

(CDE use only)  
Application #

**No Child Left Behind Act of 2001**  
**Revised November 2007**  
**LOCAL EDUCATION AGENCY PLAN**

**Mail original and  
two copies to:**

**California Department of Education  
Specialized Programs Division  
1430 N Street, Suite 4309  
Sacramento, California 95814-5901**

**Postmarked no later  
than June 1, 2003**

**LEA Plan Information:**

Name of Local Education Agency (LEA): **William S. Hart Union High School District**

County/District Code: **19-65136**

Dates of Plan Duration: **July 1, 2003 to June 30, 2008 (to be updated annually)**

Date of local governing board approval: **June 11, 2003**

District Superintendent: Mr. Robert C. Lee

Address: 21515 Centre Pointe Drive

City: Santa Clarita

Zip code: 91351

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

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

Mr. Robert C. Lee

May 30, 2003

Printed or typed name of Superintendent

Date

Signature of Superintendent

Mr. Philip Ellis

June 11, 2003

Printed or typed name of Board President

Date

Signature of Board President

## FEDERAL AND STATE PROGRAMS CHECKLIST

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

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

## DISTRICT BUDGET FOR FEDERAL PROGRAMS – 2002-2003

Please complete the following table with information for your district.

Programs	2001-02 District Carryovers	2002-03 District Entitlements	2002-03 Direct Services to Students at School Sites (\$)	2002-03 Direct Services to Students at School Sites (%)
Title I, Part A	7089	380,349	341,314	89.7
Title I, Part B, Even Start	0	0	0	0
Title I, Part C, Migrant Education	0	0	0	0
Title I, Part D, Neglected/Delinquent	0	0	0	0
Title II Part A, Subpart 2, Improving Teacher Quality	969	257,168	0	0
Title II, Part D, Enhancing Education Through Technology	0	10,000	0	0
Title III, Limited English Proficient	0	78,812	68,500	86.9
Title III, Immigrants	0	0	0	0
Title IV, Part A, Safe and Drug-free Schools and Communities	0	55,626	48,752	87.6
Title V, Part A, Innovative Programs – Parental Choice	0	48,069	42,350	88.1
Adult Education	558,658	609,895	519,000	85.1
Career Technical Education	0	0	0	0
McKinney-Vento Homeless Education	0	0	0	0
IDEA, Special Education	0	1,977,799	2,997,715	100
21 <sup>st</sup> Century Community Learning Centers	0	0	0	0
Other (describe)	0	0	0	0
<b>TOTAL</b>	566,716	3,417,718	<b>2,997,715</b>	87.7

## DISTRICT BUDGET FOR STATE PROGRAMS – 2002-2003

Please complete the following table with information for your district.

Categories	2001-02 District Carryovers	2002-03 District Entitlements	2002-03 Direct Services to Students at School Sites (\$)	2002-03 Direct Services to Students at School Sites (%)
EIA – State Compensatory Education	61,231	150,560	130,000	86.3
EIA – Limited English Proficient	61,231	150,560	130,000	86.3
State Migrant Education	0	0	0	0
School Improvement	63,635	221,371	189,165	85.5
Child Development Programs	0	0	0	0
Educational Equity	0	0	0	0
Gifted and Talented Education	155,570	165,329	142,529	86.2
Tobacco Use Prevention Education – (Prop. 99)	24,924	23,922	20,400	85.3
Immediate Intervention/ Underperforming Schools Program (II/USP)	0	0	0	0
School Safety and Violence Prevention Act (AB 1113)	214,202	492,048	492,048	100
Tenth Grade Counseling	67,693	78,393	67,600	8602
Healthy Start	0	0	0	0
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)	0	0	0	0
Other (describe)	0	0	0	0
<b>TOTAL</b>	648,486	1,282,182	1,171,742	91.4

## **Part II**

### **The Plan**

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## Hart District Needs Assessment

### Academic Performance

Ensuring that all students achieve high levels of learning continues to be the district's most significant challenge. Although high school APIs range from 693 to 825, an honest analysis of student achievement data shows considerable achievement gaps in several subgroups of students. The following chart shows disaggregated student data on the March 2002 California High School Exit Exam. The pass rate for both portions CAHSEE are lower for the district than for the state (ELA: 51% vs. 55%; Math: 31% vs. 33%). That trend is consistent when examining data regarding ethnicity, language proficiency, economic status or participation in special education. That same "lower than state" trend continues when examining other data such as Advance Placement Exam passing rates or completion of UC/CSU requirements.

*CAHSEE (March 2002)*

	<b>% Passed (ELA)</b>	<b>% Passed (Math)</b>
All students	51(55)	31(33)
Asian	64(60)	52(55)
Filipino	58(71)	54(45)
Latino	40(42)	24(22)
African American	37(47)	27(20)
White	62(74)	37(49)
English Only	59(64)	35(38)
IFEP	50(63)	28(35)
RFEP	60(67)	33(36)
ELL	24(28)	15(18)
Economically Disadvantaged	41(40)	23(22)
Non-economically Disadvantaged	54(65)	33(40)
Non-special Education	56(60)	36(36)
Special Education	39(25)	15(12)

State data is in (%).

The LEAP's performance goals focus on the California Content Standards in English Language Arts and Mathematics. Additionally, California requires that students complete a course equivalent to a one-year algebra course. Therefore, this needs assessment examined data that provided a snapshot of student performance in English and algebra. The following charts show district data on the California Standards Tests by subgroup for April 2002:

*Percent of Students by Grade Proficient on CST: ELA*

<b>% Proficient</b>	<b>7<sup>th</sup></b>	<b>8<sup>th</sup></b>	<b>9<sup>th</sup></b>	<b>10<sup>th</sup></b>	<b>11<sup>th</sup></b>
All students	56	51	48	44	41
English Learners	23	14	8	8	13
Economically Disadvantaged	27	23	10	11	9
Special Education	11	6	10	7	8

*Percent of Students by Grade Proficient on CST: Math  
(Grade 7: Grade Level Content Standards  
Grades 8 – 11: Algebra)*

<b>% Proficient</b>	<b>7<sup>th</sup></b>	<b>8<sup>th</sup></b>	<b>9<sup>th</sup></b>	<b>10<sup>th</sup></b>	<b>11<sup>th</sup></b>
All students	53	83	46	19	17
English Learners	35	55	43	26	24
Economically Disadvantaged	27	78	22	21	18
Special Education	11	0	38	7	27

*Percent of ELLs by Grade At Each Proficiency Level on CELDT*

	<b>7<sup>th</sup></b>	<b>8<sup>th</sup></b>	<b>9<sup>th</sup></b>	<b>10<sup>th</sup></b>	<b>11<sup>th</sup></b>	<b>12<sup>th</sup></b>
<b>Beginning</b>	13	20	22	40	10	38
<b>Early Intermediate</b>	6	40	9	13	0	0
<b>Intermediate</b>	13	20	22	13	0	13
<b>Early Advance</b>	38	0	17	20	60	31
<b>Advanced</b>	31	20	30	13	30	19

Several barriers make closing the achievement gap difficult:

- District enrollment has grown from 11,457 in 1993 to 18,532 in 2002. Next year all high schools will be over 3,000 students.
- The percentage of minority students increased from 24.1% to 36.2% during that same time span. Teachers' unconscious biases and assumptions about students potential have a substantial effect on performance, as low expectation students are given fewer opportunities to learn and perform.
- At the end of the 2002 school year, 21% of teachers did not have a valid credential. Very few credentialed teachers are prepared to differentiate instruction or unpack standards sufficiently so that all students have access to the content standards.
- Students' lack of confidence in their own ability to learn and their lack of connection enable low achievement. The traditional curriculum fails to have meaning and relevance for many students.
- High mobility, low level of parent education, and poverty are insurmountable obstacles for students at specific schools, resulting in their detachment from the learning process. Barriers

to their achievement in a middle class school culture itself can create barriers to student success. There is little or no parent involvement in these subgroups.

Other barriers worth mentioning include: 1) Poor literacy skills, 2) Insufficient technology support or curriculum integration, 3) Fragmented intervention programs, 4) Ignorance of research-based practices, and 5) Misalignment among essential standards, what is taught, and what is assessed.

Professional Development and Hiring

NCLB requires that students have highly-qualified teachers and paraprofessionals. The chart below shows the current credential status of all Hart District teachers:

*Percent of Teachers by Status in Hart District and California*

	<b>Hart District</b>	<b>State of California</b>
Fully credentialed	79.3	83.9
Intern (Subject Competency)	0.1	2.3
Pre-Intern	0.0	2.6
Emergency	19.8	10.3
Waiver	0.8	1.0

The next chart shows the number of paraprofessional (Title I or Title III) by education level:

*Number of Bilingual Assistants by Education Level*

	<b>CA</b>	<b>HA</b>	<b>VA</b>	<b>BO</b>	<b>LM</b>	<b>PL</b>	<b>SV</b>
High School Diploma/GED	0	2	0	0	0	1	0
Some College (less than 60 units)	1	4	2	1	1	2	2
Associate's Degree (or 60 semester units)	2	0	1	0	0	0	1
Bachelor's Degree	1	1	1	1	0	2	0
Master's Degree	0	0	0	0	0	0	0

All Hart district administrators possess an administrator's credential.

