,000 (amount reflected in Goal 1)	Title II

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
(Continued) 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: The following are actions for professional development that have been identified in recent data analysis: * A committee of teachers and District administrators will develop modules of the Efficacious Framework and SWD and EL alerts and train all district staff in order to develop consistent instructional practices aligned to content standards. * Classified staff will be trained on effective instructional strategies to address content standards and language needs of students. * Leadership Training for principals to support instructional leadership practices focused on lesson observations, constructive feedback, instructional support structures, etc. to support staff in aligning standards, appropriate pedagogy and assessment. This training will also focus on the leader's role in the organization and management for continuous improvement and addressing diverse needs of students, particularly students in the lowest-performing groups in the District. * Cultural Proficiency training for all district staff both explicitly and embedded within all components of professional development to address need of implementing effective and appropriate instruction for underserved student populations. *New Teacher and Principal training for staff newly assigned to their positions in order to build knowledge of standards-based curriculum, instruction and assessment practices.	Director of C & I/ Team Asst. Supt. Of Human Resources Asst. Supt. Of School Services Cabinet Members Learning Director of Assessment (6/13)	-Teacher Release Days -Additional Assignment Time Expenses -Consultant fees -Professional Books -District Personnel Costs	$300,000 (amount reflected in Goal 1 and 2)	Title I Title II Title III EIA-LEP General Funds

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
(Continued) *GATE teacher training on characteristics, needs, and differentiation of instruction. *Continued training in student data system (OARS) for all teachers to build capacity in retrieving student achievement data, utilizing system to measure student progress over time, developing formative assessments, and tracking student intervention group assessment information. *Training in student information system (Aeries) for site clerical staff, Aeries Leads, and administrators to ensure student data is accurate and program placement is appropriate. *Classroom Management training for teaching and support staff.				
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: Rowland USD District and site administrators will coordinate District and school funds to address technology professional development needs. Regular articulation and joint planning of appropriate activities will assure alignment to best support increasing teacher's skills in the use of educational technology to meet student needs. These activities are coordinated to address staff needs in assisting all students to meet or exceed State academic targets.	Director Of C & I Site Principals Director of Technology (6/13)	Technology Expenses	$50,000	Title I Title II Title III EIA-LEP

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
(Continued) 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 percent of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):	N/A	N/A	N/A	N/A
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: A key group of Rowland USD stakeholders, representing district and site administrators, teachers, classified staff, human resources personnel, parents and union representatives met to analyze needs assessments from sites regarding achievement. Methods of delivery of professional development and assessment of effectiveness were discussed and areas of need were established.	N/A	N/A	N/A	N/A

9. How the LEA will provide training to enable teachers to:
   □ Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency;
   □ Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn;
   □ Involve parents in their child's education; and
   □ Understand and use data and assessments to improve classroom practice and student learning.
 	
See Question #5 above
	See info. in #5 above			

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
10. How the LEA will use funds under this subpart to meet the requirements of Section 1119: All but three district teachers are currently highly qualified according to NCLB requirements. An extensive plan is in place to ensure that all teachers teaching in core academic subjects become highly qualified. • Teachers are identified as not having highly qualified requirements by an analysis of teacher files • Letters are sent to teachers informing them of the support available. • One on one meetings are held with teachers by Office of Human Resources in collaboration with the Office of Curriculum, Professional Development & Assessment • If a teacher chooses the coursework option, guidance is provided to select the appropriate courses at any number of local universities. Fiscal resources are used to support these teachers. • If a teacher chooses the CSET exam, opportunities for test prep are researched and offered. Teachers are reimbursed for the cost of the test prep after completion. If the exam is not passed, another meeting is held to discuss options.	Asst. Supt. Of Human Resources Coordinator of Human Resources Director of C & I	Test Costs Stipends	$40,000	Title II

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

Strengths:
- Safe Schools
- Developing and annually updating comprehensive safety plans
- Beginning to develop proactive and preventative systems of interventions for student attendance and behavior

