

No Child Left Behind Act of 2001
SINGLE SCHOOL DISTRICT PLAN

To meet the requirements of the
Local Educational Agency Plan and Single Plan for Student Achievement

mail original and two copies to:

California Department of Education
School and District Accountability Division
1430 N Street, Suite 6208
Sacramento, California 95814 - 5901

(subsequent amendments are approved by local board and kept on file; do not submit to CDE)

SSD Plan Information:

Local Educational Agency (LEA): Strathmore Union Elementary School District
County/District Code: 54 - 72157
Dates of Plan Duration: 2009 - 2014
(should be five - year plan)
Date of Local Governing Board Approval:

LEA Information:

Superintendent: Shelly Long, Ed. D
Address: P.O. Box 247
City, State Zip: Strathmore, CA 93267
Phone: 559.568.1283
Fax: 559.568.1262

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.

Shelly Long, Ed. D
Printed or typed name of Superintendent

2-13-2012
Date

Signature of Superintendent

Tracy Tucker
Printed or typed name of Board President

2-13-2012
Date

Signature of Board President

**Single School District Plan
Strathmore Union Elementary School District**

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Part I Background and Overview

Background

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

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

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

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

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

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

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

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

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

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

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

Descriptions of the Consolidated Application, the SPSA, 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 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.

The Single Plan for Student Achievement (SPSA)

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.

Role of School Site Council

The California Education Code (EC) requires the school site council to develop a SPSA for ConApp programs operated at the school or in which the school participates. In addition, Pupil Retention and School and Library Improvement Block Grant programs operated at the school must be included in the SPSA. The school site council must approve the plan, recommend it to the local governing board for approval, monitor implementation of the plan, and evaluate the results. At least annually, the school site council must revise the plan, including proposed expenditures of funds allocated to the school through the ConApp, and recommend it to the local governing board for approval.

Composition of School Site Council

Composition of the school site council is specified in the California Education Code as follows:

The school site council shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of students attending the school selected by such parents; and, in secondary schools, students selected by students attending the school.

- **At the elementary level**, the school site council shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel; and (b) parents or other community members selected by parents. In schools with fewer than three teachers, this requirement may be met by establishing a school site council that is composed of equal numbers of school staff and parents or other community members selected by parents.
- **At the secondary level**, the school site council shall be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) equal numbers of parents or other community members selected by parents and students.
- **At both the elementary and secondary levels**, classroom teachers shall comprise the majority of persons represented under subdivision (a) of this section.

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 Single School District (SSD) 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.**

This SSD Plan template is an effort to further align and streamline the planning requirements for single school districts, which includes direct - funded charter schools. This document incorporates the required elements of both the SPSA and the LEA Plan. Use of this template meets all state and federal requirements for plans for categorical programs. More detailed information regarding the SPSA can be found at <http://www.cde.ca.gov/nclb/sr/le/singleplan.asp>. The complete guide and template for the LEA Plan can be found at <http://www.cde.ca.gov/nclb/sr/le/>.

In developing the SSD Plan, the SSD 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 SSD 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 SSD is expected to gather and review information from these resources and use it to inform the planning process.**

The SSD 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. **State and federal laws require that school site administrators, teachers, and parents from the SSD (which includes direct - funded charter schools) must be consulted in the planning, development, and revision of the SSD Plan.**

The SSD Plan can be completed through the use of a single template following the six steps outlined below. Because the SSD Plan combines the LEA Plan with the SPSA, it becomes the responsibility of the school site council to develop, approve and recommend the SSD Plan to the local governing board for approval.

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

Step One: Measure the Effectiveness of Current Improvement Strategies

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

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

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

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

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

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

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

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

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

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

The school site council must seek the input of teachers, administrators, councils, committees, parents, and community members (e.g., school health council, committees for Limited English Proficient students, 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 all categorical programs, identify the participants, expected performance gains, and means of evaluating gains. Indicate specific improvements and practical monitoring of their implementation and effectiveness.

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 ConApp provides funding for the following programs: Title I, Parts A and D; Title II, Part A; Title III, Part A; Title IV, Part A; Title V, Part A; Title VI, subpart 2 (Rural Low - Income); School Safety and Violence Prevention; Cal - SAFE; Peer Assistance Review; Tobacco - Use Prevention; Economic Impact Aid; and Middle and High School Supplemental Counseling Program.

Step Five: Local Governing Board Approval

The SSD Plan must be approved by the local governing board prior to submittal to CDE. Ensure that all required signatures are affixed. The SSD Plan must be reviewed and updated annually, and all subsequent amendments should be approved by the local governing board and kept on file with the original SSD 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 practices? 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 SSD Plan Development

SSD Plan - Comprehensive Planning Process Steps

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

Federal 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	
<input checked="" type="checkbox"/>	Title I, Part A
<input type="checkbox"/>	Title I, Part B, Even Start
<input type="checkbox"/>	Title I, Part C, Migrant Education
<input type="checkbox"/>	Title I, Part D, Neglected/Delinquent
<input checked="" type="checkbox"/>	Title II, Part A, Subpart 2, Improving Teacher Quality 40350
<input checked="" type="checkbox"/>	Title II, Part D, Enhancing Education Through Technology 40450
<input checked="" type="checkbox"/>	Title III, Limited English Proficient 42030
<input type="checkbox"/>	Title III, Immigrants
<input type="checkbox"/>	Title V, Part A, Innovative Programs - Parental Choice
<input type="checkbox"/>	Adult Education
<input type="checkbox"/>	Career Technical Education
<input type="checkbox"/>	McKinney - Vento Homeless Education
<input type="checkbox"/>	Individuals with Disabilities Education Act (IDEA), Special Education
<input type="checkbox"/>	21 st Century Community Learning Centers
<input checked="" type="checkbox"/>	EIA Limited English Proficient/ ELAP 62860-70900
<input checked="" type="checkbox"/>	Tobacco Use Prevention Education (Prop 99) 66600
<input checked="" type="checkbox"/>	Other (describe): Child Nutrition Program
<input checked="" type="checkbox"/>	Other (describe): IASA Drug Free School 37100
<input checked="" type="checkbox"/>	Other (describe): EETT ARRA Grant 40470
<input checked="" type="checkbox"/>	Other (describe): Jobs Bill ARRA 32050

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.

