

Application #	
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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): Santa Cruz City Schools Secondary District

County/District Code: 44-68923

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

Date of Local Governing Board Approval:

District Superintendent: Alan Pagano

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

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

Printed or typed name of Superintendent

Date

Signature of Superintendent

Printed or typed name of Board President

Date

Signature of Board President

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Part I

Background and Overview

Background

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

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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:

- 1 stronger accountability for results,
- 2 greater flexibility and local control for states, school districts, and schools in the use of federal funds,
- 3 enhanced parental choice for parents of children from disadvantaged backgrounds, and
- 4 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:

- 1 rigorous academic standards
- 2 standards-aligned instructional materials
- 3 standards-based professional development
- 4 standards-aligned assessment
- 5 an accountability structure that measures school effectiveness in light of student achievement.

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

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

cohesive, comprehensive, and focused effort for supporting and improving the state's lowest-performing schools and appropriate reporting mechanisms.

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

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

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

The Consolidated Application (ConApp)

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

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

The Single Plan for Student Achievement (School Plan)

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

The Local Educational Agency Plan (LEA Plan)

The approval of a Local Educational Agency Plan by the local school board and State Board of Education is a requirement for receiving federal funding subgrants for NCLB programs. The LEA Plan includes specific descriptions and assurances as outlined in the provisions included in NCLB. In essence, LEA Plans describe the actions that LEAs will take to ensure that they meet certain *programmatic* requirements, including student academic services designed to increase student achievement and performance, coordination of services, needs assessments, consultations, school

choice, supplemental services, services to homeless students, and others as required. In addition, LEA Plans summarize assessment data, school goals and activities from the *Single Plans for Student Achievement* developed by the LEA's schools.

Categorical Program Monitoring (CPM)

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

Development Process for the LEA Plan

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

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

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

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

Step One: Measure the Effectiveness of Current Improvement Strategies

Analyze Student Performance

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

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

- 1 API Reports - <http://www.cde.ca.gov/ta/ac/ap>
- 2 Standardized Testing and Reporting (STAR) data - <http://www.cde.ca.gov/ta/tg/sr>
- 3 LEA Accountability Reports of Annual Measurable Achievement Objectives (AMAOs) for English learners - <http://www.cde.ca.gov/sp/el/t3/acct.asp>
- 4 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:

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

These tools can be found in the Virtual Library on the CDE web site at

<http://www.cde.ca.gov/ta/lp/vl/improvtools.asp>.

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

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

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

Step Three: Develop or Revise Performance Goals

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

Step Four: Revise Improvement Strategies and Expenditures

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

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

Step Five: Local Governing Board Approval

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

Step Six: Monitor Implementation

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

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

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

**PLANNING CHECKLIST
FOR LEA PLAN DEVELOPMENT**

(Optional)

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

FEDERAL AND STATE PROGRAMS CHECKLIST

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

Federal Programs		State Programs	
X	Title I, Part A		EIA – State Compensatory Education
	Title I, Part B, Even Start	X	EIA – Limited English Proficient
	Title I, Part C, Migrant Education	X	State Migrant Education
	Title I, Part D, Neglected/Delinquent		School Improvement
X	Title II, Part A, Subpart 2, Improving Teacher Quality	X	Child Development Programs
X	Title II, Part D, Enhancing Education Through Technology		Educational Equity
X	Title III, Limited English Proficient	X	Gifted and Talented Education
X	Title III, Immigrants		Gifted and Talented Education
X	Title IV, Part A, Safe and Drug-Free Schools and Communities	X	Tobacco Use Prevention Education (Prop 99)
X	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
X	Adult Education	X	School Safety and Violence Prevention Act (AB1113, AB 658)
X	Career Technical Education	X	Tenth Grade Counseling (Pupil Retention Block)
X	Medi-Cal		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
X	IDEA, Special Education	X	CAHSEE
	21 st Century Community Learning Centers	X	English Language Acquisition (ELAP)
X	Voc Ed. (Carl Perkins)	X	Instructional Materials Realignment & Library Tech
X	Workability (RS3405)	X	Professional Development Block
X	Title I Basic	X	P.E. Teachers’ Grant
		X	School Library Improvement
		X	Target Instructional Improvement Grant
		X	Math & Reading Professional Development
		X	Art & Music Block

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	0	\$60,000	\$57,416	96%
Title I, Part C, Migrant Education				
Title I, Basic	\$200,017	\$485,324	\$603,464	88%
Title II Part A, Subpart 2, Improving Teacher Quality	\$142,130	\$201,249	217,581	63%
Title II, Part D, Enhancing Education Through Technology	\$6,238	\$5,647	\$5,000	42%
Title III, Limited English Proficient	\$35,391	\$38,190	\$72,138	98%
Title III, Immigrants	\$9,556	\$9,785	\$15,637	81%
Title IV, Part A, Safe and Drug-free Schools and Communities	\$282	\$16,914	\$14,000	81%
Title V, Part A, Innovative Programs – Parental Choice	\$2,450	\$4,483	6,634	96%
Adult Education	0	\$207,746	\$172,231	83%
Career Technical Education	0	\$45,350	\$42,518	94%
Voc. Ed (Carl Perkins),	0	\$80,410	\$61,000	76%
IDEA, Special Education	0	\$3,006,239	\$2,870,958	95%
Workability (RS3405),	\$16,321	\$205,061	\$221,382	98%
Other (describe) Medi-Cal	\$62,454	0	0	0
TOTAL	\$474,839	4,366,398	4,359,959	90%

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				
EIA – Limited English Proficient	\$135,069	\$301,260	\$374,386	86%
State Migrant Education				
School and Library Improvement Block Grant	\$74,033	\$278,151	\$299,240	85%
Child Development Programs	\$44,132	\$110,360	\$147,540	96%
English Language Acquisition (ELAP)	\$22,164	\$13,900	\$36,853	96%
Gifted and Talented Education	\$13,431	\$40,979	\$52,825	97%
Tobacco Use Prevention Education – (Prop. 99)	\$1,317	\$2,460	0	0
High Priority Schools Grant Program (HPSG)				
School Safety and Violence Prevention Act (AB 1113)	\$61,918	\$196,082	\$246,390	96%
Tenth Grade Counseling	\$49,103	\$42,163	\$83,095	91%
Healthy Start				
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				
Target Instructional Improvement	\$236,757	\$371,929	\$483,173	79%
Instructional Realignment Program	\$150,790	\$336,895	\$336,895	69%
P.E. Teachers	\$35,000	\$36,586	\$68,504	91%
Lottery	\$105,100	\$108,431	\$213,531	100%
Other (describe) Instructional Materials Library Tech, Math & Reading PD, Professional Development block, Peer Assistance & Review	\$1,347	\$60,226	0	0
TOTAL	\$930,161	\$1,901,764	2,186,596	77%

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

Additional Mandatory Title I Descriptions

Needs Assessment

Demographics

Santa Cruz City Schools has a diverse student population that is served by five elementary schools, two middle schools, three comprehensive high schools, a continuation high school, and an independent high school.