Needs:
- STUDENT LEADERSHIP
    - Empower student leadership as part of the following work around goal 4
- STUDENT DISCIPLINE and ATTENDANCE
    - Support ongoing site discipline and safety committee work
    - Provide annual updates and notifications for site committees
    - Continue ongoing monitoring and assistance to schools regarding truancy and attendance issues
- CULTURAL PROFICIENCY
    - Identify DSLT as committee to monitor trends and identify professional development needs
    - Provide further training for leadership and site implementation of Cultural Proficiency training with all staff (students, parents, teachers, administration, counselors, support staff such as noon aides, campus supervisors, and school resource officers/patrol)
    - Monitor and review of site implementation of bullying plans
- ANTI-BULLYING / CHARACTER EDUCATION
    - Develop and deploy student and/or staff surveys to identify trends (to include the areas of verbal, physical, technological, and enabling behaviors)
    - Site development and implementation of SPSA plans to address needs with annual monitoring by Pupil Services
    - Board approved district policy regarding zero-tolerance of bullying
- THREAT ASSESSMENT
    - Development of threat assessment plan at each site
    - Annual training of site plan with teachers, administration, counselors, health staff, special education staff, classified support staff
    - Full implementation of site plan with annual monitoring by Pupil Services
- SYSTEMS of COMMUNICATION
    - Review of existing communication systems around goal 4
    - Implement district-wide systems of communication that would increase timely and effective responses to support student / family needs

Month	Action	Targeted Group	Who is responsible?	Estimated costs	Funding
September, 2012	Ensure all schools have active discipline and safety committees with at least 4 meetings established for the 2012-2013 year	School Administration	Director of Pupil Services	$0	N/A
October, 2012	Provide professional development for school discipline committee (including anti-bullying) and attendance committees. Incorporate student leadership in school safety and intervention plans and policies.	School teams Student leadership	Director of Pupil Services and Coordinator of Family Resource Center	$500 for materials	General Fund
December, 2012	Provide annual training with school staff on Threat Assessment plan	Teachers, administration, counselors, health staff, special education staff, classified support staff	Director of Pupil Services	$0	N/A
January, 2013	Deploy student surveys to identify safe school needs (including bullying)	Students	Director of Pupil Services and Site Administration	$500 for survey	General Fund
February, 2013	Update and implement comprehensive safety plans (including actions to address needs from student survey)	School teams	Director of Pupil Services	$1,000	General Fund
February, 2013	School Site Councils will review and approve comprehensive safety plans	SSC	SSC	$0	N/A
	DSLT will monitor trends in Cultural Proficiency and identify professional development needs	DSLT	Asst Supt of Schools	$1,000	Title 1

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
	Develop and implement Universal Screening and an intervention plan for at- risk incoming seventh and ninth grade students that may include: ❖ Double-block schedule ❖ Semester-long intensive catch-up courses ❖ EL catch-up plans ❖ Interventions during the day	All students, 7th and 9th grade	High School Administrators Teachers Counselors District Staff	Review Universal Screening twice/year	General Funds EIA LEP Title I, III
5.1 (High School Graduates)	Develop and establish a process to monitor the progress of all students towards successful completion of graduation requirements.	All students, grades 7-12	High School Administrators Teachers Counselors Parents	On-line reports on Aeries	General Funds
	Provide professional development for teachers on engagement strategies specifically for secondary students based on the Framework for Efficacious Instruction.	All students, grades 7-12	High School Administrators Teachers District Staff	Professional Development calendar and evaluations	General Funds Title I
	Use local common assessments to monitor student learning & subsequently provide interventions that address students at risk of failure/credit deficiency.	All students, grades 7-12	High School Administrators Teachers District Staff	Quarterly Checkpoints/ Benchmark and common course assessments	General Fund Title I

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Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
	Counselors notify parents and students of graduation requirements and high school course A-G requirements through parent & student meetings in 7th -12th grade.	All students, grades 7-12	High School Administrators Counselors Parents	Annual parent meetings	General Fund Title I, III
	Develop and maintain an electronic individual student graduation plan that monitors student completion of four-year graduation and UC/CSU requirements.	All students, grades 9-12	High school administrators Counselors	On-line students reports on Aeries each semester	Title I
5.1 (High School Graduates)	All high school teachers will participate in Professional Learning Communities and Data Teams to meet regularly with common course and/or departments to analyze achievement data, monitor student progress, and inform instruction.	All students, grades 9-12	High school administrators Counselors	Quarterly Checkpoint/ Benchmark and grade level/ common course assessment Summary Reports	General Fund Title I
	High School Counselors will monitor and refer credit deficient students to district programs including: ▪ High School Diploma Lab ▪ Extended Day ▪ ESY/ Summer School ▪ Teen Parent Program ▪ Continuation High School Programs that address students who are credit deficient. ▪ Independent Study Programs ▪ Alternative Education ▪ On Line learning	All students, grades 9-12	High School Administrators Counselors	Quarterly Student Progress Reports	General Fund Title I

