

(CDE use only)
Application #

No Child Left Behind Act of 2001
LOCAL EDUCATIONAL AGENCY PLAN

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

LEA Plan Information:

Name of Local Educational Agency (LEA): New Haven Unified School District

County/District Code: 01-61242

Dates of Plan Duration (should be five-year plan): 2006-07 to 2010-11

Date of Local Governing Board Approval: June 17, 2008

District Superintendent: Dr. Pat Jaurequi

Address: 34200 Alvarado-Niles Road

City: Union City Zip code: 94587

Phone: (510) 471-1100 Fax: (510) 471-7108

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.

Dr. Pat Jaurequi

Printed or typed name of Superintendent Date Signature of Superintendent

Kevin Harper

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

TABLE OF CONTENTS

TOPIC	PAGE
<u>Part I</u> – Background and Overview	
<i>Background</i>	5
<i>Descriptions of the Consolidated Application, the Single Plan for Student Achievement, the Local Educational Agency Plan, and the Categorical Program Monitoring Process</i>	6
<i>Development Process for the LEA Plan</i>	7
<i>LEA Plan Planning Checklist</i>	11
<i>Federal and State Programs Checklist</i>	12
<i>District Budget for Federal and State Programs</i>	13
<u>Part II</u> – The Plan	
<i>Needs Assessments</i>	16
<i>Academic Performance</i>	
<i>Teacher Quality</i>	
<i>School Safety and Prevention</i>	
<i>Descriptions – District Planning</i>	17
<i>District Profile</i>	18
<i>Local Measures of Student Performance</i>	19
<i>Performance Goal 1</i>	21
<i>Performance Goal 2</i>	52
<i>Performance Goal 3</i>	87
<i>Performance Goal 4</i>	102
<i>Performance Goal 5</i>	123
<i>Additional Mandatory Title I Descriptions</i>	125

TABLE OF CONTENTS
(continued)

TOPIC	PAGE
<u>Part III</u> – Assurances and Attachments	
<i>Assurances</i>	<i>136</i>
<i>Signature Page.....</i>	<i>144</i>
<i>Appendix</i>	
<i>Appendix A: California’s NCLB Performance Goals and Performance Indicators</i>	<i>145</i>
<i>Appendix B: Links to Data Web sites.....</i>	<i>147</i>
<i>Appendix C: Science-Based Programs</i>	<i>148</i>
<i>Appendix D: Research-based Activities.....</i>	<i>150</i>
<i>Appendix E: Promising or Favorable Programs.....</i>	<i>151</i>

Part I

Background and Overview

Background

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

Development Process for the LEA Plan

LEA Plan Planning Checklist

Federal and State Programs Checklist

District Budget for Federal and State Programs

Background

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

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

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

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

- 1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.**
- 2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**
- 3. By 2005-2006, all students will be taught by highly qualified teachers.**
- 4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.**
- 5. All students will graduate from high school.**

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

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

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

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

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

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

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

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

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

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

The Consolidated Application (ConApp)

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

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

The Single Plan for Student Achievement (School Plan)

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

The Local Educational Agency Plan (LEA Plan)

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

Categorical Program Monitoring (CPM)

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

Development Process for the LEA Plan

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

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

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

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

Step One: Measure the Effectiveness of Current Improvement Strategies

Analyze Student Performance

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

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

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

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

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

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

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

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

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

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

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

Step Three: Develop or Revise Performance Goals

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

Step Four: Revise Improvement Strategies and Expenditures

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

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

Step Five: Local Governing Board Approval

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

Step Six: Monitor Implementation

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

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

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

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

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

FEDERAL AND STATE PROGRAMS CHECKLIST

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

Federal Programs		State Programs	
✓	Title I, Part A		EIA – State Compensatory Education
✓	Title I, Part B, Even Start	✓	EIA – Limited English Proficient
✓	Title I, Part C, Migrant Education		State Migrant Education
	Title I, Part D, Neglected/Delinquent	✓	School Improvement
✓	Title II, Part A, Subpart 2, Improving Teacher Quality	✓	Child Development Programs
✓	Title II, Part D, Enhancing Education Through Technology	✓	Educational Equity
✓	Title III, Limited English Proficient	✓	Gifted and Talented Education
✓	Title III, Immigrants		
✓	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	✓	Pupil Retention Block Grant
	McKinney-Vento Homeless Education		Healthy Start
✓	IDEA, Special Education	✓	Other (describe): CAHSEE Intensive Instruction and Services
	21 st Century Community Learning Centers		Other (describe):
✓	Other (describe): Elementary & Secondary School Counseling Demonstration Grant		Other (describe):
✓	Other (describe): Migrant Education Even Start (MEES)		

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements 2007-08	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	\$293,311	\$876,803	\$994,597 (includes reservations)	85%
Title I, Part B, Even Start	0	120,750	120,750	100%
Title I, Part C, Migrant Education	40,885	225,992	226,845	85%
Title I, Part D, Neglected/Delinquent	0	0	0	0
Title II Part A, Subpart 2, Improving Teacher Quality	73,477	384,373	297,307	65%
Title II, Part D, Enhancing Education Through Technology	6,996	8,192	15,188	100% was used to pay for subs to release site teachers for professional development
Title III, Limited English Proficient	293,170	0	238,893	81%
Title III, Immigrants	62,130	33,878	59,746	62%
Title IV, Part A, Safe and Drug-free Schools and Communities	16,825	36,316	36,316	68%
Title V, Part A, Innovative Programs – Parental Choice	12,223	12,815	14,374	57%
Adult Education	0	368,350	368,360	100%
Career Technical Education	0	57,927	55,610	96%
McKinney-Vento Homeless Education	0	0	0	0
IDEA, Special Education	0	2,081,901	1,702,095	81%
21 st Century Community Learning Centers	0	0	0	0
Other : Migrant Education Even Start (MEES)	0	25,750	25,000	97%
Other : Elementary and Secondary School Counseling Demonstration Grant	0	376,854	320,326	85%
TOTAL FEDERAL	\$799,017	\$4,609,901	\$4,475,407	83%

DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
EIA – State Compensatory Education	0	0	0	0
EIA – Limited English Proficient EIA – LEP carryover maintained to fund ELD Support Teachers and Literacy Coaches in 2007-2010	478,951	1,709,887	1,860,513 (includes reservations)	85%
State Migrant Education	0	0	0	0
School and Library Improvement Block Grant	163,660	1,115,950 (not including transfer)	1,089,832 (includes reservations)	85%
Child Development Programs	0	2,307,246	1,961,159	85%
Educational Equity	0	0	0	0
Gifted and Talented Education	64,645	105,665	114,108	67%
Tobacco Use Prevention Education – (Prop. 99)	0	18,207	5,462	30%
High Priority Schools Grant Program (HPSG)	0	0	0	0
School Safety and Violence Prevention Act (AB 1113)	35,413	214,794	225,186	90%
Pupil Retention Block Grant	11,756	379,300 (including transfer)	339,956	87%
Healthy Start	0	0	0	0
Other: CAHSEE Intensive Instruction and Services. Carryover will support services in 2008-09.	24,747	144,176	53,500	32%
TOTAL STATE	\$779,172	\$5,965,225	\$5,649,716	84%

Part II The Plan

Needs Assessments

Academic Achievement

Professional Development and Hiring

School Safety

Descriptions – District Planning

District Profile

Local Measures of Student Performance

Performance Goal 1

Performance Goal 2

Performance Goal 3

Performance Goal 4

Performance Goal 5

Additional Mandatory Title I Descriptions

Needs Assessment

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

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

Academic Performance

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

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

Teacher Quality

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

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

School Safety and Prevention

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

Descriptions – District Planning

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

As part of the Strategic Planning process, a comprehensive “Strategic Planning Notebook” was given to all members of the Strategic Planning Team. The notebook contains data on students, curriculum and instruction, professional development and many other topics. This data was used to determine the District’s strengths and weaknesses, which informed the development of the Strategic Plan.

District Profile

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

Mission

The Mission of the New Haven Unified School District, a partnership of students, families, staff and our richly diverse community, is to develop and empower every student to be a productive, responsible and successful 21st-century global citizen by creating an exemplary, inclusive education system characterized by a safe, caring learning environment and a challenging, comprehensive curriculum that ensures academic proficiency.

Description

New Haven Unified School District is located in Union City, California, midway between Oakland and San Jose. Our district is located in southern Alameda County and includes Union City and the south part of Hayward. The district was created in 1965, and now has approximately 13,000 students. Our diverse students, among whom there is no single majority ethnic group, speak more than 40 different primary languages and come from a wide variety of cultures. Many of our students have special needs that must be met in order for them to learn effectively. English Learner (EL) students make up about 24% of the kindergarten through twelfth grade population, and 31% of our students receive free or reduced-price lunches. While we are categorized as "suburban," we face many socio-economic, limited English proficiency and ethnic issues more common in inner city districts.

We have seven kindergarten through fifth grade elementary schools, three middle schools (one of which will be closing at the end of the 2007-08 school year), one comprehensive high school, an alternative/continuation high school, a community day school and an adult school. Many New Haven schools have been recognized as "Distinguished Schools" by the state of California. More recently, the district has embarked on a multi-year Strategic Plan, created with broad staff, parent and community input, which will drive budgeting and decision making for a five year period, beginning in 2006-07.

The school district is governed by the New Haven Unified School District Board of Education, comprised of five elected board members. School Site Councils (SSCs) composed of teachers, students, parents and administrators are in operation in our schools. The SSC develops the school's *Single Plan for Student Achievement*, a planning process requirement for our participation in state and federally funded programs. The SSC monitors implementation of the Single Plan and evaluates the results. In addition, regular community forums are held to encourage direct dialogue with the Superintendent. Both SSCs and the forums provide for community participation in district plans, initiatives and programs.

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

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

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

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

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

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

In addition to state academic assessments, the New Haven Unified School District uses the following local assessments:

1. Measures of Academic Progress (MAP), a computer-adaptive assessment from the Northwest Evaluation Association (NWEA), which has been adopted as the district benchmark assessment for English/Language arts and Math. This standards-based, vertically-scaled test provides information on student strengths and weaknesses in basic academic skills in Grades 2-9, as well as valid and reliable growth scores.
2. Developmental Reading Assessment (DRA). This individual reading inventory is administered to students in Grade 1 each fall, and to students in Grades K and 1 each spring. Teachers use the results to group students for appropriate reading instruction.
3. District Writing Assessments. District-developed writing assessments, based on grade-level standards, are administered each spring in Grades 1-8 (except in Grades 4 and 7, which are tested in writing as part of STAR). Scores are used by school staff to evaluate student writing at each site.

4. Cognitive Abilities Test (CogAT). This test is given to selected students in Grades 3-11 as part of the screening program for the Gifted and Talented Education Program (GATE). Scores are used in a matrix to determine placement in GATE Program activities in the following school year.

5. Middle School Math Assessments. In Grades 7 and 8, students not already taking Algebra have taken the Algebra Readiness Test published by the Math Diagnostic Testing Program (MDTP) of the University of California, Berkeley. They have also taken a district-developed test of basic math computational skills. Scores from both tests are combined with other information in an algebra screening matrix to determine which students are ready for different levels of algebra instruction in the following year. In 2007-08, planning is under way to consider replacing the MDTP Algebra Readiness Test with the NWEA MAP test (see item 1, above) in Grade 8.

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

Planned Improvement in Student Performance in Reading

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

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards.				
K-12 curriculum leaders meetings are scheduled during the year for elementary, middle school and secondary ELA teachers to build staff leadership in the area of standards aligned instruction. The participating teacher leaders and principals will study the Professional Learning Community Process in relationship to the CA State Standards. The process includes the following: identify the NHUSD power standards from the State ELA content standards; developing standards maps; developing and analyzing data from common formative assessments and benchmark assessments, and developing appropriate interventions and enrichments as needed for ALL students. The curriculum leaders and site leadership will provide specific professional development to teachers to support use of the ELA standards map in planning and daily instruction. The curriculum leaders meet at least 4 times per year with the Division of Teaching and Learning to review these ELA power standards maps. The revised standards maps will be posted on NHUSD website so parents and students have additional access to these essential learnings.	Curriculum Leaders Site Administrators Directors 2007 - 2008	Substitutes and stipends Printing Refreshments	\$65, 000	Site Categorical Budgets
The Division of Teaching and Learning conducts monthly instructional walks with site administrators to ensure that core materials and supplementary materials are being implemented to support the acquisition of the content standards. Following each instructional walk, the principals plan professional development to support the teaching staff in rigorous reading instruction.	Directors Principals 2007 - Ongoing	NA	NA	NA

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
The Director of Special Education and program specialists will continue to provide staff development to special education teachers on the development of standards based IEP and alignment to rigorous literacy instruction.	Director Special Education; Program Specialists; Special Education Staff; 1/2008 - Ongoing	Substitutes/Release Time as needed;	\$5,000 annually or as needed;	Special Education Funding
2. Use of standards-aligned instructional materials and strategies.				
The District will adopt and use standards-aligned instructional materials: Reading/Language Arts intervention materials will be adopted and used at all middle schools to support students scoring at strategic and intensive levels on CST, NWEA, and teacher grades, Director of K-8 Leadership and principals will provide ongoing support and professional development to teachers of targeted intervention classes to ensure that students are receiving rigorous standards aligned instruction. These teachers will meet periodically during collaboration to analyze student work samples and plan upcoming units;	Directors; Middle School Principals; Teachers of intervention classes; 2007 - Ongoing	Adoption of state approved ELA intervention program; Substitutes/release time as needed for ongoing professional development;	\$225,000.	Instructional Materials Fund
Reading/Language arts standards aligned materials will be adopted and used in grade 9 classes. The 9 th Grade House Principal and ELA Department Head will provide staff development to support the effective use of the anthologies.	Teachers; House Principal; ELA Dept. Head 2007 - 2008	Grade 9 ELA anthologies	\$128,200	Instructional Materials Fund

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Reading Language Arts standards aligned materials will be piloted and adopted for ALL K-8 ELA classrooms during the 2009 – 2010 school year. The Directors of Elementary Education and Middle Schools will collaboratively convene a K-8 adoption committee to research, review and pilot state approved ELA materials.</p> <p>Following the adoption the Directors will work with the adoption committee (supplemented as needed) to develop targeted professional development to support teachers on the use and integration of the new ELA series.</p>	<p>Teacher representatives; Principals; Directors; 2009- 2010</p>	<p>Substitutes, release time, and Extended Work Year as needed; Adoption and purchase of K-8 ELA core program; 2009 - 2010</p>	<p>\$1,300,000 \$25,000</p>	<p>Instructional Materials Fund; Site Categorical Funds;</p>
<p>Teachers will collaboratively plan units of study, examine work samples, and develop common formative assessments to ensure that students are mastering grade level standards through use of standards aligned core materials. Principals and curriculum leaders will facilitate these collaboration sessions with staff and provide additional staff development based on the needs of students/staff.</p>	<p>Teachers; Curriculum Leaders; Principals; Ongoing</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>3. Extended Learning Time:</p>				
<p>Middle schools will provide an additional period of intensive reading instruction for students scoring Far Below Basic and Below Basic in reading. Beginning in the 2008 school year, students scoring FBB will receive instruction in double periods of reading using alternate core intervention materials.</p>	<p>Director of K-8 Leadership Middle Schools; Middle School Principals; Middle School APs; Selected Teachers; 2007 – Ongoing;</p>	<p>Voyager Intervention Materials;</p>	<p>Refer to Item 2 above</p>	<p>IMF</p>
<p>Secondary schools will provide an additional period of intensive reading instruction for Grade 9 students scoring Far Below Basic and Below Basic in reading.</p>	<p>House Principal; Selected ELA Teachers; 1/2008 - Ongoing</p>	<p>Voyager Intervention Materials;</p>	<p>Refer to Item 2 above</p>	<p>IMF</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Each school site will provide targeted intervention instruction and support to students scoring at the strategic and intensive levels in reading. Principals will meet with their teaching staff to review data: NWEA, CST, and common assessments, and develop reading interventions with a focus on comprehension, vocabulary, and word study. These targeted interventions will occur before and after school in addition to the daily differentiated instruction occurring during Universal Access in ELA.	Principals; Curriculum Leaders; Teachers; 2007 - Ongoing	Substitutes, release time and stipends as needed;		Supplemental Hourly Funds
Curriculum Leaders, Principals and Directors will develop a district wide Intervention Model based on the Professional Learning Community (PLC) Pyramid of Interventions model. The NHUSD Intervention model will be the foundation of reading interventions at every school site. School PLC teams will continue to review data examine student work samples to continually refine the model to systemically intervene to ensure that all students are learning at high levels.	Directors; Principals; Curriculum Leaders; Teachers; 2007 - Ongoing	Substitutes, release time, stipends as needed; PLC Conferences;	Refer to Item 1 above	Refer to Item 1 above
Literacy coaches will provide targeted reading intervention to Title I and EL students in Grades K-5 scoring at the Intensive and Strategic Levels outside of the ELA literacy block to provide supplemental reading instruction.	Elem Literacy Coaches; 2008 - 2009	Coaching Positions	\$334,000	Title III SIP Reservations EIA Reservations
Summer School Programs will provide intensive reading instruction for students scoring at the strategic and intensive levels. Summer school staff will provide targeted reading instruction using standards aligned supplemental instructional materials. English Learners will have additional learning experiences in the Listening/Speaking Domains to support reading instruction.	Directors; Summer School Program Managers; Summer School Teaching Staff, 2008 – Ongoing;	Teachers; Program Managers;		Summer School Funding
4. Increased access to technology:				
<p>NHUSD will provide increased access to technology as follows:</p> <ul style="list-style-type: none"> • Technology Equipment: Technology will be replaced in five-year cycles; the most recent cycle was completed during the 2007-08 academic year. Hardware, software and peripherals are all addressed through the replacement cycle. 	Technology Integration Program Specialist; Technology Facilitators; Classroom teachers/Ongoing	Hardware and software for replacement cycle, Technology Integration Program Specialist salary, Substitutes for training release days.	Hardware/ Software: \$1,500,000; Tech Integration Program Specialist: \$103,000;	Bond; Unrestricted Targeted Programs; Title II, Part A – Teacher Quality; Economic Impact Aid – LEP; Title II, Part D; Strategic Planning Fund

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> Assessment: Technology supports student academic achievement in reading/language arts through formative and benchmark assessments and data-driven decision-making. Data Director, the district's data warehouse, provides the environment to house teacher and publisher created formative assessments. The Northwest Education Association (NWEA) Measures of Academic Progress (MAP) provides benchmark testing and reporting. Data from Data Director and NWEA is used for data-driven decision-making to focus instruction. Technology Curricular Resources: Technology integration materials and access for reading/language arts are addressed in coordination with the textbook adoption cycle. Reading/language arts adoption committees are charged with considering technology integrated materials provided by textbook publishers along with other program components. A process is in place for previewing, piloting and purchasing additional electronic learning resources for reading/language arts that are standards-based and California Learning Resource Network (CLRN) approved. Free online resources that meet these criteria are identified and promoted as well. 	<p>A team of paraprofessionals has been created to assist with administration of NWEA district benchmark assessments, as well as support CELDT assessment for English Learners.</p>		<p>Subs: \$20,540</p> <p>Paraprofessional assessment team, \$240,000.</p>	<p>SIP and EIA Reservations.</p>
<ul style="list-style-type: none"> Support for Curricular Resources: The Technology Integration Program Specialist provides direct support for technology integration of curricular resources in reading/language arts. This support includes lesson planning, development, modeling, and peer-coaching for teachers; selection and integration of adopted curricular programs, researching, evaluating, and promotion of online and computer-based electronic learning resources (ELRs); training and support for ELR use in summer school and other intervention programs; and serving as a resource to BTSA, Curriculum Leaders, and other instructional practices committees. Teaching with Technology: Curriculum content standards are aligned with the National Educational 	<p>Technology Integration Program Specialist</p>	<p>See page 24</p>	<p>See page 24</p>	<p>See page 24</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Technology Standards for Students (NETS•S) and the California State Library Association (CSLA) Information Literacy Standards and Skills. Core content teachers give standards-based student assignments that require the use of technology systems. They use technology-infused Marzano (Robert Marzano, <i>Classroom Instruction That Works</i>) strategies to deliver content.</p> <ul style="list-style-type: none"> • Learning with Technology: Students participate in project-based, technology-integrated activities in support of the standards-based reading/language arts curriculum and have opportunities to publish their own creations as appropriate at each grade level with tools such as Microsoft Word and PowerPoint, iMovie, Comic Life, iPhoto, and Inspiration. • Intervention with Technology: Below basic and far below basic students participate in intervention activities; example: Voyager. 				
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p>				
<p>Provide SB 472 staff training in effective use of core materials to support ALL learners in reading;</p>	<p>Grade K-5 teachers; 6-8 ELA teachers; 2007 - 2008</p>	<p>Stipends</p>	<p>NA</p>	<p>SB 472 Funds</p>
<p>Provide curriculum leaders/principals with monthly leadership sessions on developing and sustaining professional learning communities focusing on cycles of inquiry.</p>	<p>K-12 curriculum leaders; Principals, Directors 2007 - 2008</p>	<p>Substitutes, release time, stipends as needed; Refreshments.</p>	<p>NA Refer to 1.a.</p>	<p>Refer to 1.a.</p>
<p>Provide principals with monthly coaching sessions to support the implementation of District wide initiatives: writing workshop, reading interventions (middle schools) and small learning communities (secondary);</p>	<p>Principals; Directors; 2007 - 2008</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>
<p>Provide elementary teachers, core teachers, and ELA secondary teachers with professional development to initiate and sustain the integration of writing workshop to support English Learners and Standard English Learners;</p>	<p>K-2 Teachers/Principals 2007 – 2008 3-5 Teachers 2008 – 2009 6-8 Core Teachers 2009 – 2010 9-12 ELA Teachers 2010 - 2011</p>	<p>Consultants: Reading and Writing Project; Program Specialist; Stipends and substitutes as needed;</p>	<p>\$65,000</p>	<p>Title II Title III Site Categoryals</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Provide professional development to support the implementation of new science core text with a focus on: <ul style="list-style-type: none"> • Using investigations to support academic language development for ELs and SELs; • Promoting literacy instruction in the content area, science; • Integrating technology to support mastery of big ideas, core concepts in science; 	K-5 Teachers; Principals; Directors Ongoing	Stipends and substitutes as needed;	\$10,000	Title II
Provide professional development to principals, curriculum leaders, and lead teachers on use of data to guide instruction including the use of: <ul style="list-style-type: none"> • NWEA Map • Data Director • Ongoing common formative assessments. 	Curriculum Leaders; Lead Teachers; Principals; Directors; 2007 - Ongoing	Consultants	Refer to Item 1, above.	Refer to 1.a.
Provide specific coaching and professional development to K-5 teachers in the following areas: <ul style="list-style-type: none"> • Strategic use of core program; • Developing rigorous literacy lessons focusing on: the listening and speaking domains to support ELs and SELs ; • Lesson study and collaborative planning; • Guided reading and literature circles to support struggling readers; • Integration of writing workshop; 	K-5 Teachers/Principals at Title I schools 2008 – 2009 K-5 Teachers/Principals at all schools 2009 – 2010 6-8 Teachers/Principals 2010 - 2011	Literacy Coaches; Substitutes and release time as needed;	Refer to Item 3, above.	Title I Title II Title III Site Categoryals
<ul style="list-style-type: none"> • Technology Professional Development: All training topics are integrated with Strategic Plan goals and action plans as appropriate. Technology integration training takes place on professional learning days; during collaboration time; through Title II, Part D and Strategic Plan funded release days for site Technology Teams; through the district’s online dynamic learning environment (Moodle); a K-12 Voucher purchased subscription to Atomic Learning; and textbook component training which is part of the textbook adoption cycle. 	Director, Technology; Technology Integration Program Specialist; Technology Teams; classroom teachers/Ongoing	Technology Integration Program Specialist salary, Substitutes for training release days.	Tech Integration Program Specialist: \$103,000; Subs: \$20,540	Unrestricted Targeted Programs; Title II, Part A – Teacher Quality; Economic Impact Aid – LEP; Title II, Part D; Strategic Planning Fund