State Programs	
[]	After - School Education and Safety Programs
[X]	School and Library Improvement Block Grant 07395
[X]	Child Development Programs
[]	Educational Equity
[X]	Gifted and Talented Education 07140
[]	High Priority Schools Grant Program
[]	Immediate Intervention/ Under performing Schools Program
[]	School Safety and Violence Prevention Act (AB1113, AB 658)
[]	Healthy Start
[]	Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
[]	English Language Acquisition Program
[X]	Community Based English Tutoring 62850
[X]	Art/Music Block Grant 67600
[]	School Gardens
[X]	Middle School Counseling 70800
[X]	Targeted Instructional Improvement Block Grant 73940
[X]	Staff Mentoring 72940
[X]	PEER 72710
[X]	Title IV, Part A, Safe and Drug - Free Schools and Communities 64050
[X]	Other (describe): Instructional Materials Fund Realignment 07156
[X]	Other (describe): Professional Development Block Grant 73930

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	98,924	350,522	375,000	84%
Title I, Part B Even Start				
Title I, Part C Migrant Education				
Title I, Part D Neglected/Delinquent				
Title II Part A, Subpart 2 Improving Teacher Quality	0	74,663	73,500	98%
Title II, Part D Enhancing Education Through Technology	0	2,821	2,821	100%
Title III Limited English Proficient	0	37,100	36,500	98%
Title III Immigrants				
Title V, Part A Innovative Programs - Parental Choice				
Adult Education				
Career Technical Education				
EIA - Limited English Proficient	136,078	240,556	200,000	53%
McKinney - Vento Homeless Education				
IDEA, Special Education	10,359	0	10,200	98%
21st Century Community Learning Centers				
Tobacco Use Prevention Education (Prop 99)	0	735	735	100%
Child Development Programs	0	198,000	194,040	98%
Child Nutrition Programs	93,000	421,000	500,000	97%
Jobs Bill ARRA	0	139,495	40,000	29%
ARRA Title I	38,947	0	38,000	98%
EETT ARRA Grant	0	7,383	7,383	100%
State Lottery 63000	13,271	8,659	21,930	100%
IASA Drug Free Schools	0	1,215	1,215	100%
Total				

District Budget for State Programs

Please complete the following table with information for your district.

Categories (The following are now unrestricted and are not tracked by separate resource code by District)	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
School & Library Improvement Block Grant	55,420	66,803	67,000	55%
After School Education and Safety Program				
Child Development Programs				
Educational Equity				
Gifted and Talented Education		18,303	13,303	100%
High Priority Schools Grant Program				
School Safety and Violence Prevention Act				
Middle School Counseling		12,529	12,529	100%
Healthy Start				
Dropout Prevention and Recovery Act				
English Language Acquisition Program				
Community Based English Tutoring		10,065	10,065	100%
Arts and Music Grant		12,033	12,033	100%
Staff Mentoring		4,008	4,008	100%
Professional Development Block Grant		37,926	37,926	100%
Targeted Instructional Improvement Block Grant		29,045	29,045	100%
PEER-PAR		5,148	5,148	100%
Other (describe)				
Instructional Materials Realignment	95,145	39,976	50,000	37%
Title IV, Part A, Safe and Drug free Schools and Communities		7,989	7,989	100%
Total:	541,144	1,725,974	1,750,370	77%

Part II

The Plan

Needs Assessments:

- Academic Achievement
- Professional Development and Hiring
- School Safety

Descriptions: Program Planning

District Profile

Local Measures of Student Performance:

- Performance Goal 1
- Performance Goal 2
- Performance Goal 3
- Performance Goal 4
- Performance Goal 5

Additional Mandatory Title I Descriptions

Needs Assessment

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

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

Academic Performance

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

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

Teacher Quality

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

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

School Safety and Prevention

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

Descriptions - Program Planning

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

District Profile

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

SUESD Description and Demographics

Strathmore is an unincorporated community in eastern Tulare County. The community is located near the western slopes of the Sierra Nevada Mountains in the San Joaquin Valley. Diversified farming and raising of subtropical fruits are the major industries. Large packinghouses offer employment to many members of the community. There is a ladder factory and several small businesses. Strathmore Union Elementary School District has three schools – Strathmore Union Elementary State Preschool, Strathmore Union Elementary School (K-8), and Strathmore Community Day School (K-8).

Strathmore Union Elementary State Preschool is located at 22898 Avenue 198 and serves approximately 44 students ages 3-5 in two sessions, a morning session and an afternoon session. The state preschool employs a director, one teacher who holds proper certification, and 4 instructional aides. The preschool works closely with county programs, including the Migrant Education program. In addition, the preschool offers parenting classes in English and Spanish, as well as, English language development classes, literacy classes, and vocational education.

Strathmore Union Elementary School is divided between two sites. The first site, located at 23024 Avenue 198, serves approximately 460 students in grades kindergarten through fourth. These students are comprised of approximately 51 percent males and 49 percent females with an ethnic profile of approximately >1 percent African American, >1 percent American-Indian, >1 percent Chinese, 82 percent Hispanic, and 16 percent Caucasian. Approximately 82 percent of the students are eligible for free and reduced-price lunch. Class size reduction encompasses 5 kindergarten classes, 5 first grade classes, 4 second grade classes and 3 third grade classes. In addition to the primary grades, there are 3 fourth grade classes. Fourth grade identified Gifted and Talented Education (GATE) students receive differentiated instruction from teachers who are GATE certificated or are in training for their GATE certificate.

At the second site, located at 19840 Orange Belt Drive, approximately 338 students in grades fifth through eighth are served. These students are comprised of approximately 51 percent males and 49 percent females with an ethnic profile of approximately >1 percent Other Asian, >1 percent African-American, >1 percent Laotian, 82 percent Hispanic, and 16 percent Caucasian. Approximately 93 percent of the students are eligible for free and reduced-price lunch. Fifth, Sixth, seventh, and eighth grade identified Gifted and Talented Education (GATE) students also receive differentiated instruction from teachers who are GATE certificated or are in training for their GATE certificate.

Strathmore Community Day School serves approximately 10 students transferred by Strathmore Elementary School. The Community Day School serves as a placement option for students whose needs are best met in an alternative setting due to academic or discipline reasons. Students are placed at the Community Day School for a minimum of 30 school days, and then returned to SUES if they meet the criteria outlined by the Community Day School Plan and if the site principal feels the student is ready to succeed in a regular school setting.

All students receive core standards-based curriculum instruction from their classroom teacher. Auxiliary services to students who need and qualify for these services include the following: Intensive Reading Tutoring provided by one certificated teachers in the learning lab, the Resource Specialist, and 4 aides; regular Resource Specialist Program, and regular Speech services. Strathmore Elementary offers the Homework Enrichment Acceleration Recreation Teamwork (HEART) after-school program, focusing on raising literacy and numeracy learning levels and assuring positive academic and social outcomes, for children (grades K-8) and families in our community and the use of school library before and after school. Grade level after school tutoring is also offered for students needing extra help in a specific standard. Further, the District provides summer and other intervention classes for Migrant students, English Language Learners (ELLs), and remedial students who did not achieve a 2.0 Grade Point Average (GPA) on their report cards/mastery of grade level standards.