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

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Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.1 (High School Graduates)	High School Administration and Counselors focus on engaging parents of at-risk students by providing opportunities for increase involvement and input. Such as: ❖ Parent Institute for Quality Education ❖ Home Link ❖ Parent Meetings ❖ ELAC/SSC ❖ Community Union ❖ Community Union Parent Technology training	Parents	High School Administrators Counselors Teachers	SPSA, Site calendars	EIA LEP Title I,III
	Establish a system with schools through CALPADS and Certica Solutions that documents and follows up on students who have left RUSD	Students grades 7-12	Director of C & I Learning Director, Administrators, Aeries Leads	Monthly Certica Solutions Reports	Title I EIA LEP General Funds
5.2 (Dropouts)	Provide vertical articulation opportunities for teachers in Grades 6-12 to know and understand what support students will need to graduate	Teachers Grades 6-12	High School Administrators Counselors	Annual Professional Development Calendar and evaluations	Title I,II,III

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

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

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Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
	Use Response to Instruction and Intervention (RTI2) to support achievement of graduation requirements, with specific focus on English Learners and other sub-groups in danger of dropping out	All students grades 7-12	High School Administrators Counselors Teachers	Quarterly Checkpoints/ Benchmarks, Common course assessments, progress reports, CST, CAHSEE	Title I General Funds
	Maintain Adult School's concurrent enrollment/High School Diploma program for high school students who are credit deficient.	11-12 grade students	Director of Adult School High School Administrators Counselors	Transcripts	General Funds
5.2 (Dropouts)	Establish California High School Exit Exam (CAHSEE) support programs specifically designed for students who have not passed the CAHSEE Exam. Ensure that English learners and students who are socio-economically disadvantaged (SED) are targeted for additional support.	All Students grades 9-12	High School Administrators Counselors	CAHSEE	EIA LEP Title I General Funds
	Monitor and enforce school attendance through the Student Review Team (SART,SARB), D.A., citations and support students at risk of dropping out of high school.	All students grades 7-12	High School Administrators Counselors SARB Board Director of Pupil Services	Monthly attendance reports, Sign-in sheets	General Funds

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
5.3 (Advanced Placement)	Provide access and support to increase the number of students enrolling in AP/ Honors courses.	All students, grades 9-12.	High School Administrators Counselors	Semester Report on number of students in AP/ Honors	General Fund
	Provide professional development for AP teachers on strategies to support students for successful completion of AP classes.	All students, grades 9-12	High School Administrators Counselors Director of Curriculum and Instruction	Annual professional development calendar, sign-in sheets, evaluations	General Fund Title IIA

Additional Mandatory Title I Descriptions

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

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

	Description of how the LEA is meeting or plans to meet this requirement:
Identify one of the following options as the low-income measure to identify schools eligible for Title I funding: • Number of children in families receiving assistance under the Cal Works program; • Number of children eligible for Free/Reduced Price Lunch programs; • Number of children ages 5-17 in poverty counted by the most recent census data; • Number of children eligible to receive medical assistance under the Medicaid program; • Or a composite of the above.	The Rowland USD uses Title 1 funds to serve at-risk students in schools with the highest concentration of students from low-income families. The Rowland Unified School District uses the number of children ages 5-17 eligible for free and reduced priced lunch under the Richard B. Russell National Lunch Act to identify eligible Title 1 school attendance areas. The District-wide poverty rate is 63.8%
Describe how the low-income measure described above is used to rank and select schools to receive Title I funds: • All schools with a 75% or above poverty level are funded • All other schools are funded by poverty ranking district wide or by grade span.	Rowland USD serves in rank order of poverty, all eligible schools above 75%. Then the remaining eligible attendance areas are ranked by grade span groupings from highest percentage of children from low income families to the lowest. After establishing the ranking, the funds are distributed to the schools in rank order.
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:	Description of how the LEA is meeting or plans to meet this requirement

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).