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents);				
Teachers will report on student progress on goals and objectives based on the California ELA Content Standards at reporting periods through parents conferences;	Teachers; Principals; 2007 – Ongoing;	NA	NA	NA
Site principals meet with their School Site Councils (SCC) composed of staff and parents to determine site priorities for student achievement in reading and will generate goals for their Single Plan for Student Achievement.	Parent Reps; Teachers; Principals; 2007 - Ongoing	NA	NA	NA
An Instructional Support Team (IST) at each site, composed of site administration and staff, will collaborate at each school to help make decisions about site needs and professional development regarding reading instruction and in alignment with the site goals of the Student Plans for Student Achievement.	Teacher Reps; Principals; 2007 - Ongoing	Stipends as needed;	\$20,000	Site Categoricals
Principals will meet by levels (elementary, middle, and high school) to discuss their site goals and articulate needs among sites and between levels.	Principals; Directors; 2007 - Ongoing	NA	NA	NA
Principals will meet with District personnel to review student achievement and articulate needs for program improvement and professional development District wide;	Principals; Directors; 2007 - Ongoing	NA	NA	NA
Each school will maintain a School Site Council (SSC) with staff, parent and community representatives. Each Council receives reports on overall student assessment results in reading. Site Councils also contribute input on how to improve literacy programs.	Teacher Reps; Principals; 2007 - Ongoing	NA	NA	NA
School and District Newsletters will be distributed so that families are informed of literacy events and pertinent program announcements. The District will also use emails to foster communications;	Principals; District Staff; 2007 - Ongoing	NA	NA	NA

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><u>Providing Information to Parents</u> The School Accountability Report Card (SARC) is posted on each of the K-12 school websites, so that parents can view information regarding their students' reading program and materials.</p>	Principals; District Staff; 2007 - Ongoing	NA	\$20,000	Site Categoricals
<p>NHUSD will notify teachers and parents of the students' individual assessment results, with an explanation of how to interpret them. Included will be:</p> <ul style="list-style-type: none"> • STAR results. • CELDT results as appropriate. • Multiple Measure reports; 	Principals; District Staff; 2007 - Ongoing	NA	NA	NA
<p>Local assessment information will be available to parents of students at grades K-5 through trimester standards-based Progress Reports which include an indication of the level of proficiency in reading on a scale of 1 to 5. Parents of students at grades 6-12 will receive quarterly reports.</p>	Teachers; 2007 - Ongoing	NA	NA	NA
<p>Parents and community will be able to view at the NHUSD website the following documents that reflect the District standard-based reading program:</p> <ul style="list-style-type: none"> • K-12 Student Information • The Explanation of End-of-Year Standards for reading. Exemplars of work for reaching each standard are described or depicted; • K-12 Standards Maps; 	District Staff 9/2008 - Ongoing	NA	NA	NA
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school).</p>				
<p>Summer School sessions to address student needs through targeted reading instruction;</p>	Teachers; Principals; District Staff; 2008- Ongoing	Standards Aligned Intervention Materials; Stipends/hourly rate for summer school teachers	\$15,000/year	IMF Funds Hourly Supplemental Funds

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Intervention teachers to conduct before and after school services for students in need of improving in reading using NWEA MAP and common formative assessment results;	Teachers; Principals; 2007 - Ongoing	Stipends/Hourly rate for intervention teachers;		Intervention Funds
Parent/student information events as students prepare to move from elementary school to middle school and from middle school to high school.	Teachers; Principals; Directors 2007 - Ongoing	NA	NA	NA
<p>The implementation of a balanced literacy model for K- 12 students including:</p> <ul style="list-style-type: none"> • Strategic use of core program; • Read Alouds • Shared Reading; • Guided Reading; • Independent Reading; • Instruction in writing using writing workshop approach; 	Teachers; Principals; Directors; Consultants; 9/2008 - Ongoing	Professional Development Sessions; Substitutes; Coaches	Refer to Item 3, above.	Title I Title II Title III EIA
District will provide supplemental prep courses for students who have not passed the CAHSEE.	Secondary Teachers; Secondary Administrators; District Staff; 2008 - Ongoing	Stipends/Hourly Rates for intervention teachers;		Intervention Funds; CAHSEE Intensive Services Funds
8. Monitoring program effectiveness:				
Test data, API, and AYP results will be used to monitor programs and drive changes in instructional practice. Staff analyze data, establish SMART goals, and modify SPSA as needed to meet the unique needs of students;	Teachers; Principals; Directors; District Staff; 2007 - Ongoing	NA	NA	NA

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
In addition to State academic assessments in reading, NHUSD will use the Developmental Reading Assessment (DRA) in Grade 1-- fall and spring, and in Grade K each spring. Teachers will use the results to group students for appropriate reading instruction. This assessment provides information that can be used to assist in planning for instruction in the classroom that best enables low-achieving students to meet State student achievement academic standards. Spring scores will also be used in a multiple measure of student achievement which helps guide school staff in making decisions on promotion and retention.	Teachers; Principals; District Staff; 2007 - Ongoing	Collaboration	NA	NA
Grades 2- 9 staff will use results from the benchmark assessments, NWEA MAP, to strategically guide reading Instruction for ALL students	Curriculum Leaders/Teachers, Ongoing	Collaboration	NA	NA
Each site will implement its Single Plan for Student Achievement, and the principal and School Site Council have the responsibility for monitoring progress and making needed revisions.	Teacher reps; Principals; 2007 - Ongoing	NA	NA	NA
Classroom teachers will regularly assess students' mastery of standards by examining student work and participating in lesson study during site collaboration. Teachers and administrators will use NWEA Map data and formative assessment data to guide the instructional program.	Teachers; Principals; 2007 - Ongoing	Collaboration	NA	NA
Directors meet with principals on a monthly basis to provide targeted coaching using NWEA data and common formative planning. The Directors and principals participate in leadership walks to collect further qualitative data to monitor the instructional program.	Principals; Directors; 2007 - Ongoing	NA	NA	NA

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
9. Targeting services and programs to lowest-performing student groups:				
<p>Each site will use disaggregated achievement data to identify groups of students who are scoring at the following levels:</p> <ul style="list-style-type: none"> • Benchmark • Strategic • Intensive <p>in reading to plan and provide targeted reading instruction. This includes differentiated instruction during the instructional day; as well as support before and after school;</p>	<p>Teachers; Principals; District Staff; 2007 - Ongoing</p>	<p>Release time and substitutes as needed; Hourly rates for intervention teachers before/after school;</p>		<p>Intervention Funds;</p>
<p>Plans for targeting services are developed according to this verifiable data and are incorporated in the site's Single Plan for Student Achievement. Specific site services for low-performing students may include:</p> <ul style="list-style-type: none"> • Before and After School Programs • Use of state-adopted intervention materials • Title I activities • Parent/School Compacts or similar agreements 	<p>Teachers; Principals; District Staff; 2007 - Ongoing</p>	<p>Collaboration</p>	<p>NA</p>	<p>NA</p>
<p>Students who may be at risk for reading failure or who are having difficulty reading will be identified through the use of screening, diagnostic, and classroom-based instructional reading assessments. For example, teachers use the results of local reading assessments including the DRA to inform their planning for low-achieving students and ensure that targeted reading instruction is delivered. Teachers will also use data from the NWEA MAP to target reading levels.</p>	<p>K-5 Teachers; Principals Ongoing</p>	<p>Collaboration</p>	<p>NA</p>	<p>NA</p>
<p>The local individual student multiple measures report will serve as one source of information for the early screening of students at-risk for reading failure so teachers can strategically target reading instruction.</p>	<p>K-12 Teachers; Principals Ongoing</p>	<p>Collaboration</p>	<p>NA</p>	<p>NA</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
At each school site the School Study Team and/or the School Resource Team will conduct an identification and planning process for children most in need of services. The planning process includes providing additional educational assistance to students assessed as needing help in meeting the State academic standards	K-12 Teachers; Principals Ongoing	SRT/SST Meetings	NA	NA
The District has a system in place for providing assistance to Program Improvement schools to improve students achievement: <ul style="list-style-type: none"> • The Division of Teaching and Learning works closely with the site principal and staff to complete the APS and modify the SPSA; • Data is reviewed on an ongoing basis and professional development is tailored to support effective teaching practices. 	Teachers; Principals; Directors; District Staff; 2007 - 2008	NA	NA	Title I
The District provides the required public school choice and supplemental services in Program Improvement schools.	Principals District Staff 2007 - 2008	Supplemental Services		Title I
Students scoring at the Intensive level will qualify for: <ul style="list-style-type: none"> • Before/after school intervention • Summer School programs; 	Teachers; Principals; Directors; District Staff 2007 – Ongoing	Intervention Programs; Summer School		Supplemental Hourly Funds
Develop and adopt a systemic intervention plan to support ALL students in mastery of standards;	Teachers; Principals; Directors; District Staff 2007 - 2008	Curriculum Leaders; Collaboration	Refer to 1.a.	Refer to 1.a.

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
10. Any additional services tied to student academic needs:				
The District offers High School AP Classes for English: Literature and Compositions.	Teachers; Secondary Administrators; 2007 - Ongoing	NA	NA	NA
The District offers High School Honors Classes for English 1, English 2, American Literature, and World Literature.	Teachers; Secondary Administrators; 2007 - Ongoing	NA	NA	NA
Media Centers/School Libraries and K-12 Library Media Teachers are in place at each school site. The library program and services provided by the Library Media Teachers serve as a strong resource for students' motivation to read and for supporting their reading achievement.	Library Media Teachers; Principals; District Staff Ongoing	Library Media Teachers; LM Clerks	\$1,250,000	Unrestricted General Fund School/Library Improvement; Site Categoricals;
Teachers are encouraged to take advantage of the services provided by local county offices of education and are provided District credit for attending courses. The Alameda County Office of Education Standards-Based Professional Development Program features sessions such as "Reading Interventions that Make a Difference for Struggling Readers", "Teaching Reading in Every Classroom", and "Raising the Achievement of Latino Students."	Teachers; District Staff Ongoing	NA	NA	NA

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

Planned Improvement in Student Performance in Mathematics

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

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <p>Upon the adoption of content standards by the California State Board of Education, New Haven Unified School District (NHUSD) began a reform effort to ensure the delivery of standards-based instruction at all grade levels. NHUSD has adopted the State Content Standards in Mathematics as District Standards to ensure that the local standards are of equal breadth and depth as the Statewide Academic Achievement Standards in Mathematics. The NHUSD Strategic Plan adopted by the Board of Education at its February 7, 2006 meeting outlined the district’s plan for mathematics education. One objective stated “By 2010, a least 85 percent of all students will be proficient on the California state assessment and the and the achievement gap for all subgroups will be narrowed”.</p> <p>A thorough alignment of mathematics instruction with challenging district standards has been a primary focus. Several documents have been used in the implementation of our focus in mathematics. It is a work in progress. A Math Task Force representing grades 6-12 has been reviewing the secondary curriculum for two years. The new K-12 Math Task Force will outline the course of math instruction for New Haven Unified.</p>	<p>Classroom teachers; Instruction Support Teams; Library Media Specialist; Site Administrators; Curriculum Leaders; BTSA; Division of Teaching and Learning, Department Chairs. Ongoing</p>	<p>Stipends for presenters and participants</p> <p>Consultant fees</p> <p>Training Materials</p> <p>Math Task Force</p>	<p>\$10,000</p> <p>\$5,000</p> <p>\$5,000</p>	<p>These will be funded through the district’s general fund and with State and Federal Categorical funds. Title II; Restricted Lottery</p>

<p>Principals and teachers have undergone AB 430 and AB 466 training respectively. It is anticipated that math teachers will undergo the training in Mathematics following the adoption of the math textbooks. The Instructional Materials Realignment Fund has been used as the primary funding source for new textbooks. Each student at the very minimum has a textbook to be used at school and at home; in some instances, classroom sets are also available.</p> <p>Both James Logan and Conley-Caraballo High Schools have aligned materials to the state standards. This alignment will continue to be developed as the new materials are reviewed and adopted.</p> <p>To support teachers using standards aligned instructional materials and strategies, the district will:</p> <ul style="list-style-type: none"> ▪ Continue textbook adoption committees to review and pilot (where applicable) new instructional materials. ▪ Continue using curriculum leaders in aligning standards to instructional materials. ▪ Continue utilizing professional development to focus on alignment of instructional materials. ▪ Continue to support site collaboration (K-8 & Conley-Caraballo) with a focus on alignment. ▪ Provide leadership to curriculum leaders on alignment. ▪ Find ways for Logan to develop alternative means of collaborating. ▪ Follow process outlined in the Strategic Plan for English Language Arts and Mathematics. <p>The Math Task Force, curriculum leaders, classroom teachers, as well as district and site administration have been focusing on alignment.</p> <p>A timeline for math instruction for the 2007-08 and 2008-09 academic years has been created to focus on review of the mathematics program, power standards, CAHSEE plan, assessment, professional development and adoption of materials.</p> <ul style="list-style-type: none"> ▪ The NHUSD Math Committee has reviewed math standards and its relationship to the California High School Exit Exam. Samples of CAHSEE materials have been distributed to teachers. 		Textbook Adoptions	<p>\$1,300,000</p> <p>Other amounts to be determined</p>	Instructional Materials Fund
--	--	--------------------	--	------------------------------

<ul style="list-style-type: none"> ▪ The Math Guide for CAHSEE presents an alignment of district Math Standards from kindergarten through 8th grade to CAHSEE. ▪ CST data is used for program evaluation ▪ NHUSD standards-based report cards for students in kindergarten through 5th grade support ongoing standards-based instruction. A subject of mathematics standards at each grade level has been selected to help parents understand what is expected in order for students to be working at the proficient or advanced level. ▪ An explanation of end-of-year standards for mathematics is provided for each teacher and is used as a guidance to assess student performance. Teachers are able to plan for instruction based on these explanations, and this ensures continued alignment with the mathematics standards. ▪ Provide opportunities for math teachers to meet for discussion of math curriculum alignment. ▪ Follow process and timelines for mathematics focus during 2007-08 and 2008-09, with emphasis on development of power standards, alignment of curriculum, implementation and follow up conversations regarding benchmark assessment, interventions, and CAHSEE plan. 	See page 37			
<p>3. Extended learning time:</p> <p>A variety of extended learning time activities in NHUSD are in place for elementary, middle and high school students and will continue to be offered as state funding allows. Collaboration, minimum days, curriculum leader meetings, and department meetings have been utilized to analyze local and state assessment results to determine areas of need in mathematics. These areas are a primary focus on each site's Single Plan for Student Achievement.</p> <p>The middle school schedule was changed for the 2007-08 academic year. This change from a seven period day to a six period day provides 1,448 additional minutes of math instruction to each middle school grade per year. The Math Task Force continues to search for ways to support students not proficient in math in pursuit of the District's objective having 85% of our students proficient in mathematics by the end of the 2010-11 academic year.</p>	Classroom teachers; Instruction Support Teams; Library Media Specialist; Site Administrators; Curriculum Leaders; BTSA; Division of Teaching and Learning; Department Chairs Ongoing	<p>Before/After School</p> <p>Summer School</p> <p>Teacher In-Services</p> <p>Preschool/Mid-Year Kindergarten</p> <p>Change to 6th period day</p> <p>Voyager, Textbook adoptions</p>	To be determined	These will be funded through the district's general fund and with State and Federal Categorical funds. Title II; Restricted Lottery; Supplemental Hourly Funds; CAHSEE Funds; Title I and Staff Development Days

<p>All schools have School Study Teams and/or School Resource Teams. These teams meet to identify students who will most benefit from extended learning times. NHUSD is in the process of implementing Individual Learning Plans for all students. This will allow us to develop individual plans for all students.</p> <p>Activities focusing on the improvement of student's performance in mathematics will include, but not be limited to:</p> <ul style="list-style-type: none"> ▪ The continuation of before and after school mathematics programs to address specific areas of need. ▪ The continuation of the summer school program for students not proficient in mathematics. ▪ Intensive mathematics instruction during the school day. ▪ The piloting and adoption of a mathematics intervention program. ▪ Enrichment opportunities for GATE and Honor students. <p>Extended learning time will continue to be available to preschool students in NHUSD. The district began a pilot program in January 2008 for kindergarten students who turned five years of age after December 1st. In partnership with Kidango, Inc, NHUSD has universal state preschool classes at each elementary school site. This preschool program provides the younger students with an early foundation in readiness for kindergarten mathematics.</p> <p>The school day at Logan has been changed to provide extended learning time.</p>	<p>See page 38</p>			
---	--------------------	--	--	--

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <p>NHUSD will provide increased access to technology as follows:</p> <ul style="list-style-type: none"> • Technology Equipment: Technology will be replaced in five-year cycles; the most recent cycle was completed during the 2007-08 academic year. Hardware, software and peripherals are all addressed through the replacement cycle. • Assessment: Technology supports student academic achievement in mathematics through formative and benchmark assessments and data-driven decision-making. Data Director, the district’s data warehouse, provides the environment to house teacher and publisher created formative assessments. The Northwest Education Association (NWEA) Measures of Academic Progress (MAP) provides benchmark testing and reporting. Data from Data Director and NWEA is used for data-driven decision-making to focus instruction. • Technology Curricular Resources: Technology integration materials and access for mathematics are addressed in coordination with the textbook adoption cycle. Mathematics adoption committees are charged with considering technology integrated materials provided by textbook publishers along with other program components. A process is in place for previewing, piloting and purchasing additional electronic learning resources for mathematics that are standards-based and California Learning Resource Network (CLRN) approved. Free online resources that meet these criteria are identified and promoted as well. • Support for Curricular Resources: The Technology Integration Program Specialist provides direct support for technology integration of curricular resources in mathematics. This support includes lesson planning, development, modeling, and peer-coaching for teachers; selection and integration of adopted curricular programs, researching, evaluating, and promotion of online and computer-based electronic learning resources (ELRs); training and support for ELR use in summer school and other intervention programs; and serving as a resource to BTSA, Curriculum Leaders, and other instructional practices committees. 	<p>Technology Integration Program Specialist; Technology Facilitators; Classroom teachers/Ongoing;</p>	<p>Hardware and software for replacement cycle, Technology Integration Program Specialist salary, Substitutes for training release days.</p> <p>Teacher In-service Before/After School Summer School</p>	<p>Hardware/Software : \$1,500,000; Tech Integration Program Specialist: \$103,000; Subs: \$20,540</p> <p>TBD</p>	<p>General Obligation Bond; Unrestricted Targeted Programs; Title II, Part A – Teacher Quality; Economic Impact Aid – LEP; Title II, Part D; Strategic Planning Fund; General Fund; State and Federal Categorical funds. Titles I, II and III; and Restricted Lottery</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • Teaching with Technology: Curriculum content standards are aligned with the National Educational Technology Standards for Students (NETS•S) and the California State Library Association (CSLA) Information Literacy Standards and Skills. Core content teachers give standards-based student assignments that require the use of technology systems. They use technology-infused Marzano (Robert Marzano, <i>Classroom Instruction That Works</i>) strategies to deliver content. • Learning with Technology: Students participate in project-based, technology-integrated activities in support of the standards-based mathematics curriculum. 				
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>In NHUSD, the Strategic Plan has become the nucleus for identifying needed staff development topics and areas of focus. These activities are designed to assist the district in reaching its goal of 85 percent proficiency in math by the end of 2010-11 academic year. The Single Plans for Student Achievement reflect the specific professional development strategies for each site.</p> <p>Staff development days are used to focus on professional development opportunities for staff. Staff training is ongoing throughout the year by both curriculum leaders and subject matter experts. Minimum days and conferences are used to provide additional knowledge to teachers and instructional paraprofessionals. NHUSD students are making progress in mathematics, but focused efforts are being implemented in order to reach the district goal of attaining proficiency in 85 percent of all students by the end of the 2010-11 academic year.</p> <p>Both the Strategic Plan and Title II Plan reflect professional development activities. Principals and teachers are being trained in AB 430 and AB 466 strategies on using adopted textbooks and other adopted materials in mathematics. Collaboration time is used to discuss instructional strategies, assessment, and alignment.</p>	<p>Classroom teachers; Instruction Support Teams; Library Media Specialist; Site Administrators; Curriculum Leaders; BTSA; Division of Teaching and Learning; Department Chairs</p>			<p>These will be funded through the district's general fund and with State and Federal Categorical funds. Titles I, II and III; and Restricted Lottery</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>In order to reach our district goal and continue our alignment with standards based instructional materials, staff development and professional development will include, but not be limited to:</p> <ul style="list-style-type: none"> ▪ Continuation of AB 430 and AB 466 training for administrators and teachers. ▪ Utilization of collaboration time (Strategic Plan 1.18, 1.19 & 1.20) ▪ Continuation of training of teachers in “Thoughtful Unit Design”, using backward planning to ensure mastery of standards based curriculum in a cohesive manner (Strategic Plan 1.7) ▪ Implementation of the top 10 researched based instruction strategies as described in “Classroom Instruction That Works”, by Robert Marzano. (Strategic Plan 1.8) ▪ Implementing a comprehensive intervention plan for students at risk. (Strategic Plan 1.15) ▪ Integrating of technology into the curriculum. (Strategic Plan 1.16 & 1.17) ▪ Incorporation of assessments into curricula areas. (Strategic Plan 1.1 & 1.2) ▪ Cross level articulation about the math program and recommended activities by members of the Math Task Force. ▪ Continued support of teachers in their acquiring credentials in math through Title I and Title II funds. ▪ Providing Publisher training sessions, as needed, so that all teachers will have the opportunity to participate in professional development related to the use of adopted mathematics standards based materials. ▪ Providing Beginning Teacher Support and Assessment (BTSA) sessions that will include a focus on the use of standards based mathematics materials. <p>Activities that will continue to involve staff, parents, and community in improving the NHSUD Mathematics Program include:</p>	<p>See page 41</p>			