Strathmore Union Elementary School District Vision and Mission Statement

We believe that education is a process through which staff, students, families and the community work together. United, we will provide students with the knowledge, skills, attitudes, and experiences they need to contribute to and participate in our society. Our mission is to educate students who demonstrate they are:

- Proficient in reading comprehension, communication, computation, reasoning and problem solving in all subject areas
- Capable of problem solving in a variety of real life situations
- Supportive of the role of the fine arts and humanities
- Committed to good health and physical fitness
- Active participants in the democratic process
- Willing to assume responsibility for their actions
- Respectful of the rights and feelings of others
- Proficient in the use of good social skills and proper etiquette
- Respectful of the many cultures that contribute to and make up our world community
- Successful lifelong learners.

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 SSD 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.

Local Measures of Student Performance

Strathmore Union Elementary School District employs multiple measures of student performance to ensure we obtain a complete and comprehensive profile for each of our students. Along with state-level assessments, students also engage in a variety of local assessments to provide teachers and administrators with current and consistent information pertaining to the progress each student is making throughout the school year.

The first step taken to facilitate this process is the use of the data disaggregation services of EduSoft. This web-based computer program allows all state testing information to be entered into a database along with local testing scores and information. Local testing information entered into the database includes all language arts benchmarks, and can be expanded to include mathematics and content area benchmarks. This allows teachers and administrators to get up-to-date information on a student's progress towards mastery of the California state content standards. This system also allows us to disaggregate data according to grade level, ethnicity, program participation, etc., thus allowing us to assess our strengths and weaknesses as a school and/or district. Lastly, having multiple measures reported in a common program allows for a basis of comparison to determine if in fact our benchmark testing and state-level testing results correlate for our individual students and grade levels. This gives feedback as to whether our benchmarks are adequately aligning state standards.

Examples of local assessments given within our district include:

- Benchmark Testing – all students in the district participate in standardized, grade-level appropriate Language Arts and Mathematics benchmark testing throughout the school year. Additionally, students at the fifth through eighth grade level also participate in content area benchmark testing. The results of these tests are reported to parents and the administration by way of standards-based report cards and EduSoft.
- Grades – students receive grades in each subject area and these grades are reported on a standards-based report card that measures not only overall class performance, but also level of mastery of each state standard within that content area. At the fifth through eighth grade level, these grades are entered into a web-based software program where teachers must link each assignment to the appropriate standard. This program then generates a standards based report card, in addition to, a progress report detailing each student's assignments and corresponding grades earned on those assignments.
- Reading Level scores – at the primary level, Oral Reading Fluency Checks are conducted to chart a student's progress throughout the school year. In addition, Language Arts Reading Benchmark Assessments are given to all students K-4. At the fifth through eighth grade level each student is tested through the STAR portion of Accelerated Reader and obtains a reading level. In addition, Oral Reading Checks will begin during the 2010-11 school year. Then throughout the school year, including at the conclusion of each trimester, the student is reassessed to determine the amount of progress being made.

Additional measures of student performance reported at each school site and to the district superintendent and board members include:

- Attendance – students are required to meet minimum attendance requirements in order to pass to the next grade level. Students in danger of not meeting this requirement are informed, meet with the district superintendent, and if necessary are referred to the School Attendance Review Board (SARB).
- Disciplinary Referrals – students must meet behavior requirements including not exceeding an established number of disciplinary referrals throughout the school year.

Through the use of each of these measures individually and collectively, we are able to obtain a complete picture of a student's current instructional needs, as well as, a longitudinal view of that student as he/she progresses through the grade levels. Because our benchmark testing, grades, and Accelerated Reader scores are computerized reporting measures, we also have the ability to further disaggregate data to determine groups of students failing to meet certain criteria. The district is then able to provide appropriate interventions and remediation to students that have failed to meet state standards and/or are not reading at a grade-level appropriate level.

Performance Goal 1A:

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

School Goal 1A: (Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages)	
All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics by 2013 – 2014	
Student groups and grade levels to participate in this goal: All Student groups and grade levels will participate in this goal	Anticipated annual performance growth for each group: Anticipated annual performance growth for each group will be set by the State
Means of evaluating progress toward this goal: based on whether or not students meet overall, as well as, subgroup goals as set by the State.	Data to be collected to measure academic gains: STAR results AYP Results API Results

Planned Improvement in Student Performance in Reading

Description of specific actions to improve student achievement in Reading and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <p>At SUESD alignment of curriculum, instruction and materials to content and performance standards is ensured through the process of adopting a standards-based curriculum and extensive professional development covering the implementation of that curriculum. In addition, teachers receive training on effective instructional techniques and meet in grade-level and department teams to align their curriculum for the year. Teachers go through a process of standards mapping, which includes examining their grade-level standards and outlining a plan to ensure they are all taught during the course of the year.</p>	<p>Teachers / Ongoing</p> <p>Principals / Ongoing</p> <p>Academic Coach/Ongoing</p>	<p>Language Arts and Math Curriculum</p> <p>Training on new curriculum</p> <p>Substitutes for teacher release time</p>	<p>\$21,930</p> <p>\$50,000</p> <p>\$3,000</p>	<p>General Fund IMRP</p> <p>State Lottery</p> <p>SFSF</p> <p>Title 1</p>
<p>2. Use of standards - aligned instructional materials and strategies:</p> <p>Teachers ensure state standards are posted in every classroom, at least during the lesson, for students to see and make explicit reference to the standards being taught in their daily lesson plans. Throughout the year, the principal monitors that standards-based materials and strategies are used through examining lesson plans, observing classroom lessons and analyzing student assessment data. If weaknesses are observed in any of these areas, the principal then provides opportunities for teachers and/or paraprofessionals to receive additional professional development.</p>	<p>Teachers / Ongoing</p> <p>Principals / Ongoing</p> <p>Instructional Aides / Ongoing</p>	<p>Substitutes for teacher release time</p> <p>Training</p> <p>Academic Coach</p>	<p>\$2,000</p> <p>\$5,000</p> <p>\$70,500</p>	<p>General Fund Title II</p> <p>Title 1 ARRA</p> <p>Title III</p> <p>Title 1 EIA</p> <p>SFSF</p>
<p>3. Extended learning time:</p> <p>Learning time is extended through the after-school HEART program, which operates on the K - 8 campuses and provides tutoring in both reading and mathematics. Learning time is further extended through after-school tutoring by classroom teachers, summer school and other district intervention programs.</p> <p>The district also has an extended block period for both reading/language arts, and math. Additional language development time is also given for English language learners.</p>	<p>Teachers and Administrators / Summer and other interventions</p> <p>Teachers/Ongoing</p>	<p>Staff</p>	<p>\$15,000</p>	<p>Migrant</p> <p>General Fund</p> <p>Title 1 ARRA</p>