School Safety and Prevention

The following charts provide information regarding expulsions and student placement for the 2001-2002 school year:



*Number of Students By Expulsion Category*

<b>Enrollment</b>	<b>Recommended For Expulsion</b>	<b>Ordered Expelled</b>	<b>Mandatorily Expelled</b>	<b>Suspended Expulsions</b>
18,410	85	72	10	53

*Ranking of Expulsions Ordered by Education Code*

<b>Offense</b>	<b>Number</b>
Drugs or alcohol	38
Drugs only	28
Firearm, knife, or other dangerous object	25
Used force upon another	9
Serious Physical Injury	9
Selling a controlled substance	6
Physical injury to another	4
Drug paraphernalia	4
Explosives	2
Damage to school or private property	2
Brandishing knife	2
Assault or battery on school employee	2
Imitation firearm	1
Disruption/Defiance	1

*Placement of Students During Expulsion Period*

<b>Placement</b>	<b>Expulsions Not Suspended</b>	<b>Expulsions Suspended</b>	<b>Total</b>
Another district middle school	0	8	8
Another district high school	0	34	34
District Continuation School	0	9	9
District Adult Education	0	1	1
Community Day School	32	0	32
Left District/moved	1	1	2
<b>Total:</b>	33	53	86

All district schools have fewer than three expulsions per one hundred students. Therefore, no school is labeled “Persistently Dangerous.”

### ***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 in order to provide background and a rationale for the descriptions included in the LEA Plan.

### **Geographic and Economic Description of Hart District Community**

The William S. Hart Union High School District is located in the Santa Clarita Valley in the northern part of Los Angeles County. The City of Santa Clarita encompasses 46.7 square miles of approximately 200 square miles in the Santa Clarita Valley, making the city the largest in geographic size within the county. The City is situated south of the Sierra Pelona mountain range and north of the Santa Susanna and San Gabriel mountain ranges between Interstate 5 and State Highway 14.

Santa Clarita is the fourth largest in Los Angeles County with a population of 158,289. The entire Santa Clarita Valley has a population of 213,178. 23% of families speak Spanish as home. About 29% of all adults have a bachelor's degree or higher. The employment rate in September 2002 was just over 3%. The top three businesses or industries are: 1) Services: 39%, 2) Retail/Wholesale trade: 18%, and 3) Manufacturing: 13%. Employment status includes 77% private wage or salary workers, 15% government workers, and 8% self-employed. The top three employers are Magic Mountain (4,500), the Hart District (2,460) and the US Post Office (2,000). There are four industrial parks and one shopping mall.

### **Feeder Districts and IHE**

Within Santa Clarita, there are four elementary districts (Newhall: 6,296, Sulphur Springs: 5,392, Saugus: 9,227, and Castaic: 2,751). College of the Canyons Community College (12,276), the Master's College (1,100), and California Institute for the Arts (1,253) are located within the city. Many students also commute to California State University in Northridge.

### **Hart District Demographics**

Over 18632 students are enrolled in the Hart district's four high schools, four junior high schools, an independent study high school, a continuation school, and a middle college school

(on the campus of College of the Canyons.) The district also operates a successful adult school and a Regional Occupational Program. In response to the Hart District's severe student overcrowding, voters approved \$158 million in school bonds by a 70.75 percent affirmative vote to allow the building of four new high schools and two new junior high schools and to renovate older campuses in the district. Student demographic data is summarized in the table below:

	<b>White</b>	<b>Latino</b>	<b>African American</b>	<b>Filipino</b>	<b>Asian</b>
<b>Percent of Enrollment</b>	65	23	4	3	5
<b>Drop-Out Rate (%)</b>	1.7	7.3	8.0	1.2	0.4
<b>Met UC/CSU (%)</b>	34	12	21	28	41

Furthermore, 7.2% or 1,327 students were classified as English Learners and 9.6% or 1,796 were classified as either I-FEP or RFEP. During the 2001-2002 school year, 9.2% of LEPs or 107 students were reclassified. The district's poverty rate is 7.4% with individual schools ranging from 4.3% to 43%. Other important demographic information follows:

- Of 2,552 seniors, 94% graduated in 2002. Of these graduates, 30.6% met UC/CSU requirements.
- During 2002, 85 students were recommended for expulsion. Of these, 10 were mandatorily expelled and 53 had expulsions suspended.

The top three primary languages, other than English, are Spanish at 78.9%, Korean at 4.4%, and Filipino at 2.6%.

### **District Vision Statement**

The William S. Hart UHSD prepares students to meet the challenges of the future as lifelong learners and responsible citizens. In partnership with families and community, we create meaningful and diverse learning opportunities for all students so they develop the knowledge, skills, and character necessary to succeed. In all of our work, we demand fairness, honor quality, and expect achievement at each person's highest level of ability.

### **District Goals**

1. Ensure that all students achieve academic proficiency in essential areas of skill and knowledge.
2. Provide a variety of classroom settings and instructional strategies.
3. Provide for the specialized needs of identified groups of students

## **Local Measures of Student Performance**

The district does not employ any uniform assessments of student performance at this time.

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

**Planned Improvement in Student Performance in Reading**

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

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <p>The Hart District will take the following steps to align instruction with the content standards in reading:</p> <ul style="list-style-type: none"> <li>The District will adopt the California Content Standards in ELD and ELA.</li> <li>The District, using state assessment blueprints, will identify the essential standards and update annually.</li> <li>The District will develop a pacing guide, benchmark standards by quarter, and benchmark assessments for reading and writing.</li> <li>Standards-based Instruction will be emphasized in recruitment, induction, and evaluation of instructional staff.</li> <li>School plans will identify activities and resources to align instruction to the content standards in reading and ELD.</li> </ul>	<p>Director of Curriculum Directors of Curriculum and Special Programs</p> <p>Directors of Curriculum and Special Programs</p> <p>Personnel (on-going)</p> <p>Site principals, school plan coordinators</p>	<p>None.</p> <p>Staff stipends; printing</p> <p>Staff stipends; printing</p> <p>None.</p> <p>Staff stipends;</p>	<p>0</p> <p>960</p> <p>12,000</p> <p>0</p> <p>4,000 per site plan</p>	<p>Title 1</p> <p>Title 1</p> <p>SIP</p>
<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>The Hart District will take the following steps to ensure that instructional staff use standards-aligned instructional materials and strategies:</p> <ul style="list-style-type: none"> <li>The District will purchase primary and supplementary instructional materials that have adopted by the State Board</li> </ul>	<p>Director of Curriculum</p>	<p>No cost other than the purchase of materials.</p>		

<p>of Education <i>OR</i> (for high schools) those that actively build on California Content Standards in ELA/ELD.</p> <ul style="list-style-type: none"> <li>All instructional staff in English, Reading, Special Education, and ELD will have copies of California Content Standards and assessment blueprints in ELA/ELD.</li> <li>District and Site Professional Development will focus on standards-based instruction and effective teaching strategies as supported in scientific research.</li> <li>Content standards will be posted in each English/ELD classroom.</li> <li>PAR/BTSA lesson plans will reference the content standards explicitly.</li> <li>District and site staff development in instruction and assessment will include model standards-based lesson plans.</li> <li>District course descriptions in English, Reading, and English Language Development will be rewritten by focusing on content standards.</li> <li>The District Curriculum Council will align adoption practices with the content standards.</li> <li>School plans will support the purchase of instructional materials if they are aligned with the content standards.</li> </ul>	<p>Site Principals, Department Chairs</p> <p>Director of Special Programs, Director of Personnel, Principals</p> <p>Principals</p> <p>PAR Consulting Teachers, Administrators</p> <p>Director of Special Programs; Director of Personnel; principals</p> <p>Directors of Curriculum And Special Programs</p> <p>Assistant Superintendent</p> <p>School Plan Coordinator</p>	<p>Download from internet.</p> <p>Staff stipends, substitutes, workshop materials, clerical, website</p> <p>Printing.</p> <p>Workshop materials, personnel</p> <p>Personnel</p> <p>Personnel</p> <p>None.</p>	<p>Minimal.</p> <p>No cost at sites on minimum/buy-back days. \$90,000 for district workshops in reading, writing, SBI, etc. Minimal.</p> <p>0</p> <p>0 (Included in workshop cost.)</p> <p>9,600</p> <p>0</p> <p>Included in stipend.</p>	<p>Site formula.</p> <p>Title I, Title II, Title III, GATE, EIA</p> <p>Site formula.</p> <p>Title I, Title III, EIA</p>
<p>3. Extended learning time:</p> <ul style="list-style-type: none"> <li>The District will offer 120 hours of extended student learning in reading during the summer through the Intensive Literacy Program.</li> <li>Sites will offer a parallel course in Reading in addition to a student's ELA class.</li> <li>Sites will offer reading intervention classes before or after school.</li> </ul>	<p>Director of Special Programs</p> <p>Principals</p> <p>Principals</p>	<p>Personnel, materials, clerical, training</p> <p>District adopted materials, training</p> <p>Personnel, supplementary materials</p>	<p>140,000 (700 students)</p> <p>0 (school day) Training included above.</p>	<p>Title I, Title II, EIA</p> <p>State intervention funds.</p>

<ul style="list-style-type: none"> <li>Teachers who are not teaching ELA or Reading will engage in professional development in content literacy so that the number of teachers assisting in common literacy techniques is maximized.</li> </ul>	Principals	Trainers.	Included above.	
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Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <ul style="list-style-type: none"> <li>• ELD and Reading classes will implement Read Naturally or other media-assisted technology to support reading fluency and comprehension.</li> <li>• Sites will use computer software to enrich or supplement literacy strategies.</li> <li>• Students will use computers and word processors to develop their literacy skills in writing</li> </ul>	<p>Director of Special Programs</p> <p>Principals</p> <p>Principals</p>	<p>Supplementary materials, Technology</p> <p>Part of school day.</p> <p>Part of school day.</p>	<p>35,000</p> <p>0</p> <p>0</p>	<p>Title I, Title II, EIA</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <ul style="list-style-type: none"> <li>• Administrators will receive on-going training in standards-based education.</li> <li>• Administrators and program coordinators will receive training on developing and supporting a school literacy program.</li> <li>• New teachers will have access to intensive training in Standards-Based Instruction.</li> <li>• Instructional staff will have access to ongoing training in Standards-Based Instruction.</li> <li>• Instructional staff will have access to intensive training in thinking maps.</li> <li>• Instructional staff will have access to training in effective teaching strategies, with an emphasis on special populations of students.</li> <li>• Instructional staff will have access to content literacy training.</li> <li>• Instructional staff will have access to training in effective writing models.</li> <li>• Parents will have access to training to assist them in supporting their children in education.</li> </ul>	<p>Directors of Personnel and Special Programs</p> <p>Director of Special Programs</p> <p>S/A</p> <p>S/A</p> <p>S/A</p> <p>S/A</p> <p>S/A</p> <p>S/A</p> <p>S/A</p> <p>S/A</p> <p>Director of Personnel</p>	<p>Materials</p> <p>Consultant</p> <p>Personnel, materials, stipends or substitutes</p> <p>S/A</p> <p>S/A</p> <p>S/A</p> <p>S/A</p> <p>S/A</p> <p>S/A</p> <p>S/A</p> <p>S/A</p>	<p>3,000</p> <p>3,000</p> <p>Previously included. 80,000</p> <p>45,000</p> <p>45,000</p> <p>Previously included.</p> <p>Previously included. 25,000</p> <p>750,000</p>	<p>Title II</p> <p>Title II</p> <p>Title I, Title II, EIA, GATE</p> <p>S/A</p> <p>S/A</p> <p>S/A</p> <p>Title I, Title III, GATE, EIA</p>