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>District/Site Structure:</p> <ul style="list-style-type: none"> ▪ The District Strategic Plan sets the direction for math instruction for the next five years. This plan drives budgeting and decision making. ▪ The Single Plans for Student Achievement (SPSA), developed by staff, parents and, where applicable students, determines site priorities for student achievement in mathematics. ▪ The School Site Councils generate, review and evaluate site goals and programs in mathematics. ▪ An Instructional Support Team (IST) at each site composed of site administrators and staff will collaborate at each school to help make decisions about site needs and professional development regarding math instruction in alignment with the goals of the Single Plans for Student Achievement. ▪ All staff meet in the fall to review California Standards Results. ▪ Benchmark Assessments are in place at each site. Cycles of Inquiry follow these assessments. ▪ Principals continue to meet in Professional Learning Communities to discuss their site goals and articulate needs among site and between levels. ▪ Principals meet at scheduled times during the year with district personnel to review student achievement and articulate needs for program improvement and professional development district-wide. ▪ Textbook adoption committees review the alignment of materials between levels during the adoption process. <p>District/Site Outreach to Parents:</p> <ul style="list-style-type: none"> ▪ Each school will maintain a School Site Council (SSC) with staff, parent and community representatives. Each council receives reports on overall student assessment results in mathematics. Site Councils also contribute information on how to improve mathematics programs. ▪ Back to School Nights and Open Houses will be held to ensure that parents and community are provided with a description of the mathematics program including the opportunity to review instructional materials and activities. ▪ School and district newsletters and E-News are distributed so that families are informed of family math events and pertinent program announcements. 	See page 41			

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> ▪ The Alameda County Library, Union City Branch, works with NHUSD to have copies of student texts on hand so that support with mathematics homework can be provided when students work at the library. <p>Technology Professional Development: All training topics are integrated with Strategic Plan goals and action plans as appropriate. Technology integration training takes place on professional learning days; during collaboration time; through Title II, Part D and Strategic Plan funded release days for site Technology Teams; through the district’s online dynamic learning environment (Moodle); a K-12 Voucher purchased subscription to Atomic Learning; and textbook component training which is part of the textbook adoption cycle.</p>	<p>Technology Integration Program Specialist; Technology Teams; classroom teachers/Ongoing</p>	<p>Technology Integration Program Specialist salary, substitutes for training release days.</p>	<p>Tech Integration Program Specialist: \$103,000 Subs: \$20,540</p>	
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>Building effective internal and external communications is the focus of Strategy 2 of the NHUSD Strategic Plan. A communication survey was administered to parents and employees during the 2006-07 academic year (Strategic Plan 2.8). School Site Council meetings have been scheduled so that elementary, middle and high schools respectively meet on the same night. The Superintendent regularly facilitates community forums to provide information to parents and solicit input. District and site websites have been revitalized to provide information. The District is currently piloting a new auto-dialer to deliver information to parents. A new student information system will be in place for the 2008-09 academic year. This student information system will have parent connect, where parents can electronically get information on student’s progress and school information.</p> <p>The School Accountability Report Cards (SARC) has been revamped. They are posted on each of the K-12 school websites so that parents can view information regarding their student’s mathematics program and material.</p>	<p>Classroom teachers; Instruction Support Teams; Library Media Specialist; Site Administrators; Curriculum Leaders; BTSA; Division of Teaching and Learning; Department Chairs; School Site Councils Ongoing</p>	<p>Websites; New Student Information System; Parent Connect; Back to School Night; Strategic Plan; Auto Dialers; School Accountability Report Card (SARC); Parent/Teacher Conferences; NWEA and Data Director</p>		<p>These will be funded through the district’s general fund and with State and Federal Categorical funds. Title II; Restricted Lottery and Title I</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Parent/Teacher conferences are held during which teachers can discuss the mathematics program and assessment results of students with parents.</p> <p>Parents have been provided information of ways to interpret test results of STAR, CELDT, and the district's multiple measures.</p> <p>Local assessment information is made available to K-5 parents through trimester standards based progress reports which includes an indication of the level of proficiency in mathematics.</p>				
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>Many activities are in place support the K-12 NHUSD mathematics program. These activities include:</p> <ul style="list-style-type: none"> ▪ Summer school sessions to address student needs in mathematics ▪ State universal preschool classes at each elementary site ▪ Before and after school classes/programs for students not proficient in math ▪ CAHSEE support classes ▪ An ongoing collaboration with the local branch of the Alameda County Library for support for students with homework while at the library. <p>A large focus has been placed on transition of students from one level to the next. The Math Task Force will be meeting in 2007-08 and 2008-09 to make formal recommendations on transitions; this will build upon the work of the 6-12 Math Committee. This task force will address the skills needed, interventions and other support, and make recommendations for placement. The high schools have reduced the number of math levels for incoming 9th grade. James Logan High School implemented 9th grade families as a part of its Small Learning Community efforts in 2007-08. Math will become a part of the 9th grade families in 2008-09. Special workshops have been held to assist parents in ways to help their students acquire math skills. Parent nights focusing on math have been held at each elementary school.</p>	<p>District and Site Administrators; Teachers, Puente Staff; Ongoing</p>	<p>Summer School; Stipends for Presenters and Participants; Before/After School Classes; AVID; Puente & CAHSEE Support Classes</p>	<p>TBD</p>	<p>These will be funded through the district's general fund and with State and Federal Categorical funds. Title II; Restricted Lottery; Title I and Supplemental Hourly Funds</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>8. Monitoring program effectiveness:</p> <p>As part of our strategic plan, we are measuring the results of our professional development initiatives based on the following objectives:</p> <ul style="list-style-type: none"> • By the end of the 2010-2011 academic year, at least 85 percent of all students will be proficient on the California state assessment and the achievement gap for all subgroups will be narrowed. • All students will develop and consistently demonstrate the character attributes of a productive, responsible and successful citizen. • Every student will meet graduation requirements or achieve their Individualized Education Plan (IEP) goals. <p>At the end of each year, we examine our progress in relation to these objectives, and make adjustments accordingly. We measure progress as follows:</p> <ul style="list-style-type: none"> • How well students perform on assessments, including the CST and NWEA scores, as well as examining teacher grades. How close are we to reaching our goal of 85 percent proficiency? Have we narrowed the achievement gap for all subgroups? • What are our graduation rates? What percentage of our students graduate? • How well are we implementing the professional development activities that focus on students meeting or exceeding the key foundational standards? To what level are we teaching the power standards, using the state adopted materials, using assessment data to inform instruction, implementing Writing Workshop? • What are the results of our intervention programs? Which programs are working to narrow the achievement gap? What is working for our English learners, students with disabilities, low income, and minority children. 	<p>Director of Assessment/Evaluation; Data Analyst; Teachers, Curriculum Leaders; District and Site Administrators Ongoing</p>	<p>Standardized Tests (CST, CELDT, CAHSEE); NWEA; Data Director; Collaboration; Meetings with Principals and Curriculum Leaders</p>	<p>TBD</p>	<p>These will be funded through the district's general fund and with State and Federal Categorical funds. Title II; Restricted Lottery and Title I</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>The impact of professional development activities on student achievement and on closing the achievement gap will be taken into consideration as follows:</p> <ul style="list-style-type: none"> • During the development of each site’s <i>Single Plan for Student Achievement</i>. • During the scheduling of activities so that most sessions are job-embedded, making use of professional buy-back days, grade-level meetings, staff meetings, peer observation, self-reflection, and study groups. • Providing adequate time and resources for teachers to work together to examine student work, collaborate on instructional issues, and to complete professional development activities. • Planning for group analysis of student work to occur many times throughout the year, during collaboration time, minimum days and staff meetings. <p>NHUSD is revising its process of program evaluation and effectiveness. One of the Strategic Plan parameters states, “No new program or service will be accepted until it is consistent with the Strategic Plan, benefits clearly justify costs, and provisions are made for ongoing professional development and program evaluation”.</p> <p>Assessment results are the primary measures of program effectiveness. The percentage of students scoring at or above the proficient level in mathematics on the California Standards Test is approximately 52%. Test data is disaggregated on a regular basis. Disaggregation of results continue to indicate that there is an achievement gap between White, Asian an Filipino students on one hand and Hispanic, African-American and economically disadvantaged students on the other.</p> <p>CAHSEE results are disaggregated by grades, ethnicity, and language status. They are provided to school sites to be used for program evaluation. A district CAHSEE Plan has been developed.</p> <p>Assessment results indicated that NHUSD is making gains on basic academic skills in mathematics as measured by the California Standards Test. To build on this trend, and in order to make</p>	<p>See page 46</p>			

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>progress on closing the achievement gap, student achievement information will continue to be used to revise instruction and programs. Both state and local assessments will continue to be used to determine appropriate student services and instruction.</p> <p>The following activities to monitor the effectiveness of the NHUSD mathematics program are in place:</p> <ul style="list-style-type: none"> ▪ The District fully supports the Public School Accountability Act ▪ The District fully participates in all phases of the state’s standards based assessment system, including the California Standards Test. ▪ Test data, API and AYP results will continue to be used to monitor progress and making needed revisions. ▪ Collaboration at K-8 and Conley-Caraballo will be the vehicle for ongoing program evaluation. ▪ Each site will have a Single Plan for Student Achievement, and the principal and School Site Council have the responsibility for monitoring progress and making needed revisions. ▪ Classroom teachers will regularly assess students’ mastery of standards. ▪ NHUSD administrative staff will meet regularly in efforts to implement accountability measures. ▪ NHUSD implemented a coaching model in 2007-08, which increases the amount of time site and district administrators spend in classrooms evaluating programs, instructional strategies, and student progress. 	See page 46			

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>The Strategic Plan objective summarizes our efforts: “By 2010-11 at least 85 percent of all students will be proficient on the California state assessment and the achievement gap for all subgroups will be narrowed.” Many components of our strategic plan support the targeting of services and programs to meet the needs of our lowest performing student groups. Much of Strategy 1 focuses on this topic:</p> <ul style="list-style-type: none"> 1.1 Incorporate frequent, common assessment tools into language arts and mathematics. Material should include preparation for the California High School Exit Exam (CAHSEE) to whatever extent possible. 1.2 Incorporate frequent, valid and reliable benchmark assessments in language arts and mathematics curriculum areas. 1.4 Increase effectiveness of existing academic learning time. 1.5 Ensure Maximum instructional time. 1.6 Investigate and implement alternative scheduling models to maximize academic learning time and student achievement, as appropriate. 1.7 Ensure that all teachers are trained/supported in the use of “Thoughtful Unit Design,” utilizing backward planning to ensure mastery of standards-based curriculum in a cohesive manner. 1.8 Implement the consistent use of the top 10 research-based instructional strategies as described in “Classroom Instruction That Works,” by Robert Marzano, to improve student achievement and close the achievement gap. 1.9 Adopt proven models for school reform 1.10 Develop a system for teachers to get feedback from students, listen to their interests and concerns and take into account individual strengths and personal learning styles in instructional practice. 	<p>Classroom teachers; Instruction Support Teams; Library Media Specialist; Site Administrators; Curriculum Leaders; BTSA; Division of Teaching and Learning; Department Chairs; Small Learning Communities Task Force; 9th Grade House Principal Ongoing</p>	<p>Stipends for Presenters and Participants; Consultant Fees; Training Materials, Release Time & Small Learning Communities</p>	<p>TBD</p>	<p>These will be funded through the district’s general fund and with State and Federal Categorical funds. Title II; Restricted Lottery and Title I, and Supplemental Hourly</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1.15 Implement a comprehensive intervention plan for students at risk.</p> <p>1.16 Integrate technology into the curriculum to improve/enhance learning.</p> <p>1.17 Integrate technology into the curriculum to improve/enhance instructional practices.</p> <p>1.18 Implement a system on ongoing collaboration between staff members that includes articulation of the K-5 curriculum.</p> <p>1.19 Implement a system of ongoing collaboration between staff members that includes articulation of the 6-8 curriculum.</p> <p>1.20 Implement a system of ongoing collaboration between staff members that includes articulation of the 9-12 curriculum.</p> <p>1.22 Establish pacing guides/matrices based on California Standards for all core courses K-12.</p> <p>The strategic focus on curriculum development, alignment, and implementation, assessments, academic learning time, professional development, researched-based practices, literacy instruction, English learners, technology, collaboration, and curriculum mapping.</p> <p>Each School Site Council has approved the sites Single Plan for Student Achievement. Each site has analyzed its student achievement data. Total school data and data disaggregated by subgroups in English Language Arts and Mathematics are a primary focus of the plans. All schools have established targets for school-wide and subgroup performance. Specific actions have been designed for respective subgroups to address their growth targets. These actions, as well as, progress are regularly reviewed by School Site Council, Instructional Support Teams, and teachers.</p> <p>School plan goals in mathematics reflect:</p> <ol style="list-style-type: none"> 1. Actions to be taken to reach this goal 2. Start and completion dates 3. Proposed expenditures 4. Estimated cost 5. Funding sources. 	<p>See page 49</p>			

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Typical actions identified in many school plans include:</p> <ul style="list-style-type: none"> ▪ Implement, maintain and/or support the state/district adopted math programs ▪ Differentiated instruction ▪ Regrouping students ▪ Use of benchmark assessment data ▪ Family math nights ▪ Teacher professional development ▪ Homework clubs ▪ Before and after school support ▪ Summer school ▪ Use of state adopted intervention materials ▪ Integration of technology into the curriculum ▪ Title I activities, where applicable 				
<p>10. Any additional services tied to student academic needs:</p> <p>The following additional services are tied to student academic needs:</p> <ul style="list-style-type: none"> ▪ There are advanced placement classes in Computer Science, Statistics and Calculus with applications. ▪ High school Honors classes are in place for Geometry, Algebra II and College Mathematics. ▪ There are curriculum leaders in mathematics at all grade levels. ▪ The NHUSD staff development plan provides professional development to teachers on a myriad of topics including differentiated instruction. ▪ The GATE Plan will be updated in the spring of 2008 to reflect additional means of enrichment for our higher performing students. ▪ The Math Task Force will make recommendations on the future direction of mathematics in NHUSD. ▪ The NHUSD Career Technology Education Plan is being revised. One objective of the plan will be for CTE teachers to infuse mathematics into Career Technical Education. 	<p>CTE teachers; Instruction Support Teams; Library Media Specialist; Site Administrators; Curriculum Leaders; BTSA; Division of Teaching and Learning; Department Chairs; GATE Teachers; GATE Advisory Committee, GATE Administrators, CTE Advisory Committee</p>	<p>Stipends for Presenters and Participants; Consultant Fees; Training Materials; CTE Plan & GATE Plan</p>	<p>TBD</p>	<p>GATE & CTE Funding</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	<p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <ul style="list-style-type: none"> a. Describe the programs and activities to be developed, implemented, and administered under the subgrant; b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122; c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for: <ul style="list-style-type: none"> ▪ meeting the annual measurable achievement objectives described in Section 3122; ▪ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)); ▪ annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1)); d. Describe how the LEA will promote parental and community participation in LEP programs. 	<p>a. New Haven Unified School District (NHUSD) provides services to English learner (EL) students that ensure they acquire English-language proficiency and learn grade-level standards-based academic content. The plan for these services is consistent with the NHUSD Strategic Plan Objective that, by the 2010 – 1011 academic year, at least 85 percent of all students will be proficient on the California state assessment and the achievement gap for all subgroups will be narrowed. All students are placed in English-language classrooms unless a parental exception waiver has been granted for an alternative program. EL students have access to state-adopted, standards-based and standards-aligned instructional materials in the core content areas of reading/language arts, mathematics and science. EL students, including those in enrolled in Special Education, are placed in one of the following instructional settings:</p> <ul style="list-style-type: none"> • Structured English Immersion (SEI): 29 percent of the K-12 EL students who have been assessed this year on the California English Language Development Test (CELDT) were found to be at "less than reasonable levels of fluency in English" (CELDT levels 1 & 2) and are placed in a SEI classroom setting. Teachers provide an English Language Development (ELD) program and deliver specially designed academic instruction in English (SDAIE). ELD instruction focuses on listening, speaking, reading and writing in English, is targeted to the students' levels of proficiency in English, and is based on the State ELD standards. Core content instruction is based on State grade level standards, and teachers utilize appropriate strategies to ensure comprehensibility of instruction. Appropriate primary language support is provided when available, based on the placement of students with teachers who speak the students' primary language. Some school sites use State categorical funds to provide primary language support with bilingual paraprofessionals.

		Description of how the LEA is meeting or plans to meet this requirement
Required Activities		<ul style="list-style-type: none"> English Language Mainstream (ELM): 71% of our K-12 students who have been assessed on the CELDT were found to be at "reasonable levels of fluency in English" (CELDT levels 3-5) and are placed in an ELM classroom setting. Teachers provide daily instruction in ELD targeted to the students' language proficiency needs, and grade-level instruction in the core content areas with ongoing attention to the language demands of the instruction in the content areas. SDAIE strategies are used as needed. <p>Ninety-seven percent of teachers who provide services to English learners hold appropriate certification or are in preparation for certification. Three percent hold emergency certification. Funds are currently used to support teachers in preparation for acquiring appropriate State certification.</p> <p>NHUSD will use Title III funds in conjunction with State categorical program funds, such as the English Language Acquisition Program (ELAP) to provide the following supplemental instructional services to targeted EL students:</p> <ul style="list-style-type: none"> Intervention programs Intensified instruction for students and support for classroom teachers during the school day. Supplementary materials to support Intervention Programs. <p>b. Performance Goals and Targets</p> <ul style="list-style-type: none"> During 2007-2008, 33.4% of NHUSD English learners (EL) students tested on the Annual California English Language Development Test (CELDT) met the State Board of Education criterion for English proficiency. Districtwide over 10% of the EL students scored at proficient and above the on the English/Language Arts (ELA) Standards portion of the California Standards Test (CST) for grades 2-11. Results show that reading is the students' most challenging content area. Scores at the upper grade levels are lower than at the lower grade levels, possibly due in part to the increasing complexity of the ELA content standards at those levels. Over 17% of the EL students scored at proficient and above on the Mathematics Standards portion of the CST for grades 2-7. To meet performance targets and to make progress in English proficiency, English Language Arts and Mathematics student achievement information for English Learners will continue to be used to revise instruction and programs. Student data will need to be analyzed by cohort, taking into consideration the length of students' time in the program. Both State and local assessments will continue to be used to determine appropriate student services and instruction.

		Description of how the LEA is meeting or plans to meet this requirement
Required Activities		<p>NHUSD plans to use Title III funds to help EL students meet annual measurable objectives by:</p> <ul style="list-style-type: none"> • Supporting Literacy Coaches at the elementary school sites who will: <ul style="list-style-type: none"> • Align EL students' English language development with the development of academic vocabulary during Writing Workshop. • Provide targeted reading intervention to EL students. • Funding of \$334,000 from Title III, SIP Reservations and EIA Reservations. • Supporting ELD Support Teachers at the secondary schools who will: <ul style="list-style-type: none"> • Support the delivery of explicit ELD instruction using a consistent, structured curriculum based on ELD standards and individual CELDT results. • Provide professional development to teachers meeting the academic core content needs of EL students through specially designed instruction. • Funding of \$191,000 from Title III and EIA Reservations. • Supporting a team of paraprofessionals who will: <ul style="list-style-type: none"> • Assist with CELDT assessment. • Facilitate communication to parents and other school staff regarding the goal of students achieving greater English proficiency. • Support District benchmark assessments. • Funding of \$240,000 from SIP and EIA Reservations. <p>c. The following activities to hold elementary and secondary schools receiving funds for the English Learner program will take place:</p> <ul style="list-style-type: none"> • Consistent with Strategy 1 of the District Strategic Plan, <i>we will assure effective implementation of the standards-based curriculum throughout the system and use assessment data to drive research-based instructional practices to ensure academic proficiency.</i> • The District board and administration will fully support the Public School Accountability Act. • The District will participate in all phases of the State's standards-based assessment system, including the California English Language Development Test and the California Standards Tests. • Test data, API, and AYP results will be used to monitor programs and drive changes in instructional practice, when needed. • Each site will develop and implement a Single Plan for Student Achievement, and the principal and School Site Council have the responsibility for monitoring progress and making needed revisions. • Classroom teachers at grades 2 - 9 will administer the District benchmark assessments as adopted by the NHUSD Board of Education: Northwest Evaluation Association's <i>Measures of Academic Progress</i> (NWEA MAP). • Classroom teachers will regularly assess students' mastery of standards by examining student work; re-teaching will occur as needed.

		Description of how the LEA is meeting or plans to meet this requirement
Required Activities		<p><u>Monitoring Processes at the School Sites:</u></p> <ul style="list-style-type: none"> • There is a designated site English Learner Program Administrator (ELPA) who: <ul style="list-style-type: none"> ○ Works with the CELDT Coordinator and District Assessment team to administer EL testing ○ Monitors EL student placement in classes and groupings. ○ Monitors EL student progress, records, and parent notifications. ○ Monitors appropriate teacher assignments for the delivery of ELD services. ○ Visits classrooms regularly to monitor program implementation, including ELD and SDAIE lessons. ○ Schedules and attends English Learner Advisory Committee (ELAC) meetings. ○ Ensures implementation of District plans to meet the language and academic needs of the EL students ○ Serves as a liaison among the teachers, principal, families and District administration. ○ Attends a monthly training series with other K-12 ELPAs to articulate and assess program implementation. ▪ All EL student records (testing copies of letter to parents, etc.) are kept in an ELD folder. This folder is updated yearly, and accompanies the students as he/she changes schools. ▪ Each <i>Single Plan for Student Achievement</i> addresses the language and academic needs of the EL students, based upon assessment results and develops goals and related activities as a result of this analysis. ▪ On an annual basis each school will evaluate the achievement of site goals for EL as they relate to the District’s Annual Measurable Objectives. <p><u>Monitoring Processes at the District level:</u></p> <ul style="list-style-type: none"> • Commitment to Program Evaluation New Haven Unified School District is committed to developing effective instructional programs for English Learners that are evaluated regularly. Strategy 1 of the District Strategic Plan demonstrates both our commitment to program evaluation and to monitoring student progress: <p><i>Strategy 1: We will assure effective implementation of the standards-based curriculum throughout the system and use assessment data to drive research-based instructional practices to ensure academic proficiency.</i></p>

		Description of how the LEA is meeting or plans to meet this requirement
Required Activities		<p><u>Monitoring Processes at the District level:</u></p> <ul style="list-style-type: none"> • Commitment to Program Evaluation New Haven Unified School District is committed to developing effective instructional programs for English Learners that are evaluated regularly. Strategy 1 of the District Strategic Plan demonstrates both our commitment to program evaluation and to monitoring student progress: <p>Strategy 1: <i>We will assure effective implementation of the standards-based curriculum throughout the system and use assessment data to drive research-based instructional practices to ensure academic proficiency.</i></p> <ul style="list-style-type: none"> • Specific results from this strategy include: <ul style="list-style-type: none"> ○ Incorporating frequent, common assessment tools into language arts and mathematics. ○ Incorporating frequent, valid and reliable benchmark assessments in language arts and mathematics curriculum areas. ○ Implementing the consistent use of the top ten research-based instructional strategies as described in Classroom Instruction that Works by Robert Marzano to improve student achievement and close the achievement gap. ○ Implementing a system of ongoing collaboration between staff members that includes articulation of curriculum. ○ Implementing a comprehensive prevention and intervention plan for students at risk. <p>Monitoring for effectiveness is embedded throughout the District Strategic Plan. Specific examples around Strategy 1 include:</p> <ul style="list-style-type: none"> ○ Providing time for teachers to collaborate so that they can share assessment information to determine how instruction could be modified ○ Reviewing the utilization and effectiveness of approved benchmark assessments and revising as needed. ○ Ensuring that the intervention plan is followed for all at-risk students; evaluating the intervention plan, and modifying as needed.