Description of specific actions to improve student achievement in Reading and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <p>Each classroom is maintained with a minimum of 3 per class including appropriate software to increase reading success. In addition, a computer lab operates at each campus. Additional technology including listening centers are also used as necessary.</p> <p>Accelerated Reader software is used at the K through 8th grade level to supplement reading/language arts curriculum and to provide reading levels for each individual student.</p> <p>SUESD will continue to support, update and improve technology through fiber optics (to increase bandwidth) for 2010-11 and cabling/network electronics for the following school year</p>	<p>Technology Committee / Annually</p> <p>Administration / Ongoing</p> <p>Teachers/Daily</p>	<p>Computers/ Peripherals / Internet Connections</p> <p>Software</p> <p>Accelerated Reader</p>	<p>\$35,000</p> <p>\$12,000</p> <p>\$10,000</p> <p>\$5,000</p>	<p>General Fund</p> <p>Lottery</p> <p>Microsoft Voucher</p> <p>EETT/ARRA</p> <p>Title I/ARRA</p> <p>SFSF</p> <p>School Library Grant</p>
<p>5. Staff development and professional collaboration aligned with standards - based instructional materials:</p> <p>All teachers receive inservice training on adopted materials at the time of adoption, as well as, ongoing training as necessary. Each Monday, teachers meet in grade-level teams to collaborate, plan lessons, design instruction and analyze data. Additionally, teachers are given professional release time to meet in grade-level and department teams to outline their instruction to ensure all standards are mastered during the school year.</p> <p>New teachers participate in BTSA, with activities focused on standards based instruction, and struggling teachers are referred to PAR to receive additional training and mentoring.</p> <p>Class size reduction training is mandated to K-3 teachers. This training includes: individualized instruction; effective teaching, including classroom management in smaller classrooms; identifying and responding to student needs; and developing opportunities to build on the individual strengths of pupils.</p>	<p>Teachers / Ongoing</p> <p>New Teachers / First 2 years of hiring</p> <p>Teachers / As referred</p>	<p>Consultants & Presenters</p> <p>Professional Development</p> <p>BTSA and substitutes for teacher release time</p> <p>PAR training</p> <p>Academic Coach</p>	<p>\$5,000</p> <p>\$20,000</p> <p>\$3,000</p> <p>\$4,550</p> <p>Previously Referenced</p>	<p>General Fund</p> <p>Title I / II / III</p> <p>EIA</p> <p>SFSF</p>
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>Parents are encouraged to participate in PTO, Back to School/Open House nights, Reading reward program (Book-it), SSC, ELAC/DELAC, GATE DAC, Parent-Teacher-Student Conferences, and Family Math, Science, and Literature nights. To encourage participation in these and other events, all notices are distributed in both English and Spanish and a Parent Liaison, a Migrant Parent Liaison, and a Family Services Worker are all used to make phone calls and home visits. In addition, a monthly newsletter is sent home to all parents in both English and Spanish. NTI Connect Ed was also implemented to improve school parent communication.</p>	<p>Teachers / Ongoing</p> <p>Committees / Monthly</p> <p>Parent Liaison & Family Services Worker/ Ongoing</p>	<p>Teachers</p> <p>Parent Liaison</p> <p>Program Director</p>	<p>\$7,000</p> <p>\$25,000</p> <p>\$5,000</p>	<p>School Library Improvement Block Grant</p> <p>General Fund</p> <p>State Preschool Funds</p> <p>Title I</p> <p>EIA</p>

Description of specific actions to improve student achievement in Reading and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>Auxiliary services provided to students who qualify include the following: Intensive Reading Tutoring provided by one certificated teacher in the learning lab, the Resource Specialist, and four aides; regular Resource Specialist Program, and regular Speech services. Strathmore Elementary offers the Homework Enrichment Acceleration Recreation Teamwork (HEART) after-school program, focusing on raising literacy and numeracy learning levels and assuring positive academic and social outcomes, for children (grades K-8) and families in our community. In addition, they also have grade level after school tutoring for students needing extra help in a specific standard. Also a Migrant paraprofessional is placed, based on the Migrant Student Needs Assessments, within specific classrooms to support Priority For Service (PFS) students (students who have moved within the last year and are failing or are in danger of failing the rigorous state academic standards). The District also provides summer and other intervention classes for Migrant students, English Language Learners (ELLs), and remedial students who did not achieve a 2.0 Grade Point Average (GPA) on their report cards and/or mastery of grade level standards.</p>	<p>Learning Lab Staff / Daily</p> <p>Teachers / Winter, Summer and Other Interventions</p> <p>HEART Staff / Daily</p> <p>Migrant / Daily</p>	<p>Learning Lab</p> <p>Staff</p> <p>Migrant</p>	<p>\$115,000</p> <p>(Previously referenced)</p>	<p>General Fund</p> <p>Title I</p> <p>Title III</p> <p>Economic Impact Aid</p> <p>Migrant</p> <p>School Library Grant</p>
<p>8. Monitoring program effectiveness:</p> <p>The district board and administration will fully support the Public School Accountability Act and will participate in all phases of the state's standards based assessment system. The District will maintain and annually revise a Single School District Plan.</p> <p>Our program is continually monitored through the process of administering a needs assessment to our staff, parents, and students. The results of these surveys along with data ascertained by state-testing and local assessment measures allows us to determine the strengths and weaknesses of our students, curriculum, and instruction, as well as, the needs of our population.</p> <p>Our program is additionally monitored by examining student performance on benchmark tests and determining if a correlation exists between their scores on local benchmarks and state-level testing.</p>	<p>School Board / Ongoing</p> <p>Administration / Ongoing</p>	<p>No Extra Cost</p> <p>Edusoft</p> <p>Staff</p>	<p>\$35,000</p>	<p>General Fund</p> <p>Title I</p> <p>EIA</p>
<p>9. Targeting services and programs to lowest - performing student groups:</p> <p>To enable Underperforming students (all students scoring under the 50th percentile or not reaching Basic proficiency) to meet standards, the district provides several services such as daily interventions conducted by the students' teachers, a Learning Lab where student are pulled out for individualized and small group instruction in reading, modifications in the regular classroom as designated by a student's IEP, the hiring of instructional aides to work directly with students in their classrooms, and an in-school tutoring program that provides one-on-one assistance.</p> <p>SUES also offers the use of their facilities, including bus and cafeteria service, to provide an after-school HEART program, which affords students in Kindergarten through eighth grade additional instructional and tutoring time in literacy and numeracy.</p> <p>Additional services provided also include a district Summer School for students below the 50th percentile, below Basic proficiency, or scoring a 1-3 on the CELDT. To benefit students SUES participates in class size reduction for grades K-3.</p>	<p>Learning Lab Staff / Daily</p> <p>Teachers / Winter, Summer and other Intercessions</p> <p>Instructional Aides / Winter, Summer and other Intercessions</p>	<p>Staff</p>	<p>(Previously referenced)</p> <p>\$10,000</p> <p>\$40,000</p>	<p>Title I</p> <p>EIA</p> <p>Jobs Bill ARRA</p>