(Continued) • A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards. • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards. • Instruction by highly qualified teachers and strategies to attract and keep such teachers. • High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff. • Strategies to increase parental involvement. • Assistance to preschool children in transitioning from early childhood programs to elementary school programs. • Timely and effective additional assistance to students who experience difficulty mastering state standards.	*See Attachment A- The Single Plan for Student Achievement Criteria Document.*

Additional Mandatory Title I Descriptions	**(continued)**
For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State's challenging academic standards. The description should include activities such as: • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Strategies that minimize removing children from the regular classroom during regular school hours for instruction. • Instruction by highly qualified teachers. • Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement.	All Title I funds are used for supplementary services to identified students. Resources assist students to meet state standards through one on one instruction and specialized instruction in reading (phonics, vocabulary, comprehension and fluency). Specialized instruction in mathematics (number sense, algebra and functions, measurement and geometry, statistics and probability) is also provided for students to reach academic standards. Students are provided Tier 1 in-class intervention in the areas of reading and mathematics through targeted instruction based on formative assessment results. Students are also provided Tier 2 intervention in reading through the Start-In intervention program which emphasizes decoding skill, fluency and comprehension skill practice. Instruction in these intervention settings are provided by highly qualified teachers. Professional development opportunities are provided for school staff on the RUSD Framework for Efficacious Instruction targeted at ensuring that at-risk students (including English Learners) are provided with appropriate pedagogy. Staff is also provided professional development on the RTI framework focusing on utilizing data to determine areas of student need and monitoring progress over time. Site-based professional development is also described in the school's Single Plan for Student Achievement and is based on data analysis and includes research-based strategies. Strategies to increase parent involvement and family literacy include six types of Parent Involvement: parenting, communicating, volunteering, learning at home, decision-making and collaborating. This site is a "*No Excuses University"* school and involves parents to take an active role in ensuring that students are informed and motivated to seek out ways to become college ready. Parents actively participate in School Site Council and Parent-Teacher Association. This school has also developed a Parent Compact and adopted Parent Involvement policies aligned to Title 1 requirements.

Additional Mandatory Title I Descriptions
(continued)

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

	Description of how the LEA is meeting or plans to meet this requirement:
Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should: • Identify children who are failing or most at risk of failing to meet the state academic content standards. • Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. • Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds.	Rowland Unified School District has one recently opened school that is operating as a Targeted Assistance School (TAS). Students participating in the Title I Targeted Assistance program are children identified by the school site as failing or most at-risk of failing to meet the State's challenging academic achievement standards. The Office of Assessment provided the school with a list of at-risk students who scored below basic and far below basic on the CST assessments. Teachers and administrators at the Targeted Assistance school reviewed the list and reviewed the District quarterly Checkpoints (Benchmarks) and in consultation with parents identified students who participate in the Targeted Assistance Program. Title I students in grades 3-12 are identified on the basis of multiple and objective criteria. The RUSD Checkpoints are directly correlated to the State standards and performance on these measures are aligned to State assessment outcomes. Students scoring below basic and far below basic are eligible for Title 1 services. Students in preschool to grade 2 are selected on the basis of teacher judgment, parent interviews and developmentally appropriate measures. The District also utilizes a Kindergarten and 1st grade Checklist which is also directly aligned to State content standards. Students who score below basic or far below basic on this checklist are eligible for Title I services.
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.	Children previously (within two years) enrolled in the Head Start or Even Start program, and who were identified homeless are eligible for services. A district liaison for students identified as homeless also works with school site in determining eligibility of students for Targeted Assistance program.

The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.	N/A
If the LEA has a PI school(s), describe technical assistance activities the LEA will provide to help the PI school, such as the following:	
- Assistance in developing, revising, and implementing the school plan. - Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas. - Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI. - Assistance in analyzing and revising the school budget so the school's resources are used effectively.	There are ten PI schools in the District and technical assistance is provided to these schools by administrators and support staff at the District Level. The LEA provides several meetings with site administrators to revise and update their school plans and ensure the goals, improvement strategies and funds are aligned to achievement data and identified needs. The LEA provides professional development for School Instructional Leaders on CST and District Benchmark assessment data. The LEA provides training in the 5 Phase Data Dialogue Process so that schools can target specific content areas and strands. Schools also conduct parent and staff surveys to identify needs. PI school principals are required to share achievement data quarterly with District administrators and feedback and support are provided based on this interaction. The Single Plan requires schools to identify barriers to academic success and develop strategies and actions for overcoming these challenges. The LEA gives schools feedback on these actions and ensures alignment between needs and proposed actions. Each school budget is analyzed and all expenditures have justification connected directly to the Single Plan that must be submitted and approved, prior to expenditure of funds. School staff is provided with ongoing staff development on a variety of topics such as curriculum, instruction, intervention strategies, plan writing and budget planning. The LEA developed procedures and processes to assist schools in complying with NCLB Program Improvement activities. LEA staff has provided training to schools in PI Year 3 in updating their Single Plan for Student Achievement to address their specific achievement

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.