		Description of how the LEA is meeting or plans to meet this requirement
Required Activities		<p>These specific results work in concert with each school site’s Single Plan for Student Achievement (SPSA) to create a necessary cycle of continuous improvement of student performance, and to ensure that all students succeed in reaching academic standards. Each school site adopts school goals for improving student achievement in its SPSA, along with related actions for supporting English learners that are needed to reach the goals. Both the District and school sites’ administrators are responsible for implementing each SPSA, monitoring the effectiveness of planned activities, and modifying those that prove ineffective. Furthermore, our school sites’ Single Plan for Student Achievement (SPSA) and our Local Education Agency (LEA) Plan work together as a platform for planning, implementing, monitoring, and evaluating the program for English Learners. Upon evaluating the program, program modifications will be determined, based on the need to remedy any deficits incurred by students.</p> <p><u>Purposes of Program Evaluation</u> The purposes of our EL Program evaluation are:</p> <ul style="list-style-type: none"> • To determine to what extent English Learners are learning English. • To determine to what extent English Learners are achieving in grade level core curriculum. • To determine the effectiveness of programs and services for English Learners. • To provide the basis for strengthening program implementation, modifying program practices, and sustaining ongoing school improvement for all students. • To inform classroom instruction. <p><u>Professional Learning Community Process</u> Assessment and evaluation are important indicators of program effectiveness. Our systemic process Professional Learning Communities (PLC) addresses both assessment and evaluation as staffs engage in the inquiry cycle to plan, teach, assess, and reflect based upon the following four questions:</p> <ul style="list-style-type: none"> • What is it we want ALL students to know? • How will we know if they have learned it? • What will we do when students do not learn it? • What will we do when they already know it? <p>Using this model, evaluation of student outcomes for both English Language Development and academic achievement can be made, as expectations for student progress by length of time in the EL Program are examined.</p>

	Description of how the LEA is meeting or plans to meet this requirement
Required Activities	<p><u>Goal-driven Data Inquiry Process</u> Our Districtwide approach to determining program effectiveness and ensuring the academic success of English Learners uses a goal-driven data inquiry process.</p> <p>Goals: The goals used as a basis to determine EL Program effectiveness in NHUSD include the following:</p> <p>English Learners will:</p> <ul style="list-style-type: none"> • Make steady annual progress in ELD, as reported on Title III Accountability Report (AMAOs) • Attain English proficiency, as reported on CELDT English Proficiency Report –All Students • Make steady annual academic progress, as measured by EL API growth score CST-ELA performance band percentages for ELs • Attain academic proficiency, as measured by EL AYP scores for ELS (+RFEPS) • CST-ELA performance band percentages for ELs (+RFEPS) <p>The NHUSD <i>Expected Levels of Achievement by Years in the English Learner Program</i> indicates specific benchmark goals for English Language Development progress and proficiency over time. Using that format as a model, the assessments and benchmarks for academic achievement will be identified. This effort will be supported by the resource document <i>Expectations by Instructional Program</i> from the NCLB Title III Institute Ensuring Academic Success for English Learners, sponsored by the California Department of Education in collaboration with WestEd.</p> <p>Data-inquiry sources: A variety of assessment information will be made available. To acquire a comprehensive view of a student’s academic standing, the following assessment results (some of which are cited in the goals above) will be utilized:</p> <ul style="list-style-type: none"> • Standardized assessment results: <ul style="list-style-type: none"> ○ STAR Scores ○ CELDT Proficiency Levels ○ APRENDA 3 ○ Standards Tests in Spanish

		Description of how the LEA is meeting or plans to meet this requirement
Required Activities		<ul style="list-style-type: none"> • Annual Title III Accountability Report (AMAOs) • API Growth Scores • Districtwide NWEA benchmark assessments for Reading and Language three times a year • School-based Classroom Formative Assessments correlated with standards: Two cycles per year • District Multiple Measures <ul style="list-style-type: none"> ○ Star Scores ○ Report Card Grades ○ District Reading and Writing Assessments <p>Using these assessment tools and data will help us monitor student’s progress to ensure that students are gaining English proficiency and improving their academic knowledge. Access to much of this data is made possible by the District’s data warehouse (Data Director) which provides for data collection and retrieval. Results gathered from the data warehouse can be analyzed during the PLC process and used to:</p> <ul style="list-style-type: none"> • Improve and modify programs. • Identify Districtwide trends. • Identify individual student deficits that may occur within instructional programs. • Provide evidence that students are achieving English language proficiency. • Provide evidence that students are demonstrating academic achievement at grade level within a reasonable amount of time. • Sustain ongoing school improvement for all students.

	Description of how the LEA is meeting or plans to meet this requirement
Required Activities	<p><u>Monitoring Program Effectiveness</u> The District’s goal-driven data inquiry process makes it possible to collect student achievement data on English Learners’ progress, to analyze the data, and then to use the collected information to inform decisions for determining the effectiveness of the programs provided to English Learners. Annually, the EL Program District and Site Administrators, along with EL Program teaching staff will use this process to conduct a Districtwide evaluation for program effectiveness. Included in this process is the District’s “catch-up” plan, as described in the EL Master Plan, <i>EL 12 Academic Instruction</i>, to address the specific needs of student who need additional help. Results gleaned from this evaluation will be used to determine interventions and design professional development that is needed to further inform staff on how to analyze data and modify programs accordingly, using differentiated instruction, rubrics, and assessment. It is crucial to monitor the expected progress of students in ELD and academic core classes by initial level and time in the program. Equally important is to use the monitoring process to help teachers improve instructional practices by identifying the highest priorities for targeted instruction and sustained professional development.</p> <p><u>Monitoring Program Compliance</u> District and site staff will ensure that each school has a compliant program for English Learners, periodically reviewing key files and documents. The NHUSD <i>English Learner Program Monitoring Responsibilities</i> will be used to support this review.</p> <p>Title III funds, in coordination with other state categorical funds, will be used to pay for:</p> <ul style="list-style-type: none"> • The Coordination costs of CELDT administration during the summer. • Program development activities such as the revision of the District Plan for English Learners. • Districtwide professional development for the administrative staff in the following: <ul style="list-style-type: none"> ○ District Plan for English Learners ○ Effective ELD and SDAIE strategies (for classroom observations) • Districtwide professional development for the teaching staff, as appropriate, in the following: <ul style="list-style-type: none"> ○ District Plan for English Learners ○ CTET Training ○ EL Colloquium ○ Standards-based instructional planning for ELD, ELA and math ○ Learning Walks

		Description of how the LEA is meeting or plans to meet this requirement
Required Activities		<ul style="list-style-type: none"> • Services of an Accountability Analyst to oversee accurate collection of demographic and program data (including provision of ELD and SDAIE services), and disaggregation of subgroup data for English learners and other categorically-funded subgroups for the District and for each school site. • EL Program Consultant Services • EL Program Specialist Services <p>d. New Haven Unified School District is committed to promoting parental and community participation in the English Learners program. Parent involvement is addressed in each site's <i>Single Plan for Student Achievement</i>. The Title III program supports extra efforts that are made to enter into a partnership with parents of EL students, including the following site-based and District-supported opportunities:</p> <ul style="list-style-type: none"> • ELAC: All schools have an established English Learner Advisory Committee (ELAC) and as a result, EL parents are involved in developing site plans • DELAC: Each school has a parent and staff representative on the District English Learner Advisory Committee (DELAC). • Written translations: District written notification is provided in English and in Spanish, and at the sites where Spanish is spoken by 15 percent or more of the students in the school, as determined by the census data submitted to the CDE. • These written translations are prepared for: <ul style="list-style-type: none"> ○ Parent-teacher conference scheduling information. ○ Progress reports. • Notification about placement in the English Learner Program. <ul style="list-style-type: none"> ○ Oral interpretation in Spanish and in other languages is available during parent-teacher conferences, and for phone call communications, at Individualized Education Program (IEP) meetings and at advisory meetings. <p>Additional training activities are made available to families by NHUSD. Ultimately these activities assist parents in helping their children to improve their academic achievement, and support the parents in becoming active participants in the education of their children. These activities include:</p> <ul style="list-style-type: none"> • Many site-based parent/family information events for parents to develop skills, techniques and strategies to assist their children at home. Adult School satellite programs for English literacy housed at several of the District elementary school sites.

		Description of how the LEA is meeting or plans to meet this requirement
Required Activities		<ul style="list-style-type: none"> • The Community Based English Tutoring (CBET) Program works with non-English speakers to enable them to read to their children, learn about our school procedures and about parenting skills. • More than 15 New Haven Adult School ESL classes for more than 700 adults in English as a Second Language. Classes are for beginning to advanced levels of instruction in speaking, listening, reading, and writing. • Citizenship classes and secondary classes designed to help adults earn their high school diploma • The Even Start Program, a family literacy program, works with low-income parents who have children birth to eight years old. Parents attend ESL classes and parenting classes and receive home visits. Children are enrolled in State pre-school or childcare with Kidango, Inc., a local children's center program. <p>Title III funds, coordinated with other funds to build greater capacity for parent involvement, will be used to:</p> <ul style="list-style-type: none"> • Expand technical assistance which will be made available for planning parent involvement activities • Provide both written and oral site-based translation for parents who receive individual student assessment results and program descriptions • Provide stipends and/or release time for teachers to work with parents to implement a School-Parent Compact (Title I schools) that describes the responsibilities of the school, parents, and students in improving student achievement. • Provide classes for parents to develop skills, techniques and strategies to assist their children at home. • Work with administrators and teachers on how to ensure that all communications that are sent home will be translated in the major languages (spoken by 15 percent or more of the students in the school) at the sites. • Provide oral translation, as needed, at advisory meetings and parent conferences at both the District and site levels. • Investigate the expansion of the use of technology for providing parents with updated information on the activities of the English Learner Program. • Compensation for staff to make phone calls to parents (or translate) in the home language.

		Description of how the LEA is meeting or plans to meet this requirement
Required Activities		<p>Title III funds, coordinated with other funds to build greater capacity for parent involvement, will be used to:</p> <ul style="list-style-type: none"> • Expand technical assistance which will be made available for planning parent involvement activities • Provide both written and oral site-based translation for parents who receive individual student assessment results and program descriptions • Provide stipends and/or release time for teachers to work with parents to implement a School-Parent Compact (Title I schools) that describes the responsibilities of the school, parents, and students in improving student achievement. • Provide classes for parents to develop skills, techniques and strategies to assist their children at home. • Work with administrators and teachers on how to ensure that all communications that are sent home will be translated in the major languages (spoken by 15 percent or more of the students in the school) at the sites. • Provide oral translation, as needed, at advisory meetings and parent conferences at both the District and site levels. • Investigate the expansion of the use of technology for providing parents with updated information on the activities of the English Learner Program. • Compensation for staff to make phone calls to parents (or translate) in the home language.

		Description of how the LEA is meeting or plans to meet this requirement
Required Activities	<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c)). The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> • English proficiency; and • Academic achievement in the core academic subjects 	<p>In NHUSD effective instruction that is taking place now and that will continue to be in place include the following elements:</p> <ul style="list-style-type: none"> • ELD and SDAIE instruction in the core academic subjects are presented in the District SEI and ELM programs for EL students. Program goals promote high expectations for student success while developing a positive self-concept in students. • Ongoing monitoring of student progress takes place three times a year at the elementary level and quarterly at the middle and high school levels. Yearly review of progress will allow staff to: <ul style="list-style-type: none"> • Review the identification of benchmarks for proficiency levels. • Evaluate Measures of Academic Progress data for students at grades 2-9. • Plan for instruction based on assessment data. • NHUSD English Learners with less-than-reasonable proficiency in English are placed in a Structured English Immersion classroom setting, while those with reasonable fluency are placed in English Language Mainstream setting. • Teachers deliver daily standards-based ELD instruction that supports the students in acquiring speaking, reading, comprehending and writing English as rapidly and effectively as possible. • Supplementary state-adopted materials for ELD have been purchased to support standards-aligned instruction. • Challenging instruction in English reading and writing to develop literacy skills is provided. Teachers have received extensive training in the use of strategies that address the needs of English learners. Training topics have included: <ul style="list-style-type: none"> ○ The use of graphic organizers to support comprehension ○ Support for students at all levels of the writing process, using interactive writing and interactive editing, aspects of shared reading that support English learners, and the monitoring of students' progress during independent reading. ○ Writing Workshop, including the <i>Continuum for Assessing Narrative Writing</i>. • State-adopted basic English Language Arts instructional materials that address the needs of English Learners are district-adopted at grades K-8.

		Description of how the LEA is meeting or plans to meet this requirement
Required Activities		<ul style="list-style-type: none"> • Teachers provide students access to core curriculum and support for their reaching mastery of content area subjects through: <ul style="list-style-type: none"> • The use of the standards-aligned content curricula and instruction that are implemented at all sites. • Specially designed academic instruction in English (SDAIE) • Academic Language Development • The proficient use of academic language is a key to attaining English proficiency and meeting State content standards. With mastery of academic language, English Learners are able to comprehend and analyze text, expand core content vocabulary knowledge, and write effectively. It is necessary that the instructional program for ELs supports their academic language development through various research-based strategies, which include: <ul style="list-style-type: none"> • Significant opportunities for engaging in structured, academic talk • Participating in frequent Read Aloud sessions • Participating in frequent Shared Reading sessions • Opportunities for purposeful Independent Reading sessions that include target setting and monitoring • Vocabulary instruction through word studies, including work on structural word families, semantic word families, and language registers • Guided Language Acquisition Design (GLAD) • Note taking and note making • Using Graphic Organizers • Daily opportunities for writing by students, including Writers' Workshop, interactive writing, and interactive editing. • Standards-based/aligned, State and district-adopted materials are provided for all K-12 students in Mathematics Science, and Language Arts • The 2007 Reading/Language Arts Framework for California Public Schools addresses proficiency in academic language and serves as a resource for teachers to support students with understanding and using the academic language of books and schools.

	Description of how the LEA is meeting or plans to meet this requirement
<p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p> <ul style="list-style-type: none"> a. designed to improve the instruction and assessment of LEP children; b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students; c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children’s English proficiency or substantially increasing the teachers’ subject matter knowledge, teaching knowledge, and teaching skills; d. long term effect will result in positive and lasting impact on teacher performance in the classroom. 	<p>In order to meet the needs of EL students at all proficiency levels NHUSD works to ensure that teachers, administrators, parents, and community members remain up-to-date on current research and practices that improve the teaching of English Learners. Ongoing professional development has been conducted, and will continue, for all teachers on the Reading/Language Art Framework, ELA standards, ELD standards, California Content Standards, District standards-based curricula and adopted materials, and standards-based instruction and materials. As resources for approaches and methodologies for increasing English language acquisition and academic achievement that are based on scientifically based research become available through the What Works Clearinghouse (WWC) provided by the United State Department of Education they will also be reviewed, examined and incorporated into our professional development program.</p> <p>Our Commitment to Professional Growth</p> <p>New Haven Unified School District is committed to providing focused professional development to all teachers and staff. Within the District’s Strategic Plan, professional development is addressed in a comprehensive, systemic way that includes empowering teachers and staff with the skills and approaches needed to work effectively in meeting the needs of all students, including the specialized needs of our English Learners. Specific goals of the Strategic Plan in support of training needs that are designed to improve the instruction and assessment of English learners include:</p> <ul style="list-style-type: none"> ▪ Implementing the consistent use of the top ten research-based instructional strategies as described in <i>Classroom Instruction that Works</i> by Robert Marzano ▪ Implementing a system of ongoing collaboration among staff that includes articulation of curriculum ▪ Using formative, benchmark, and performance-based assessment data to inform instructional practices ▪ Participating in the Professional Learning Community process that includes a cycle of inquiry around four important questions: <ul style="list-style-type: none"> 1. What is it we want ALL students to know? 2. How will we know if students have learned it? 3. How will we respond when students experience difficulty in learning? 4. How will we respond when students already know it? ▪ Use of new English Language Arts benchmark data to provide immediate and specific interventions during the instructional day ▪ Establishing pacing guides based on the California Content Standards ▪ Providing ongoing diversity training

		Description of how the LEA is meeting or plans to meet this requirement
Required Activities		<p>The following services further support the specific goals of the District’s Strategic Plan:</p> <ul style="list-style-type: none"> ▪ Attending workshops and collaborative sessions on meeting the needs of English Learners during the August Professional Learning Days. ▪ Training, observation, coaching and portfolio development for new teachers, as a part of BTSA Induction preparation on BTSA Standard 19: <i>Teaching English Learners</i>. ▪ Training for SB 2042: Teacher Preparation Program, in collaboration with California State University East Bay, to address Standard 13: <i>Preparation to Teach English Learners</i> for teachers in our District who participate in the Multiple Subject Partnership and Single Subject Partnership programs. ▪ Notification to staff of opportunities for teachers to obtain CLAD or BCLAD certification through university classes, county offices classes, and CTEL test preparation. ▪ Certification Support for reimbursement to teachers for costs of attaining certification. ▪ Ongoing professional development activities to implement the EL Master Plan: <ul style="list-style-type: none"> ○ On the topics of teaching and ○ On EL Master Plan components to address program monitoring and compliance. <p>The following professional development topics are a priority and are designed for all teachers, including ELD, sheltered, mainstream, and Special Education teachers:</p> <ol style="list-style-type: none"> 1. Research-based instructional strategies for increasing student achievement as outlined in <i>Classroom Instruction that Works</i> by Robert Marzano: Consistent with Plan # 8 of Strategy 1 of the District Strategic Plan, teachers will receive professional development on implementing these strategies consistently. Moreover, teachers will receive explicit information on how these specific strategies can be modified or enhanced to help ELs acquire content and language skills.

		Description of how the LEA is meeting or plans to meet this requirement
Required Activities		<p>2. Structured opportunities for academic talk: Students construct meaning through structured talk experiences in classroom settings, and it is through the development of oral language that students gain a foundation for success with reading and writing. <i>Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom</i> by Pauline Gibbons will be utilized for book study sessions and to inform the planning of professional development activities.</p> <p>3. Differentiated instruction for English learners delivered by teachers in all settings that incorporates the two components of a comprehensive program:</p> <p>(a) English Language Development (ELD) that:</p> <ul style="list-style-type: none"> ○ Is aligned with “Instructional Programs for English Language Learners” from <i>CDE Reading/Language Arts Framework for California Public Schools</i> ○ Is aligned with the California State ELA and ELD Standards ○ Is provided daily ○ Is guided by the use of the <i>CELDT Skill Area Proficiency Level Descriptors</i> so that instruction is targeted to students’ levels as determined by CELDT scores and ongoing teacher observation. ○ Is supported by use of teachers’ tools, such as self-assessment guides or ELD checklists <p>(b) Specially Designed Academic Instruction in English (SDAIE) that:</p> <ul style="list-style-type: none"> ○ Involves the teaching of grade-level subject matter in English in ways that are comprehensible and engage students academically, while also promoting English language development. ○ Includes clearly defined language and content objectives ○ Focuses explicitly on developing academic vocabulary ○ Develops independence in using effective learning strategies

		Description of how the LEA is meeting or plans to meet this requirement
Required Activities		<p>4. Guided Language Acquisition Design (GLAD) At the elementary sites over the past four years there has been a systemic effort to implement Project GLAD, a high quality, research-based professional development project that is designed to develop the academic language and literacy skills of English Learners. The implementation has begun at the middle schools. Opportunities for all teachers to have training and to be supported with collaborative planning times to develop standards-based GLAD curriculum will continue to be an emphasis.</p> <p>5. Writing Workshop The highest and most rigorous competency in literacy is writing and becoming proficient in written language is a challenging goal for our English Learners. In accordance with developing a model of literacy instruction, as outlined in the District's Strategic Plan, all NHUSD teachers and administrators will be trained and supported in implementing Writing Workshop over the next several years. Writing Workshop is a research-based approach to the instruction of writing based on these guidelines:</p> <ul style="list-style-type: none"> o The teaching of writing happens daily o The focus is on authentic writing o The writing process is emphasized o Published pieces are celebrated o Rubrics are used to promote consistency across grade levels, schools, and District o Writers need direct, explicit instruction in writing. <p>As teachers implement Writing Workshop specific scaffolds for English Learners will be identified and used, along with routine opportunities to examine student progress through authentic work samples.</p> <p>6. <i>Using CELDT Results to Improve Student Learning:</i> Upon availability from the California Department of Education this guide will be used as a professional development tool to assist teachers in developing an organizational structure and process for using CELDT results to help English learners acquire English proficiency and meet state standards for academic achievement.</p> <p>7. Monitoring the Progress of English Learners As teachers participate in the ongoing Professional Learning Community (PLC) process they will address EL student progress, receiving support to evaluate whether or not students are achieving expected levels of language proficiency each year. The NHUSD <i>Expected Levels of Achievement by Years in the English Learner Program</i>, serves as a resource for professional development of all teachers during these sessions.</p>

		Description of how the LEA is meeting or plans to meet this requirement	
Allowable Activities	4. Upgrade program objectives and effective instruction strategies.	Yes or No YES	<p>If yes, describe: The NHUSD English Learner Program goals will continue to be upgraded and updated as new information and research become available, to include:</p> <ul style="list-style-type: none"> • Updating the District Plan for English Learners. • Articulating the ELD curriculum. • Identifying the supplementary materials that support access to the core curriculum. • Incorporating resources and methodologies that are based on scientifically based research, as they become available through the USDE. The District will refer to the What Works Clearinghouse (WWC) for recommendations of programs that are effective based on scientific evidence. The study on Interventions for Elementary School English Language Learner: Increasing English Language Acquisition and Academic Achievement will finish in Spring 2004. <p>Professional Development on Teaching and Learning</p> <ul style="list-style-type: none"> • Ongoing professional development opportunities on topics of teaching and learning are essential to the implementation of our EL Master Plan. These opportunities will be made available as part of site-based Professional Learning Communities, district wide collaborative sessions and trainings, and during Curriculum Leader meetings. Both site and District staffs are instrumental to the delivery of these professional development opportunities.