Description of specific actions to improve student achievement in Reading and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>10. Any additional services tied to student academic needs:</p> <ul style="list-style-type: none"> Identifies core programs currently in place and describes current levels of adoption Describes intervention materials currently in place for students working below grade level, including K-8 strategic intervention materials for students working 1-2 years below grade-level standards and intensive intervention classes and materials for students working more than 2 years below grade level Describes materials for English learners and students with disabilities (e.g., ancillary materials and strategies to help students access the curriculum) <p>SUESD adopted and purchased new math curriculum in the spring of 2008 for grades K thru 8. Implementation began in the 2008-2009 school year. Harcourt Brace was adopted in grades K thru 5, and McDougal Littell in grades 6 thru 8. Both of these Mathematics Curricula are on the SBE 2008 adoption list.</p> <p>One important component included in both Mathematics Curricula was the inclusion of Intervention materials embedded into the regular curriculum. In addition to the publisher offered intervention materials, we use Perfection Learning: Review, Practice and Mastery materials in grades 2nd thru 8th to help bridge the learning gap for students 1-2 years below grade level. As a district we also offer Intensive Intervention math classes for those students who score Far Below Basic, Below Basic and Basic on their previous year's CST's. In addition, Study Island is used for grades 4-8th a Web-based practice, assessment and reporting based on math standards and provides rigorous academic content.</p> <p>Understanding that there is an incredible need to offer Intensive Intervention instruction to our English Learner (EL) population we, again, incorporate the use of the publisher offered EL materials, Perfection Learning materials, and Intensive Intervention classes to help foster success in this specific group of students.</p> <p>Math instruction for students with disabilities is designed to specifically meet the requirements of each individual IEP. Students at the K-4 campus are pulled out for specific instruction at their ability level after collaboration between the RSP teacher and the regular education teacher. The RSP teacher uses the same grade level curriculum, but covers the material at a slower pace. Math instruction for students with disabilities on the 5-8 campus is provided by the RSP teacher and RSP aide in the regular education setting.</p>	<p>Administration / Ongoing</p> <p>Academic Coach / Ongoing</p> <p>All Staff / Ongoing</p> <p>Consultants & Presenters / As needed</p>	<p>Core Math Curriculum</p> <p>Intervention / Supplementary Materials</p> <p>Intervention</p> <p>Learning Lab</p> <p>Professional Development</p> <p>Staff</p> <p>Study Island</p>	<p>Previously Referenced</p> <p>\$40,000</p>	<p>General Fund Instructional Materials Realignment Fund</p> <p>EIA</p> <p>Title 1</p> <p>Title II</p> <p>School Library Grant</p>
<p>11. The plan clearly outlines the district process to adopt and phase in the 2007 mathematics curriculum by fall 2009</p> <p>The SBE published its list of approved publishers for the Mathematics curriculum in November of 2007. Using this list the schools' secretaries called publishers to request samples of their materials. The staffs, and community members, are encouraged to peruse these samples in order to make an educated selection of the materials. The final selection was placed on the SUESD School Board agenda in the spring of 2008, and was adopted. This order was placed and received in July of 2008. The new math curriculum was immediately implemented, district wide, in August of 2008.</p>	<p>Administration / Ongoing</p> <p>Academic Coach / Ongoing</p> <p>All Staff / Ongoing</p> <p>Community Members / Ongoing</p>	<p>Core Math Curriculum</p>	<p>\$450,000</p> <p>Previously Referenced</p>	<p>General Fund (IMRF) EIA</p> <p>State Lottery Title I</p>
<p>12. The plan incorporates the recommendation of the DAIT (Write NA if there are no DAIT recommendations in this area)</p> <p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>	<p>NA</p>

Description of specific actions to improve student achievement in Reading and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>13. The plan addresses the districtwide implementation of the most recent SBE-adopted/standards- aligned materials in ELA:</p> <ul style="list-style-type: none"> Identifies core programs currently in place and describes current levels of adoption Describes intervention materials for students performing below grade-level standards and intensive intervention classes and materials for students working 1-2 years below grade-level standards and intensive intervention classes and materials for students working more than 2 years below grade level. Describes materials for English learners and students with disabilities (e.g. ancillary materials and strategies to help students access the curriculum) <p>SUESD adopted and purchased its current ELA curriculum in the Summer of 2009 for grades K thru 8 and was fully implemented in the 2009-2010 school year. Houghton-Mifflin Reading: California Edition was adopted in grades K thru 5, and Pearson Literature California: Reading and Language, in grades 6 thru 8. Both of these English/Language Arts (ELA) Curricula were on the SBE 2009 adoption list.</p> <p>In addition to the above adoptions, Hampton-Brown High Point was adopted and purchased in the summer of 2004 for our Intensive Intervention and English Learner (EL) classrooms, 4th thru 8th. Hampton-Brown Avenues curriculum was also purchased, adopted and implemented for Intensive Intervention and EL classrooms K thru 4th. Other intervention materials used at SUESD are the Perfection Learning: Review, Practice and Mastery in grades 5th thru 8th grade to help bridge the learning gap for students 1-2 years below grade level. As a district we also offer Intensive Intervention ELA classes for those students who score Far Below Basic, Below Basic and Basic on their previous year's CST's. . In addition, Study Island is used for grades 4-8th a Web-based practice, assessment and reporting based on math standards and provides rigorous academic content.</p> <p>Understanding that there is an incredible need to offer Intensive Intervention instruction to our English Learner (EL) population we, again, incorporate the use of the publisher offered EL materials, Hampton-Brown High Point and Avenues, Perfection Learning, A to Z materials and Intensive Intervention classes to help foster success in this specific group of students.</p>	<p>Administration / Ongoing</p> <p>Academic Coach / Ongoing</p> <p>All Staff / Ongoing</p> <p>Consultants & Presenters / As needed</p>	<p>Core Math Curriculum</p> <p>Intervention / Supplementary Materials</p> <p>Intervention</p> <p>Learning Lab</p> <p>Professional Development</p> <p>Data Works</p> <p>Staff</p> <p>Study Island</p>	<p>Previously Referenced</p>	<p>General Fund (IMRF)</p> <p>State Lottery</p> <p>SFSF</p> <p>Title III</p> <p>EIA</p> <p>Migrant</p> <p>Title I/II</p>
<p>14. The plan outlines a district process to adopt and phase in the 2008 ELA curriculum by fall 2011</p> <p>SUESD adopted and purchased its current ELA curriculum in the Summer of 2009 for grades K thru 8th and was fully implemented in the 2009-2010 school year. Part of the process to adopt and implement the new curriculum was a district team of Administrators and certificated staff members attended the Local Publisher's Faire. Once the team decided on which materials they wanted to examine further, the Principal of both sites contacted the appropriate publishers for samples. From the samples, the curriculum was chosen and sent to the Board for approval.</p>	<p>Administration / Ongoing</p> <p>Academic Coach / Ongoing</p> <p>All Staff / Ongoing</p> <p>Community Members / Ongoing</p>	<p>Core ELA Curriculum</p>	<p>Previously Referenced</p>	<p>General Fund (IMRF)</p> <p>EIA</p> <p>Title I</p> <p>State Lottery</p>
<p>15. The plan incorporates the recommendations of the DAIT (write NA if there are no DAIT recommendations in this area)</p> <p>NA</p>	<p>Based on SUESD's Priority Assistance Index Rank, a DAIT was not required. NA</p>			