See charts

The needs assessment began over a two-month period of October and November 2007. Seven focus groups were organized to address issues of DAS, i.e. governance, alignment to curriculum, instruction and assessment to state standards, fiscal operation, parent and community involvement, human resources, data systems and achievement monitoring, and professional development. All stakeholders, including faculty, staff, administrators, and parents were represented. A District team also performed analysis of results from CST, CELDT, and ELSSA.

Academic Performance

In August 2007 the district team, which included the Assistant Superintendent of Education Services, the Director of Curriculum and Assessment, and the Director of Special Projects, completed a data analysis for the California Standards Test given May 2007. The conclusion was that the areas for student improvement were Mathematics and ELD. The subgroups most in need were English Learners. The district team also examined the results from the writing assessment, MARS results and the LEAP Portfolio results. One conclusion reached was that it appears data is not being used to inform instruction.

Teacher Quality

At the beginning of the 2007-08 school year, 99% of the teachers in SCCS have completed their CLAD credential. 100% were highly qualified under NCLB. To meet the highly qualified status, each teacher had an individualized action plan that included classes, materials, study courses and test preparation. Our expectation was that 100% would be compliant with NCLB and CLAD requirements by the end of the 2006-07 school year, and that was accomplished.

School Safety and Prevention

Based on the district data analysis, the LEA has identified two areas that need more attention: alcohol and drug prevention, and truancy prevention and intervention.

Descriptions – District Planning

District planning began as a means to prevent the district from entering Program Improvement. We are using the nine Essential Program Components and the seven components from the District Assistance Survey to examine our practices and procedures. All schools have revised their Single Plan for Student Achievement to meet specific site needs as identified from their data analysis. As the LEA is being revised we are receiving input from middle school and high school principals, assistant principals, School Site Councils, DELAC, Directors/Coordinators, and Cabinet. 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.

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.

District Profile

Santa Cruz City Schools is comprised of an elementary district and a high school district, governed by a common Board of Education and a general administrative staff. The Secondary district includes two middle schools, three comprehensive high schools, a continuation school, an opportunity school, an independent studies program, and a home school program.

Belief Statements

We believe that every person has intrinsic worth. We believe that treating people with dignity and respect is essential. We believe that high standards and expectations foster greater achievement. We believe that individuals thrive in a safe environment. We believe that each of us shares responsibility for the welfare of our community. We believe that diversity is an asset in our community. We believe that honesty and integrity are essential in building relationships.

Mission Statement

Santa Cruz City Schools, part of a dynamic and diverse coastal community, will ensure that each student acquires the necessary knowledge, skills and values to achieve his or her highest aspirations and to be a contributing member of a rapidly changing society. A highly qualified, inspired, and dedicated staff, in partnership with our families and community, will provide a well-balanced education in a safe environment, utilizing effective educational practices and technologies.

See charts.

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.

High School students are required to complete a Portfolio for graduation. The Portfolio components include assessments for:

- Reading
- Genre-based writing
- Writing conventions

Middle school students are required to complete one district-wide writing assessment.

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 and Mathematics

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

Description of Specific Actions to Improve Education Practice in Reading and Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: (2008-10) a) Create a structure and ongoing process for teachers to understand and use CST questions and blueprints b) Provide professional development to teachers on the designing of effective on-going formative assessments, how to review formative assessment results and make adjustment to instruction by differentiating practice, preteaching and reteaching, and provide direct instruction c) Create common semester finals in all common courses at the highs schools and common end of course assessments at the middle schools d) ELA and ELD teachers will identify critical standards and plan instruction to be standards based at each grade level. This will be done by language proficiency level for English Learners	Director Curriculum & Assessment	PD services/release time	\$19,500	PD Block Grant
2. Use of standards-aligned instructional materials and strategies: (2008-10) a) Develop District Policies to define the use of standards based core curriculum materials for all students/subgroups b) Develop District Policy to provide guidelines for the use of standards aligned supplemental materials c) School/District will purchase instructional supplies/materials as needed to support underachieving students reaching proficiency d) Ensure that English Learners and Special Education students have access to the core curriculum materials, grade level standards, and the required supplemental instructional support	Director Curriculum & Assessment, Director Special Projects, Director Special Education	Supplemental Materials	\$32,000	Title I

<p>3. Extended learning time: (2010-11)</p> <p>a) Ensure that additional sections are embedded into daily schedule for intervention for students not meeting AYP criteria</p> <p>b) Develop district Policy for a multiple measures system for evaluation students' proficiency levels in addition to CSTs</p> <p>c) Develop or identify and purchase diagnostic tools to identify needs for extended learning</p> <p>d) Ensure that after school programs provide standards aligned intervention</p> <p>e) Ensure that reading and/or math standards are embedded in all exploratory/elective courses</p> <p>f) Summer school intervention will be available for all students, including English Learners, who are failing content courses or do not meet standards or district benchmarks in reading and mathematics</p>	Principals	Intervention materials	\$40,000	ELAP
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Description of Specific Actions to Improve Education Practice in Reading and Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
4. Increased access to technology: (2008-2013) a) Provide training to faculty in the use of technology to effectively access and use assessment results for instructional planning b) Increase use of computer labs and computer carts to incorporate technology into reading and math curriculum c) Ensure that faculty uses e-mail accounts to facilitate communication and collaboration about reading and math d) Increase the use of electronic calendars as a means of communication e) Provide professional development for all staff in use of new information system f) In partnership with Adult Education, provide computer training to parents so they can support their children's work	Educational Technology Coordinator	PD services and release time	\$19,500	PD Block Grant
5. Staff development and professional collaboration aligned with standards based instructional materials (2008-10) a. Ensure that District professional development is based on student data and is standards based b. Professional development for English Learners will be provided for teachers, administrators, and paraprofessionals c. Provide professional development to administrators to guide teachers on effective on-going assessment to inform instruction	Professional Development Coordinator	PD services and personnel	\$38,000	PD Block Grant Title I