		Description of how the LEA is meeting or plans to meet this requirement	
Allowable Activities	5. Provide –	Yes or No YES	<p>If yes, describe: When Students Need Additional Help Consistent with <i>Strategy 1</i> of the District’s Strategic Plan is the implementation of a comprehensive prevention and intervention plan for students at risk (Result # 1.15). The goal of this plan is to ensure that every student in every course or grade level will receive directed, additional time and support for learning during the school day, as soon as he or she experiences difficulty in acquiring essential knowledge and skills. The monitoring and overcoming of academic difficulties incurred by English Learners will be supported by systematic intervention according to school-wide plans.</p> <p>Also consistent with <i>Strategy 1</i> of the NHUSD Strategic Plan, there is an ongoing process for analyzing student data to determine student needs as teachers participate in Professional Learning Communities. School by school, common formative assessments are used to monitor student progress, along with District benchmark assessments that can be analyzed to track progress towards standards. Of particular importance is Question # 3 of the inquiry cycle: <i>How will we respond when students experience difficulty in learning?</i> In response to this inquiry teachers collaborate to apply needed research-based instructional strategies and interventions to help improve student performance. In the following sections, common assessment tools, assessment measures, and data information sheets are listed which are available to inform the monitoring of EL students in need of extra help.</p> <p>The English Learner Program Administrator and classroom teachers at each site reviews the progress of the EL students using data made available at both the district level and school level. Data used for monitoring progress includes:</p> <ul style="list-style-type: none"> • Length of time in EL Program • CELDT Proficiency Levels and Scale Scores <ul style="list-style-type: none"> • At K-12: Overall, Listening, Speaking • At 2-12: Reading, and Writing • CELDT Skill Area Proficiency Level Descriptors for K-1, 2nd, 3-5, 6-8, and 9-12 • California Standards Test Scores
	a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.		

		Description of how the LEA is meeting or plans to meet this requirement	
Allowable Activities			<ul style="list-style-type: none"> ▪ Multiple Measures: <ul style="list-style-type: none"> • STAR Scores • Report Card Grades • District ELA Assessments ▪ Student Oral Language Observation Matrix (SOLOM) ▪ Districtwide NWEA benchmark assessments for reading and language. <p>When students are not meeting expected growth in English proficiency or are sustaining deficits in content areas they are to be referred to the School Resource Team so that a plan can be developed to help them reach grade-level standards in a focused and targeted manner.</p> <p><i>Referral to the School Resource Team</i> <i>(How does the school implement the District's "catch-up" plan for ELs?)</i> When the School Resource Team (SRT) evaluates students referred, the following questions should be addressed:</p> <ol style="list-style-type: none"> 1. Is the student placed in the correct academic setting? 2. Is the teacher(s) trained in the use of the most appropriate instructional strategies? 3. Has the staff provided purposeful and individualized planning for the student, using the <i>Student Support Checklist</i>? 4. How many years has the student been in a program for English Learners? 5. Does the school provide appropriate classes for English Learners in their daily schedule? 6. When needed, differentiated learning opportunities and/or interventions are planned for students. The student's program may include the following:

		Description of how the LEA is meeting or plans to meet this requirement	
Allowable Activities			<p><u>K-12 Extended Learning Opportunities:</u></p> <ul style="list-style-type: none"> ▪ Summer School <ul style="list-style-type: none"> ○ English Language Arts Intervention Curriculum ○ Mathematics Intervention Curriculum ○ Supplementary English Language Development ▪ Before School ▪ After School ▪ During School ▪ Saturday Academies <p><u>High School</u></p> <ul style="list-style-type: none"> ▪ Academic Literacy Class ▪ Sheltered Core Curriculum Class (Science, Math, English, Social Studies) ▪ Support for passing CAHSEE <p><u>Middle School</u></p> <ul style="list-style-type: none"> ▪ English Language Arts Academic Workshops ▪ Additional period for ELD Core ▪ Sheltered Core Curriculum Class (Science, Math) <p><u>Elementary School</u></p> <ul style="list-style-type: none"> ▪ Differentiated, leveled small group instruction across any given grade level or grade span ▪ Guided reading groups and standards-aligned centers as the core of the literacy program ▪ Focus on literacy emphasizing phonemic awareness, phonics, fluency, vocabulary and comprehension

		Description of how the LEA is meeting or plans to meet this requirement
Allowable Activities		<p>Monitoring Progress of Students At-Risk The SST/SRT will monitor the progress of the referred students, and will possibly modify, extend, or replace interventions when needed. In addition, the EL Program Administrator and the classroom teacher will monitor student work to determine the efficacy of the selected interventions. If the interventions are not offering appropriate support, the SST/SRT will pursue other avenues of support until a correct match has been found for the referred student or other specialized assistance has been explored. If possible referral for Special Education testing is to be explored, site teams are supported with guidelines for determining referrals. The packet, <i>To Refer or Not to Refer</i>, provided during in-service training outlines important considerations when considering English Learners for Special Education testing.</p> <p>Monitoring Effectiveness of Referrals to SRT <i>(What evidence indicates the effectiveness of the catch-up plan?)</i> Each spring the EL Program District and Site Administrators, along with EL Program teaching staff will evaluate data relative to the students who have been referred to the SRT. This data will include, but not be limited to, evaluation of the following key questions:</p> <p>Standards</p> <ul style="list-style-type: none"> • To what extent are the students accessing sequential, explicit instruction in ELD? • To what extent are the students accessing the core curriculum? <p>Interim Benchmarks</p> <ul style="list-style-type: none"> • Are our benchmarks in ELA adequately measuring expected growth for ELs? • Are our benchmarks in content areas adequately measuring expected growth? • Are our benchmarks as measured by NWEA adequately measuring expected growth?

		Description of how the LEA is meeting or plans to meet this requirement	
Allowable Activities			<p>Assessments</p> <ul style="list-style-type: none"> • Are our multiple measures of assessment objectively measuring students' progress in ELD? • Are our multiple measures of assessment objectively measuring students' progress in core curricular areas? • Are our assessments valid and reliable? • Do our assessments make it possible to determine if the interim benchmarks have been met? <p>Interventions</p> <ul style="list-style-type: none"> • Is our list of clearly defined interventions implemented for English Learners who are not meeting the established interim benchmarks? • Are the interventions provided based on a district plan and on individual student assessments? • Are the students' interventions designed and implemented by EL authorized teachers or overseen by such teachers? <p>Evaluation</p> <ul style="list-style-type: none"> • Is the evaluation of our SRT Referral process (catch-up plan) clearly defined? • Is the evaluation of our SRT Referral process (catch-up plan) clearly part of the district's overall program evaluation and improvement plan?

		Description of how the LEA is meeting or plans to meet this requirement	
Allowable Activities	6. Develop and implement programs that are coordinated with other relevant programs and services.	Yes or No YES	If yes, describe: Title III funds will be used to continue to extend the regular instruction program and focus on the needs of EL students. The program will continue to be coordinated with other programs and services with similar objectives for the students. The following programs are included in this collaborative District funding: <ul style="list-style-type: none"> • Current, existing intervention programs • English Language Acquisition Program (ELAP) for grades 4-8. • Pupil promotion and retention program – Intensive Intervention Learning Plan. • Title I Even Start. • CBET Tutoring Program. • Site tutoring programs. • Advancement Via Individual Determination (AVID). • AP classes. • School to Career program.

		Description of how the LEA is meeting or plans to meet this requirement	
Allowable Activities	7. Improve the English proficiency and academic achievement of LEP children.	Yes or No YES	<p>If yes, describe: NHUSD will continue to use evaluative information to guide instructional decisions and make program improvements. The District will continue to monitor the progress of EL students by analyzing CELDT, CST, District criteria, and teacher input to determine:</p> <ul style="list-style-type: none"> • which students are making little progress. • the background factors they share in common (“what they come with”). • the programmatic approaches and environment provided (“what they receive”). <p>This information will help both school and District staffs strengthen curriculum and instruction, transfer students to more appropriate programs, or provide more intensive interventions.</p> <p>At the K-5 levels Title III funds will be used to expand the development of the English Learner Program, further identifying effective curriculum and assessments. The goal of this program development is to support the success of all EL students in the regular instructional program.</p> <p>The NHUSD English Learner Program will continue to be supported by the collaboration and coordination with the following District programs and related services:</p> <ul style="list-style-type: none"> • District staff development, including presentations by experts in the field and District teacher specialists. • ELAP • CBET • The network sponsored by the Alameda County Office of Education. NHUSD staff meets regularly with EL staff from other districts to dialogue, collaborate and research programs in order to improve District programs.

		Description of how the LEA is meeting or plans to meet this requirement	
Allowable Activities	<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –</p> <ul style="list-style-type: none"> ○ To improve English language skills of LEP children; and ○ To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. 	<p>Yes or No YES</p>	<p>If yes, describe: NHUSD works to ensure that the parents of EL students become active participants in the educational program of their children. Ongoing opportunities for parents to become an integral part of the school and community and ensure academic success for their children include the following:</p> <ul style="list-style-type: none"> ● ELAC/DELAC. ● Parent Literacy nights. ● Parent education classes. ● ESL. ● Working with your child at home. ● School Site Councils ● CBET. ● Even Start.

		Description of how the LEA is meeting or plans to meet this requirement	
Allowable Activities	9. Improve the instruction of LEP children by providing for – <ul style="list-style-type: none"> • The acquisition or development of educational technology or instructional materials • Access to, and participation in, electronic networks for materials, training, and communication; and • Incorporation of the above resources into curricula and programs. 	Yes or No YES	If yes, describe: <ul style="list-style-type: none"> • NHUSD provides instructional technology to improve the instruction of LEP children: • Electronic learning resources include: publisher provided technology integration materials through the textbook adoption cycle; resources as needed selected through the district Preview, Pilot, Purchase process; free online resources. • Electronic sharing and communication tools include: district email system and online interactive file editing used to collaborate on lessons/materials, online dynamic learning environment (Model) for training, electronic Technology Newsletter published thrice yearly, curriculum resource email updates. • Incorporation of resources into curricula and programs include: alignment of ISTE Technology Standards for Students with curriculum standards, training for adopted textbook technology integration, use of technology to support Marzano strategies, technology integration training for site tech teams. • Support for parents and families of English Learner students through the New Haven Adult School includes technology topics.
	10. Other activities consistent with Title III.	Yes or No YES	If yes, describe: NHUSD may choose to use Title III funds for attendance at additional conferences which include topics and demonstrations that are aligned with our English Learner Program needs.

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

<p>Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>
<p style="text-align: center; writing-mode: vertical-rl; transform: rotate(180deg);">Required Activity</p> <ol style="list-style-type: none"> 1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB): <ol style="list-style-type: none"> a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; b. the child’s level of English proficiency, how such level was assessed, and the status of the student’s academic achievement; c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; 	<ol style="list-style-type: none"> 1. Parents of EL students in NHUSD will receive, upon enrolling their students, and annually thereafter (no later than 30 days after the beginning of each school year) a written explanation of the following information: <ol style="list-style-type: none"> a) The reasons for the identification of their child as an English Learner and the need for English Learner Program services, based on the Home Language Survey response, and the student’s score on the initial CELDT test. b) The child’s level of English proficiency and how it was assessed, with an explanation of the CELDT level and explanation of the CELDT exam. The student’s academic achievement on the K-12 Report Card, the report of scores on the California Standards Test (2nd-8th) and the report of Multiple Measure Scores (K-8) will also be sent according to the guidelines. c) The method of instruction that the student will receive with a description of the Structured English Immersion and English Language Mainstream settings. Information on time in ELD, subjects to be taught in SDAIE, the materials to be used, and the authorization of the teacher will be included. In addition, NHUSD will work toward a plan for explaining benchmarks and yearly goals so that parents can monitor progress towards these goals. d) How this program is designed to meet the needs of the child, using descriptions that explain CCR requirements that guide the design, referring to research and citing past successful experiences. e) How this program design helps their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation. The explanation will include that there is an emphasis on ELD and on training of teachers to deliver effective ELD instruction.

Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.		Description of how the LEA is meeting or plans to meet this requirement.
Required Activity	<p>h. information pertaining to parental rights that includes written guidance detailing –</p> <ul style="list-style-type: none"> i. the right that parents have to have their child immediately removed from such program upon their request; and ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA. 	<ul style="list-style-type: none"> f) Specific program exit requirements so that parents understand the reclassification criteria and the expected rate of promotion and graduation with an understanding that the expected rate of transition from the English Learner program may need to be adjusted for under-schooled newcomers. g) For parents of students with disabilities a statement of how the services prescribed by the IEP work together with the program in which the student is enrolled to maximize his or her learning experiences will be included. h) Parent rights (to withdraw from the program but not the services) and to choose a different program (alternative bilingual). <p>In addition to this annual written notification the District will include the following outreach efforts to ensure proper and understandable parental notification:</p> <ul style="list-style-type: none"> • Site ELAC and District DELAC meetings will focus on incoming parents about instructional programs and how they can support their child’s academic achievement. • Back-to-School Nights, held within the first 30 days of school, are designed to provide translated information to parents.
<p>Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>		<ul style="list-style-type: none"> • For students who enroll after the beginning of the school year, this process will take place within two weeks of being placed in a language program.

<p>Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>
<p>LEA Parent Notification Failure to Make Progress If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>	<ul style="list-style-type: none"> • If the LEA fails to make progress on the annual measurable achievement objectives, all parents will be notified of such failure no later than 30 days after such failure occurs.

Plans to Provide Services for Immigrants

<p><u>IF</u> the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).</p>		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	<p>1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:</p>	<p>Yes or No Yes</p>	<p>If yes, describe: Site EL Program Administrator, Literacy Coaches (K-5), ELD Specialist Teachers (6-12), and English Learner Program Specialist provide family literacy events including information for parents about how they can be involved in the education of their children by supporting them at home. Family Literacy classes are provided to parents through the Even Start Family Literacy and Community Based English Tutoring Programs.</p>
	<p>2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:</p>	<p>Yes or No Yes</p>	<p>If yes, describe: Site Literacy Coaches (K-5), ELD Specialist Teachers (6-12), and English Learner Program Specialist support English Learner students specifically in oral language development and writing skills.</p>
	<p>3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;</p>	<p>Yes or No No</p>	<p>If yes, describe:</p>
	<p>4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:</p>	<p>Yes or No Yes</p>	<p>If yes, describe: Site EL Program Administrators, Literacy Coaches (K-5), ELD Specialist Teachers (6-12), and English Learner Program Specialist evaluate and identify appropriate materials for English Learners.</p>

IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).		Description of how the LEA is meeting or plans to meet this requirement.	
	5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:	Yes or No No	If yes, describe:
	6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:	Yes or No No	If yes, describe:
Allowable Activities	7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:	Yes or No Yes	If yes, describe: Parents have access to English as a Second Language classes through the Adult Education program.

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
<ul style="list-style-type: none"> • As of January 2008, 97% of all teachers at our Title I schools meet the federal definition of highly qualified. 98% of teachers in other schools meet the federal definition of highly qualified. All teachers who are not yet fully qualified have plans in place to become highly qualified. • 22% of elementary teachers have advanced degrees. 30% of middle and high school teachers have advanced degrees. • 97% of teachers have special certification to teach English learners. • 10 teachers are currently enrolled in CLAD or SB 395 training to increase their ability to teach English learners a standards-based curriculum in English. • There are 18 National Board Certified teachers in the District and 4 teach in Title I schools. • Areas where adequate professional development opportunities exist: <ul style="list-style-type: none"> ○ K-8 Literacy <ul style="list-style-type: none"> ○ Writer’s Workshop, K-2 ○ SB 472 training, K-8 ○ Support for Struggling Readers <ul style="list-style-type: none"> ○ 6-8 Voyager Intervention Training ○ Professional Learning Communities <ul style="list-style-type: none"> ○ K-8 during collaboration ○ 9-12 (Logan) during department meetings ○ 9-12 (Conley) during collaboration 	<ul style="list-style-type: none"> • As of January 2008, at non-Title I schools 2% of teachers are not consider highly qualified by the federal definition. 100% of these teachers have plans in place to become compliant in the next 18 months. • 3% of all teachers lack certification to teach their English Learners. • Areas of needed professional development: <ul style="list-style-type: none"> ○ K-12 Differentiated Instruction ○ K-12 Certification to teach English Learners ○ K-12 SB 472 Math to focus on new textbook adoption ○ K-12 Closing the Achievement Gap and Diversity Training ○ K-12 Tech Integration ○ K-12 Backward Planning and Unit Design ○ Writer’s Workshop, 3-12 ○ Reading Interventions, 9-12 ○ Training to support our English Learners

STRENGTHS	NEEDS
<ul style="list-style-type: none"> ○ Training on using NWEA, the district electronic benchmark system for ELA ○ Data Director training ○ Professional Learning Days Training aligned to the Strategic Plan ○ K-5 Literacy Coaches support improved classroom instruction in English/Language Arts for all students, including English Learners ○ 6-12 EL Support Teachers support EL strategies in the classroom ○ K-12 Tech Integration Program Specialist ○ K-12 BTSA Induction ○ Technology integration training with ongoing access to support for instructional technology ○ Zangle Training for the new student information system ○ Ongoing support for email system, financial, current student information system, phone system ○ Textbook technology integration training 	

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> <p>In 2005-2006, New Haven Unified developed a strategic plan in order to align our resources with the assessed needs of our students and staff. A 30 member planning team created the strategic plan. All stakeholders from the New Haven community were represented on the planning team, including teachers, parents, students, community members, classified employees and administrators. Additionally, five action teams, with over 125 members of the New Haven community, were formed to create action plans to implement the strategic plan. One of the strategies in our strategic plan states: We will assure implementation of the standards-based curriculum throughout the system and use assessment data to drive research-based instructional practices to ensure academic proficiency. 22 action plans were created in order for us to implement this strategy. To implement this strategy, we will be implementing the following professional development initiatives through the year 2010-2011 as follows:</p> <p><u>2007-2008</u></p> <ul style="list-style-type: none"> ○ Provide SB 472 Training in ELA to train teachers in using state adopted, standards aligned curriculum: <ul style="list-style-type: none"> ▪ K-5 Houghton-Mifflin ▪ 6-8 McDougal Littell ○ Implement standards maps for ELA in grades K-12 <ul style="list-style-type: none"> ▪ Identify and teach power standards ○ Develop a model of literacy instruction <ul style="list-style-type: none"> ▪ Implement Writing Workshop in grades K-2 ○ Incorporate frequent, common assessment tools into language arts, including preparation of the CAHSEE to whatever extent possible 	<p><i>(Our ability to carry out all listed activities in the time noted is partially dependent on the State budget. This information is not available at this time.</i></p> <p><u>Persons Involved/ongoing</u></p> <ul style="list-style-type: none"> • Classroom Teachers • Curriculum Leaders • Principals/Assistant Principals • Instructional Support Teams • Library Media Teachers • Site Administrators • ELD Support Teachers • BTSA/Intern Staff • Consulting Teachers • Program Specialist for Literacy & English Learners • Associate Superintendent, Education Services • Assistant Superintendent, Personnel • Director of Assessment and Evaluation • Executive Director, K-5 • Director of Prevention and Intervention • Director of Professional Development & Strategic Planning 	<ul style="list-style-type: none"> • Salaries • Stipends for Presenters and Participants • Consultant Fees • Conference Fees • Sub costs • Hourly costs • Printing Costs • Training Materials • Books 	<p>TBD</p> <p>See Strategic Planning Budget</p>	<p><i>(These activities will be funded through appropriate District General Funds and with State and Federal Categorical Program Funds. The extent to which each of the funding sources will be utilized is contingent on State funding, but is not known at this time since our State budget has not been finalized.)</i></p> <ul style="list-style-type: none"> • Appropriate Federal Program Funds: <ul style="list-style-type: none"> • Title I • Title II • Title III • Title V • Appropriate State Categorical funds <ul style="list-style-type: none"> • Block Grants • SIP • AB 430 • SB472 • BTSA • Intern • PAR • IMF • Restricted Lottery

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> ▪ Train administrators, curriculum leaders and teachers on using Data Director for scoring and compiling data from common formative assessments ○ Incorporate frequent, valid and reliable benchmark assessments in language arts <ul style="list-style-type: none"> ▪ Train administrators, curriculum leaders and teachers on using NWEA, an on-line benchmark assessment system ○ Provide training to certificated staff during Professional Learning Days on the following topics: <ul style="list-style-type: none"> ▪ Professional Learning Communities ▪ Literacy ▪ Implementing Standards Maps ▪ Assessment ○ Implement the EL Master Plan ○ Implement a comprehensive prevention and intervention plan for students at-risk <ul style="list-style-type: none"> ▪ Based on DuFour’s Pyramid of Interventions ▪ Implement a daily, mandatory reading intervention program for 6th–8th grade students who score FBB and BB on the CST. ▪ Continue after school and Saturday intervention classes ○ Implement the consistent use of the top ten research-based instructional strategies as described in <i>Classroom Instruction that Works</i> by Robert Marzano to improve student achievement and close the achievement gap. ○ Implement a system of ongoing collaboration between staff members that includes articulation of the K-5 and 6-8 curriculum. <ul style="list-style-type: none"> ▪ Use the PLC model during collaboration time, based on a cycle of inquiry that includes: identifying power standards; creating, scoring, and analyzing common formative assessments; and teaching an agreed upon strategy to improve student performance. ○ Ensure effective implementation of these initiatives through: <ul style="list-style-type: none"> ▪ Instructional walks ▪ Quick visits ▪ Grade level and department professional learning communities (PLCs) ▪ Curriculum leader meetings and subsequent professional development 	<ul style="list-style-type: none"> • Director of Special Education • Director of Technology <p>Timeline consistent with Strategic Plan</p>			<ul style="list-style-type: none"> • General Fund

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> ○ Create a K-12 math continuum in preparation for the math adoption in 2008-2009 <u>2008-2009</u> ○ Provide SB 472 Training in ELA to train teachers in using state adopted, standards aligned curriculum: <ul style="list-style-type: none"> ▪ 6-8 McDougal Littell ○ Implement standards maps for math in grades K-12 <ul style="list-style-type: none"> ▪ Identify math power standards ▪ Create K-12 standards maps for math, using the power standards ○ Incorporate frequent, common assessment tools into language arts, including preparation of the CAHSEE to whatever extent possible ○ Incorporate frequent, valid and reliable benchmark assessments in language arts ○ Deliver and support New Haven’s model of literacy instruction <ul style="list-style-type: none"> ▪ Implement Writing Workshop in grades 3-5 ▪ Implement Middle School High Five (reading in the content areas) at both middle schools ○ Provide training to certificated staff during Professional Learning Days on the following topics: <ul style="list-style-type: none"> ▪ Diversity Training ▪ Professional Learning Communities ▪ Literacy ▪ Implementing Standards Maps ▪ Assessment ▪ Intervention ○ Implement the EL Master Plan ○ Implement a comprehensive prevention and intervention plan for students at-risk <ul style="list-style-type: none"> ▪ Based on DuFour’s Pyramid of Interventions ▪ Implement a daily, mandatory reading intervention program for 9th grade students who score FBB and BB on the CST ▪ Continue after school and Saturday intervention classes ○ Implement the consistent use of the top ten research-based instructional strategies as described in <i>Classroom Instruction that Works</i> by Robert Marzano to improve student achievement and close the achievement gap. ○ Implement a system of ongoing collaboration between staff members that includes articulation of the K-5 and 6-8 curriculum. 				