<ul style="list-style-type: none"> <li>• The District will offer programs for preinterns, interns, and new hires.</li> <li>• District workshops will include an element of coaching, peer observations, data use or curriculum development.</li> <li>• The Hart District Teacher’s Association will offer workshops after school.</li> <li>• All staff development opportunities will be posted at <a href="https://ero.eschoolsolutions.com/user/Login.taf">https://ero.eschoolsolutions.com/user/Login.taf</a></li> <li>• The District will provide training in effective instructional strategies for paraprofessionals.</li> <li>• The District will offer technology training.</li> <li>• Instructional staff will have access to training in AVID techniques.</li> <li>• The District will promote professional reading of current trends and research through book clubs.</li> </ul>	<p>Director of Special Programs HDTA President</p> <p>Director of Special Programs S/A</p> <p>Director of Technology S/A, principals S/A</p>	<p>S/A</p> <p>S/A</p> <p>Personnel, website fees</p> <p>S/A</p> <p>S/A</p> <p>S/A</p> <p>S/A</p> <p>S/A</p>	<p>Included in workshop cost. 3,000</p> <p>10,000</p> <p>15,000</p> <p>25,000</p> <p>19,800</p> <p>5,000</p>	<p>PAR, General Fund</p> <p>Title II</p> <p>Title II</p> <p>Title II</p> <p>Technology funds</p> <p>GATE</p> <p>Title I, Title II, EIA</p>
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <ul style="list-style-type: none"> <li>• Each site will maintain a site council (SSC), which includes staff, parents, and community representatives. The site council will have input regarding reading services and resources.</li> <li>• The District will work with site leadership teams in analyzing annual assessment results in reading, writing, English Language Development, and the content standards in ELA.</li> <li>• Sites will share assessment data related to reading and writing with their site councils and other school advisory (Title I, ELL, etc.) groups.</li> <li>• The District will send individual assessment results (STAR, CELDT, CAHSEE, etc.) to parents with an explanation of the report.</li> <li>• The District will share information about programs, procedures, and assessments with its advisory groups (DAC, DELAC, etc.), the Governing Board, and the community.</li> </ul>	<p>Principals</p> <p>Directors of Curriculum and Special Programs</p> <p>Principals</p> <p>Directors of Curriculum and Special Programs</p> <p>Superintendent, Director of Special Programs</p>	<p>Personnel, stipends</p> <p>State and local data</p> <p>Stipends for Title I, ELL, and GATE coordinators.</p> <p>Office materials, clerical</p> <p>Personnel, clerical, materials, website</p>	<p>4,000 per site</p> <p>No additional cost.</p> <p>60,000</p> <p>Postage, office supplies.</p> <p>No additional cost.</p>	<p>SIP</p> <p>Title I, EIA, GATE</p> <p>General Fund.</p>

<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <ul style="list-style-type: none"> <li>• Sites will offer parallel classes in reading in addition to the grade level ELA class.</li> <li>• Intervention programs in reading and writing may be offered outside of the school day.</li> <li>• The Intensive Literacy Program will provide 120 hours of instruction in reading and writing during the summer.</li> <li>• Programs to prepare students to pass CAHSEE will be offered before or after school, on Saturdays, and during the summer.</li> <li>• Students may enroll in an AVID elective where reading and writing strategies are promoted.</li> </ul>	<p>Principals</p> <p>Principals</p> <p>Director of Special Programs Principals, Director of Alternative Education</p> <p>Principals</p>	<p>See above.</p> <p>See above.</p> <p>See above.</p> <p>See above.</p> <p>See above.</p>		
<p>8. Monitoring program effectiveness:</p> <ul style="list-style-type: none"> <li>• All reading interventions (including those during and outside of the school day) will test students' reading comprehension and writing skills before the program begins and after it ends. Programs will be modified as needed based on the data.</li> <li>• State assessment data in reading (CST:ELA, CAHSEE, and CELDT) will be used to monitor school improvement.</li> <li>• State assessment data in reading (CST:ELA, CAHSEE, and CELDT) will be used as one of several measures to identify students who need assistance in literacy.</li> <li>• Sites plans will include at least one goal each in reading and writing, citing state assessment data.</li> <li>• Teachers will monitor student progress in literacy quarterly by reviewing district benchmark assessment data.</li> <li>• The District will provide the technology necessary so that all instructional staff has access to student assessment data (both state and local.)</li> </ul>	<p>Director of Special Programs, Site personnel</p> <p>Superintendent, principals Director of Special Programs, Site personnel Principal</p> <p>Principals, teachers</p> <p>Director of Technology</p>	<p>Technology, assessment tools, personnel</p> <p>State data</p> <p>State data, technology</p> <p>School site plan</p> <p>Technology</p> <p>Software</p>	<p>Previously included.</p> <p>0</p> <p>0</p> <p>0</p> <p>0</p> <p>120,000</p>	<p>Technology funds, general fund</p>

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. Targeting services and programs to lowest-performing student groups:</p> <ul style="list-style-type: none"> <li>Administrators and programs coordinators will be trained on the efficient allocation of intervention resources based on the level of student need.</li> <li>Students scoring Far Below Basic on CST: ELA and two or more grades below their instructional reading level will participate in interventions with ratios of no more than 15 students to one teacher.</li> <li>Students scoring Below Basic and one grade level below their instructional level in reading will participate in parallel reading classes where the class size is 30 or less.</li> <li>Juniors and seniors who have not passed the ELA portion of CAHSEE will enroll in CAHSEE classes either during the school day or in after school, Saturday, or summer programs.</li> <li>ELLs scoring at or below early intermediate level on CELDT will enroll in ELD classes with a ratio of twenty students to one teacher.</li> <li>AVID will be offered to students who assess in the average range but who have the potential for more rigorous coursework.</li> <li>Struggling readers will have regular access to high interest reading material at their instructional level through classroom and site libraries.</li> </ul>	<p>Director of Curriculum</p> <p>Director of Alternative Education</p> <p>Principals</p> <p>Director of Alternative Education; Principals</p> <p>Principals</p> <p>Principals</p> <p>Principals</p>	<p>Budget information</p> <p>Student data; budget information</p> <p>Student data</p> <p>Supplementary materials</p> <p>Student data</p> <p>Tutors; Training;</p> <p>Books</p>	<p>None.</p> <p>Nothing beyond intervention hours.</p> <p>None.</p> <p>\$25 per student</p> <p>None.</p> <p>\$9,000 per participating site</p> <p>\$1000 per ELA/Reading/ELD classroom</p>	<p></p> <p>Textbook fund.</p> <p>Title I, EIA, GATE</p> <p>Title I, Title III, EIA, ELAP</p>

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

**Planned Improvement in Student Performance in Mathematics**

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

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards: The Hart District will take the following steps to align instruction with the content standards in math:</p> <ul style="list-style-type: none"> <li>• The District will adopt the California Content Standards in math.</li> <li>• The District, using state assessment blueprints, will identify the essential standards and update annually.</li> <li>• The District will develop a pacing guide, benchmark standards by quarter, and benchmark assessments for grade 7 math standards and algebra.</li> <li>• Standards-based Instruction will be emphasized in recruitment, induction, and evaluation of instructional staff.</li> <li>• School plans will identify activities and resources to align instruction to the content standards in math.</li> </ul>	<p>Director of Curriculum</p> <p>Directors of Curriculum and Special Programs</p> <p>Directors of Curriculum and Special Programs</p> <p>Personnel (on-going)</p> <p>Site principals, school plan coordinators</p>	<p>None.</p> <p>Staff stipends; printing</p> <p>Staff stipends; printing</p> <p>None.</p> <p>Staff stipends;</p>	<p>0</p> <p>960</p> <p>12,000</p> <p>0</p> <p>4,000 per site plan</p>	<p>Title 1</p> <p>Title 1</p> <p>SIP</p>