(Continued)	Needs. The corrective action assigned to the four PI Year 3 schools is to fully implement the core curriculum including District initiatives and appropriate professional development. Particular attention is being made to focus on implementing the essential standards outlined by the District, assessing these standards with the District benchmark exams and providing professional development to meet the needs of targeted groups. Based on the **National Implementation Research Network's (NIRN) Stages of Implementation**, all four schools are implementing the corrective action at the *Initial Implementation Stage*. These schools are developing and implementing systems and processes to focus on standards-based curriculum and instruction to meet the needs of students who are not making adequate yearly progress. In addition, these schools are implementing a universal screening tool for students in grades K-3 to identify intervention groups of students and determine their areas of need. These PI Year 3 schools are also moving towards the *Full Implementation Stage* in their use of data to make instructional decisions. Monitoring of the corrective action is being carried out on a quarterly basis by District administrators and Cabinet members through Progress Monitoring meetings. Principals are required to discuss school wide and target group data results and strategies they are implementing from their SPSAs to address instructional needs. In addition, district administrators conduct school visitations and Learning Walks to monitor the implementation of the core curriculum. These visits will occur on a more frequent basis next year than at non-PI schools. Currently there are no PI Year 4 schools in the LEA, however if PI Year 3 schools advance to this status District School Leadership Teams (DSLT) will be established to develop a Restructuring Plan. In addition, District staff will make a determination on an Alternative Governance structure before the end of the year. Two PI Year 5 schools (Yorbita and Nogales HS) are implementing the

	alternative governance structure of a DSLT, while one school (Hurley) is utilizing an Alternative Governance Board as its new governance structure. These schools have developed a Restructuring Plan through the process of analyzing school data, examining school needs and actions, along with the technical assistance from District staff, LACOE staff and current DAIT provider. All three schools are surpassing the **NIRN'**s *Initial Implementation Stage* in regards to those actions that are yielding results. The principals and leadership teams are developing monitoring processes to establish fidelity and sustainability of these actions. PI Year 5 schools are also monitored through Progress Monitoring meetings and frequent school visitations. Currently, no schools will advance to PI Year 5 next year, however the LEA will examine the Alternative Governance structures for schools going into this status in the future. LEA staff is assigned to work with schools in PI Year 5 and are supported by an outside DAIT consultant as part of an Alternative Governance structure.
	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.	Parents are notified of a school's PI status, Choice, and SES via the District's website and individual letters mailed home. The notification includes: an explanation of what Program Improvement means, the reason for identification, an explanation of what the school and district are doing to address the problem of low achievement, an explanation of how parents can become involved in the school, an explanation of the parent's option to transfer their child to a non-PI school and an explanation of Supplemental Educational Services to eligible students. In all cases, notifications are written in an understandable format and language parents can understand.
Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	**Public School Choice:** Rowland Unified will notify parents with students attending a PI school with written notification explaining to parents the option to transfer to a non-PI school within Rowland USD that has not been identified for improvement or as persistently dangerous. Parents will be given ample time, information and opportunity to take advantage of the option to choose a different school. This notification will also be posted on the LEA website. All students selecting the Choice provision are eligible to attend a non-PI school. Rowland USD provides transportation for the student to the public school that the student chooses to attend. Students who choose the school choice provision are given the option to continue to attend the non-

	PI school until they complete the highest grade of that school, even if the

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."	
	original school is no longer in PI. However, the obligation to provide transportation ends at the end of the school year when the school from which the child transferred is no longer identified for school improvement. **Supplemental Services:** Rowland USD will offer SES to the parents of each eligible student. A written notification includes a description of supplemental services and a list of state-approved supplemental service providers. Two Provider Fairs are held at each PI school. Information is provided annually in a language parents can understand. A lengthy enrollment window is established to enable parents of eligible students to make informed decisions about requesting SES and selecting a provider that will best meet the educational needs of the child. Selection of students to participate in SES is based upon CST assessment results and students scoring in the FBB and BB bands at Title 1 schools are determined to make up the eligibility pool. An Individual Learning Plan is completed for each student participating in supplemental services including achievement goals, assessment tools and a timeline for the program. Assessment data is analyzed to determine achievement goals mutually agreed upon by the parent and provider. Student progress is reported to the parents and the school. Eligible students with disabilities and students with limited English proficiency receive appropriate SES and accommodations in the provision of services.