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> ▪ Use the PLC model during collaboration time, based on a cycle of inquiry that includes: identifying power standards; creating, scoring, and analyzing common formative assessments; and teaching an agreed upon strategy to improve student performance. ○ Ensure effective implementation of these initiatives through: <ul style="list-style-type: none"> ▪ Instructional walks ▪ Quick visits ▪ Grade level and department professional learning communities (PLCs) ▪ Curriculum leader meetings and subsequent professional development <p><u>2009-2010</u></p> <ul style="list-style-type: none"> ○ Provide SB 472 Training in math to train teachers in using new state and district adopted, standards aligned curriculum: <ul style="list-style-type: none"> ▪ K-12 math teachers ○ Implement standards maps for math in grades K-12 <ul style="list-style-type: none"> ▪ Identify and teach math power standards ○ Deliver and support New Haven’s model of literacy instruction <ul style="list-style-type: none"> ▪ Implement Writing Workshop in grades 6-8 ○ Incorporate frequent, common assessment tools into math, including preparation of the CAHSEE to whatever extent possible ○ Incorporate frequent, valid and reliable benchmark assessments in math ○ Provide training to certificated staff during Professional Learning Days on the following topics: <ul style="list-style-type: none"> ▪ Implementing new math curriculum ▪ Diversity Training ▪ Professional Learning Communities ▪ Literacy ▪ Implementing Standards Maps ▪ Assessment ▪ Intervention ○ Implement the EL Master Plan ○ Implement a comprehensive prevention and intervention plan for students at-risk, which includes: <ul style="list-style-type: none"> ▪ DuFour’s Pyramid of Interventions ▪ A daily, mandatory math intervention program for 6-9th grade 				

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>students who score FBB and BB on the CST</p> <ul style="list-style-type: none"> ▪ After school and Saturday intervention classes <ul style="list-style-type: none"> ○ Implement the consistent use of the top ten research-based instructional strategies as described in Classroom Instruction that Works by Robert Marzano to improve student achievement and close the achievement gap. ○ Implement a system of ongoing collaboration between staff members that includes articulation of the 9-12 curriculum, and continue this with the K-5 and 6-8 curriculum. <ul style="list-style-type: none"> ▪ Use the PLC model during collaboration time, based on a cycle of inquiry that includes: identifying power standards; creating, scoring, and analyzing common formative assessments; and teaching an agreed upon strategy to improve student performance. ○ Provide ongoing diversity training for all district employees which engenders an awareness and respect for the cultural, religious, ethnic, gender, sexual orientation and linguistic differences of our students, and an appreciation of the special needs individuals in our schools. ○ Integrate technology into the curriculum to improve and enhance instructional practices ○ Ensure effective implementation of these initiatives through: <ul style="list-style-type: none"> ▪ Instructional walks ▪ Quick visits ▪ Grade level and department professional learning communities (PLCs) ▪ Curriculum leader meetings and subsequent professional development <p><u>2010-2011</u></p> <ul style="list-style-type: none"> ○ Provide SB 472 Training in math to train teachers in using new state and district adopted, standards aligned curriculum: <ul style="list-style-type: none"> ▪ K-12 math teachers ○ Implement standards maps for math in grades K-12 <ul style="list-style-type: none"> ▪ Identify and teach math power standards ○ Deliver and support New Haven’s model of literacy instruction <ul style="list-style-type: none"> ▪ Implement Writing Workshop in grades 9-12 ○ Incorporate frequent, common assessment tools into math and language arts, including preparation of the CAHSEE to whatever extent possible 				

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> ○ Incorporate frequent, valid and reliable benchmark assessments in math and language arts ○ Provide incentives for students to take standardized tests ○ Provide training to certificated staff during Professional Learning Days on the following topics: <ul style="list-style-type: none"> ▪ Implementing new math curriculum ▪ Diversity Training ▪ Professional Learning Communities ▪ Literacy ▪ Implementing Standards Maps ▪ Assessment ▪ Intervention ○ Implement the EL Master Plan ○ Implement a comprehensive prevention and intervention plan for students at-risk ○ Implement the consistent use of the top ten research-based instructional strategies as described in Classroom Instruction that Works by Robert Marzano to improve student achievement and close the achievement gap. ○ Implement a system of ongoing collaboration between staff members that includes articulation of the K-5, 6-8 and 9-12 curriculum. <ul style="list-style-type: none"> ▪ Use the PLC model during collaboration time, based on a cycle of inquiry that includes: identifying power standards; creating, scoring, and analyzing common formative assessments; and teaching an agreed upon strategy to improve student performance. ○ Provide ongoing diversity training for all district employees which engenders an awareness and respect for the cultural, religious, ethnic, gender, sexual orientation and linguistic differences of our students, and an appreciation of the special needs individuals in our schools. ○ Integrate technology into the curriculum to improve and enhance learning ○ Ensure effective implementation of these initiatives through: <ul style="list-style-type: none"> ▪ Instructional walks ▪ Quick visits ▪ Grade level and department professional learning communities (PLCs) ▪ Curriculum leader meetings and subsequent professional development 				

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<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>According to our strategic plan, strategy number 1, we will assure effective implementation of the standards-based curriculum throughout the system and use assessment data to drive research-based instructional practices to ensure academic proficiency. All professional development is based on and is grounded in research. As research-based instructional strategies and programs are implemented, we look at student results to determine the effectiveness of the programs. We do this as follows:</p> <ul style="list-style-type: none"> Review research on professional development activities and curriculum programs that are tied to student success in meeting or exceeding State content and academic achievement standards. We look for research-based, effective practices and programs for interventions in literacy, math, and for elementary school English learners to increase their English acquisition and academic achievement. This is done through reviews of recent educational research, compiled in books and educational journals. In addition, we attend meetings at the county office of education, as well as conferences, to learn about the most promising instructional practices and programs that will increase student achievement for all students. Seek topics, training formats, and curricula that have the greatest positive impact on teachers' ability to accelerate the learning of students in the lowest-performing groups. We are currently implementing Professional Learning Communities (PLCs), based on Rick and Rebecca DuFour's research. In particular, we are creating "Pyramids of Intervention" to meet the needs of students who are struggling to meet standards, as well as for those who are exceeding standards. We have also implemented <i>Voyager</i> a research-based reading intervention program for all 6th-8th grade students who score FBB and BB on the CSTs. 	<p><i>(Our ability to carry out all listed activities in the time noted is partially dependent on the State budget. This information is not available at this time.</i></p> <p><u>Persons Involved/ongoing</u></p> <ul style="list-style-type: none"> Classroom Teachers Curriculum Leaders Principals/Assistant Principals Instructional Support Teams Library Media Teachers Site Administrators ELD Support Teachers BTSA/Intern Staff Consulting Teachers Program Specialist for Literacy & English Learners Associate Superintendent, Education Services Assistant Superintendent, Personnel Director of Assessment and Evaluation Executive Director, K-5 Director of Prevention and Intervention Director of Professional Development & Strategic Planning Director of Special Education Director of Technology 	<ul style="list-style-type: none"> Salaries Stipends for Presenters and Participants Consultant Fees Conference Fees Sub costs Hourly costs Printing Costs Training Materials Books 	<p>TBD</p> <p>See Strategic Planning Budget</p>	<p><i>(These activities will be funded through appropriate District General Funds and with State and Federal Categorical Program Funds. The extent to which each of the funding sources will be utilized is contingent on State funding, but is not known at this time since our State budget has not been finalized.)</i></p> <ul style="list-style-type: none"> Appropriate Federal Program Funds: <ul style="list-style-type: none"> Title I Title II Title III Title V Appropriate State Categorical funds <ul style="list-style-type: none"> Block Grants SIP AB 430 SB472 BTSA Intern PAR IMF Restricted Lottery General Fund

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • Focus on student work and achievement, examining formative and summative assessments in the academic content areas. By using NWEA and Data Director, teachers and administrators have assessment tools that allow them to carefully examine student performance. • Provide professional development activities that are on-going, using proven, research-based adult learning pedagogy, with opportunities for follow-up and coaching. For example, the comprehensive professional development model for Columbia University’s <i>Writing Workshop</i> will continue at the elementary schools, and begin at the middle and high schools. An on-site EL support teacher is in placed at each site to continue facilitating collaborative sessions and peer coaching related to effective literacy learning strategies, especially for our EL students who struggle with reading and writing. This format, modeled on presentation of theory, demonstrations of practice, guided practice for teachers, coaching for teachers as they begin to practice, and accountability to use what is learned, will be of high priority as new topics aligned to student learning needs are selected. • Emphasize the capacity-building “Trainer of Trainers: model so that a much greater number of teachers will benefit from new information. • Concentrate professional development resources where they are needed most, according to the strategic plan and student data. For example, at this time NHUSD is focusing on several topics, based on the needs assessment: <ul style="list-style-type: none"> • Literacy, Writing Workshop • Providing Interventions • Closing the Achievement Gap. • Provide professional development activities that are differentiated based on teacher effectiveness and assignment. • Tie the content of the professional development sessions through SB 472 and AB 430 training to the state adopted, research-based materials that teachers have in their classrooms or have available to them through resources centers. This is an important factor in connecting the professional development to the improvement of student achievement. 				

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>As part of our strategic plan, we are measuring the results of our professional development initiatives based on the following objectives:</p> <ul style="list-style-type: none"> • By the end of the 2010-2011 academic year, at least 85 percent of all students will be proficient on the California state assessment and the achievement gap for all subgroups will be narrowed. • All students will develop and consistently demonstrate the character attributes of a productive, responsible and successful citizen. • Every student will meet graduation requirements or achieve their Individualized Education Plan (IEP) goals. <p>At the end of each year, we examine our progress in relation to these objectives, and make adjustments accordingly. We measure progress as follows:</p> <ul style="list-style-type: none"> • How well students perform on assessments, including the CST and NWEA scores, as well as examining teacher grades. How close are we to reaching our goal of 85 percent proficiency? Have we narrowed the achievement gap for all subgroups? • What are our graduation rates? What percentage of our students graduate? • How well are we implementing the professional development activities that focus on students meeting or exceeding the key foundational standards? To what level are we teaching the power standards, using the state adopted materials, using assessment data to inform instruction, implementing Writing Workshop? • What are the results of our intervention programs? Which programs are working to narrow the achievement gap? What is working for our English learners, students with disabilities, low income, and minority children. 	<p><u>Persons Involved/ongoing</u></p> <ul style="list-style-type: none"> • Classroom Teachers • Curriculum Leaders • Principals/Assistant Principals • Instructional Support Teams • Library Media Teachers • Site Administrators • ELD Support Teachers • BTSA/Intern Staff • Consulting Teachers • Program Specialist for Literacy & English Learners • Associate Superintendent, Education Services • Assistant Superintendent, Personnel • Director of Assessment and Evaluation • Executive Director, K-5 • Director of Prevention and Intervention • Director of Professional Development & Strategic Planning • Director of Special Education • Director of Technology 	<ul style="list-style-type: none"> • Salaries • Stipends for Presenters and Participants • Consultant Fees • Conference Fees • Sub costs • Hourly costs • Printing Costs • Training Materials • Books 	<p>TBD See Strategic Planning Budget</p>	<p><i>(These activities will be funded through appropriate District General Funds and with State and Federal Categorical Program Funds. The extent to which each of the funding sources will be utilized is contingent on State funding, but is not known at this time since our State budget has not been finalized.)</i></p> <ul style="list-style-type: none"> • Appropriate Federal Program Funds: <ul style="list-style-type: none"> - Title I - Title II - Title III - Title V • Appropriate State Categorical funds <ul style="list-style-type: none"> - Block Grants - SIP - AB 430 - SB472 - BTSA - Intern - PAR - IMF - Restricted Lottery • General Fund

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>The impact of professional development activities on student achievement and on closing the achievement gap will be taken into consideration as follows:</p> <ul style="list-style-type: none"> • During the development of each site’s Single Plan for Student Achievement. • During the scheduling of activities so that most sessions are job-embedded, making use of professional buy-back days, grade-level meetings, staff meetings, peer observation, self-reflection, and study groups. • Providing adequate time and resources for teachers to work together to examine student work, collaborate on instructional issues, and to complete professional development activities. • Planning for group analysis of student work to occur many times throughout the year, during collaboration time, minimum days and staff meetings. 				
<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>Since the implementation of the strategic plan began in the 2006-2007 academic year, we have built our budget around implementing the plan. To do this, we list all the professional development initiatives going forward as part of the strategic plan for the year, and then we determine the funding sources we can use to implement them. We use funding from a variety of sources as appropriate, including Title I, Title II, Title III, EIA/LEP, SB472, AB430, BTSA/Intern, District Discretionary Block Grant, and General Fund.</p>	<p><u>Persons Involved/ongoing</u></p> <ul style="list-style-type: none"> • Principals • Instructional Support Teams • Program Specialist for Literacy & English Learners • Associate Superintendent, Education Services • Assistant Superintendent, Personnel • Director of Assessment and Evaluation • Executive Director, K-5 • Director of Prevention and Intervention • Director of Professional Development & Strategic Planning • Director of Special Education • Director of Technology 	<ul style="list-style-type: none"> • Salaries • Stipends for Presenters and Participants • Consultant Fees • Conference Fees • Sub costs • Hourly costs • Printing Costs • Training Materials • Books 	<p>TBD See Strategic Planning Budget</p>	<p><i>(These activities will be funded through appropriate District General Funds and with State and Federal Categorical Program Funds. The extent to which each of the funding sources will be utilized is contingent on State funding, but is not known at this time since our State budget has not been finalized.)</i></p> <ul style="list-style-type: none"> • Appropriate Federal Program Funds: <ul style="list-style-type: none"> - Title I - Title II - Title III - Title V • Appropriate State Categorical funds <ul style="list-style-type: none"> - Block Grants

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
				<ul style="list-style-type: none"> - SIP - AB 430 - SB472 - BTSA - Intern - PAR - IMF - Restricted Lottery • General Fund
<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>NHUSD will work to provide professional development activities that include the use of State-adopted, standards-based materials to teach academic standards and ongoing assessment in relation to those standards as follows:</p> <ul style="list-style-type: none"> • Improving and increasing teachers’ knowledge of the academic subjects that they teach through SB 472 and AB 430 Training. • Providing ongoing assistance and coaching from BTSA and Intern Program Specialists, BTSA consulting teachers, and partner teachers for new teachers and interns. • Using teacher surveys and evaluations of professional development sessions to inform planning for professional development. • Training and supporting teachers and administrators in using PLCs and the cycle of inquiry to select and teach power standards, create and/or use formative and benchmark assessments to inform instruction and interventions, to review student work, and plan for revising instruction or re-teach as needed. • Providing support by principals and District staff for standards implementation, organization and management for continuous improvement, and addressing diverse needs of students, particularly those in the lowest-performing groups through instructional walks and quick visits. • Using the EdTechProfile to inform professional development planning and support for technology integration in alignment with the academic content standards. 	<p><u>Persons Involved/ongoing</u></p> <ul style="list-style-type: none"> • Classroom Teachers • Curriculum Leaders • Principals/Assistant Principals • Instructional Support Teams • Library Media Teachers • Site Administrators • ELD Support Teachers • BTSA/Intern Staff • Consulting Teachers • Program Specialist for Literacy & English Learners • Associate Superintendent, Education Services • Assistant Superintendent, Personnel • Director of Assessment and Evaluation • Executive Director, K-5 • Director of Prevention and Intervention • Director of Professional Development & Strategic Planning • Director of Special Education • Director of Technology 	<ul style="list-style-type: none"> • Salaries • Stipends for Presenters and Participants • Consultant Fees • Conference Fees • Sub costs • Hourly costs • Printing Costs • Training Materials • Books 	<p>TBD</p> <p>See Strategic Planning Budget</p>	<p><i>(These activities will be funded through appropriate District General Funds and with State and Federal Categorical Program Funds. The extent to which each of the funding sources will be utilized is contingent on State funding, but is not known at this time since our State budget has not been finalized.)</i></p> <ul style="list-style-type: none"> • Appropriate Federal Program Funds: <ul style="list-style-type: none"> - Title I - Title II - Title III - Title V • Appropriate State Categorical funds <ul style="list-style-type: none"> - Block Grants - SIP - AB 430 - SB472 - BTSA - Intern - PAR - IMF - Restricted Lottery • General Fund

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> <ul style="list-style-type: none"> • New Haven integrates technology integration professional development into the instructional materials adoption process, the curriculum development process, and new and continuing staff training. • New Haven provides support for learning technology skills through an ongoing subscription to Atomic Learning and individual/small group training as needed. • New Haven teachers and administrators receive training to become familiar with the National Educational Technology Standards (NETS) for Students, Teachers and Administrators who frame technology integration expectations. • New Haven uses the EdTechProfile to monitor teacher and student technology and technology integration skills and guide professional development. 	<p><u>Persons Involved/ongoing</u></p> <ul style="list-style-type: none"> • Director, Technology; • Technology Integration Program Specialist; • Site administrators; • Technology Teams; • Classroom teachers 	<ul style="list-style-type: none"> • Salary for Technology Integration Specialist • Sub costs 	<ul style="list-style-type: none"> • Tech Integration Program Specialist: \$103,000 • Subs: \$20,540 	<p><i>(These activities will be funded through appropriate District General Funds and with State and Federal Categorical Program Funds. The extent to which each of the funding sources will be utilized is contingent on State funding, but is not known at this time since our State budget has not been finalized.)</i></p> <ul style="list-style-type: none"> • Unrestricted Targeted Programs; • Title II, Part A – Teacher Quality; • Economic Impact Aid – LEP; • Title III • Title II, Part D; • Strategic Planning Fund
<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> <ul style="list-style-type: none"> • Students and teachers have increased access to technology in three ways: 1) ongoing replacement cycle resulting in new technology, 2) ongoing technology integration professional development to address effective use of technology within the curriculum, 3) decrease in the student to computer ratio by increasing the amount of technology that is accessible. • Technology professional development is overseen at site and district 	<p><u>Persons Involved/ongoing</u></p> <ul style="list-style-type: none"> • Director, Technology; • Technology Integration Program Specialist; • Site administrators; • Technology Teams; • Classroom teachers 	<ul style="list-style-type: none"> • Hardware and software for replacement cycle, • Technology Integration Program Specialist salary, • Substitutes for training release days. 	<ul style="list-style-type: none"> • Hardware/Software: \$1,500,000; • Tech Integration Program Specialist: \$103,000; • Subs: \$20,540 	<p><i>(These activities will be funded through appropriate District General Funds and with State and Federal Categorical Program Funds. The extent to which each of the funding sources will be utilized is contingent on State funding, but is not known at this time since our State budget has not been finalized.)</i></p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>levels, and there is a multi-layered delivery structure. Each school site maintains a Tech Team that includes grade level/department representatives, curriculum leader(s), library media teacher and site technology administrator. The Tech Teams provide technology integration professional development using a Trainer-of-Trainers model. Tech Teams receive district level training funded by Title II, Part D and are responsible for providing training at their sites. Needs are determined at both the district and site levels.</p> <ul style="list-style-type: none"> Library media teachers collaborate on the integration of technology into the library media program on a routine basis and model the use of technology in the curriculum at their sites. 				<ul style="list-style-type: none"> Bond; K-12 Voucher; Unrestricted Targeted Programs; Title II, Part A – Teacher Quality; Economic Impact Aid – LEP; Title III Title II, Part D; Strategic Planning Fund
<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>In NHUSD the collaboration for the planning of professional development activities and in preparation of the LEA Plan includes:</p> <ul style="list-style-type: none"> Ongoing input from the New Haven Community, via the planning team and action teams: <ul style="list-style-type: none"> First, Second and Third Planning Sessions in 05-06 Action Teams 05-06 Periodic Update – November 2007 Ongoing input from the District schools: <ul style="list-style-type: none"> The School Site Council (SSC) at each site, composed of parents, administrative staff, teachers, and support staff discuss site goals and needs, including professional development needs. The Instructional Support Team (IST) at each site is composed of administrative staff, teachers, and support staff meet to discuss the school program including the professional development needs of teachers to support student achievement. Input from site curriculum leaders at monthly meetings. LEA Plan Goals and activities are reviewed by the planning team, with representatives from all stakeholders groups, including parents, teachers, classified staff, community members, and administrators. All sites align their SPSA goals with the LEA Plan and the Strategic Plan. 	<p><u>Persons Involved/ongoing</u></p> <ul style="list-style-type: none"> Planning Team Members Action Team Members Classroom Teachers Curriculum Leaders Principals/Assistant Principals Instructional Support Teams Library Media Teachers Site Administrators ELD Support Teachers BTSA/Intern Staff Consulting Teachers Program Specialist for Literacy & English Learners Associate Superintendent, Education Services Assistant Superintendent, Personnel Director of Assessment and Evaluation Executive Director, K-5 Director of Prevention and Intervention 	<ul style="list-style-type: none"> Salaries Stipends for Presenters and Participants Consultant Fees Conference Fees Sub costs Hourly costs Printing Costs Training Materials Books 	<p>TBD</p> <p>See Strategic Planning Budget</p>	<p><i>(These activities will be funded through appropriate District General Funds and with State and Federal Categorical Program Funds. The extent to which each of the funding sources will be utilized is contingent on State funding, but is not known at this time since our State budget has not been finalized.)</i></p> <ul style="list-style-type: none"> Appropriate Federal Program Funds: <ul style="list-style-type: none"> Title I Title II Title III Title V Appropriate State Categorical funds <ul style="list-style-type: none"> Block Grants

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> All collaborative groups under the guidance of site administration and the Deputy Superintendent, the Associate Superintendent of Education Services, the Executive Director of K-5 Education, the Director of Assessment and Evaluation, the Director of Prevention and Intervention, and the Director of Strategic Planning and Professional Development will work to establish professional development goals that are tied to: <ul style="list-style-type: none"> The Strategic Plan The <i>California Standards for the Teaching Profession</i> (CSTP) Teachers' and principals' knowledge and skill. Organizational support for improved teaching and learning. Teachers' and principals' use of knowledge and skills. Student achievement. 	<ul style="list-style-type: none"> Director of Professional Development & Strategic Planning Director of Special Education Director of Technology 			<ul style="list-style-type: none"> SIP AB 430 SB472 BTSA Intern PAR IMF Restricted Lottery General Fund
<p>9. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; Involve parents in their child's education; and Understand and use data and assessments to improve classroom practice and student learning. <p>NHUSD will continue to plan for professional development activities that enable teachers to meet the needs of the diverse student community, to support students with improved behavior, to help involve parents in their child's education, and to understand and use data and assessments to improve instruction. A focus on the following activities will take place:</p> <ul style="list-style-type: none"> Providing instruction in methods of teaching children with special needs (special education students, GATE students and our EL students) and continuing the implementation of Differentiated Instruction. 	<p><u>Persons Involved/ongoing</u></p> <ul style="list-style-type: none"> Classroom Teachers Curriculum Leaders Principals/Assistant Principals Instructional Support Teams Library Media Teachers Site Administrators ELD Support Teachers BTSA/Intern Staff Consulting Teachers Program Specialist for Literacy & English Learners Associate Superintendent, Education Services Assistant Superintendent, Personnel Director of Assessment and Evaluation Executive Director, K-5 Director of Prevention and Intervention Director of Professional Development & 	<ul style="list-style-type: none"> Salaries Stipends for Presenters and Participants Consultant Fees Conference Fees Sub costs Hourly costs Printing Costs Training Materials Books 	<p>TBD</p> <p>See Strategic Planning Budget</p>	<p><i>(These activities will be funded through appropriate District General Funds and with State and Federal Categorical Program Funds. The extent to which each of the funding sources will be utilized is contingent on State funding, but is not known at this time since our State budget has not been finalized.)</i></p> <ul style="list-style-type: none"> Appropriate Federal Program Funds: <ul style="list-style-type: none"> Title I Title II Title III Title V Appropriate State Categorical funds <ul style="list-style-type: none"> Block Grants

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • Helping teachers address the learning needs of English Learners through increased opportunities to learn about the effective delivery of the State ELD Standards, as suggested in our EL Master Plan. • Providing activities that help teachers address cultural diversity throughout the integrated curriculum. • Training and supporting teachers and administrators in using intervention programs and in creating Pyramids of Intervention at their sites. • Training and supporting teachers and administrators in implementing the Building Effective Schools Together (BEST) program for improving student behavior. • Training and supporting teachers in the BTSA Program in Fred Jones Classroom Management and Teacher Expectations/Student Achievement (TESA). • Training parents on Saturday workshops. • Aligning instruction with student learning needs, based on the results of common formative assessments and benchmark assessments. • Training teachers and administrators in using NWEA data and data from common formative assessment to make data driven decisions that inform instruction, intervention and acceleration. 	<ul style="list-style-type: none"> • Strategic Planning • Director of Special Education • Director of Technology 			<ul style="list-style-type: none"> - SIP - AB 430 - SB472 - BTSA - Intern - PAR - IMF - Restricted Lottery • General Fund
<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <ul style="list-style-type: none"> • Professional development plans include strategies to ensure that 100% of teachers and paraprofessionals are highly-qualified by 2005-2006 <ul style="list-style-type: none"> • Teachers: All teachers who are not highly qualified have plans in place to meet the requirements. • 100% of our paraprofessionals are highly qualified. 				