<p>1. Use of standards-aligned instructional materials and strategies:</p> <p>The Hart District will take the following steps to ensure that instructional staff use standards-aligned instructional materials and strategies:</p> <ul style="list-style-type: none"> <li>• The District will purchase primary and supplementary instructional materials that have adopted by the State Board of Education <i>OR</i> (for high schools) those that actively build on California Content Standards in math.</li> <li>• All instructional staff in math and special education will have copies of California Content Standards and assessment blueprints in math.</li> <li>• District and Site Professional Development will focus on standards-based instruction and effective teaching strategies as supported in scientific research.</li> <li>• Content standards will be posted in each classroom.</li> <li>• Teachers' lesson plans will reference the content standards explicitly.</li> <li>• District and site staff development in instruction and assessment will include model standards-based lesson plans.</li> <li>• District course descriptions math will be rewritten by focusing on content standards.</li> <li>• The District Curriculum Council will align adoption practices with the content standards.</li> <li>• School plans will support the purchase of instructional materials if an only if they are aligned with the content standards.</li> </ul>	<p>Director of Curriculum</p> <p>Site Principals, Department Chairs</p> <p>Director of Special Programs, Director of Personnel, Principals</p> <p>Principals PAR Consulting Teachers, Administrators</p> <p>Director of Special Programs; Director of Personnel; principals</p> <p>Directors of Curriculum And Special Programs Assistant Superintendent</p> <p>School Plan Coordinator</p>	<p>No cost other than the purchase of materials.</p> <p>Download from internet.</p> <p>Staff stipends, substitutes, workshop materials, clerical, website</p> <p>Printing. No cost.</p> <p>Workshop materials, personnel</p> <p>Personnel</p> <p>Personnel</p> <p>None.</p>	<p>Minimal.</p> <p>No cost at sites on minimum/buy-back days. \$90,000 for district workshops in reading, writing, SBI, etc. Minimal.</p> <p>0 (Included in workshop cost.)</p> <p>9,600</p> <p>0</p> <p>Included in stipend.</p>	<p>Site formula.</p> <p>Title I, Title II, Title III, GATE, EIA</p> <p>Site formula.</p> <p>Title I, Title III, EIA</p>
<p>3. Extended learning time:</p>	<p>Director of Special</p>	<p>Personnel, materials,</p>	<p>70,000 (350</p>	<p>Title I, Title II,</p>

<ul style="list-style-type: none"> <li>• The District will develop and offer 120 hours of extended learning in math during the summer through the Intensive Math Program.</li> <li>• Sites will offer a parallel course in math in addition to a student's grade level math class.</li> <li>• Sites will offer math intervention classes before or after school.</li> <li>• Modules based on individual standards in grade seven and algebra standards will be available on-line for students who are struggling in math.</li> </ul>	<p>Programs</p> <p>Principals</p> <p>Principals</p> <p>Principals. Directors of Curriculum and Alternative Education</p>	<p>clerical, training</p> <p>District adopted materials, training</p> <p>Personnel, supplementary materials Personnel.</p>	<p>students)</p> <p>0 (school day) Training included above.</p> <p>5,000</p>	<p>EIA</p> <p>State intervention funds. Title I, EIA</p>
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Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <ul style="list-style-type: none"> <li>• Math classes will implement Accelerated Math or other media-assisted technology to support math instruction.</li> <li>• Sites will use computer software to enrich or supplement problem-solving/abstract thinking strategies.</li> <li>• Teachers will use technology, including graphing calculators, as visualization tools in the math classroom.</li> <li>• Sites will have calculators available for students to “check out” to use in their math classes during the school year.</li> </ul>	<p>Director of Special Programs, Principals Principals Principals</p>	<p>Supplementary materials, Technology Part of school day. Part of school day. Graphing calculators</p>	<p>35,000 0 0 2,500</p>	<p>Title I, Title II, EIA   Title I, EIA</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <ul style="list-style-type: none"> <li>• Administrators will receive on-going training in standards-based education.</li> <li>• Administrators and program coordinators will receive training on developing and supporting a comprehensive math intervention program.</li> <li>• Instructional staff will have access to intensive training in Standards-Based Instruction.</li> <li>• Instructional staff will have access to intensive training in differentiation.</li> <li>• Instructional staff will have access to intensive training in thinking maps.</li> <li>• Instructional staff will have access to training in effective teaching strategies, with an emphasis on special populations of students.</li> <li>• Math teachers will have access to training in content literacy and writing strategies.</li> <li>• Parents will have access to training to assist them in supporting their children in education.</li> <li>• The District will offer programs for preinterns, interns, and new hires.</li> </ul>	<p>Directors of Personnel and Special Programs Director of Special Programs S/A S/A S/A S/A S/A S/A S/A Director of Personnel</p>	<p>Materials Consultant Personnel, materials, stipends or substitutes S/A S/A S/A S/A S/A S/A S/A</p>	<p>3,000 3,000 Previously included. 80,000 45,000 45,000 Previously included. 25,000 750,000</p>	<p>Title II Title II Title I, Title II, EIA, GATE S/A S/A S/A Title I, Title II, EIA, GATE PAR, General Fund</p>

<ul style="list-style-type: none"> <li>District workshops will include an element of coaching, peer observations, or curriculum development.</li> <li>The Hart District Teacher’s Association will offer workshops after school.</li> <li>All staff development opportunities will be posted at <a href="http://www.Hartserve.org">www.Hartserve.org</a></li> <li>The District will provide training in effective instructional strategies for paraprofessionals.</li> <li>The District will offer technology training.</li> <li>Instructional staff will have access to training in AVID techniques.</li> <li>The District will promote professional reading of current trends and research through book clubs.</li> </ul>	<p>Director of Special Programs HDTA President</p> <p>Director of Special Programs S/A</p> <p>Director of Technology S/A, principals</p> <p>S/A</p>	<p>S/A</p> <p>S/A</p> <p>Personnel, website fees</p> <p>S/A</p> <p>S/A</p> <p>S/A</p> <p>S/A</p>	<p>Included in workshop cost. 3,000</p> <p>10,000</p> <p>15,000</p> <p>25,000 19,800</p> <p>5,000</p>	<p>Title II</p> <p>Title II</p> <p>Title II</p> <p>Technology funds GATE, Title I, EIA</p> <p>Title I, Title II, EIA</p>
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <ul style="list-style-type: none"> <li>Each site will maintain a site council (SSC), which includes staff, parents, and community representatives. The site council will have input regarding math intervention programs and resources.</li> <li>The District will work with site leadership teams in analyzing annual assessment results in math.</li> <li>Sites will share assessment data related to math with their site councils and other school advisory (Title I, ELL, etc.) groups.</li> <li>The District will send individual assessment results (STAR, CELDT, CAHSEE, etc.) to parents with an explanation of the report.</li> <li>The District will share information about programs, procedures, and assessments with its advisory groups (DAC, DELAC, etc.), the Governing Board, and the community.</li> </ul>	<p>Principals</p> <p>Directors of Curriculum and Special Programs Principals</p> <p>Directors of Curriculum and Special Programs</p> <p>Superintendent, Director of Special Programs</p>	<p>Personnel, stipends</p> <p>State and local data Stipends for Title I, ELL, and GATE coordinators.</p> <p>Office materials, clerical</p> <p>Personnel, clerical, materials, website</p>	<p>4,000 per site</p> <p>No additional cost. 60,000</p> <p>Postage, office supplies.</p> <p>No additional cost.</p>	<p>SIP</p> <p>Title I, EIA, GATE</p> <p>General Fund.</p>



<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <ul style="list-style-type: none"> <li>• All sites will offer parallel classes in math in addition to the grade level math class.</li> <li>• Intervention programs in math will be offered outside of the school day.</li> <li>• The Intensive Math Program will provide 120 hours of instruction in math during the summer.</li> <li>• Programs to prepare students to pass CAHSEE will be offered before or after school, on Saturdays, and during the summer.</li> <li>• Students may enroll in an AVID elective where reading and writing strategies are promoted.</li> </ul>	<p>Principals</p> <p>Principals</p> <p>Director of Special Programs Principals, Director of Alternative Education</p> <p>Principals</p>	<p>See above.</p> <p>See above.</p> <p>See above.</p> <p>See above.</p> <p>See above.</p>		
<p>8. Monitoring program effectiveness:</p> <ul style="list-style-type: none"> <li>• All math interventions (including those during and outside of the school day) will test students' math skills before the program begins and after it ends. Programs will be modified as needed based on the data.</li> <li>• State assessment data in math (CSTs, CAHSEE, and CAT6) will be used to monitor school improvement.</li> <li>• State assessment data in math (CSTs, CAHSEE, and CAT6) will be used as one of several measures to identify students who need assistance in math.</li> <li>• Sites plans will include at least one goal in math, citing state assessment data.</li> <li>• Teachers will monitor student progress in grade seven standards and algebra quarterly by reviewing district benchmark assessment data.</li> <li>• The District will provide the technology necessary so that all instructional staff has access to student assessment data (both state and local.)</li> </ul>	<p>Director of Special Programs, Site personnel</p> <p>Superintendent, principals Director of Special Programs, Site personnel Principals</p> <p>Principals, teachers</p> <p>Directory of Technology</p>	<p>Technology, assessment tools, personnel</p> <p>State data</p> <p>State data, technology</p> <p>School site plan</p> <p>Technology</p> <p>Software</p>	<p>Previously included.</p> <p>0</p> <p>0</p> <p>0</p> <p>0</p> <p>120,000</p>	<p>Technology funds, general fund</p>

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. Targeting services and programs to lowest-performing student groups:</p> <ul style="list-style-type: none"> <li>• Administrators and programs coordinators will be trained on the efficient allocation of intervention resources based on the level of student need.</li> <li>• Students scoring Far Below Basic on CSTs in math will participate in interventions with ratios of no more than 15 students to one teacher.</li> <li>• Students scoring Below Basic will participate in parallel math classes where the class size is 30 or less.</li> <li>• Juniors and seniors who have not passed the math portion of CAHSEE will enroll in CAHSEE classes either during the school day or in after school, Saturday, or summer programs.</li> <li>• AVID will be offered to students who assess in the average range but who have the potential for more rigorous coursework.</li> </ul>	<p>Director of Curriculum</p> <p>Director of Alternative Education</p> <p>Principals</p> <p>Director of Alternative Education; Principals</p> <p>Principals</p>	<p>Budget information</p> <p>Student data; budget information</p> <p>Student data</p> <p>Supplementary materials</p> <p>Tutors; Training;</p>	<p>None.</p> <p>Nothing beyond intervention hours.</p> <p>None.</p> <p>\$25 per student</p> <p>\$9,000 per participating site</p>	<p>Textbook fund.</p> <p>Title I, EIA, GATE</p>