6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): (2008-09) a. All communication structures will be in English & Spanish (Web sites, newsletters, parent handbooks, SARC reports...) b. Ensure parents are well represented and trained for School Site Council, DELAC, ELAC, PAC... c. Communicate testing results with parents (STAR, CELDT, CAHSEE, district assessments) d. School web sites will include frequent updates and vital information in English and Spanish about English Learners e. In partnership with Adult Education, provide English classes to English Learner parents	Director Special Projects, Director Curriculum & Assessment	Translation of materials	\$10,000	EIA
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): (2008-2013) a. Ensure that transition between school sites/programs are coordinated; Preschool to Kindergarten, 5 th to 6 th grade, 8 th to 9 th grade b. Students and parents will be referred to additional services through SSTs, 504s & IEPs c. Migrant services will be provided to those students eligible d. A new student orientation will be provided to all new incoming students as determined by school sites	Principals, ELIRT, Migrant Resource Teacher	Release teachers to meet between grade segments	\$5,000	SLIP
8. Monitoring program effectiveness: (2008-2013) a. Ensure that District data will be integrated to track student progress and monitor effectiveness of specific programs, services, and class placements b. Benchmarks assessments will be developed to evaluate students' progress towards grade level standards and evaluate instructional program and intervention effectiveness c. Conduct needs assessment on student data at every site, and use that information to provide targeted support from the district d. The administrators and School Site Council have the responsibility to monitor progress of their SPSA and to make needed revisions	Director Curriculum & Assessment, Director Special Projects	None		

Description of Specific Actions to Improve Education Practice in Reading and Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
9. Target services and programs to lowest-performing student groups: (2008-09) a. Ensure that appropriate ELD programs are implemented at each site b. Provide training and support for teachers teaching ELD curriculum at each site c. Ensure effective and appropriate interventions programs during Summer School d. Provide intervention support to increase the rate of underrepresented students in AP classes	Director Special Projects, Director Curriculum & Assessment	PD services & release time	\$10,000	Title III ELAP
10. Any additional services tied to student academic needs: a. In partnership with Cabrillo College, continue to implement the Cabrillo Advancement Program (CAP) to support student readiness for college				

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) (2008-09)

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

	Description of how the LEA is meeting or plans to meet this requirement.
<p>1. Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <p>a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;</p>	<p>a. 1. All EL students will be placed in appropriate ELD classes based on most recent CELDT scores:</p> <ul style="list-style-type: none"> ➤ District assessment team will administer annual CELDT within CELDT window ➤ CELDT exams will be hand scored by assessors and results will be provided to teachers and counselors in a timely manner ➤ Teachers and counselors will use hand scored results for appropriate placement and to inform instruction ➤ Students will be grouped according to proficiency level with no more than 2 levels in a given ELD classroom ➤ Newcomer students and students at ELD level 1 will be grouped together to target beginning and early intermediate ELD standards ➤ Students will receive ELD instruction that is targeted to their language proficiency <p>a. 2. All EL students will have access to the core curriculum through the use of instructional strategies that are aligned to the student's language proficiency. Core content instruction is based on state grade level standards, and teachers utilize appropriate strategies to ensure comprehensibility of instruction.</p> <ul style="list-style-type: none"> ➤ An appropriate number of Sheltered classes in the core content will be formed to ensure EL students have access to core <p>a. 3. Both ELD and Sheltered content courses are taught by teachers with</p>

<p>b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;</p> <p>c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <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)); <p>d. Describe how the LEA will promote parental and community participation in LEP programs.</p>	<p>the appropriate state authorizations.</p> <p>a. 4. Ongoing professional development will be provided to teachers on effective strategies to accelerate achievement of ELs in ELD, ELA and mathematics</p> <p>a. 5. In partnership with Adult Education, CBET funds will be used to provide classes to parents in ESL, Literacy, and parent education</p> <p>b. Title III funds will be used to:</p> <ul style="list-style-type: none"> ➤ Provide an English Learner Instructional Resource Teacher to work at each site to select common formative assessment, develop benchmarks to guide ELD instruction, and share best instructional practices with site staff. Support and training will be provided through the monthly English Learner Study Group. ➤ Purchase supplementary materials for intervention programs ➤ Support summer school program to meet the needs of EL students <p>c. Accountability will be met by the following:</p> <ul style="list-style-type: none"> ➤ Each Single Plan for Student Achievement will address the language and academic needs of English Learners ➤ Each principal will monitor the EL student classroom placement and visits classrooms regularly to monitor ELD and SDAIE lesson implementation ➤ Each school will maintain an English Language Progress Profile for each EL student ➤ Language Review Teams at each site will complete an analysis of EL students to determine if ELs are meeting standards in English Language Development and academics and are ready for Reclassification <p>d. Parent and community participation in LEP programs will be improved by:</p> <ul style="list-style-type: none"> ➤ Each school site will send notices to parents and hold regular meeting for purpose of formulating and responding to parent recommendations
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	<ul style="list-style-type: none"> ➤ Each school site will inform parents how they can be involved in the education of their children and be active participants provide assistance to parents through interpreters and translated materials ➤ When 15% or more of student population speak a single primary language other than English, all notices, reports, statements, or records sent to parents will be written in said primary language in addition to being written in English ➤ Each school site will provide written translation and verbal interpretation for meetings and parent conferences, Student Study Teams, and IEP meetings ➤ Staff will make reminder phone calls to families, provide transportation to meetings, and provide childcare while parents attend trainings and meetings ➤ English as a Second Language and technology classes will be offered to parents by the district's Adult Education
<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c)).</p> <p>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>2. High quality language instruction based on scientifically based research will be provided by:</p> <ul style="list-style-type: none"> ➤ Principals will guide department level teachers in conversations about EL student progress ➤ Principals will provide to teachers methodologies and materials that meet EL student needs ➤ Professional development will be given to teachers in the use of effective practices/materials for ELs ➤ Principals will ensure that teachers are teaching daily to student's proficiency levels ➤ District adopted, standards based texts will be used by all ELD teachers