Performance Goal 2:

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

School Goal 2: (Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages)	
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.	
Student groups and grade levels to participate in this goal: All limited English proficient students in all grade levels will participate in this goal	Anticipated annual performance growth for each group: Anticipated annual performance growth for each group will be set by the State
Means of evaluating progress toward this goal: based on whether or not students meet all three objectives as set by the State for Title III Annual Measurable Objectives (AMAOs).	Data to be collected to measure academic gains: CELDT results AMAO Results SUESD Catch Up Plan Results

Planned Improvement in Programs for LEP Students and Immigrants (Title III)

Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed)	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
Required Activities				
1. The programs and activities to be developed, implemented, and administered and how the SSD will use these funds to meet all annual measurable achievement objectives described in Section 3122 Bi-literate instructional aides will be hired and trained to provide instruction and tutoring in a Learning Lab designed to provide additional assistance to ELLs. The district will provide intervention programs using scientifically researched curriculum and methods. Supplemental materials and web based programs will be provided to intensify instruction and to make grade level core curriculum more accessible. Such materials include the ESL components of textbooks, realia, visuals, manipulatives, Accelerated Reader etc. Additional professional development relative to ELLs will be offered to administrators, teachers, paraprofessionals and parents.	Learning Lab Staff / Daily Consultants & Presenters / as needed All Staff / Daily	Learning Lab Consultants & Presenters Professional Development Staff Accelerated Reader	\$100,000	Title III/I General Fund Economic Impact Aid (EIA) Migrant

Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed)	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>2. How the SSD 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>The site Principals conduct regularly scheduled staff meetings twice monthly to improve program implementation, and as needed to ensure each ELL's language and academic success. Every six weeks teachers provide the Principal with a formal assessment of student progress in ELD and content areas (Progress Reports at the end of the first six weeks of each Trimester and Report Card data at the end of each Trimester).</p> <p>The Superintendent holds an Administrator's Meeting every Tuesday, at which time assessment results are compiled, analyzed, and then utilized to facilitate program improvements as needed.</p>	<p>Administration / Ongoing</p> <p>Academic Coach / Ongoing</p> <p>All Staff / Ongoing</p>	<p>Edusoft</p> <p>Eagle Aeries</p> <p>Key Data Systems</p>	<p>Previously Referenced</p>	<p>EETT</p> <p>General Fund</p> <p>Title I</p> <p>Economic Impact Aid (EIA)</p>
<p>3. How the SSD will promote parental and community participation in LEP programs</p> <p>The school site notifies the parents/guardians in writing (in a language they can understand) or orally (in a language they can understand if they are unable to understand the written notification) of their child's English and primary language proficiency assessment results and the program placement. The district provides full descriptions of the different educational program choices and of all the educational opportunities available to the student, as well as, descriptions of the educational materials to be used.</p> <p>A monthly newsletter is sent home to all parents in both English and Spanish. NTI Connect Ed was also implemented to improve school parent communication. In addition, the school website also provides information for parents and the community.</p> <p>In addition, the district has a functioning English-Learner Advisory Committee meeting all legal requirements. This committee also serves to facilitate the dissemination of information, program plans, and objectives to parents and the community.</p>	<p>Administration / Ongoing</p> <p>Academic Coach / Ongoing</p> <p>All Staff / Ongoing</p>	<p>Eagle Aeries</p> <p>Key Data Systems</p> <p>NTI</p> <p>SUESD website</p>	<p>7,000</p>	<p>General Fund</p> <p>Title I</p> <p>EIA</p> <p>School Library Grant</p>

Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed)	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. How the SSD will provide high quality language instruction based on scientifically based research (per Sec. 3115(c). The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> - English proficiency - Academic achievement in the core academic subjects <p>At the Kindergarten through fourth grade levels ELLs are placed in self-contained, grade-level classrooms. ELD teachers use the State and District adopted ELD standards-based text and materials and the ESL component of all District adopted textbooks.</p> <p>At the fifth through eighth grade levels ELLs are clustered in grade-level, heterogeneous homeroom classes, which participate in the school's semi-departmentalized program. Bi-literate aides shadow the ELLs through the core curriculum classes to ensure their academic success. Teachers use SDAIE and other appropriate strategies in these classes. The fifth through eighth grade ELLs also attend multi-grade, combination classes based on CELDT level for specific ELD instruction. ELD teachers use the State and District adopted ELD standards-based text and materials to assist ELLs in acquiring English-language proficiency in listening, speaking, reading, and writing.</p> <p>Progression timelines have been established that outline the progress a student should be making towards English acquisition, performance on state-level testing, and performance on benchmark assessments based on their English proficiency level and the time they have been in the ELL program.</p>	<p>Administration / Ongoing</p> <p>Academic Coach / Ongoing</p> <p>All Staff / Daily</p>	<p>State and District adopted ELD standards-based text</p> <p>Supplementary materials</p> <p>Bi-literate aides</p> <p>Professional Development in ELD</p> <p>Administration and Scoring of LAS</p> <p>Administration and Scoring of CELDT</p> <p>Edusoft</p> <p>Eagle Aeries</p> <p>Academic Coach</p>	<p>Previously Referenced</p> <p>\$100,000</p>	<p>General Fund (IMRF)</p> <p>EIA</p> <p>Title I</p>
<p>5. High quality professional development for classroom teachers, principals, administrators, and other school or community - based personnel:</p> <ol style="list-style-type: none"> a. designed to improve the instruction and assessment of LEP children b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited - English - proficient students c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills d. long term effect will result in positive and lasting impact on teacher performance in the classroom <p>The district will provide professional development that is ongoing, continuous, and coordinated to reach specific state standards and/or ELD standards. This training will be provided for administrators, teachers, paraprofessionals, and parents/community members as appropriate. Such activities include county workshops, a wide range of inservices including state adopted curriculum, guest speakers, and conferences.</p> <p>Each professional development activity will be evaluated by administration personnel and participating teachers to ensure its relevance and effectiveness. In addition, site principals will monitor the implementation of the strategies and materials acquired at these activities.</p>	<p>Administration / Ongoing</p> <p>Academic Coach / Ongoing</p> <p>All Staff / Ongoing</p>	<p>Professional Development</p> <p>Administration</p> <p>Staff</p> <p>Consultants & Presenters</p>	<p>\$8,000</p> <p>\$10,000</p>	<p>General Fund</p> <p>Title III/II</p> <p>EIA</p>

Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed)	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
Allowable Activities				
<p>6. Upgrade to program objectives and effective instructional strategies, if applicable</p> <p>Each school site will use all available data including state and local assessments, as well as, teacher observations, student work samples, and the results from needs assessments to evaluate the success of the ELL program. This information will be communicated by the site principals to district administration and the ELAC/DELAC committee and the program will be continually upgraded to ensure our students are reaching maximum potential. Teachers will be provided with ongoing professional development to ensure effective instructional strategies are utilized.</p>	<p>Administration / Ongoing</p> <p>Academic Coach / Ongoing</p> <p>All Staff / Ongoing</p>	<p>Edusoft</p> <p>Eagle Aeries</p> <p>Professional Development</p> <p>Staff</p> <p>Consultants & Presenters</p>	<p>Previously Referenced</p>	<p>EETT</p> <p>Title I/II/III</p> <p>EIA</p>
<p>7. Provide:</p> <p>a. tutorials and academic or vocational education for LEP students and/or</p> <p>b. intensified instruction</p> <p>Each ELL student receives reading/language arts and English Language Development daily. The English Language Development is targeted to their specific level of English proficiency as determined by the CELDT. In addition, the elementary school site operates a Learning Lab that provides pull-out services for small group tutoring to ELLs.</p> <p>ELLs are also offered summer and other intervention opportunities to accelerate their acquisition of English and recoup any academic deficiencies.</p>	<p>Administration / Ongoing</p> <p>Academic Coach / Ongoing</p> <p>Learning Lab Staff / Daily</p> <p>All Staff / Daily</p>	<p>State and District adopted ELD standards-based text</p> <p>Supplementary materials</p> <p>Bi-literate aides</p> <p>Professional Development</p> <p>Staff</p> <p>Learning Lab</p>	<p>Previously Referenced</p>	<p>General Fund (IMRF)</p> <p>EIA</p> <p>Title I/III</p>
<p>8. How programs for English Learners are coordinated with other relevant programs and services</p> <p>School site administrators, district administrators, ELAC/DELAC work closely with other committees and county service personnel to ensure a synchronized program is offered to our ELLs. Some such coordinated services include our Migrant program, which includes writing a service plan each year and annually evaluating the objectives of that plan and the Tulare County Office of Education which provides additional personnel such as a Family Service Worker, School Psychologist, and a Speech Therapist, Parent Liaisons, etc.</p> <p>The services offered by our Academic Coach and Instructional Aides are also coordinated with a Reading Specialist to provide for a seamless and comprehensive program.</p>	<p>Administration / Ongoing</p>	<p>Migrant Liaison</p> <p>School Psychologist</p> <p>Academic Coach</p> <p>Instructional Aides</p> <p>Reading Specialist</p>	<p>\$65,000</p> <p>\$70,000</p> <p>Previously Referenced</p>	<p>Migrant</p> <p>General Fund</p> <p>Medical Billing/MAA</p> <p>EIA</p> <p>Title I/II/III</p>
<p>9. Any other activities designed to improve the English proficiency and academic achievement of LEP children</p> <p>The district will monitor the progress of ELLs by analyzing CELDT, CST, district benchmarks, teacher input, and student work to determine the specific and individual needs of each student. Students are then offered tutoring and intensified instruction relevant to their needs</p>	<p>Administration / Ongoing</p> <p>Academic Coach / Ongoing</p> <p>All Staff / Ongoing</p>	<p>Edusoft</p> <p>Eagle Aeries</p> <p>Staff</p>	<p>Previously Referenced</p>	<p>EETT</p> <p>Title I</p>

Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed)	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>10. Community participation programs, family literacy services, and parent outreach and training activities provided to LEP children and their families -</p> <ul style="list-style-type: none"> To improve English language skills of LEP children; and To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children <p>The district will collaborate with school site councils, ELAC/DELAC to obtain needs assessment results and update the programs and services offered. SUESD will coordinate with CBET, Preschool, and Adult Education programs to offer literacy and parenting classes to parents in our community.</p> <p>Each school site offers various parent activities. Some include: family nights which cover family literacy, family math, and family science, Back to School and Open House nights, and various meetings covering gang prevention and awareness issues. Movie nights are offered to students at SMS for as an alternative from walking on the streets.</p> <p>Parent institutes and conferences relating to English Language Development, ELAC/DELAC training, and GATE are also made available to parents.</p>	<p>Administration / Ongoing</p> <p>Academic Coach / Ongoing</p> <p>All Staff / Ongoing</p>	<p>CBET</p> <p>Child Development Programs</p> <p>Adult Education</p> <p>Parent Conferences</p>	<p>\$40,000.</p> <p>\$1,200.</p> <p>\$10,000.</p> <p>\$700.</p>	<p>General Fund</p> <p>Title I/III/1 ARRA</p> <p>Preschool</p> <p>SFSF</p> <p>IASA Drug Free</p> <p>Child Nutrition</p> <p>School Library Grant</p> <p>TUPE</p>

Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed)	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>11. Efforts to improve the instruction of LEP children by providing for -</p> <ul style="list-style-type: none"> a. The acquisition or development of educational technology or instructional materials b. Access to, and participation in, electronic networks for materials, training, and communication c. Incorporation of the above resources into curricula and programs <p>During the school day all teachers and students have access to technology. Computers are in all classrooms, including Special Education, GATE, ELL, at a minimum of three computers per classroom. In addition, the computer lab can accommodate an entire class and is accessible to all teachers on a sign-up basis. At the fourth through eighth grade sites, the computer lab is also open for any student wanting to use the facility both before and after school. During these times there is always a librarian/computer technician present to assist teachers and/or students.</p> <p>Staff development days focus on research based practices and curriculum aligned to state standards and district objectives. These inservices also focus on addressing diverse student needs, including those of GATE, RSP, and ELL students, student behavior management, and working with families.</p> <p>Technology training including the use of technology to access student assessment information and training on effective implementation of technology into classroom lessons is offered through district personnel and the county office of education.</p> <p>Conferences and institutes that align to district goals and objective are approved for teachers to attend.</p> <p>The administration and the technology committee will monitor staff development by evaluating the extent at which teachers and staff members are progressing in their level of technology proficiency. This will be determined by examining the technology survey teachers complete each year and charting progress. In addition, staff development will be monitored by examining lesson plans and through teacher evaluations to determine the extent to which technology is integrated into their standards based lessons. Administrative staff will also solicit and receive feedback on all staff development workshops and training activities to evaluate their effectiveness and whether they are meeting staff needs.</p>	<p>Administration / Ongoing</p> <p>Academic Coach / Ongoing</p> <p>All Staff / Ongoing</p> <p>Technology Technician / Ongoing</p> <p>Technology Committee / Annually</p>	<p>District Technology</p> <p>Computer Lab</p> <p>Technology Technician</p> <p>Librarian / Computer Lab Technician</p> <p>Staff</p> <p>Consultant s& Presenters</p>	<p>\$100,000</p> <p>\$40,000</p> <p>\$25,000</p>	<p>General Funds</p> <p>ERATE</p> <p>Title I</p> <p>Title I</p> <p>School Library Grant</p>