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

**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: <ol style="list-style-type: none"> <li>a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;</li> <li>b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;</li> <li>c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:               <ul style="list-style-type: none"> <li>▪ meeting the annual measurable achievement objectives described in Section 3122;</li> <li>▪ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B));</li> <li>▪ 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));</li> </ul> </li> <li>d. Describe how the LEA will promote parental and community participation in LEP programs.</li> </ol>	<ol style="list-style-type: none"> <li>a. The Hart District will use funds to improve ELLs writing skills. Specifically, ELD and SDAIE teachers will be trained in formula writing and Project WRITE.</li> <li>b. ELD teachers will define quarter benchmark standards in reading comprehension and writing, a pacing calendar, and benchmark assessments. ELD teachers will work towards the District’s AMO in ELA.</li> <li>c. All ELL students will participate in STAR, CAHSEE, and CELDT testing. Those sites who do not meet their AMO or AYP with the English Learners Subgroup will receive technical assistance from district office staff. Technical assistance may include additional training, staffing changes, or reallocation of resources.</li> <li>d. Each site with 20 or more ELLs will support a site advisory committee (ELAC) that elects officers and gives input to the site school plan. The district will also continue to support a District advisory committee (DELAC). Whenever important documents are mass-mailed, the materials will be translated in at least Spanish. Sites will ensure that someone among the office staff is bilingual.</li> </ol>
	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: <ul style="list-style-type: none"> <li>• English proficiency; and</li> <li>• Academic achievement in the core academic subjects</li> </ul>	All ELD teachers will use High Point, a state-adopted curriculum for English Learners. SDAIE teachers will use textbook that are either adopted by the SBE or that clearly support the California Content Standards. ELD teachers may also use Read Naturally to increase reading fluency among ELLs. All ELD and SDAIE teachers have been trained in the essential components of a balanced and comprehensive literacy program. Teaching strategies are focused on developing phonics, vocabulary, fluency, writing, and comprehension. SDAIE teachers focus more on writing and comprehension.

		Description of how the LEA is meeting or plans to meet this requirement.	
Required Activities	<p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p> <p>a. designed to improve the instruction and assessment of LEP children;</p> <p>b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;</p> <p>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;</p> <p>c. Long term effect will result in positive and lasting impact on teacher performance in the classroom.</p>	<p>All ELD and SDAIE teachers will receive the following research-supported training:</p> <ul style="list-style-type: none"> <li>• Standards-based Instruction</li> <li>• Project WRITE</li> <li>• Reciprocal Teaching</li> <li>• Thinking Maps</li> <li>• Differentiation</li> <li>• Effective Teaching Strategies</li> <li>• Data Analysis</li> </ul> <p>ELD teachers have also received significant training in using their High Point curriculum and books through Project WRITE.</p> <p>All ELD teachers have completed the state’s English Language Development Institute.</p> <p>SDAIE teachers can participate in a five week summer academy designed specifically for SDAIE teachers.</p> <p>All training is supported by national experts (Marzano, Reeves, etc.) or state/county data.</p>	
Allowable Activities	<p>4. Upgrade program objectives and effective instruction strategies.</p>	<p><b>Yes</b></p>	<p><b>If yes, describe:</b></p> <p>Part of Title III funds will be used to develop:</p> <ul style="list-style-type: none"> <li>• Benchmark standards in ELD and SDIAE core classes (math, science, etc.)</li> <li>• Pacing calendars will be developed</li> <li>• Benchmark assessments will be developed and given to ELLs in ELD and SDAIE classes</li> <li>• Teachers will review student work to determine next steps, intervention strategies, training needs, or other needed resources.</li> </ul>

		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.	<b>No</b>	<b>If yes, describe:</b>
	6. Develop and implement programs that are coordinated with other relevant programs and services.	<b>No</b>	<b>If yes, describe:</b>
	7. Improve the English proficiency and academic achievement of LEP children.	<b>Yes</b>	<b>If yes, describe:</b> Teachers will be trained in formula writing and Project WRITE. All ELD and SDAIE teachers will use a common writing system so that students spend more time on significantly improving their writing proficiency rather than learning multiple disjoint systems of many teachers.

		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families – <ul style="list-style-type: none"> <li>○ To improve English language skills of LEP children; and</li> <li>○ To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.</li> </ul>	<b>No</b>	<b>If yes, describe:</b>
	9. Improve the instruction of LEP children by providing for – <ul style="list-style-type: none"> <li>○ The acquisition or development of educational technology or instructional materials</li> <li>○ Access to, and participation in, electronic networks for materials, training, and communication; and</li> <li>○ Incorporation of the above resources into curricula and programs.</li> </ul>	<b>Yes</b>	<b>If yes, describe:</b> Title III funds may be used to purchase the Read Naturally program. This program has data to show students can significantly improve reading fluency with consistent use. The Read Naturally is approved for English Language Development classes only and is one component of a balanced English Acquisition Program.
	10. Other activities consistent with Title III.	<b>Yes</b>	<b>If yes, describe:</b> A portion of Title III funds may be used to increase the size of ELD teachers’ classroom libraries so that ELLs have access to a generous supply of high interest books at their instructional level in English or to grade-level literature in Spanish.

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

<p><b>Parents of Limited-English-Proficient students must be notified:</b> The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>
<p style="text-align: center; writing-mode: vertical-rl; transform: rotate(180deg);"><b>Required Activity</b></p> <ol style="list-style-type: none"> <li>1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):               <ol style="list-style-type: none"> <li>a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program;</li> <li>b. the child’s level of English proficiency, how such level was assessed, and the status of the student’s academic achievement;</li> <li>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;</li> <li>d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;</li> <li>e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;</li> <li>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;</li> <li>g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>a. Each August the Office of Special Programs notifies parents (through the annual letter) of ELLs of their children’s placement in either the district’s English Language Development program or mainstream classes.</li> <li>b. The District will mail results of California Standards Tests, California English Language Development Test, CAHSEE, and local tests within ten school days of receiving results. Site coordinators will notify parents when ELLs are not making academic progress at the rate expected. Parents will be informed in advance when students are participating in state or local testing.</li> <li>c. The annual notification (a) will include the method of instruction used in the program to which the student is assigned as well as the method of instruction in other available programs. The annual notification also discusses the amount of English or primary language used in instruction.</li> <li>d. The annual notification will describe how the instructional program in which the student is enrolled will meet his/her instructional needs.</li> <li>f. The annual notification defines the entrance and exit requirements to the instructional program. English Learner Advisory Committees will share statistics with parents on variables such as 1) the expected rate of transition from one program to another, 2) the graduation/promotion rate of English Learners, 3) state assessment data, and 4) local benchmark data.</li> <li>g. The annual notification letter explains how the needs of an English Learner will be met if that child has an IEP.</li> </ol>

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activity	<ul style="list-style-type: none"> <li>h. information pertaining to parental rights that includes written guidance detailing –               <ul style="list-style-type: none"> <li>i. the right that parents have to have their child immediately removed from such program upon their request; and</li> <li>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;</li> <li>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.</li> </ul> </li> </ul>	<p>h. The annual notification letter explains the right that parents have to remove their child from the prescribed instructional program upon their request. It also explains the waiver process whereby a parent may opt to enroll their English Learner student in a program other than that prescribed by the school site personnel. The administrator or counselor for English Learners assists parents in selecting the program most appropriate for the student from among the programs offered at that site. Should a different program be available at another site, which is not offered at the student’s home school, the parent may elect to send the student to that site. In this case, the district will provide transportation if the family requires it.</p>
<p><b>Note:</b> Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>		<p>The district has procedures in place for both the annual notification of students enrolled the previous school year and for newly enrolled students.</p>
<p><b>LEA Parent Notification Failure to Make Progress</b> If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>		<p>The district will develop procedures for notifying parents within 30 days when the district does not make progress on the annual measurable objectives.</p>



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

**Summary of Needs and Strengths for Professional Development**

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

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

STRENGTHS	NEEDS
<p>According to CBEDs data from the 2001-02 school year, the district employed 757 teachers. Of these, 81.9 percent were fully credentialed. Title I schools employed 322 teachers. Of these, 79.5 percent were fully credentialed. This district has initiated both an intern and preintern program in addition to a state-recognized teacher induction program that utilizes both PAR and BTSA.</p> <p>In addition, 17.7 percent of teachers have a Master’s Degree plus an additional thirty units of study. Another 23 percent have their master’s degree. Finally, 36.6 percent have 30 units beyond their bachelor’s degree. Ten teachers have earned their National Board Certification.</p>	<p>Nearly 18 percent of all teachers are working under an emergency credential or education code waiver. More than 21% of teachers at title I schools work with an emergency credential or education code waiver. All of these teachers need to meet the federal definition of a highly qualified teacher. Therefore, all of these teachers will need to enroll in the district intern or pre-intern program and, minimally, pass their subject competency exam(s).</p> <p>Student achievement data indicates the need for all teachers to receive training in effective teaching strategies, reading, writing, math, educational equity, and needs of special populations of students.</p> <p>At the schools with high numbers of English Learners, more teachers need to be certified to teach English Learners (CLAD, BCLAD, SB 395 or equivalent).</p>

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

**Planned Improvements for Professional Development (Title II)**

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

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <ul style="list-style-type: none"> <li>• The Office of Special Programs annually administers a professional development survey that requests input from teachers, paraprofessionals, counselors, and administrators. This data, along with an analysis of student achievement data helps to determine the training needs of instructional staff.</li> <li>• All staff development related to the district curriculum is standards-based.</li> <li>• New teacher induction training is based on the California Standards for the Teaching Profession.</li> <li>• Training for teachers enrolled in intern and preintern programs are based on the credential standards set by California.</li> </ul>	<p>Director of Special Programs</p> <p>Director of Curriculum Director of Personnel</p> <p>Director of Personnel</p>	<p>Administration and analysis of survey</p> <p>None. None beyond Induction program.</p>	<p>1,000</p>	<p>Title II</p>
<p>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</p> <p>The staff development team of the Office of Special Programs and the Consulting Teachers in the Office of Personnel base staff development on the needs of students. Activities and methods are selected based on research or data that indicate a high probability of significantly improving teaching and student achievement. Staff often refer to the works of Reeves, Marzano, Schmoker, Payne and other experts in school improvement.</p>	<p>Directors of Personnel and Special Programs</p>	<p>None beyond salaries of staff</p>		

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <p>All district staff development will include one or more of the following feedback elements to ensure participants are utilizing skills and knowledge in the classroom:</p> <ul style="list-style-type: none"> <li>• Peer observations</li> <li>• Curriculum maps</li> <li>• Coaching</li> <li>• Lesson Plans</li> <li>• Videos</li> <li>• Classroom assignments</li> <li>• Collaboration</li> </ul> <p>Professional development is designed to be more than the “one shot, one day” type of training. Training is also based on the Designs for Learning state model for high quality staff development.</p>	Directors of Special Programs and Personnel	Included in staff salaries.		
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <p>The Directors of Special Programs and Personnel meet frequently to discuss district staff development. Generally, the Director of Special Programs handles the ongoing needs of permanent, credentialed teachers while the Director of Personnel designs training for teachers in induction, intern, and pre-intern programs. The two work together to ensure comprehensive opportunities for staff and to avoid duplication or fragmentation of training.</p>	Directors of Special Programs and Personnel	Included in staff salaries.		