Additional Mandatory Title I Descriptions
(continued)

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

	Description of how the LEA is meeting or plans to meet this requirement:
Describe the LEA's strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.	The LEA has made great effort in recruiting and retaining highly qualified staff. All teachers at all Title 1 schools meet the requirements of HQT and principals are fully credentialed. Throughout the LEA, there are 3 teachers who do not meet the HQT requirements (one is in a non-Title 1 school and two are in Special Education settings). The LEA is supporting these teachers in fulfilling their requirements through Title II funding.
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.	Rowland USD involves parents through a variety of means. In accordance with the NCLB requirements, the LEA has established a Parent Involvement Policy and requires School's to develop a policy for meaningful involvement of parents. The LEA reserves 1% of Title 1 funds for parental involvement promoting family literacy and parenting skills. Parents are also informed of meetings such as the Superintendent's Parent Council and DELAC whereby they can provide input. In compliance with the state law, Rowland USD also requires that each school establish a School Site Council which is assigned the responsibility of developing, approving and monitoring the Single Plan for Student Achievement. Schools that are required to establish English Language Advisory Committees (ELAC) also establish that the ELAC make recommendations to the SSC on the Single Plan. In addition, these committees make recommendations regarding the instructional program of English Learners at each individual site and District-wide through the District English Language Advisory Committee (DELAC). These committees serve as the parent leadership groups that directly impact District and school policy and practice. The LEA also ensures that all Title 1 SWP schools maintain a Home-School Compact.

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 how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as: a. Even Start b. Head Start c. Reading First d. Early Reading First e. Other preschool programs f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities. Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.	The coordination and integration of categorical programs in the Rowland USD are designed to support the multi-funded student in an overall cohesive instructional program. District office personnel and school sites continually assess and modify the various programs implemented at schools through a number of formal and informal meetings, which ensure that all services for multi-funded students are coordinated to eliminate duplication and reduce fragmentation. In order to provide greater flexibility and coordination in the use of categorical programs, all school sites have selected to implement School Based Coordinated Programs. All Title 1 schools also operate as Schoolwide Programs and programs are coordinated in the Single Plan for Student Achievement. The school plan includes instructional and auxiliary services to meet the needs of the entire student population including socioeconomically disadvantaged, English Learners and students with disabilities. All multi-funded students in Rowland USD receive appropriate services for which they are eligible based on assessment of individual needs. These services support and extend the District's core programs. Planning and collaboration is done at the District and site levels in accordance with state and federal guidelines. District personnel provide technical assistance to sites in the planning, development, implementation and evaluation of school programs. In conjunction with a comprehensive K-12 program, Rowland USD provides a continuum of integrated services for preschoolers through adults, in order to maximize program effectiveness and increase student achievement. Programs such as Even Start, Community Based English Tutoring, State Preschool provide strong collaboration and safety nets for the transition of children from preschool to kindergarten. These programs are inclusive of special needs students and homeless populations.

Additional Mandatory Title I Descriptions
(continued)

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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.
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Migrant services are offered in addition to Title I supplemental services. MEP teachers coordinate tutorial services with the regular-day classroom teachers. The Migrant Education Program (MEP) is administered by the San Gabriel Valley MEP Consortium administrator, who monitors student data and participation on an ongoing basis. The Consortium was established in 2007 to ensure that migrant services are truly supplemental to Title I programs and to lower administrative costs. The district Title I office and site administrators identify students eligible for district-provided supplemental services, while the MEP administrator analyzes the specific needs of migrant students for inclusion in migrant services, which include, but are not limited to, before/after school tutoring for students in grades 1-6, summer school classes for elementary, educational field trips, workshops for parents
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Part III
Assurances and Attachments

Assurances

Signature Page

Appendix

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

Appendix B: Links to Data Web sites

Appendix C: Science-Based Programs

Appendix D: Research-based Activities

Appendix E: Promising or Favorable Programs

ASSURANCES

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

GENERAL ASSURANCES

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

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

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

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

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

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

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

8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.

9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.

9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.

10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.

12. If the LEA receives more than $500,000 in Title I funds, it will allow 1 percent to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95 percent 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

- Is enforcing the operation of such technology protection measure during any use of such computers by minors

- 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, and

- Any LEA that *does* receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

TITLE III

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

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

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

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

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

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

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

TITLE IV, PART A

45. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).