		Description of how the LEA is meeting or plans to meet this requirement.	
Required Activities	<p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community based personnel.</p> <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 scientific 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 effects will include positive and lasting impact on teacher performance in the classroom. 	<ul style="list-style-type: none"> ➤ Professional development in researched based ELD strategies will be provided to Administrators, teachers, and paraprofessionals ➤ Opportunities will be provided to teachers to collaborate and discuss the work and progress of their EL students in achieving the Reading/Language Arts and ELD standards ➤ All ELD teachers will have training on the implementation of the curriculum provided by the ELD text Shining Star; the text Edge will be piloted ➤ All ELA teachers will receive training on the district adopted text in Literature and Language Arts, particularly the Universal component ➤ Principals will receive training in the development of Professional Learning Communities, which can focus on academic language development ➤ District will identify intervention programs for regular and summer school use. 	
	4. Upgrade program objectives and effective instruction strategies.	<u>Yes or No</u>	If yes: <ul style="list-style-type: none"> ➤ SCCS will evaluate ELD programs and make recommendations for improvement ➤ English Learners Study Group will meet monthly to assure district wide articulation and coordination ➤ Instruction will be standards based with extended learning time if necessary ➤ Research a Newcomer Program at the secondary level

		Description of how the LEA is meeting or plans to meet this requirement.	
Required Activities	5. Provide: a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.	<u>Yes or No</u>	If yes, describe: <ul style="list-style-type: none"> ➤ Before school and after school tutorials will be standard-based and have high academic expectations with clear academic focus ➤ Professional development will be provided using the Map of Standards for English Learners (West Ed) to enhance lesson planning by the integration of ELA and ELD standards ➤ EL students in danger of failing to meet grade-level standards will attend summer school as a means of intervention
	6. Develop and implement programs that are coordinated with other relevant programs and services.	<u>Yes or No</u>	If yes, describe: <ul style="list-style-type: none"> ➤ Participate in weekly meetings with Directors of Special Education and Student Services ➤ Meet regularly with Principal of Adult Education regarding CBET and child development programs
	7. Improve the English proficiency and academic achievement of LEP children.	<u>Yes or No</u>	<ul style="list-style-type: none"> ➤ All sites will provide systematic ELD instruction based on language proficiency to all English Learners ➤ Formative assessment will be used to measure ongoing progress in English proficiency ➤ ELD instruction and ELD assessments will be monitored across site and grade levels ➤ Ongoing professional development on sheltered strategies will be provided to content area teachers

		Description of how the LEA is meeting or plans to meet this requirement.	
Required Activities	8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families <ul style="list-style-type: none"> ○1 To improve English language skills of LEP children; and ○2 To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. 	<u>Yes</u> or No	If yes, describe: <ul style="list-style-type: none"> ➤ Each site will have a Bilingual School Coordinator to assist parents in completing documents for student enrollment and accessing community services ➤ In partnership with Migrant Education, continue to provide parent education ➤ Increase membership of ELAC/DELAC ➤ Assure that site and district communication with parents is bilingual and culturally sensitive
	9. Improve the instruction of LEP children by providing for: <ul style="list-style-type: none"> ○1 The acquisition or development of educational technology or instructional materials ○2 Access to, and participation in, electronic networks for materials, training, and communication; and ○3 Incorporation of the above resources into curricula and programs. 	<u>Yes</u> or No	If yes, describe: <p>Rosetta Stone software has been purchased by the district and is being used for English Language learning</p> <p>Successmaker has been purchased by the district and is being used in two middle schools. Successmaker focuses on math computation</p> <p>Each school site has a computer lab where students practice</p>
	10. Other activities consistent with Title III.	Yes or <u>No</u>	If yes, describe:

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>(Required Activity)</p>	<ol style="list-style-type: none"> a. All parents who wrote a language other than English on the Home Language Survey will receive the <i>Initial Letter of Notification for New Enrollees</i> at the time of enrollment. This letter informs the parents that based on the Home Language Survey, their child will be given the CELDT test within 30 days. This letter also includes descriptions of the programs available to English Learners and the availability of parental waivers. b. An explanation of the child’s initial level of English proficiency and primary language proficiency results and program placement will be provided to parents using the <i>Initial Assessment and Placement Letter</i>. c. Descriptions of available programs address program requirements and components, materials, staffing, ELD instruction, and exit criteria. d. Parents of English Learners will be notified annually of their child’s English proficiency assessment results within 30 calendar days following receipt of results of testing from the publisher. e. Criteria, procedures and monitoring for Reclassification is outlined and detailed in the District’s master Plan for English Learners. The four components include English Language Proficiency using standardized assessment (CELDT), Basic Skills and Academic Performance (CST), teacher evaluation and parent opinion and consultation. The Language Review Team will monitor progress of reclassified students not meeting grade level standards. f. The IEP team discusses all student needs with parents. <p>The written notification of CELDT results and recommended placement includes notification that parents can remove their child from the program upon request, describes programs offered by the district, and explains that parents can request another available program.</p>
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<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 school year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>		<p>Parents will be notified annually of their child’s program placement via the <i>Title III Annual Placement Letter</i>. This letter will be sent to parents of English Learners not later than 30 days after the beginning of the school year.</p>
<p>Required Activity</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>	<p>If the district does not make adequate yearly progress on the annual measurable objectives, the district will notify parents of the failure to make progress and the reasons for failure within 30 days of the notification of failure to the district.</p>