<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <p>Teachers and administrators are informed of professional development activities in one or more of the following ways:</p> <ul style="list-style-type: none"> <li>• Professional Development Catalog (Summer, Fall, Spring)</li> <li>• Professional Development Flyers</li> <li>• Administrative Council (Principals and District Office administrators)</li> <li>• New Teacher Handbook</li> <li>• Website</li> <li>• Email</li> <li>• Administrators' Academy</li> </ul> <p>Staff development will be based on the needs of teachers and administrators because training will focus on:</p> <ul style="list-style-type: none"> <li>• Professional Development Survey</li> <li>• Student Achievement Data</li> <li>• Standards-based instruction</li> <li>• Educational equity and differentiation</li> <li>• Needs of Special Populations of students</li> <li>• Effective Teaching Strategies</li> <li>• California Standards for the Teaching Profession</li> <li>• Aiming High, Center Stage</li> </ul>	<p>Directors of Special Programs and Personnel</p>	<p>Printing, website maintenance</p>	<p>28,000 per year</p>	<p>Title I, II, EIA, GATE</p>
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Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <p>Title Title III and I paraprofessionals are required to be highly qualified under NCLB. Through a partnership with the district and College of the Canyons Community College, the Career Ladder for Paraprofessionals (CLPP) has been developed and implemented. Since funds under part D are limited to \$10,000 total, the district will purchase computers to loan to those paraprofessionals who enroll in CLPP and have a signed MOU on file in the office of special programs. Participants will use these computers to writing papers, complete assignments, and perform research on the internet</p>	Director of Special Programs	Computers with printers	\$12,000	Title II, Part D (10,000) and the remainder from Title I
<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <p>CLPP participants will receive training on the effective use of technology. This training will not only assist them in their success in the program, but will provide additional technology skills to apply in the classroom.</p>	Director of Special Programs	Stipends for participants; training materials	\$2,500	Title II
<p>8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</p> <p>Input for professional development activities was collected from the following groups and will be monitored annually:</p> <ul style="list-style-type: none"> <li>• Professional Development Survey</li> <li>• Title I and English Learner Advisory Committees</li> <li>• School Site Councils</li> <li>• District Professional Development Committee</li> </ul>	Director of Special Programs	Stipends for professional development committee	\$5,000	Title II



<ul style="list-style-type: none"> <li>• Data Analysis</li> <li>• Lesson Study</li> <li>• Differentiation</li> <li>• Effective teaching strategies</li> <li>• BTSA workshops</li> <li>• Induction workshops</li> <li>• HDTA workshops</li> </ul>				
<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <p>The district will use state and federal categorical and district funds to work towards the goal of all teachers and paraprofessionals are highly qualified. Activities to ensure progress include:</p> <ul style="list-style-type: none"> <li>• Quality on-going professional development for teachers and paraprofessionals who are already highly qualified</li> <li>• The new teacher induction program</li> <li>• The Peer Assistance and Review Program for new teachers and teachers who require assistance to improve.</li> <li>• The district's intern and pre-intern programs</li> <li>• The district's partnership with College of the Canyons and its University Center where teachers have local access to accredited teacher certification programs.</li> <li>• The district's Career Ladder for Paraprofessional program in partnership with College of the Canyons.</li> <li>• Test preparation for teachers preparing for subject matter exams</li> <li>• District support for the National Board Certification program</li> <li>• Scholarships, tutoring, and computer loans for paraprofessionals participating in CLPP</li> </ul>	<p>Directors of Special Programs and Personnel</p>	<p>Tuition, fees, books, stipends to tutors, computers</p>	<p>Included in item #9</p> <p>\$20,000</p>	<p>Title I and Title II</p>

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

**Environments Conducive to Learning (Strengths and Needs):**

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

STRENGTHS	NEEDS
<p><b>1) District Title IV/TUPE Advisory Committee</b> The district-wide Title IV/TUPE Advisory Committee, with broad-based membership, continues to guide the district in planning and implementing strategies to support an environment conducive to learning.</p> <p><b>2) Policy</b> The district has the following enforced policies and is establishing a Code of Conduct Policy</p> <ul style="list-style-type: none"> <li>• Tobacco Free Policy</li> <li>• Drug Free Policy</li> <li>• Gun Free Policy</li> </ul> <p><b>1) Procedures</b> There is a clear set of emergency procedures and opportunities for practice drills, reviewed and revised each year.</p> <p><b>2) Administrative Support</b> Administrators and staff support the view that emotional, psychological and social needs of students are intrinsically related to academic achievement and promote this approach.</p> <p><b>3) Parent Notification</b> Parents are provided with regular information through the “District Rights and Responsibilities” document, a district newsletter, individual site newsletters, Open Houses, parent/teacher conferences, telephone calls, and meetings.</p> <p><b>4) Intervention Process</b> The Student Study Team process is in place to identify truancy, provide early intervention through community based organizations and counselors, and provide ongoing services to</p>	<p><b>1) District Title IV/TUPE Advisory Committee</b> More parents and students need to be recruited to serve on the advisory committee.</p> <p><b>2) Parent Notification</b> Materials are not always translated that inform parents about rules, responsibilities and procedures for discipline and behavioral problems.</p> <p><b>3) Physical Environment</b> Several schools need modernization improvements.</p> <p><b>4) Positive School Climate</b> Each school needs to address strategies for improving school climate. These strategies will be written into each school plan.</p> <p><b>5) Cessation Program</b> Periodical provisions are in place for students caught with tobacco and those who desire to quit tobacco use. A consistent and district-wide cessation program is needed.</p> <p><b>6) Comprehensive ATODV Program</b> A science-based program is being selected for grades 7<sup>th</sup> and 8<sup>th</sup> for all students A science-based prevention program is being explored for grades 9<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> for all of the high schools.</p>



students and their parents.

**5) Physical Environment**

The physical environment is well maintained. At older sites, classrooms and buildings are to be modernized to facilitate learning; there is a district master plan to support this ongoing process.

**6) Positive School Climate**

Activities that foster a positive school climate, such as Character Counts, Positive Recognition and Awards programs, and Youth Summits have been held with success sporadically throughout the district.

**7) Safe School Plans**

Each school has a working Safe School Plan that is consistently updated by the SSP Committee.

**8) Comprehensive ATODV Program**

There is a comprehensive ATODV prevention program for all students which includes but is not limited to 10<sup>th</sup> Grade Health, Red Ribbon Assemblies, Every 15 Minutes, Parent Volunteers program.

**9) Parent/Community Involvement**

Parents and Community members are invited to participate as members of the Title IV/TUPE Advisory Committee, as volunteers working in various program activities such as Red Ribbon Week, Parent Volunteers program, and Every 15 Minutes.

**10) Data Analysis**

The California Healthy Kids Survey (CHKS) is conducted every other year. The advisory committee in order to refine and improve the program examines the results of the survey, suspension and expulsion data, and discipline data regularly.

**11) Staff Development**

Each year, new teachers are introduced to the prevention curricula. New teachers and those designated by their administrators attend workshops for positive classroom management.

**12) Science-Based Curricula**

The District is looking into using “Too Good for Drugs” and “Lions-Quest Skills for

Adolescence” Programs from Appendix C in the 03-04 school year, with full implementation in the 04-05 school year.

**13) Evaluation**

The advisory committee reviews data every year in order to refine and improve the program.

**Environments Conducive to Learning (Activities):**

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

**ACTIVITIES**

- The district will develop and will implement a Code of Conduct policy during the 03-04 school year.
- The Title IV/TUPE Advisory Committee will formulate a written strategic direction for the ATODV program and publicize it through school/community publications and/or meetings.
- The Title IV/TUPE Advisory Committee will recruit more parents and students to serve on the advisory committee.
- Materials that inform parents about rules, responsibilities and procedures for discipline and behavioral problems will be translated as needed.
- The District will continue to implement the master plan to modernize and improve school sites.
- Each site will continue to work with community-based organizations that provide support and outreach to families of students who are truant, and/or have behavior/discipline problems: Blue Ribbon Task Force, Safe Rides, DAPEC, Anti-Gang Task Force, SARB.
- A broad range of after-school programs will continue to operate within the district that engage students with a variety of needs and interests; these include homework centers, tutoring, athletic activities, drama, music, graphic arts, and journalism.
- The district will support the following activities: Character Education, Sober Grad Night, Mentoring, Saturday School, Every 15 Minutes, Santa Clarita Valley Sheriff Annual Dances, Safe Rides.
- District will develop/select/implement tobacco prevention and cessation programs and strategies for high school students.
- Research-validated SBI will be taught at all grade levels (7<sup>th</sup> through 12<sup>th</sup>); teachers will continue to be trained and support sessions will be conducted periodically.