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

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

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

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

- Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.

- Security procedures at school and while students are on the way to and from school.

- Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.

- A crisis management plan for responding to violent or traumatic incidents on school grounds.

- A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:

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

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

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

52. The LEA has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents of children attending elementary schools and

secondary schools in the area served by the LEA, with teachers and administrative personnel in such schools, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the LEA.

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

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

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

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

- Will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and

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

New LEAP Assurances

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

(i) Truancy rates;

(ii) The frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;

(iii) The types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and

(iv) The incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107-110)

57. Unsafe School Choice Policy: the LEA assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. The LEA will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of

schools that have been designated "persistently dangerous" in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107-110.)

Other

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

SIGNATURE PAGE

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

The superintendent and governing board of the LEA submitting this Plan must sign on behalf of all participants included in the preparation of the Plan. LEAs in Program Improvement Year 3 assigned or required to access the services of a District Assistance and Intervention Team (DAIT) or other technical assistance provider must also secure signatures from the DAIT leads or other technical assistance provider leads.

_____
Print Name of Superintendent

_____   _____
Signature of Superintendent   Date

____Judy Nieh_____
Print Name of Board President

_____   _____
Signature of Board President   Date

____Becky Wetzel_____
Print Name of DAIT Lead or Technical Assistance Provider Lead
(if applicable)

_____   _____
Signature of DAIT Lead or Technical Assistance Provider Lead   Date
(if applicable)

_Barbara Okiishi_____
Print Name of Title III English Learner Coordinator/Director
(if applicable)

_____   _____
Signature of Title III English Learner Coordinator/Director   Date
(if applicable)

Please note that the Title III English Learner Coordinator/Director will only need to sign this Assurance if the LEA is identified for Title III Year 2 or Year 4 improvement status.

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

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

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

California's NCLB Performance Goals and Performance Indicators

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

1.1   **Performance indicator:** The percentage of students, in the aggregate and for each subgroup, who are above the proficient level in reading on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)

1.2   **Performance indicator:** The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(C)(i).)

1.3   **Performance indicator:** The percentage of Title I schools that make adequate yearly progress.

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

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

2.2   **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.

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

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

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

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

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

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

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

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

5.1   **Performance indicator:** The percentage of students who graduate from high school, with a regular diploma:

- Disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged and

- Calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

5.2   **Performance indicator:** The percentage of students who drop out of school:

- Disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged and

- Calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

APPENDIX B

Links to Data Web sites

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

- Academic Performance Index (API)
  http://www.cde.ca.gov/ta/ac/ap/

- California Basic Educational Data System (CBEDS)
  http://www.cde.ca.gov/ds/sd/cb/

- California English Language Development Test (CELDT)
  http://www.cde.ca.gov/ta/tg/el/

- California High School Exit Exam (CAHSEE)
  http://www.cde.ca.gov/ta/tg/hs/

- California Standardized Test (CST)
  http://www.cde.ca.gov/ta/tg/sr/guidecst08.asp

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

- School Accountability Report Card (SARC)
  http://www.cde.ca.gov/ta/ac/sa/

- Standardized Testing and Reporting (STAR) Program
  http://www.cde.ca.gov/ta/tg/sr/

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/index.html >(University of Colorado: Blueprints)

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

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

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

School-Based Programs

Name	Grade	\multicolumn{5}{l}{Intended program outcomes and target grade levels. See research for proven effectiveness}	Website
		Alcohol	Tobacco	Drugs	Violence	Youth Dev.	
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	Target Population	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,

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

APPENDIX D

Research-based Activities (4115 (a)(1)(C)):
The LEA must designate and list the research-based activities (strategies and activities developed by the LEA to supplement the science-based programs listed above) selected from below:

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

APPENDIX E

Promising or Favorable Programs

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

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

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

C: < http://www.modelprograms.samhsa.gov >(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)

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

Program	Age/Grade						Category
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

Rowland Unified School District
Single Plan for Student Achievement
Criteria

Themes	Comments
Vision/Mission • District Mission Statement, Core Values and Strategic Plan • School Vision and Mission Statement	

School Profile
• Demographics included
• Include ethnic percentages
• Program description
• Critical priorities are based on data
• Program Improvement (PI) Schools Only as applicable:
   - Indicate School Choice Year 1
   - Indicate School Choice and SES Offered Year 2
   - Indicate Corrective Action for Year 3
   - Indicate Planning for Alternative Governance Year 4
   - Indicate Implementation of Alternative Governance Year 5 and beyond	