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>		<p>Description of how the LEA is meeting or plans to meet this requirement.</p>	
	<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><u>Yes</u> or No</p>	<p>If yes, describe:</p> <p>English as a Second Language (ESL) classes will be provided to parents of identified immigrant students.</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><u>Yes</u> or No</p>	<p>If yes, describe:</p> <p>Additional time for teacher aides to provided services to immigrant students.</p>
	<p>3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;</p>	<p><u>Yes</u> or <u>No</u></p>	<p>If yes, describe:</p>
	<p>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</p>	<p><u>Yes</u> or <u>No</u></p>	<p>If yes, describe:</p>

	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 <u>No</u>	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 <u>No</u>	If yes, describe:

Summary of Needs and Strengths for Professional Development

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

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

STRENGTHS	NEEDS
<p>SCCSD has a commitment to provide appropriate, standards based training opportunities for all staff members</p> <p>BTSA/Induction program provides support for new teachers</p> <p>PAR program provides valuable training and assistance to teachers</p> <p>Title II funds have been used to offer standards based Professional Development opportunities for all teachers</p> <p>SCCSD maintains a commitment to hiring Highly Qualified teachers as determined by No Child Left Behind</p> <p>SCCSD supports new and veteran teachers to become Highly Qualified as necessary by supporting coursework and CSET examinations</p> <p>SCCSD assists new and veteran teachers obtain necessary English Learner Authorizations through coursework, staff development workshops an CTET examinations</p> <p>SCCSD began the 07-08 school year with 72 teachers out of compliance with English Learner Authorization requirement. Through Tile II support, we anticipate 100% compliance by the end of the year</p> <p>100% of SCCSD mainstream teachers in elementary, middle and comprehensive high schools are NCLB compliant. Special education and alternative setting teachers needing to reach compliance are on individualized plans to meet compliance standard</p>	<ul style="list-style-type: none">➤ Evaluate effectiveness of programs and training supported by Title II funding and realign as appropriate➤ Refine Professional Development needs assessment and implementation on a regular basis➤ Continue BTSA support for new educators➤ Continue PAR training and support for current educators➤ Continue a commitment to hiring fully qualified teachers➤ Continue to assist teachers new to the district or new to their assignments meet any necessary requirement to become Highly Qualified as determined by NCLB➤ Continue to support the particular needs of Highly Qualifying special Education teachers and teachers in alternative settings

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

Planned Improvements for Professional Development (Title II) (2008-2013)

(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>The LEA provides professional development for all teachers by grade level and content area, including Special Education and English Learners. The LEA uses the data from the California Standards Tests, the CAHSEE, and the UC and CSI placement exams to determine the teachers' needs in teaching the standards-based curriculum. We examine the data for all of our students and disaggregate data for our subgroups. We design the professional development based on this data. We use a results-based model of professional development planning, which emphasizes monitoring student achievement gains as a result of our professional development. In addition, the LEA uses state adopted and state approved standards based curriculum, and provides professional development related to the adoptions and the frameworks for each content area.</p>	P.D. Coordinator	PD services. & release time	\$59,000	Title II

<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>In conjunction with the Santa Cruz County Office of Education, the UC subject projects and other professional development providers, the LEA chooses professional development providers and activities which are research based, in order to bring proven results in the areas of data identified student achievement needs. We belong to the National Staff Development Council, the Association for Supervision and Curriculum Development, and other professional organizations, which allow us to keep current on best practices in curriculum, instruction and professional development. We read the research on the best practices and only use those which have proven results for similar needs to those of our students, including students who are English Learners</p>	P.D. Coordinator	Personnel time	\$2,500	Title II Title I
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Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <p>The focus of the professional development plan is to increase access and success of all students in our most rigorous curriculum. We have identified the achievement gap in our district for EL students, Latino students, special education students and low-income students. Our professional development is focused on instructional strategies proven through research to be effective in improving the achievement of these subgroups while at the same time working to improve the achievement of all of our students. Professional development is aligned with district and site goals as one factor in improving student achievement. The Professional Development Coordinator works closely with the Director of Special Education, the Director of Special Projects, and the Director of Student Services to evaluate the needs of our schools in a system approach to eliminating the achievement gap.</p>	Professional Development Coordinator	Personnel time	\$2,500	Title II
4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development	Professional	Personnel	\$17,500	Title II

<p>activities provided through other Federal, State, and local programs: The Professional Development Coordinator works closely with the English Learner Instructional Resource Teachers and the Director of Special Projects (Categorical programs) to align the professional development and resources provided by each department. The Professional Development Coordinator meets monthly with the Assistant Superintendent of Educational Services and the Assistant Superintendent of Human Resources to review current professional development needs and plan for the upcoming year. We examine the data and the requirements of NCLB to determine the activities provided.</p>	<p>Development Coordinator, ELIRT, Directors</p>	<p>time</p>		
<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: The Professional Development Coordinator, in consultation with the Assistant of Educational Services, the Assistant Superintendent of Human Resources, The Director of Special Projects and the Director of Special Education, determines the goals of professional development based on an analysis of the student achievement data from state and local assessments. Also considered are the credentialing needs of our new teachers and administrators. We work with the New Teacher Project and our COE to include these needs in our goals. The professional development activities are then carefully selected to achieve our goals and objectives. Teacher leaders are consulted as well as our university and county office partners to determine the specific activities provided. The professional development for our principals is also aligned with the data-determined student achievement goals of our district. Again, activities are carefully selected to maximize the impact of the professional development.</p>	<p>Professional Development Coordinator</p>	<p>Personnel time</p>	<p>\$2,500</p>	<p>Title II</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <p>The District and sites will provide staff development as outlined in the District Technology Plan to address the following:</p> <ul style="list-style-type: none"> Proficiency in the use of general technology Proficiency in integrating technology into the classroom Support professional development in the use of the technology resources embedded in the adopted textbooks Improve student achievement data collection, analysis, reporting, and decision-making Use technology to improve two-way communication between home and school In partnership with Adult Education, provide training on computer applications 	Educational Technology Coordinator	Personnel & release time	\$19,500	Title II
<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"> ➤ Increase student-to-computer ratio to meet the state standard ➤ Annually survey school technology hardware and software accessibility and inventories including adaptive equipment, EL support software, and GATE technology resources ➤ Establish ongoing communications between district and Special Education Director and Director of Special Projects technology needs of IEP, ELD, and GATE students ➤ All students enrolled in the district after-school programs, as well as ELL and other special needs students, will have access to computers connected to the Internet, and curricular technology integration/homework support (Tech.Plan) ➤ Train library media in use of Web 2.0 <p>Following the District Technology Plan, the District and sites will provide professional development to address the following:</p> <ul style="list-style-type: none"> ➤ Use of technology to improve two-way communication between home and school ➤ All grades 6-12 schools will offer parents password protected, online 	Educational Technology Coordinator	Personnel & release time	\$5,000	Title II