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

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

STRENGTHS	NEEDS
<ul style="list-style-type: none"> <li>• There is a district advisory committee that meets periodically to review the district’s ATODV program.</li> <li>• There is an intervention procedure in place at all junior high schools and all high schools for students with persistent discipline problems.</li> <li>• The district’s ATODV program is reviewed and updated annually based on CHKS, crime reports, suspensions and expulsion data, and discipline referrals by the district advisory committee.</li> <li>• The district collaborates with local law enforcement to reduce the prevalence of incidents of substance abuse among youth in the community.</li> <li>• The CHKS is administered every two years. Data is used to refine and strengthen the program.</li> <li>• The district supports and refers students to a 5-day DAPEC intervention program with family counseling as an intervention procedure in collaboration with a local counseling agency.</li> <li>• The district supports curriculum and activities that address anti-violence, tobacco and drug use prevention at all grade levels such as peer mediation and Teen Issues classes.</li> <li>• The district supports SBI training and implementation at all schools and all grade levels.</li> <li>• There is an extensive technology program district-wide. There is a</li> </ul>	<ul style="list-style-type: none"> <li>• CHKS data indicates that there is a need for alcohol prevention and cessation programs and strategies for high school students.</li> <li>• District data analyses indicate that there is a need for tobacco cessation opportunities for high school students.</li> <li>• District advisory committee needs to include student representatives.</li> <li>• District advisory committee needs to formulate a written strategic direction for the ATODV program and publicize it through school/community publications and meetings.</li> </ul>

district technology committee which analyzes, updates, and maintains technology at all sites.	
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**Performance Goal 4: *All students will be educated in learning environments that are safe, drug-free, and conducive to learning.***

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

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

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

<b>Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey</b>	<b>Most Recent Survey date: 11 / / 02 Baseline Data</b>	<b>Biennial Goal (Performance Indicator)</b>
The percentage of students that have ever used cigarettes will <b>decrease</b> biennially by:	7 <sup>th</sup> 8 % 9 <sup>th</sup> 24 % 11 <sup>th</sup> 42 %	7 <sup>th</sup> .5 % 9 <sup>th</sup> .5 % 11 <sup>th</sup> .5 %
The percentage of students that have used cigarettes within the past 30 days will <b>decrease</b> biennially by:	7 <sup>th</sup> 1 % 9 <sup>th</sup> 8 % 11 <sup>th</sup> 15 %	7 <sup>th</sup> .2 % 9 <sup>th</sup> .2 % 11 <sup>th</sup> .2 %
The percentage of students that have used marijuana will <b>decrease</b> biennially by:	7 <sup>th</sup> 3 % 9 <sup>th</sup> 15 % 11 <sup>th</sup> 39 %	7 <sup>th</sup> .5 % 9 <sup>th</sup> .5 % 11 <sup>th</sup> 1 %
The percentage of students that have used alcohol within the past 30 days will <b>decrease</b> biennially by:	7 <sup>th</sup> 6 % 9 <sup>th</sup> 21 % 11 <sup>th</sup> 35 %	7 <sup>th</sup> .2 % 9 <sup>th</sup> .5 % 11 <sup>th</sup> .5 %
The percentage of students that have used marijuana within the past 30 days will <b>decrease</b> biennially by:	7 <sup>th</sup> 1 % 9 <sup>th</sup> 7 % 11 <sup>th</sup> 16 %	7 <sup>th</sup> .1 % 9 <sup>th</sup> .5 % 11 <sup>th</sup> .5 %

<p>The percentage of students that feel very safe at school will <b>increase</b> biennially by:</p>	<p>7<sup>th</sup> 90 % 9<sup>th</sup> 86 % 11<sup>th</sup> 91 %</p>	<p>7<sup>th</sup> 1 % 9<sup>th</sup> 1 % 11<sup>th</sup> 1 %</p>
<p>The percentage of students that have been afraid of being beaten up during the past 12 months will <b>decrease</b> biennially by:</p>	<p>7<sup>th</sup> 13 % 9<sup>th</sup> 19 % 11<sup>th</sup> 10 %</p>	<p>7<sup>th</sup> 2 % 9<sup>th</sup> 3 % 11<sup>th</sup> 3 %</p>
<p><b>Truancy Performance Indicator</b></p>		
<p>The percentage of students who have been truant will <b>decrease</b> annually by <u>3 %</u> from the current LEA rate shown here.</p> <p>NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.</p>	<p><u>12.4 %</u></p>	<p><u>3 %</u></p>
<p><b>Protective Factors Performance Measures from the California Healthy Kids Survey</b></p>	<p><b>Most recent date:</b> _/_/_ <b>Baseline Data</b></p>	<p><b>Biennial Goal (Performance Indicator)</b></p>
<p>The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will <b>increase</b> biennially by:</p>	<p>N/A 5<sup>th</sup> % 7<sup>th</sup> — % 9<sup>th</sup> — % 11<sup>th</sup> — %</p>	<p>5<sup>th</sup> — % 7<sup>th</sup> — % 9<sup>th</sup> — % 11<sup>th</sup> — %</p>

<p>The percentage of students that report high levels of high expectations from a teacher or other adult at their school will <b>increase</b> biennially by:</p>	<p><b>N/A</b>  5<sup>th</sup> — %  7<sup>th</sup> — %  9<sup>th</sup> — %  11<sup>th</sup> — %</p>	<p>5<sup>th</sup> — %  7<sup>th</sup> — %  9<sup>th</sup> — %  11<sup>th</sup> — %</p>
<p>The percentage of students that report high levels of opportunities for meaningful participation at their school will <b>increase</b> biennially by:</p>	<p><b>N/A</b>  5<sup>th</sup> — %  7<sup>th</sup> — %  9<sup>th</sup> — %  11<sup>th</sup> — %</p>	<p>5<sup>th</sup> — %  7<sup>th</sup> — %  9<sup>th</sup> — %  11<sup>th</sup> — %</p>
<p>The percentage of students that report high levels of school connectedness at their school will <b>increase</b> biennially by:</p>	<p><b>N/A</b>  5<sup>th</sup> — %  7<sup>th</sup> — %  9<sup>th</sup> — %  11<sup>th</sup> — %</p>	<p>5<sup>th</sup> — %  7<sup>th</sup> — %  9<sup>th</sup> — %  11<sup>th</sup> — %</p>

**Other Performance Measures**

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

<p><b>LEA Specified Performance Measures</b>  <hr/> <b>(Process to Collect Data)</b></p>	<p><b>Performance Indicator Goal</b></p>	<p><b>Baseline Data</b></p>
<p>N/A</p>		



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

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

Science-Based Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
<b>Too Good For Drugs</b>	ATODV	7 - 12	14,000	Spring 04	Spring 04	Fall 04
<b>Lions – Quest Skills for Adolescence</b>	Youth Develop	7 - 8	4,000	Spring 04	Spring 04	

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

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

Check	Activities	Program ATODV Focus	Target Grade Levels
	After School Programs		
X	Conflict Mediation/Resolution	Conflict Mediation services at school sites with anti-violence focus.	7 <sup>th</sup> through 12 <sup>th</sup> grade
X	Early Intervention and Counseling	Student Study Teams, Counselors, group sessions & counseling for at-risk students.	7 <sup>th</sup> through 12 <sup>th</sup> grade
	Environmental Strategies		
X	Family and Community Collaboration	City and schools work together to refer families for support services such as DAPEC, city-sponsored Parent Tool Kit, ACTION, and other community resources.	7 <sup>th</sup> through 12 <sup>th</sup> grade
	Media Literacy and Advocacy		
	Mentoring		
	Peer-Helping and Peer Leaders		
	Positive Alternatives		
X	School Policies	Rules/Regulations distributed annually	7 <sup>th</sup> through 12 <sup>th</sup> grade
	Service-Learning/Community Service		
	Student Assistance Programs		
	Tobacco-Use Cessation	+	

Check	Activities	Program ATODV Focus	Target Grade Levels
	Youth Development, Caring School/Classrooms		

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

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

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

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

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

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

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

The District is looking in to select and implement the following programs: “Too Good for Drugs” and “Lions-Quest Skills for Adolescence”. This program was chosen because it is a science-based program and because it aligned our needs based on the analysis of local data from CHKS, suspensions and expulsions, and discipline referral records.

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

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

The district Title IV/TUPE Advisory Committee consists of teachers, parents, community-based organization representatives, Director of Student Services, counselors, and administrators. Each member provides specific input and feedback. The Advisory Committee uses the following model in its planning process:

- \* Identification of student, school, and community risk factors
- \* Identification of problems in the community
- \* Identification of resources in the community
- \* Prioritization of problems
- \* Matching of resources to problems
- \* Analysis performance measures and how to address them
- \* Evaluation to refine and strengthen the problem

**Use of Results and Public Reporting (4115 (a)(2)(B) ):**

Describe the steps and timeline the LEA will use to publicly report progress toward attaining performance measures for the SDFSC and TUPE programs. Describe how the evaluation results will be made available to the public including how the public will be provided notice of the evaluation result's availability.

The CHKS will be administered in the fall of 2004 and Fall of 2006. In January of 2005 and 2007, when the CHKS report is available the Title IV/TUPE Advisory Committee will analyze the results to determine progress toward attaining performance measures and recommend changes to improve the comprehensive prevention program as needed. The results will be published and presented to the School Board by the Title IV/TUPE Coordinator at the next meeting. The results pertaining to the specific performance measures will then be included in the parent newsletters.

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

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

Students who are found to be in violation of district drug/alcohol policies are referred to DAPEC. DAPEC can also be used to refer any student regarded as "at-risk".

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

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

The LEAP Committee comprised of coordinators from Title I, Title IV/TUPE, bilingual and staff development, will meet to coordinate the effective implementation of the LEAP. The Title IV/TUPE Advisory Committee partners Child Welfare and Attendance Officers, law enforcement, Director of Student Services, and local agencies to coordinate Title IV-funded ATODV programs.