Comprehensive Needs Assessment Components • Data Analysis (API, AYP, STAR, CELDT, District & Site Assessments) • WASC Needs and Recommendations are included (High Schools only) • Surveys • Classroom Observations • Student Work and School Documents	
Description of Barriers • Barriers identified • Methods for overcoming each "Barrier" are included in the Planned Improvements in Student Performance "Actions."	
Planned Improvements in Student Performance • NCLB Goals, District Goals, Safe Harbor, Smart and CST Performance Band Growth Goals included (WASC Goals included for High Schools)	

• Smart Goal 1: English Language Arts (ELA)
   -   CST Writing Objective – Grades 4 and 7
   -   District Checkpoint Assessments K-12
   -   Site Based ELA Assessment(s)
 	
• Smart Goal 2: Mathematics
   -   District Checkpoint Assessment K-12
   -   Site Based Math Assessment(s)
 	
• Smart Goal 3: English Language Development (ELD) and EL Content Learning
 	
   -   AMAO #1, #2
 	
   -   Formative: District ELD Checkpoint Assessment K-12 are included (pending)
 	
   -   AMAO #3
 	
• Smart Goal 4: Science
   - CST 5th and 10th grade Science Assessments(s)
   - Site Based Science Assessment(s)
 	
• Smart Goal 5: Social Science (Optional K- 6)
   -   Site Based Social Science Assessment(s) K-12
 	
     • Smart Goal 6: Parent Involvement	

- Additional Smart Goals (If Any)

- High Schools Goals:
    - CAHSEE (Proficiency at 380)
    - A-G
    - AP (Participation and Performance Goals)
    - Grad Rate

- Each Smart Goal includes:
    - Appropriate groups and grade levels to participate in this goal.
    - Specific annual performance growth (% or #'s) for each group.
    - Adequate means of evaluating programs toward this goal.
    - Adequate group data to be collected to measure gains.

- Actions to be Taken to Reach Each Smart Goal includes:
    - Alignment among Data, Barriers and Actions described.
    - Start and Completion Date, Proposed Expenditures, Estimated Site Based Cost, and Funding Source.
    - Adequate specificity for students and relevant subgroups.
    - Preschool to K Transition Plan
    - Elementary to Intermediate Transition Plan
    - Intermediate to High School Transition Plan

• Site Intervention Graphics:
  -   Aligned to Actions
  -   ELA
  -   Math
 	
――――――――――――――――――――――――
Required Schoolwide Program Plan Components
• Ten components are complete/checked
• PI Schools Only: Title I PI Requirements overview are complete
    • PI Year 3, PI Year 4 and PI Year 5+ are complete as appropriate
• School Safety Plan is included with signatures and dates on file and verifiable.
• Annual Year-End Evaluation is complete (Data and Key Conclusions)	

Appendix A: School and Student Performance Data Forms • API, AYP, Title III and CELDT	
Appendix B: Analysis of Current Instructional Program • Standards, Assessment, and Accountability • Staffing and Professional Development • Teaching and Learning • Opportunity and Equal Educational Access • Involvement (Parents and other Stakeholders) • Funding	
Appendix C: Programs Included in this Plan • Site Allocations are correct for relevant State and Federal Programs • Site allocation "Totals" match Summary and Line-Item Budgets • Line Item Budgets are included for each relevant program (SBCP, Title I, Title III etc.) at the school • List of Categorically Funded Positions at Site includes funding and percentages	

Appendix D: Categorical District Services Budget
• Centralized Services Description is included
  -   Accurate amounts per relevant funding source are included under Allocated Centralized Services for school.
  - Indirect Costs are accurate	

- District Direct Services are accurate **Appendix E: Recommendations and Assurances** • Data is complete • Signatures of Principals and SSC Chair with dates are on file and verifiable	

Appendix F: School Site Council (SSC) Members
• Composition is correct for elementary or secondary school.
  - Elementary: 5 staff, 5 parents
  - Secondary: 6 staff, 3 parents, 3 students
• District English Learner Committee representative is indicated (as appropriate).	

Appendix G: English Learner Advisory Committee Members • Composition is delineated for K-12 schools (as appropriate).	

Title I Attachments
• Site Parent Involvement Policy up-to-date
  - Includes School Year
• School Parent Compact up-to-date
  - Includes School Year	

-	