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
<ol style="list-style-type: none"> 1. The New Haven Unified School District has a board adopted Strategic Plan which established our mission. The mission of the New Haven Unified School District, a partnership of students, families, staff and our richly diverse community, is to develop and empower EVERY student to be a productive, responsible and successful global citizen by creating an exemplary, inclusive educational system characterized by a safe, caring, learning environment and a challenging, comprehensive curriculum that ensures academic proficiency. 2. The district’s Strategic Plan has two action plans that address learning environments that are conducive to learning and support students physically, socially, emotionally, intellectually, and psychologically. 3. The district has a comprehensive strategic plan which delineates an approach to providing a positive, productive school environment in all of our schools. The plan was collaboratively developed and is based on resiliency factors and is aligned with effective approaches to create positive, productive learning environments. 4. The district’s strategic plan includes action plans that we will engage and energize students, families, staff and our business community to ensure that every student makes progress in achieving the district’s mission and objectives. 	<ol style="list-style-type: none"> 1. Parental involvement can be increased at the school site level, particularly in the upper grades. 2. Operationalize parent centers at each school site. 3. Implement more support structures for parents and families. 4. Opportunities for students to participate in the decision making process at the district level needs to improve based on the models currently existing at the school sites. 5. Tobacco / Drug Prevention Education needs to be supported and consistently implemented at all grade levels. 6. On-going funding to support mentoring efforts. 7. Counseling programs need to realign to address the short term and long term needs of students with regard to academic, career, and personal needs. 8. Expand the Character Education program to 6th-12th grade students. 9. Expand the BEST program to schools throughout the district. 10. Operationalize and support a district mentoring program.

STRENGTHS	NEEDS
<ol style="list-style-type: none"> 5. The district’s strategic plan provides that translation services, translators for meetings and translation of critical school documents into different languages are provided. 6. There is a priority set for maintaining the District’s physical environment. A bond measure was passed by the City of Union City which provides funding to modernize physical learning environments for our students. Classrooms, libraries / media centers and computer labs have been modernized. New facilities are also scheduled to be built such as a state of the art Fine Arts Complex. 7. Administrators and staff support the concept that the emotional, psychological, and social needs of students are intrinsically related to academic achievement and support this approach. 8. The district is in the process of implementing Building Effective Schools Together (BEST) which is a program to the creation of positive learning environments for students. 9. The district is in the process of implementing a character education program as part the Strategic Plan. The K-5th grade schools are implementing “Building Integrity”. The program is planned to expand to the 6th -8th grade schools with “Reach for Integrity” and to the 9th-12th grade schools with “Lead with Integrity”. 10. The district’s strategic plan provides for on-going diversity training for all district employees that engenders an awareness and respect for the cultural, religious, ethnic, gender, sexual orientation, and linguistic differences of our students, and an appreciation of the special needs individuals in our schools. 	

STRENGTHS	NEEDS
<p>11. The district has a K-12 Discipline Policy in place which is being implemented and enforced district-wide. The progressive disciplinary consequences are clearly outlined for parents and communicated through the district Student / Parent Handbook.</p> <p>12. The district strategic plan contains an action plan to implement a violence prevention program at each school.</p> <p>13. There are systems in place to support excellent attendance. Each school site is asked to set monthly attendance improvement goals. They are also asked to delineate the activities that will support their efforts. Each school's information is shared with administrative teams throughout the district in a collaborative manner. School sites are then given the results of their efforts in order to strategically address attendance improvement throughout the school year.</p> <p>14. The district has established clear guidelines for implementing emergency procedures. In addition, each school site has a comprehensive school safety plan which is reviewed, revised and approved annually. Regular practice drills are held throughout the school year.</p> <p>15. Instructional technology is available in all classrooms in all schools with a student to computer ratio of 5:1. Students / parents are required to review and sign the district's Acceptable Use Policy (AUP) prior to their use of the district's technology. Students have separate login access to the district's computers and to the district's computer network. Student Internet access is filtered per Children's Internet Protection Act (CIPA) requirements.</p>	

STRENGTHS	NEEDS
<p>16. The process for identifying and supporting homeless families has been improved.</p> <p>17. The district’s strategic plan provides for increasing involvement between the school district and parents, businesses, and members of the community.</p> <p>18. The district has collaboratively created and adopted a strategic plan focused on the K-12 counseling program which established the mission of the New Haven Unified School District Counseling Program, a partnership of students, families, community, staff and counselors, is to support and empower students to maximize their potential through academic, career and personal counseling.</p> <p>19. The district’s counseling strategic plan provides for the implementation of a comprehensive systemic counseling program for our students based on the National Counseling Standards to address academic, career, and personal counseling, to eliminate the barriers and increase access for African American and Hispanic / Latino students to advanced courses and programs; to create, develop, and annually revise a personalized education plan for every student focusing on academic, career and personal goals; to ensure that every student receives systemic, transitional counseling prior to beginning middle and high school to help them understand the academic coursework and strategies necessary to achieve their academic, career, and personal goals.</p> <p>20. The district has secured funding to provide for additional counseling services as well as a social worker to support early intervention and dropout prevention efforts at our elementary schools.</p>	

STRENGTHS	NEEDS
<ol style="list-style-type: none"> 21. The district has dropout prevention specialists to support at-risk students in three elementary schools with high student mobility. 22. The district, in cooperation with the City of Union City Police Department, has provided Parent Project Jr. as a prevention program for parents of elementary students at risk. 23. The district, in cooperation with the City of Union City, provides for youth friendly before, during and after school activities for all grade levels. 24. The district's strategic plan provides for the establishment of mentor programs for students. 25. The district's strategic plan provides for a family resource center to be created at all school sites. 	

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
<ol style="list-style-type: none"> 1. The Superintendent will conduct Community Forums throughout the school year to review and discuss district plans and programs as an avenue for parent and community involvement. 2. A broad range of before and after school programs operate within the district that engage students with a variety of needs and interests; these include tutoring, homework clubs, athletic activities, drama, music, journalism, forensics, childcare, etc. 3. At each elementary school, the Second Step curriculum is implemented by the school's counselor. 4. At each middle school, Project Alert will be taught in the 6th grade with booster lessons being presented in the 7th and 8th grade. 5. At each high school, Project Towards No Drugs curriculum is implemented in the Life Skills classes. 6. School sites and the district will work collaboratively to address issues of attendance, truancy and inappropriate behaviors by connecting families with appropriate resources. 7. The Health Clinic at James Logan High School, in cooperation with Tiburcio Vazquez Health Clinics will continue to serve students and families.

ACTIVITIES

8. Elementary counselors and the elementary social worker will continue to collaborate with site and District personnel to ensure the needs of students are being met.
9. Building Effective School Together (BEST) is a program being implemented that supports the creation and maintaining of safe, positive learning environments.
10. Our character education program, "Building Integrity" at the K-5 schools focuses upon the development of character traits that will supports students in becoming productive, contributive members of their communities and supports students to promote good behavior and decision making skills.
11. The Student Services Department works closely with the Assistant District Attorney of Alameda County and the Alameda County Probation Department in referring students who have been identified as habitual truants to the Alameda County Truancy Mediation Program to remove obstacles that prevent students from consistently attending school.
12. Through collaboration with intervention counselors from the Union City Police Department, we offer the Parent Project Sr. Program and the Parent Project Jr. Program to assist parents in the development of effective parenting skills to meet their at-risk student's needs.
13. The district homeless and foster youth liaison assists with the enrollment and support of at-risk youth.
14. The Cabello Student Support Center has established a Parent Center to be used as a model for the development of Parent Centers at each school site throughout the district.
15. The Cal-Safe Program and the district infant and toddler care facilities support the needs of parenting teens.
16. The district's Strategic Plan has facilitated the development of Small Learning Communities throughout the district to build and maintain effective relationships with students to support their academic achievement and consistent attendance at school.
17. The district transition support programs assists students moving from elementary to middle school and from middle school to high school.

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
<ol style="list-style-type: none"> 1. Each school site in New Haven Unified has a Comprehensive School Safety Plan. These plans are reviewed, revised, and approved each year by March 1st. 2. There is ongoing data collection on ATODV through the CHKS, site Tobacco and Drug Prevention surveys, and informal consumer satisfaction surveys. Additional information is gathered through reports summarizing crime incidents, suspensions, expulsions, and discipline incidents. 3. Counselors are provided to support students and families at all grade levels. 4. Dropout Prevention Specialists are in place at three schools in the district to do outreach to improve attendance and decrease truancy and dropout rates. 5. Collaboration between K-12 administrators will continue in an effort to reduce the numbers of suspensions and expulsions throughout the District, as well as develop plans to address other issues of concern. 6. At each middle school, Project Alert is taught to 6th grade students as part of the P.E. curriculum, with booster lessons delivered in 7th and 8th grade as part of the science curriculum. 	<ol style="list-style-type: none"> 1. Use the result date of the California Healthy Kids Survey to evaluate program effectiveness and guide decisions on changes in school programs and resources. 2. Increase communication between grade levels regarding programs available at all sites. 3. Training teachers in strategies for integrating ATODV education into the curriculum at the K-5 level is inadequate. 4. Implement Bullying Curriculum in a more comprehensive manner at the K-5 schools. 5. Collaborate on strategies to decrease the number of referrals, suspensions, and expulsions.

STRENGTHS	NEEDS
<ol style="list-style-type: none"> 7. The district's counseling program strategic plan provides for transition strategies to support 5th grade students as the transition to 6th grade and 8th grade students as they transition to 9th grade. 8. Counseling services are provided at the Tiburcio Vazquez Health Clinic located on the campus of James Logan High School. 9. Second step curriculum to prevent / discourage tobacco use is available at each elementary site. 10. Toward No Tobacco (TND) curriculum to prevent / discourage tobacco use is available at our high schools. 11. School Resource Officers (SRO's) are assigned to our high school campuses. 12. There is ongoing collaboration between the Union City Police Department and the New Haven Unified School District. 13. Peer counseling at our high schools is available to address drug and alcohol use, etc. 14. The New Haven Unified School District is active in its participation in the Union City Anti-Violence Youth Coalition. 15. We are implementing Building Effective Schools Together (BEST) which is a program to establish and maintain positive school culture and climate in two of our schools. Two additional schools have been trained with plans to further implement this program in our district. 	

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

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

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

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

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: 02//2006 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will decrease biennially by:	5 th 5% 7 th 8 %	5 th -1% 7 th -2 %
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by:	7 th 8 % 9 th 8 % 11 th 12 %	7 th -1 % 9 th -1 % 11 th -2 %
The percentage of students that have used marijuana will decrease biennially by:	5 th 1 % 7 th 11 %	5 th -1 % 7 th -2 %
The percentage of students that have used alcohol within the past 30 days will decrease biennially by:	7 th 15 % 9 th 25 % 11 th 28 %	7 th -1 % 9 th -2 % 11 th -3 %
The percentage of students that have used marijuana within the past 30 days will decrease biennially by:	7 th 8 % 9 th 12 % 11 th 17 %	7 th -1 % 9 th -2% 11 th -2 %

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: 02//2006 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that feel very safe at school will increase biennially by:	5 th 53% 7 th 15 % 9 th 11 % 11 th 11 %	5 th +1 % 7 th +1% 9 th +2% 11 th +2 %
The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by:	7 th 26% 9 th 29 % 11 th 23%	7 th -2 % 9 th -2% 11 th -2%
Truancy Performance Indicator		
The percentage of students who have been truant will decrease annually by -5% from the current LEA rate shown here. 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.	23%	-5%
Protective Factors Performance Measures from the California Healthy Kids Survey	Most recent date: 02/P2006 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by:	5 th 62 % 7 th 30 % 9 th 28% 11 th 30 %	5 th +1 % 7 th +1% 9 th +2% 11 th +2 %
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by:	5 th 63 % 7 th 47% 9 th 38% 11 th 36 %	5 th +1% 7 th +2 % 9 th +2 % 11 th +2 %

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: 02//2006 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by:	5 th 19% 7 th 14 % 9 th 8 % 11 th 13 %	5 th +1 % 7 th +2 % 9 th +2 % 11 th +2 %
The percentage of students that report high levels of school connectedness at their school will increase biennially by:	5 th 54% 7 th 34 % 9 th n/a 11 th n/a	5 th +10 % 7 th +5 % 9 th +2 % 11 th +2 %

Other Performance Measures

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

LEA Specified Performance Measures _____	Performance Indicator Goal	Baseline Data
(Process to Collect Data)		

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

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

Science-Based Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
Second Step	V	K-5	5968	Ongoing	Ongoing	9-99
Project Alert	ATOD	6,7,8	3068	9-01	Ongoing	11-01
Project Toward No Drug Use	ATOD	9	1150	9-04	Ongoing	9-04

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

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

Check	Activities	Program ATODV Focus	Target Grade Levels
X	After School Programs	V	K-12
X	Conflict Mediation/Resolution	V	1-5
X	Early Intervention and Counseling	ATODV	K-12
	Environmental Strategies		
X	Family and Community Collaboration	ATODV	K-12
	Media Literacy and Advocacy		
X	Mentoring	ATODV	K-12
X	Peer-Helping and Peer Leaders	ATODV	9-12
X	Positive Alternatives	ATOD	K-12
X	School Policies	ATODV	K-12
X	Service-Learning/Community Service	ATODV	9-12
	Student Assistance Programs		
X	Tobacco-Use Cessation	T	6-12
X	Youth Development Caring Schools Caring Classrooms	ATODV	10-12
X	Other Activities	Youth Development	10-12

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
Peer Assistance and Leadership	V	9-12	3881	Ongoing	Ongoing	Ongoing
Character Education	ATODV	K-5	6078	07/2007	Ongoing	Ongoing
Building Effective Schools Together (BEST)	V	K-8	8554	01/2006	Ongoing	Ongoing

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 New Haven Unified School District has selected and initiated implementation of the following programs: Second Step K-5, Project Alert K-6, Toward No Drugs (TND) 9-12. These programs were selected as a result of collaboration between Healthy Start facilitators, T.U.P.E. Advisory Council, school counselors, Dropout Prevention Specialists, and district committees that review curriculum. We also consulted with the T.U.P.E. / SDFSC County Coordinator at the Alameda County Office of Education. These groups reviewed recommended researched-based programs and considered data from CHKS, CSSA and other sources to determine the programs best suited to meet our needs.

Second Step is a violence prevention program designed to teach character building social skills. The program is designed to reduce impulsive and aggressive behavior in children, teach social and emotional skills and build self esteem. Second step teaches empathy, impulse control, problem solving, and anger management. An increase in discipline referrals for battery and name calling at the elementary schools prompted the implementation of this program. In addition, school staff, law enforcement officers, parents, and other community members who meet in various focus groups expressed concern over the behavior of our young children at school and in the community as becoming more negative. In response to these issues, the elementary school counselors were trained as trainers and then trained teachers who implemented the program in both regular education and special education classrooms.

Project Alert was selected for our three middle schools as a vehicle for implementing our Promising Practices Grant awarded from June 2001 to June 2004. Project Alert provides a curriculum based in research and is designed to promote and develop resistance skills and confidence. Project Alert was tested on highly diverse schools similar to those in New Haven Unified. The Physical Education teachers at each of the District’s three middle schools are presenting the Project Alert interactive lessons in their classrooms to all 6th grade students. The booster lessons are presented by Science teachers to 7th and 8th grade students. Project Alert is interactive and video-enhanced and has a parent / community involvement component. The Promising Practices Grant funded a 6th-8th grade T.U.P.E. Facilitator who provided training and support to middle school P.E. and Science teachers as they presented Project Alert lessons in their classrooms.

Project Toward No Drugs (TND) provides a research-validated curriculum that motivates students in their decision making skills to refuse alcohol, tobacco, and other drugs. Twelve, 40 minute sessions refine student’s active listening, decision making and refusal skills. Students critically evaluate the effect of stereotyping on self-fulfilling prophecies, distinguish myths from facts, practice stress management techniques, and overcome negative thought and behavior loops. Students also learn about the negative consequences chemical dependency on themselves and their families. In the final session, students make a commitment to their desire to avoid drug use.

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 New Haven Unified School District has conducted the CHKS in the spring of 1999, 2000, 2002, 2004, and 2006 and will continue to use it every other year as required. In past surveys, we have customized module development in collaboration with San Francisco State University to evaluate the effectiveness of our high school’s School Based Health Clinic. This next year when the survey is implemented, it is our intent to do the Resiliency module as part of the survey. In off years, students are surveyed pre and post to assess changes in knowledge, attitudes, intention to use ATOD through Life Skills classes, the on site Health Center, and the Student Study Team process. In addition, students enrolled in programs targeting character development to address at-risk behaviors are surveyed pre and post each session conducted. District administrators, law enforcement personnel, and representatives from a variety of community agencies have formed the Youth Anti-Violence Coalition with the goal of forming effective school community partnerships to support safe school campuses and safe communities. This group implemented a community survey to assess the views of various issues and programs.

The Youth Anti-Violence Coalition, the Migrant Parent Advisory Committee, individual School Site Councils, and the District’s School Board meetings, Superintendent Forums, site Parent Education Nights all provide venues for students, parents, staff and community members to review, discuss, and evaluate data, programs and plans to address student’s needs. The feedback from these groups is considered in the process as we refine, improve and strengthen programs.

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

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

Data Collection Timeline

Baseline California Healthy Kids Survey Data was collected in 1999-2000 and progress data was collected in 2002, 2004, 2006 and will be gathered in 2008 and 2010.

As each series of prevention lessons (throughout each school year for each year of the plan) pre and post survey information on changes in knowledge, attitudes, intention, and practice will be collected.

Data on referrals, suspensions, and expulsions will be collected and evaluated several times each year.

Data on attendance and attendance patterns will be reviewed on a monthly basis.

Reporting Timeline

A written report, incorporating tables of the CHKS will be developed by the Student Services Department annually.

A summary of the report will be presented to the Board of Education in August of each year.

A summary of the report will be presented to the Board of Education annually.

Summary information will be made available to parents and community partners. In addition, summary information will be disseminated through site School Accountability Report Cards, individual site newsletters, the District Parent Handbook, and the District website.

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

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

The New Haven Unified School District defines the highest need students as those who receive Title 1 services, Migrant Support, are English Language Learners, have been previously retained, have emotional or mental health problems, have been suspended or expelled, live in single parent households, are homeless, are foster, and are performing below standards.

The following services are funded for students with the greatest needs:

1. Early identification and intervention services with school site counselors and intervention counselors, as well as services from community based organizations.
2. Outreach workers (SB65, Migrant) for high risk families and truant students.
3. Before and after-school activities that focus on academic tutoring; mentoring, homework support, language acquisition, and opportunities to participate in non-academic, creative and athletic activities, as well as community service.
4. School day programs for students cited or referred for ATOD use on and off campus and other at-risk behaviors.
5. A referral system for family counseling and support services.
6. The support of drug abuse and tobacco cessation services through the high school health clinic, the district nurse, the elementary social worker and site referrals to outside agencies.
7. A dedicated half time counselor for expelled students.
8. Crisis counselors who work for the City of Union City Police Department.

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 New Haven Unified School benefits from participation of members from other funded programs such as SB65 Dropout Prevention, Title IV, SSVP (AB1113), as well as representatives from community-based prevention organizations, law enforcement, city leisure services department, local health clinics and organizations, and the Alameda County Health Department in the development of prevention programs.

In addition, Youth Anti-Violence Coalition, the Migrant Advisory Committee, the New Haven Schools Foundation, the Union City Pastoral Alliance, the SB65 Collaborative and the School Resource Officers meet monthly to advise and support programs and collaborate on plans, issues and programs.

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

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

Parents are involved in the New Haven Unified School District at many levels. Parents participate in reviewing and planning programs, implementing strategies as volunteers in the classroom, as well as before and after school, and volunteering on a variety of committees both at the site and District levels. Parents are recruited from all ethnic and socioeconomic groups in our District to be involved in the schools and on committees such as School Site Council and English Language Learners Advisory Committee, Migrant Parent Advisory Committee, and the District’s Strategic Planning Committee.

Regular communications with parents and the community inform stakeholders about a variety of issues and report out information and survey and testing results. The District publishes a weekly electronic newsletter, a quarterly printed newsletter and an annual parent handbook. School sites have handbooks, newsletters and mailings that keep parents and community informed.