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

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

Parent input is utilized in developing the LEAP, Performance Goal 4, with input to the Title IV/TUPE Advisory Committee. Volunteer parents, through School Site Councils, provided input regarding specific school community needs. The LEAP will be available for public viewing one week before submission to CDE.

Parents were involved in the Title IV/TUPE programs. Regular communication via the parents' newsletters will continue to inform parents about prevention programs and services. A network of parent volunteers assist in implementation of Sober Grad Night, Every 15 Minutes, Eyes and Ears Programs, and as chaperones for dances and field trips.

Parents are informed of the following district policies through the fall registration packet:

- \* Tobacco Free Policy
- \* Drug Free Policy
- \* Gun Free Policy
- \* Code of Conduct Policy is being established

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

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

Pregnant minors are referred to the Los Angeles County Office of Education's CAL-SAFE program for pregnant minors.

The referral procedures are as follows:

1. A Student Study Team (SST) meeting is held at the school site.
2. By SST recommendation, the school contacts the teacher who oversees the CAL-SAFE program at the Los Angeles County Community Day School site in Santa Clarita.
3. If it is established the program is appropriate, the school completes the Los Angeles County of Education School Referral form.

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

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

Position/Title	Full time equivalent
<b>TUPE Funded Position</b> Title IV/TUPE Coordinator	5.14%
1 <sup>st</sup> TUPE Assistant Coordinator	17.5 %
2 <sup>nd</sup> TUPE Assistant Coordinator	12.5 %

**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.

Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
<p><b>5.1</b> (High School Graduates)</p>	<ul style="list-style-type: none"> <li>• Staff training in standards-based instruction</li> <li>• Staff training in effective teaching strategies</li> <li>• Summer school course offerings based on needs of at-risk graduates</li> <li>• CAHSEE interventions offered during summer and during the school year.</li> <li>• On line modules to prepare students for CAHSEE</li> <li>• Student Study Teams</li> <li>• Parent training</li> <li>• Parallel courses in math, reading, and writing.</li> </ul>	<p>Any student identified as at-risk of not graduating based on CAHSEE (will become the local proficiency regardless of state implementation), the algebra requirement, or those requirements based on state or local board policy.</p>	<p>Training: Director of Special Programs</p> <p>Summer School: Director of Alternative Programs</p> <p>Site Intervention: Principals and site program coordinators</p>	<p>The following criteria will be used to evaluate the effectiveness of programs designed to increase the graduation rate. Data will be generated and analyzed by entire student group and of significant subgroups (ELLs, Sp. Ed., SEI, etc.)</p> <ol style="list-style-type: none"> <li>1. Pass rates of CAHSEE in ELA and math</li> <li>2. Completion rates of one-year algebra course or equivalent courses</li> <li>3. Complete rates of total credits required for graduation.</li> </ol>	<p>State Intervention funds; District funds; Title I, II, EIA</p>

<p><b>5.2</b> <b>(Dropouts)</b></p>	<ul style="list-style-type: none"> <li>• Concurrent enrollment agreement with College of the Canyons Community College</li> <li>• Alternative Day Program at junior high and high school levels</li> <li>• Middle College</li> <li>• Independent Study Programs</li> <li>• School Attendance and Review Board</li> <li>• Transition Charter</li> <li>• Occupational programs</li> <li>• Adult School</li> <li>• Night School</li> <li>• Continuation high school</li> <li>• Staff and parent training</li> </ul>	<p>All students</p> <p>Special Education</p> <p>Students 18 and older</p> <p>Students 16 to 18</p> <p>Students at risk of dropping out</p>	<p>Director of Curriculum</p> <p>Director of Alternative Education</p> <p>Director of Student Services</p> <p>Director of Special Education</p> <p>Adult School Principal</p> <p>Bowman Principal</p> <p>Bowman Principal</p> <p>Director of Special Programs</p>	<p>The district will monitor dropout rates by whatever mechanism is defined and approved by California.</p>	<p>District Funds</p> <p>Chart and grant funds</p> <p>Adult Education funds</p> <p>State funds</p> <p>Title I, II, EIA</p>
<p><b>5.3</b> <b>(Advanced Placement)</b></p>	<ul style="list-style-type: none"> <li>• Concurrent enrollment agreement with College of the Canyons Community</li> <li>• Open enrollment in advanced placement classes</li> <li>• Vertical alignment of curriculum</li> <li>• Middle College</li> <li>• AVID courses at junior highs and high Schools</li> <li>• Staff training</li> </ul>	<p>All students</p> <p>Students scoring at stanines 5 – 7 on math or English on state NRT</p> <p>Gifted or college-bound students</p>	<p>Director of Curriculum</p> <p>Director of Alternative Education</p> <p>Director of Special Programs, principals</p> <p>Director of Special Programs</p>	<p>The following criteria will be used to evaluate the effectiveness of programs to prepare students for college:</p> <ol style="list-style-type: none"> <li>1. Percent completing UC/CSU requirements</li> <li>2. Number enrolled in Middle College</li> <li>3. Number concurrently enrolled</li> <li>4. Number enrolled in AP courses</li> <li>5. AP exams</li> </ol>	<p>District funds</p> <p>Title I, II, EIA, GATE</p>

**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.

Please describe the poverty criteria that will be used to select school attendance areas under Section 1113.

The district will use the number of students who participate in the National School Lunch Program (NSLP) either at the reduced or free rate. Schools will be ranked ordered by poverty.

Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115 will identify the eligible children most in need of services under this part.

The administrator and program coordinator of targeted assisted schools will identify students eligible for services by using multiple measures to include:

- Proficiency level of California Standards Test in Math
- Proficiency level of California Standards Test in English Language Arts
- Performance level on CAHSEE in math or English
- Proficiency level on CELDT
- Teacher/Counselor recommendation
- Recommendation of SST/IEP teams
- Parent or student recommendation

Homeless students automatically qualify for Title I services.

Please provide a general description of the nature of the programs to be conducted by the LEA's schools under Sections 1114 and 1115 and, where 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.

Education services at targeted assisted schools for eligible Title I and homeless students may include one or more of the following activities:

- Staff training in:

- Reading and writing
- Effective teaching strategies
- Standards-based instruction
- Differentiation and educational equity
- English Learners, students from poverty, homeless students, gifted and disabled students
- Intervention classes in reading, writing, and math during:
  - Summer school
  - Before and after the school
  - Saturday classes
  - On-line classes
- Summer transition programs
- Parallel courses

Please describe the actions the LEA will take to assist in its low-achieving schools identified under Section 1116 as in need of improvement.

The district will provide the following services to assist Program Improvement Schools or schools identified by California as high priority schools:

- Technical assistance in revising the school plan
- Technical assistance in providing professional development to staff
- Technical assistance in improving students' achievement level in reading, writing, and math
- Technical assistance in developing/implementing/evaluating intervention programs
- Technical assistance in analyzing student achievement data



Please describe the actions the LEA will take to implement public school choice and Supplemental Services, consistent with the requirements of Section 1116.

The Director of Pupil Services and the Director of Special Programs will work together to develop a program to implement school choice at sites that enter the school improvement cycle. Since the district is growing significantly in student enrollment, a plan to offer students choice will include a priority system where those who need assistance the most will be the first to be offered choice. The Director of Special Programs, with input from parents and staff, will apply to become an approved provider of supplemental services in reading, writing, and math. The Director of Special Programs will develop procedures for informing parents of supplemental services and enrolling students in those programs. Activities to support school choice and supplemental services include:

- Set aside funding for transportation
- Identify program improvement sites
- Inform parents of program improvement status and implications (choice, supplemental services, etc.)
- Revise school plan of program improvement schools
- Identify students who qualify for choice or supplemental services and apply priority status
- Notify parents of those students who qualify for choice or supplemental services

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 sections 1118 and 1119.

The district will participate in the following activities to coordinate services between Title I and Title II:

- Professional development to teachers, administrators, and paraprofessional will focus on improving student achievement:
  - Standards-based instruction
  - Reading, writing, and math
  - Effective teaching strategies
  - Differentiation and educational equity
  - Special needs of English Learners, Disabled students, gifted students, students for poverty, homeless students
  - Effective strategies for school improvement
- Parent training
- Advisory meetings of Title I, English Learners, Site Councils
- Training of district administrators and members of the governing board
- District and site parent involvement policy

### ***Coordination of Educational Services***

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 instruction program.

The LEA and school sites will engage in the following activities to coordinate and integrate education services, increase program effectiveness, eliminate duplication, and reduce fragmentation of the instruction program:

- Each school site council will annually review the curriculum offered during the school day, intervention programs, and student achievement data with input from the Title I and English Learner advisory committees.
- The district will train principals and program coordinators on how to determine program effectiveness.
- The district will train principals and program coordinators on allocation of resources.
- The district and site staff will review state assessment data annually and revise LEAP and school plans as necessary.

**Part III**  
**Assurances and Attachments**

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

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

## **TITLE I, PART D – SUBPART 2**

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

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

#### **TITLE II, PART A**

34. The LEA, hereby, assures that:

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

#### **TITLE II, PART D**

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

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



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

### **TITLE III**

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

### **TITLE IV, PART A**

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

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

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

#### **TITLE IV, PART A, SUBPART 3**

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

#### **TITLE V, PART A**

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

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

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

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

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

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

### **New LEAP Assurances**

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

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

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

### **Other**

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

## APPENDIX A

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

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

### **California's NCLB Performance Goals and Performance Indicators**

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

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

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

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

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

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

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

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

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

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

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

## APPENDIX B

### *Links to Data Web sites*

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

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

## APPENDIX C

### Science-Based Programs

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

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

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

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

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

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

### School-Based Programs

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



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

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

## APPENDIX D

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

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

<i>Research-based Activities</i>	
<b>Activities</b>	<b><i>Research Summaries Supporting Each Activity:</i></b>
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

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

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