<p>access to their students' attendance, assignments and grades through a web-based system</p> <p>➤ Support students who use assistive technologies</p>				
<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>➤ The District's professional development activities will be established through the collaboration of school leadership teams, district management team, classified, certificated and management associations, and the Professional Development Coordinator</p> <p>➤ The District Professional Development Coordinator and the Coordinator for Technology will monitor the results of the professional development activities and make appropriate recommendations</p>	Professional Development Coordinator	Personnel time	\$2,500	Title II
Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<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; <p>The LEA will provide professional development to teachers on how to review formative assessment results and make adjustment to instruction by differentiating practice, preteaching and reteaching, and provide direct instruction</p> <ul style="list-style-type: none"> □ Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; <p>The LEA will provide classroom management training to assist in identifying appropriate interventions and prevention for inappropriate students behavior</p> <ul style="list-style-type: none"> □ Involve parents in their child's education; and <p>Through school training, parents will learn how to access the SCCS websites, newsletters, parent handbooks, and SARC reports</p> <ul style="list-style-type: none"> □ Understand and use data and assessments to improve classroom practice and student learning <p>Provide training to faculty to effectively access and use assessment results for instructional planning</p>	Director Curriculum and Assessment, Director Special Projects, Professional Development Coordinator	Personnel & release time	\$40,500	Title II Title I GATE

10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:				
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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
<ul style="list-style-type: none"> • 6-12 articulated schools counseling and Student Assistance Program in place • Student attendance review team and student attendance review board • .5 Mental Health counselor for students with more severe issues affecting attendance and school performance • School social worker: coordinates Student Assistance Program (SAP) • Social Work interns at each middle and high school • 7 Challenges drug intervention program at each secondary site • School Resource Officers (SROs) at 4 out of 5 secondary sites • Coordination with the Santa Cruz COE and County Mental Health for Emergency Mental Health Response • Coordination with Santa Cruz COE for school safety plans • School counseling at each secondary site with emphasis on academic, career, and personal/social counseling • Specific outreach to special populations including Special Ed and English Learners • Health clears at each site in addition to 1.8 FTE nurses • Teen age parent program • District policy clearly understood and consistently enforced • SROs at 4 secondary sites • LINK Crew • Discipline plan clearly understood and consistently enforced • Self defense training provided in P.I. classes 	<ul style="list-style-type: none"> • Consistent use of school resources to address truancy prior to referral to Student Assistance Review Board (SARB) • Truancy mediation court • Address the alcohol use among teens • Parent education to support understanding of gang behavior and how to prevent youth from being involved in gangs • Meaningful participation opportunities for all students • Belief among students that all teachers have high expectations of them

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
<ul style="list-style-type: none"> • Continue the Student Attendance Review Team/Attendance Review Board program with refinements • Continue the SAP including the school social worker, mental health counselor and social work interns • Continue to support high quality school counseling at each secondary site • Continue partnerships with community agencies and the SCCOE • Continue the LINK crew • Continue the Teenage Parent Program • Continue Seven Challenges Program • Continue partnership with the COE for alternative school placements • Provide ongoing training to site leadership to ensure consistent implementation of the suspension/expulsion policies • Provide ongoing training on crisis response procedures • Provide parent training in gang prevention • Provide education to parents and students in the area of alcohol abuse, binge drinking • Provide prevention and intervention services to students in the area of alcohol abuse, binge drinking • Update Safe School plans • Provide CODE RED intruder response training to all sites • Work with the student activity programs to provide meaningful participation opportunities for all students • Provide professional development on increased expectations for all students

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

Based on data regarding the incidence of violence and alcohol, tobacco, and other drug use in the schools and communities to be served, and other qualitative data or information, provide a list of the LEA's

strengths and needs related to preventing risk behaviors.

STRENGTHS	NEEDS
<ul style="list-style-type: none"> • .5 Mental Health counselor for students with moderate/severe issues affecting attendance and school performance • School social worker; coordinates Student Assistance Program • Social Work interns at each middle and high school • 7 Challenges drug intervention program at each secondary site 	<ul style="list-style-type: none"> • Address the alcohol use among teens • Address gang prevention • Address meaningful student involvement in school

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)): (2008-2013)

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: _/_/_ Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will decrease biennially by:	5 th _n/a_ % 7 th _14_ %	5 th _n/a_ % 7 th _11.5_ %
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by:	7 th _3_ % 9 th _11_ % 11 th _14_ %	7 th _2_ % 9 th _8_ % 11 th _7_ %
The percentage of students that have used marijuana will decrease biennially by:	5 th _n/a_ % 7 th _11_ %	5 th _n/a_ % 7 th _8_ %

The percentage of students that have used alcohol within the past 30 days will decrease biennially by:	7 th _13_ % 9 th _33_ % 11 th _52_ %	7 th _10_ % 9 th _25_ % 11 th _39_ %
The percentage of students that have used marijuana within the past 30 days will decrease biennially by:	7 th _11_ % 9 th _37_ % 11 th _52_ %	7 th _9_ % 9 th _28_ % 11 th _39_ %
The percentage of students that feel very safe at school will increase biennially by:	5 th _n/a_ % 7 th _21_ % 9 th _16_ % 11 th _22_ %	5 th _n/a_ % 7 th _10_ % 9 th _8_ % 11 th _11_ %
The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by:	7 th _30_ % 9 th _21_ % 11 th _10_ %	7 th _15_ % 9 th _10_ % 11 th _5_ %
Truancy Performance Indicator		
<p>The percentage of students who have been truant will decrease annually by <u> 20 </u>% from the current LEA rate shown here.</p> <p>NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.</p>	<u> 44 </u> %	<u> 24 </u> %
Protective Factors Performance Measures from the California Healthy Kids Survey	Most recent date: _/_/_ 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 _n/a_ % 7 th _38_ % 9 th _30_ % 11 th _33_ %	5 th _n/a_ % 7 th _76_ % 9 th _60_ % 11 th _66_ %