Other notification procedures on such issues as “Parent Choice Options”, Safe School Status, and truancy notification are in place to meet the required timelines indicated by NCLB. Letters are mailed to every parent in the District to notify them of their options.

The NHUSD also has a website and a local cable channel which provide current District and site information to the community at large. Additionally, Parent Link, a web based voice messaging system, allows school staff to leaving mass voice mail messages to the members of our community regarding a vast number of topics. The District’s Public Information Officer also prepares an email for mass distribution to all staff on a weekly basis.

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.

Once pregnant minors or minor parents are identified in the New Haven Unified School District, they meet with the counselor from their school. The District's high schools offer teen parenting classes. Through this class and / or the counselor, the pregnant minors or minor parents are connected with the California School Age Families Education (Cal-SAFE) program resources (the District allows the pregnant minor the choice of continuing to attend school in the regular classroom setting or to pursue home instruction or participate in an Independent Study Program). If the minor(s) uses tobacco or has family members who use tobacco products, a referral to an appropriate outside agency to provide the opportunity for cessation counseling is made. Cessation support is offered by trained on site counselors at the continuation high school. Both the comprehensive high school and the continuation high school have infant and child care facilities on the campuses to support parenting teens.

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
Coordinator of Prevention and Intervention Services	0.10 FTE (Estimate for 2008-09)

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

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

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

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
<p>5.1 (High School Graduates)</p>	<p>The Strategic Plan; Logan Tactic Plan; WASC; and each schools School Plan for Student Achievement focuses on:</p> <ul style="list-style-type: none"> ▪ Narrowing the Achievement GAP for African-American and Latino students ▪ Improvement of literacy and math skills ▪ Increase the number of students scoring at proficient on standardized tests to 85% by 2010-11 and 100% by 2013-14 ▪ Standards-based curriculum in core academic classes ▪ Increased Intervention class in and outside of school day ▪ Summer School ▪ Development of District CAHSEE Plan. ▪ Development of Logan Tactic Plan ▪ Development of K-12 Counseling Plan ▪ Strategic Plan focus on Personal Learning Plans ▪ Implementation of 9th grade families at James Logan H.S. ▪ In development of Small Learning Communities at middle school ▪ NHUSD Community Day School opened for 2007-08 ▪ Restructuring of Logan Administrative and Counseling staff 	<p>All Students</p>	<p>2005-2011; Board of Education; NHTA Counselors; Site and District Administrators; Summer School staff; Teachers; Student Study Teams; Small Learning Community Task Force; Strategic Planning Teams; Director of Professional Development and Strategic Planning; Director of Assessment and Evaluation; Data Analyst; Executive Director of Elementary Education; Assistant Superintendent, Personnel; Program Specialists, Director of Adult and Intervention Services; Executive Director of Pupil Services, Deputy Superintendent; Director of Special Education; Chabot and Ohlone Colleges</p>	<p>Monitor and evaluate the percentage of students who enter James Logan and Conley-Caraballo High Schools as 9th graders with the percentage who graduate; Review of Benchmark assessments; Review of CAHSEE data; Review of CST data; Number of students enrolling in Chabot/Ohlone classes; SLC data, Review of Intervention data from all sites</p>	<p>General Fund; CAHSEE, Title I; Title II; Title III; Title V; Bond; EIA/LEP; SIP; Hourly</p>

	<ul style="list-style-type: none"> ▪ Conley-Caraballo opens for 2005-06 as alternative high school ▪ Increased focus on at-risk youths ▪ Puente Project ▪ Participated in Standard Resign Network/Project LEADS ▪ Increased partnerships with Regional Occupational Program and Community Colleges ▪ SB 802 provided additional counseling support ▪ Revised the English Learner Master Plan with outside consultant ▪ Strengthened Concurrent Enrollment procedures with Chabot & Ohlone Colleges 				
5.2 (Dropouts)	<ul style="list-style-type: none"> ▪ Development of Strategic Plan ▪ Development of Counseling Plan ▪ Opening of Conley-Caraballo High School ▪ Intervention Classes ▪ SB 802 Counseling ▪ Small Learning Communities ▪ CAHSEE Classes ▪ Implementation of English Learner Master Plan ▪ ELD Support Teachers ▪ Creation of Individual Learning Plans ▪ Supplemental Adult Education Classes 	At-Risk Students	2005-2011	Reduced number of dropouts	General Funds; CAHSEE; Title II; Title III; Title V; Bond; EIA/LEP; Hourly
5.3 (Advanced Placement)	<ul style="list-style-type: none"> ▪ Adoption of Strategic Plan ▪ Development of Counseling Plan ▪ Revision of GATE Plan ▪ Logan Tactic Plan ▪ Review of District and Site Policies and Procedures ▪ AVID ▪ Review of data ▪ Review of students enrolling in A/P classes ▪ Increased Professional Development ▪ Concurrent Enrollment with Ohlone and Chabot Colleges ▪ Creation of Individual Learning Plans ▪ Puente Project 	All Students	Counselors; A/P Teachers; Curriculum Leaders; Department Heads; District and Site Administrators; Board of Education; GATE Advisory Committee	Review of policies and data; Number of students enrolling in A/P classes disaggregated by various subcategories	General Funds; Title II; GATE Funds; SIP; Puente

Additional Mandatory Title I Descriptions

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

Describe the measure of poverty that will be used to determine which schools are eligible for Title I funding in accordance with Section 1113, "Eligible School Attendance Areas."	
	Description of how the LEA is meeting or plans to meet this requirement:
<p>Identify one of the following options as the low-income measure to identify schools eligible for Title I funding:</p> <ul style="list-style-type: none"> • Number of children in families receiving assistance under the CalWorks program; • Number of children eligible for Free/Reduced Price Lunch programs; • Number of children ages 5-17 in poverty counted by the most recent census data; • Number of children eligible to receive medical assistance under the Medicaid program; • Or a composite of the above. 	<p>New Haven Unified School District uses the number of children eligible for Free/Reduced Price Lunch programs.</p>
<p>Describe how the low-income measure described above is used to rank and select schools to receive Title I funds</p> <ul style="list-style-type: none"> • All schools with a 75% or above poverty level are funded • All other schools are funded by poverty ranking district wide or by grade span. 	<p>New Haven has no schools with a 75% or higher poverty rate. All other schools are funded by poverty rate gradespan rankings.</p>

**Additional Mandatory Title I Descriptions
(continued)**

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

	Description of how the LEA is meeting or plans to meet this requirement:
<p>For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:</p> <ul style="list-style-type: none"> • A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards. • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Proven strategies that address the needs of historically underserved students, low achieving students, and those at risk of not meeting state standards. • Instruction by highly qualified teachers and strategies to attract and keep such teachers. • High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff. • Strategies to increase parental involvement. 	<p>During the 2006-07 school year, district staff worked closely with site administrators at four eligible Title I school sites to change each site's status from Targeted Assistance to Schoolwide. Current research shows that in order for the lowest achieving students in the highest poverty schools to meet high standards of performance, the school's entire instructional program, not just a separate Title I program, must be substantially improved.</p> <p>After gathering information from the California Department of Education, district staff met with principals to explain the program, with a focus on the required components of the Schoolwide Plan. These schools are Alvarado Elementary, Emanuele Elementary, Hillview Crest Elementary and Searles Elementary. All were eligible for this change because the percentage of students in the National School Lunch Program at each site exceeded the threshold of 40%.</p> <p>The School Site Council at each school served as the Schoolwide Planning Team, and prepared a Schoolwide Plan with ten required components. On June 5, 2007, the New Haven Board of Education approved all four Schoolwide Plans, and this information was sent to the California Department of Education.</p>

	Description of how the LEA is meeting or plans to meet this requirement:
<ul style="list-style-type: none"> • Assistance to preschool children in transitioning from early childhood programs to elementary school programs. • Timely and effective additional assistance to students who experience difficulty mastering state standards. 	District staff are continuing to support program development and staff development efforts at each school, including implementation of a balanced literacy program, the use of benchmark assessments (the NWEA <i>Measures of Academic Progress</i>), research-based instructional strategies (such as Writing Workshop), and the development of appropriate interventions for struggling students.
<p>For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State’s challenging academic standards. The description should include activities such as:</p> <ul style="list-style-type: none"> • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Strategies that minimize removing children from the regular classroom during regular school hours for instruction. • Instruction by highly qualified teachers. • Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement. 	Barnard-White Middle School is the New Haven’s only targeted assistance school. District support for this school includes training staff in the use of research-based instructional strategies, such as summarizing and note-taking activities (<i>Classroom Instruction That Works</i> , Marzano et. al., 2001), implementation of the Voyager reading program for intervention with struggling readers, and the use of benchmark assessments to improve instruction.

Additional Mandatory Title I Descriptions

(continued)

<p>Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115, “Targeted Assistance Schools,” will identify the eligible children most in need of services under this part. Please note that multiple, educationally related criteria must be used to identify students eligible for services. Where applicable, provide a description of appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</p> <ul style="list-style-type: none"> • Identify children who are failing or most at risk of failing to meet the state academic content standards. • Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. • Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds. 	<p>The district’s only Targeted Assistance school is Barnard-White Middle School. Students are identified using a multiple measure of achievement which includes scores from STAR, district writing assessments, and report card grades. The multiple measure is constructed on a six-point scale, with 4.00 or higher representing proficient, and 5.00 or higher representing advanced.</p> <p>Students are eligible for Title I in Language Arts if they have a score on the Language Arts Multiple Measure between 1.00-2.99, corresponding to below basic achievement or lower. Students are eligible for Title I in Mathematics if they have a score on the Mathematics Multiple Measure of 1.00-2.49.</p> <p>Other eligible students are those served within the prior two years in the program for Migrant students, or homeless students enrolled in the district.</p>
<p>The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.</p>	<p>Services to homeless children include providing academic support to homeless students, reaching out to parents in homeless situations, collecting data on homeless students, providing breakfast and lunch while these students are in school, providing transportation to/from after-school programs, and to/from the school of origin after the student becomes permanently housed.</p>
<p>The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.</p>	<p>N/A</p>

Additional Mandatory Title I Descriptions

(continued)

Please describe the actions the LEA will take to assist in its low-achieving schools identified under Section 1116, “Academic Assessment and Local Educational Agency and School Improvement,” as in need of improvement.	
	Description of how the LEA is meeting or plans to meet this requirement:
<p>If the LEA has a PI school(s), describe technical assistance activities the LEA will provide to help the PI school, such as the following:</p> <ul style="list-style-type: none"> • Assistance in developing, revising, and implementing the school plan. • Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas. • Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI. • Assistance in analyzing and revising the school budget so the school’s resources are used effectively. 	<p>The district’s technical support activities to schools in PI (or at risk of becoming PI) have included:</p> <ul style="list-style-type: none"> • Assistance in implementing the NWEA MAP benchmark assessments through a pilot program, in advance of most other district schools. • Additional services from district support staff to review standards-based instruction and analyzing student performance data. • Review of Academic Program Survey materials, including joint attendance of district and site administrators at a Region IV presentation on state-recommended tools for Program Improvement. • Title I funds (up to \$110,000 in some years) have been reserved to support Program Specialists and other staff to support Title I schools identified for PI, or at risk of being identified for PI. Their role has been to work with site staff to align the school’s instructional program with all aspects of the Academic Program Survey (APS) and/or to conduct related activities. Similar reservations may be made for 2008-09, depending on the needs of the Literacy Coaches in Title I schools.

Additional Mandatory Title I Descriptions

(continued)

<p>Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, “Academic Assessment and Local Educational Agency and School Improvement.”</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe the process for parent notification of the school’s identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.</p>	<p>Parents at PI schools are notified through a letter sent annually, in keeping with the state-approved deadline of September 1, which includes notice of a site’s PI status, the right to transfer to another site, and the right of low-income students to receive supplemental educational services.</p>
<p>Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.</p>	<p><u>School choice:</u> Parents at PI schools are given the annual opportunity to attend at least two sites in the district which are not PI. <u>Supplemental services:</u> All state-board approved providers for our district are contacted to see whether or not they wish to provide services. Parents are sent a list of these potential providers, along with a brief description. An evening “provider faire” is also held, at which providers can display materials and explain their program. Parents can choose up to three providers (in rank order), and efforts are made to enroll each student in the preferred program. School staff, providers and parents cooperate to create an individual Student Learning Plan which guides each child’s program.</p>

Additional Mandatory Title I Descriptions

(continued)

Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA-level staff in accordance with Section 1118, "Parental Involvement," and Section 1119, "Qualifications for Teachers and Paraprofessionals."	
	Description of how the LEA is meeting or plans to meet this requirement:
Describe the LEA's strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.	The Personnel Department is primarily responsible for recruitment and retention of highly qualified staff, and focuses its efforts on increasing the district's existing high percentage of such employees. This helps to ensure that Assistant Superintendent of Personnel works with the Education Services Department to help ensure that principals, teaching staff and other employees are highly qualified for their positions.
Describe the LEA's strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children's education.	<p>During the 2006-07 school year, the district revised both its Parent Involvement and Title I Board Policies and Administrative Regulations. State and federal requirements were reviewed, and drafts of the policies were placed on all School Site Council agendas for discussion. Following revision, the policies were approved by the Board of Education in the spring of 2007, and then communicated to site administrators at both Title I and non-Title I schools. The district also encourages parent participation in School Site Councils, English Learner Advisory Committees, the New Haven Schools Foundation and the New Haven Community Forums.</p> <p>In an effort to give parents and the community access to information and an opportunity to contribute ideas, the New Haven Unified School District in 2006-07 created the New Haven Community Forum. The Forum is one of the initiatives to come out of the New Haven</p>

	Description of how the LEA is meeting or plans to meet this requirement:
	Strategic Plan that was crafted by students, parents, teachers, classified employees, administrators and other community members and adopted by the Board of Education in 2005-06. The Forum meets monthly at sites throughout the District. Meetings include a presentation on a primary topic, followed by either a “round-table” or small-group discussion. Meetings also include an “open forum” in which other topics of general interest can be addressed.

Additional Mandatory Title I Descriptions

(continued)

<i>Coordination of Educational Services</i>	
<p>In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:</p> <ol style="list-style-type: none"> a. Even Start b. Head Start c. Reading First d. Early Reading First e. Other preschool programs f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities. <p>Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.</p>	<p>The Education Services Department is organized so that each administrator in charge of various programs. Currently the organization is as follows:</p> <p>Deputy Superintendent – overall supervision and coordination.</p> <p>Associate Superintendent, Ed Services – evaluates 6-12 principals, coaches 9-12 principals, and oversees SIP, GATE Title V and Career Tech.</p> <p>Executive Director, Elementary Ed – evaluates K-5 principals and oversees EIA and Title III (English Learners).</p> <p>Director of Strategic Planning and Staff Development – coaches 6-8 principals and oversees strategic planning, Title II and BTSA.</p> <p>Director of Assessment and Special Projects – supervises assessment and evaluation, and oversees Title I.</p> <p>Director of Adult Education and Intervention Services – supervises Adult Ed, and oversees intervention services K-12, Migrant and Even Start.</p>

	Description of how the LEA is meeting or plans to meet this requirement:
	<p>In additional the Student Services Department includes two other administrators with major responsibilities for special programs.</p> <p>Executive Director of Student Services – supervises all student service related activities (registration, counselors, etc.) and oversees special education, Title IV safe schools, TUPE, School Safety and Violence Preventions, child development, dropout prevention (SB 65), and homeless programs.</p> <p>Director of Special Services – supervises special education and related programs.</p> <p>Programs are coordinated through the ongoing communication between these administrators. By meeting regularly to discuss issues of importance, both through the Superintendent’s Cabinet and Department meetings, they ensure that all services are appropriately coordinated.</p>

Part III

Assurances and Attachments

Assurances

Signature Page

Appendix

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

Appendix B: Links to Data Web sites

Appendix C: Science-Based Programs

Appendix D: Research-based Activities

Appendix E: Promising or Favorable Programs

ASSURANCES

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

GENERAL ASSURANCES

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.
3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non-profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.
4. The LEA will adopt and use proper methods of administering each such program, including – (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
5. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.
6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.
7. The LEA will – (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.
8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.
9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.
- 9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.
10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The LEA, hereby, assures that it will:

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

restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.

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

TITLE I, PART D – SUBPART 2

31. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.
32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.
33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A

34. The LEA, hereby, assures that:

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

TITLE II, PART D

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

- Strategies for using technology to improve academic achievement and teacher effectiveness.
- Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
- Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
- Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
- Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.
- A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
- A description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.
- A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
- Innovative delivery strategies – a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses

and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.

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

TITLE III

38. The LEA assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education-related community groups, nonprofit organizations, and institutions of higher education in developing the LEA Plan.
39. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.
40. The LEA is complying with Section 3302 prior to, and throughout, each school year.
41. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.

42. The LEA has based its proposed plan on scientifically based research on teaching limited-English-proficient students.
43. The LEA ensures that the programs will enable to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.
44. The LEA is not in violation of any State law, including State constitutional law, regarding the education of limited-English-proficient students, consistent with Sections 3126 and 3127.

TITLE IV, PART A

45. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).
46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.
47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.
48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.
49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:
 - Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.
 - Security procedures at school and while students are on the way to and from school.
 - Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.
 - A crisis management plan for responding to violent or traumatic incidents on school grounds.
 - A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
 - Allows a teacher to communicate effectively with all students in the class.
 - Allows all students in the class to learn.
 - Has consequences that are fair, and developmentally appropriate.
 - Considers the student and the circumstances of the situation.
 - Is enforced accordingly.

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

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

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

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

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

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

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

New LEAP Assurances

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

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

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

Other

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

SIGNATURE PAGE

Dr. Pat Jaurequi
Print Name of Superintendent

Signature of Superintendent

Date

APPENDIX A

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

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

California's NCLB Performance Goals and Performance Indicators

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

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

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

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

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

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

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

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

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

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

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

APPENDIX B

Links to Data Web sites

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

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

APPENDIX C

Science-Based Programs							
<p>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.</p> <p>A: < http://www.californiahealthykids.org > (California Healthy Kids Resource Center: Research-Validated Programs)</p> <p>B: < http://www.colorado.edu/cspv/blueprints/model/overview.html > (University of Colorado: Blueprints)</p> <p>C: < http://modelprograms.samhsa.gov/model_prog.cfm > (Center for Substance Abuse Prevention: Model Programs)</p> <p>D: < http://www2.edc.org/msc/model.asp > (United States Department of Education: Expert Panel)</p> <p>E: < http://www.gettingresults.org/ > (Getting Results)</p>							
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
Community and Family-based Programs							
Intended program outcomes and target setting. See research for proven effectiveness							
Name	Target Population	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Big Brothers Big Sisters	Community					x	B, E
Brief Strategic Family Therapy	Families			x			B, C,
CASASTART	Community			x	x		B, C, D,
Communities Mobilizing for Change	Community	x					C
Creating Lasting Family Connections	Families (6 to 12)	x		x		x	A, C, D,
Families And Schools Together (FAST)	Families				x		C,
Family Development Research Project	Families				x		C
Family Effectiveness Training	Families				x		C,
Family Matters	Families	x	x				C
FAN (Family Advocacy Network) Club	Families			x		x	C
Functional Family Therapy	Families	x		x	x		B, E
Home-Based Behavioral Systems Family Therapy	Families				x		C
Houston Parent-Child Development Program	Parents					x	C
Multisystemic Therapy	Parents			x	x		B, C, E
Nurse-Family Partnership	Parents		x				B, C,
Parenting Wisely	Parents				x		C,
Preparing for the Drug Free Years	Parents (4 to 7)	x		x		x	A, B, C, D,
Project Star (Students Taught Awareness and Resistance): Midwestern Prevention Project	Community	x	x	x			B, D, C, E
Schools and Families Educating Children (SAFE Children)	Families					x	C
Stopping Teenage Addiction to Tobacco	Community		x				C
Strengthening Families Program	Families (4 to 6)	x		x	x	x	A, C, D,

APPENDIX D

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

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

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

APPENDIX E

Promising or Favorable Programs							
<p>Either the United States Department of Education's Expert Panel, the University of Colorado's Center for the Study and Prevention of Violence, or the Center for Substance Abuse Prevention has identified the programs listed below as producing a consistent positive pattern of results (CSAP) or have evidence of a deterrent effect (Blueprints) but otherwise did not match all of the criteria established by these agencies to be identified as an exemplary or model program. The code in the last column of the chart provides a quick reference indicating which web sites have information specific to each program.</p> <p>A: < http://www.californiahealthykids.org > (California Healthy Kids Resource Center)</p> <p>B: < http://www.colorado.edu/cspv/blueprints/model/overview.html > (University of Colorado: Blueprints)</p> <p>C: < http://modelprograms.samhsa.gov/model_prog.cfm > (Center for Substance Abuse Prevention)</p> <p>D: < http://www2.edc.org/msc/model.asp > (United States Department of Education: Expert Panel)</p> <p>E: < http://www.gettingresults.org/ > (Getting Results)</p>							
Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			x			C
Aggression Replacement Training	School				x		D
Aggressors, Victims, and Bystanders	6 to 9				x		D
Al'sPal's: Kids Making Healthy Choices	Pre K to 2				x		D
Baby Safe (Substance Abuse Free Environment) Hawaii	Families	x	x	x			C
Basement Bums	6 to 8		x				A
Be a Star	K to 6					x	C
Behavioral Monitoring and Reinforcement	7 to 8			x	x		C
Bilingual/Bicultural Counseling and Support Services	Communities	x		x			C
Bully Proofing Your School	K to 8				x		B
CAPSLE (Creating a Peaceful School Learning Environment)	K to 5				x		B
Club Hero	6					x	C
Coca-Cola Valued Youth Program (CCVYP)	School					x	B
Colorado Youth Leadership Project	7	x				x	C
Comer School Development Program (CSDP)	School					x	B
Earlscourt Social Skills Group Program	K to 6					x	B
Effective Black Parenting Program (EBPP)	Families				x		B
Facing History and Ourselves	7 to 12				x		D
Family Health Promotion	Families	x	x	x		x	C
FAST Track	1 to 6				x		B
Get Real About Violence	K to 12				x		C
Growing Healthy	K to 6	x	x	x			D
Intensive Protective Supervision Program	Community				X		B
Iowa Strengthening Families Program	Family	x					B
Kids Intervention with Kids in School (KIKS)	6 to 12	x	x	x	x	x	C
Let Each One Teach One	Mentoring					x	D
Linking the Interests of Families and Teachers (LIFT)	1 to 5				x		B, C, D
Lion's Quest Working Toward Peace	5 to 9				x		D
Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health Education	K to 12	x	x	x			D
Open Circle Curriculum	K to 5				x	x	D
Parent-Child Assistance Program (P-CAP)	Families	x		x			C
PeaceBuilders	K to 8				x		D
Peacemakers Program	4 to 8				x		D
Peer Assistance and Leadership	9 to 12			x	x		C

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