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 _n/a_ % 7 th _54_ % 9 th _41_ % 11 th _41_ %	5 th _n/a_ % 7 th _81_ % 9 th _62_ % 11 th _62_ %
The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by:	5 th _n/a_ % 7 th _20_ % 9 th _16_ % 11 th _16_ %	5 th _n/a_ % 7 th _40_ % 9 th _32_ % 11 th _32_ %
The percentage of students that report high levels of school connectedness at their school will increase biennially by:	5 th _n/a_ % 7 th _40_ % 9 th _31_ % 11 th _33_ %	5 th _n/a_ % 7 th _60_ % 9 th _45_ % 11 th _48_ %

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
	Alcohol, Tobacco, Drugs, Violence, (ATDV)	9	900	Fall 2008	Fall 2008	Fall 2008

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

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

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

Check	Activities	Program ATODV Focus	Target Grade Levels
	Youth Development Caring Schools Caring Classrooms		
	Other Activities		

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

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

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

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.

California Healthy Kids Survey (CHKS) data, discipline and attendance data and SAP data suggest that we are in need of programs for the prevention of alcohol and drug abuse and for violence prevention.

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.

Will use CHKS data, attendance, and discipline data and referrals to the SAP data. We will also use pre- and post- tests that come with the programs. The evaluation will be used in a continuous cycle of improvement to refine the delivery of the services and the students who receive the services.

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

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

The LEA will make an annual report to the Board, to the Santa Cruz County Office of Education Student Services, and to the United Way Together for Youth annual meeting. The public will be notified through the agenda posting, minutes, and through 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 Safe and Drug Free Schools and Communities (SDFSC) funded programs are targeted to the students with the greatest need through analysis of your CHKS data and our SAP program data. The Director of Student Services, along with the District Social Worker and the site principals, work together to target the sites greatest needs.

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 Director of Student Services coordinates all of the LEA programs funded through the SDFSC. In addition, we work with the local COE, County Mental Health, and the United Way of Santa Cruz to coordinate our school and community services for our students.

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 notified annually through back-to-school materials and the student handbook of the discipline, attendance, and safe and drug free schools policy. Through the school site council, parents have input into the use of SDFSC funds and selection of programs. Parents of athletes attend quarterly mandatory meetings during which performance enhancing substance abuse is discussed and pledges are signed.

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.

Through the student assistance program, students are referred by counselors, site leaders, teachers, and themselves. They are then referred to smoking cessation programs in the community. Students who participate in the Cal SAFE program have counseling embedded in the program.

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

Performance Goal 5: <i>All students will graduate from high school.</i>
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Planned Improvements: High School Graduation Rates, Dropouts, and AP

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

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks / Evaluation	Funding Source
5.1 (High School Graduates)	Link Crew	All entering 9 th graders	Week previous to 1 st student day Counselors	Track 9 th graders through each grade level	General, Categorical Grants
	Parent/counselor/student conference review plan for graduation	All 10 th grade students	2 nd semester of sophomore year Counselors	Track % of entering 10 th with graduating 12 th	
	Provide professional development and ongoing support for differentiation of instruction, especially for English Learners	All faculty members	Begin Fall 2008 PD Coordinator, Principals	Amount of workshops offered throughout year	
	Provide intervention through standards based after-school tutorial sessions	All identified at-risk students	Begin Fall 2008 Principals	Track participants of tutorial students in grade improvement	

	Alternative Programs: ARK, AFE, Castanoa	Identified students	Ongoing Counselors, Principals	Track amount of graduates	
	Students will be transferred to ARK and Costanoa before they are behind pace to graduate	High need students	Ongoing Counselors, Principals	Transfers will have higher credit rate	
	Intervention will be provided to struggling students	Identified students	Ongoing Counselor, Principals	Increased graduation rate	
	development on strategies for English Learners To obtain credits,	English Learners	Ongoing PD Coordinator, Principals	ELs will meet AMAOs	
	students will become concurrent students at Adult Education	Identified students	Ongoing Counselor, Principals	Increased rate of credits	
5.2 (Dropouts)	Develop an educational action plan for students with insufficient credits	Identified students	Ongoing Counselors, Teachers	Students will complete classes necessary for graduation	SLIP/Categ orical, General
	Provide multiple CAHSEE intervention services	Identified 11 th & 12 th graders	Ongoing Counselors Principals	Increased passage of CAHSEE	

	Investigate partnership with Santa Cruz County Office of Education and neighboring districts about the creation of a New Comer Academy	English Learners	Fall 2008 Director Special Projects	ELs will progress in English proficiency	
5.3 (Advanced Placement)	Set yearly targets to increase gender and ethnic representation in AP classes with goal to mirror school profile	Specific subgroups	Ongoing Principals, Counselors	More members of subgroups in AP classes	General, Categorical
	Workshops for parents to inform the benefits of AP classes	Parents	Ongoing Principals, Counselors	Increase completion of A-H requirements of subgroups	
	Pay for fees for AP tests for qualified students	All AP students	Annually/ Counselors	Increase number of students taking the AP test	

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"> •1 Number of children in families receiving assistance under the CalWorks program; •2 Number of children eligible for Free/Reduced Price Lunch programs; •3 Number of children ages 5-17 in poverty counted by the most recent census data; •4 Number of children eligible to receive medical assistance under the Medicaid program; •5 Or a composite of the above. 	<p>The option Santa Cruz City Schools uses to determine those schools eligible for Title I funding is 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"> •1 All schools with a 75% or above poverty level are funded •2 All other schools are funded by poverty ranking district wide or by grade span. 	<p>Title I schools are ranked in the Santa Cruz City Schools district by the poverty ranking determined by CBEDS and Free/Reduced Lunch programs</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 school wide 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"> •1 A comprehensive needs assessment of the entire school in relation to state standards. school wide reform strategies that provide opportunities for all children to meet state standards. •2 Effective methods and instructional strategies based on scientifically-based research. •3 Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. •4 Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards. •5 Instruction by highly qualified teachers and strategies to attract and keep such teachers. •6 High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff. •7 Strategies to increase parental involvement. •8 Assistance to preschool children in transitioning from early childhood programs to elementary school programs. •9 Timely and effective additional assistance to students who experience difficulty mastering state standards. 	N/A

<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"> •1 Effective methods and instructional strategies based on scientifically-based research. •2 Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. •3 Strategies that minimize removing children from the regular classroom during regular school hours for instruction. •4 Instruction by highly qualified teachers. •5 Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff. •6 Strategies to increase parental involvement. 	<ol style="list-style-type: none"> 1. All students who do not meet the proficiency AYP criteria in English Language Arts and Mathematics in the STAR exam will be targeted for Title I support. Additionally, those students who do not meet the district test standards for reading and mathematics will also be targeted. Furthermore, those students who do not make AMAO 1 and/or AMAO 2 are also identified for Title I. 2. All these students are eligible for the after-school Supplemental Educational Services program and will have priority for summer school. 3. All of these students do have an opportunity to attend computer reading labs during the school day. 4. All teachers are highly qualified as defined by NCLB. 5. The district provides professional development once a month for all teachers, including Title I school teachers. 6. Targeted schools invite Title I parents to School Site Council meetings, ELAC/DLAC meetings, offer the opportunity to participate in parent/teacher conferences, and offer the opportunity to attend workshops and conferences
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Additional Mandatory Title I Descriptions

(continued)

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

	Description of how the LEA is meeting or plans to meet this requirement:
<p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</p> <ul style="list-style-type: none"> •1 Identify children who are failing or most at risk of failing to meet the state academic content standards. •2 Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. •3 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>1. Through analysis of academic data and attendance data, students are identified for supplementary instruction. English Learners have also been identified as at-risk, and additional services are provided to them.</p> <p>2. In addition to the academic assessments, Title I schools hold conferences where teachers and parents discuss the needs of the child</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>The Department of Student Services has a coordinator who acts as a liaison for foster and homeless students. Some of the services provided to these students include: Case Management, Parent information & referral, Access to transportation, food and health care, Crisis intervention assistance and referral, and skills building</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"> •1 Assistance in developing, revising, and implementing the school plan. •2 Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas. •3 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. •4 Assistance in analyzing and revising the school budget so the school’s resources are used effectively. 	<ol style="list-style-type: none"> 1. The district will assist each of the Program Improvement schools in revising, implementing, and monitoring their School Plan for Student Achievement (SPSA). 2. Each Program Improvement school has completed the Academic Program Survey (APS) to analyze their data and identify areas of improvement for professional development. Each PI school has a strong parent involvement plan. 3. The district will assist each school in selecting researched based strategies that address the content area for which the school entered program improvement. In addition, the district offers professional development in mathematics, which is one of the areas requiring an increase in student achievement. 4. The district assists each school in analyzing and revising the school budget through the APS and the SPSA.

Additional Mandatory Title I Descriptions

(continued)

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

	Description of how the LEA is meeting or plans to meet this requirement:
Describe the process for parent notification of the school’s identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.	Annually, two weeks before the start of instruction, the district mails out a bilingual letter to all parents of students in the free/reduced lunch program, informing them that their school has been identified as a Program Improvement school and that they have the right to transfer to a non-P.I. school. They are also informed that transportation will be paid for.
Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	Before school begins in August, all available state-approved SES providers are invited to submit a letter of intent to work for SCCS. On the first day of school, letters are sent home to parents to inform them of which SES providers are available for an SES program. Each school also sends a follow-up letter and calls parents to inform them of the SES programs. Flyers are also posted throughout the community. Parents select the provider they want, and students begin their SES program as soon as possible

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 district has a high rate of highly qualified teachers, principals, and other staff (see Goal 3 for detailed description).
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.	The district provides each of the schools sites' parents with training on how to participate in a School Site Council. Sites are also supported in creating their English Learner Advisory Committee (ELAC). A member from each ELAC participates in the District English Learner Advisory Committee (DELAC). There is collaboration with Migrant Ed. and Adult Ed. to provide parents education opportunities.

Additional Mandatory Title I Descriptions

(continued)

Coordination of Educational Services

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

	Description of how the LEA is meeting or plans to meet this requirement:
<p>Describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:</p> <ul 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>SCCS does not receive funding for Even Start, Head Start, Reading First, Early Reading First, or other preschool programs.</p> <p>SCCS will collaborate with the Santa Cruz County Office of Education and the Santa Clara Office of Education to provide services to limited-English proficient students, migrant students, children with disabilities, and homeless children. The strategies we will use include:</p> <ul style="list-style-type: none"> ➤ Assure that every teacher of English Learners will provide ELD according to the students proficiency, ➤ All sites will have a Language Review Team to review the progress of English Learners three times a year, ➤ Professional development will be provided to assure differentiation of instruction for English Learners and students with disabilities

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 school wide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to school wide 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:
- 1 Strategies for using technology to improve academic achievement and teacher effectiveness.
 - 2 Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
 - 3 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.
 - 4 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.
 - 5 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.
 - 6 A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
 - 7 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.
 - 8 A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
 - 9 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.
 - 10 A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
 - 11 Collaboration with adult literacy service providers.
 - 12 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.
 - 13 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:

- 1 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
- 2 is enforcing the operation of such technology protection measure during any use of such computers by minors; and
- 3 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.
 - o 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:
- 1 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.
 - 2 Security procedures at school and while students are on the way to and from school.
 - 3 Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.
 - 4 A crisis management plan for responding to violent or traumatic incidents on school grounds.
 - 5 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:
 - 1 will be used to make decisions about appropriate changes in programs for the subsequent year;
 - 2 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
 - 3 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

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
1 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:

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

APPENDIX C

Science-Based Programs

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

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

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

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

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

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

School-Based Programs

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

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

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

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

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

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

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

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

PeaceBuilders	K to 8				x		D
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