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

Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed)	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
Required Activities				
<p>1. SSD informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):</p> <ul style="list-style-type: none"> a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement; c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction ; d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child ; e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; h. information pertaining to parental rights that includes written guidance detailing- <ul style="list-style-type: none"> i. the right that parents have to have their child immediately removed from such program upon their request; ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; iii. the SSD assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the SSD. <p>The school site Principal, or designee, notifies the parents/guardians in writing (in a language they can understand) or orally (in a language they can understand if they are unable to understand the written notification) of their child's English and primary language proficiency assessment results and the program placement.</p> <p>Parent outreach and advisory committees hold meetings to provide additional information to parents and review notification procedures and correspondence documents for feedback.</p> <p>English learners with less than reasonable fluency in English are placed in structured English immersion for a period not normally intended to exceed one year. If they have not achieved a reasonable level of English proficiency at the end of the transition period, they may be reenrolled unless the parents or guardians object. English learners with reasonable fluency in English are placed in an English language mainstream classroom.</p> <p>To exit the program, the EL must pass the reclassification requirements as outlined in the ELL Master Plan.</p>	<p>Administration / Ongoing</p> <p>Academic Coach / Ongoing</p> <p>All Staff / Ongoing</p>	<p>Eagle Aeries</p> <p>Professional Development</p>	<p>Previously Referenced</p>	<p>Title I/III</p> <p>EIA</p>

Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed)	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
Required Activities				
<p>ELLs, who are identified as learning disabled students, will be assigned according to their IEP.</p> <p>In a letter to the parents the site Principal informs parents of the Parental Exception Waiver, and advises them to contact the school for more information and waiver procedures.</p> <p>ELLs, whose parents were granted waivers for their children to be in the English-language mainstream program, will continue to receive additional and appropriate services by their teachers to meet both their English-language and their academic needs until such time they are Reclassified as Fluent English Proficient.</p> <p>English learners who have been granted parental exception waivers are offered an alternative program. The English language mainstream program is the only alternative program offered at this time. Should the parents request a different program, they will be allowed to transfer their child to a public school that offers the program of their choice. Should 20 or more students of a given grade level receive parental waivers for the same type of program, the district will provide such a class.</p> <p>Note: Notifications must be provided to parents of students enrolled since the previous school year, not later than 30 days after the beginning of the 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>				

Target Assistance Program (TAS) – Student Information

SSD Parent Notification Failure to Make Progress

If the SSD fails to make progress on the annual measurable achievement objectives, it will inform parents of a child identified for participation in such program, or participating in such program, of such failure not later than 30 days after such failure occurs.

Plans to Provide Services for Immigrants

Please describe the following IF the SSD is receiving or planning to receive Title III Immigrant supplemental funding (per Sec. 3115(e)).	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
Allowable Activities				
1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children. LEA does not receive Immigrant funding				
2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth. LEA does not receive Immigrant funding				
3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth. LEA does not receive Immigrant funding				
4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds. LEA does not receive Immigrant funding				
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. LEA does not receive Immigrant funding				
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. LEA does not receive Immigrant funding				
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. LEA does not receive Immigrant funding				

Focus on other High Priority Students

Describe the following specific activities addressing the use of Title III and/or EIA supplemental funds	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
Allowable Activities				
<p>1. The plan addresses the fundamental learning needs of students with disabilities:</p> <ul style="list-style-type: none"> • Documents presence of or actions taken to provide support for teachers delivering specialized instruction to students with disabilities • Documents presence of, or actions taken to create collaboration among general education and special education teachers by grade level or program. <p>Special Education services are provided to SUESD by the Tulare County Office of Education (TCOE). The following support staff is contracted through TCOE by SUESD:</p> <p>A school psychologist (one and ½ days a week), a fulltime RSP teacher for each campus, a part-time RSP aide, one speech therapist and one hearing impaired specialist. SUESD has also hired its own full time school psychologist who serves all students. SUESD has invested money inservicing certificated and classified staff in the new Response to Intervention (RTI) model. While the K-4 campus utilizes a pull-out RSP program, the 5-8 campus deploys the RSP teacher and RSP aide to support the students with active IEP's in the general education program. Students who are low functioning, but who do not qualify for special-ed services are offered support in the general education program in an unofficial capacity.</p> <p>The K-8 campuses encourage collaboration between the regular education teachers and the special education staff by offering bi-monthly meetings on the 2nd and 4th Mondays with an early-out schedule. The K-4 special education staff utilizes a pull out program specific to the IEP's. The 5-8 special education staff also services the special education students in their regular education setting. The exception being, these students are pulled out for their ELA classes. A special curriculum, Corrective Reading, as well as Hampton Brown's High Point Series is offered as the ELA curricula.</p>	<p>Administration / Ongoing</p> <p>Academic Coach / Ongoing</p> <p>All Staff / Ongoing</p> <p>Special Ed Staff / Ongoing</p>	<p>Academic Coach</p> <p>School Psychologist</p> <p>Professional Development</p> <p>Intervention / Supplementary Curriculum</p>	<p>Previously Referenced</p>	<p>EIA</p> <p>General Fund</p> <p>Title I</p> <p>Medi-Cal Billing/MAA</p> <p>Transportation</p>

Describe the following specific activities addressing the use of Title III and/or EIA supplemental funds	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>2. The plan addresses the fundamental learning needs of other high priority students:</p> <ul style="list-style-type: none"> Documents presence of, or plans to provide, SBE adopted intervention programs, offered as separate, extended period classes, for all students requiring intensive intervention in reading/English- language arts and/or mathematics. Documents presence of, or plans to provide, transitional and support classes for students requiring strategic intervention in reading/English- language arts and/or mathematics <p>All schools within the school district operate on a schoolwide Title I program; therefore all students are classified as high need. Students at the greatest risk and thus targeted for additional assistance include English Language Learners, Migrant students, those having learning disabilities, those with emotional or mental health problems, and those receiving discipline referrals.</p> <p>The following approach is taken to assist those students with the greatest needs:</p> <ol style="list-style-type: none"> Early identification and intervention services with counselors from community based organizations. Outreach programs, coordinated with auxiliary services, for high risk families and students. After school and pull-out activities that focus on academic tutoring, mentoring, athletics, and other positive activities. A referral system for family counseling and support services. Placement and services offered at the Strathmore Community Day School. Parent Education Classes to further educate parents of their child's needs and their parental responsibilities. Student Study Team to analyze the particular needs of individual students especially who may have problems in multiple areas. RTI model to identify students who have special needs. SUESD has also provided Staff Inservices for both Certificated and Classified to help them implement the RTI model. The contracted TCOE school psychologist facilitates the implementation of RTI strategies through weekly Student Study Team (SST) meetings and periodic staff inservicing. 	<p>Administration / Ongoing</p> <p>Academic Coach / Ongoing</p> <p>Preschool Staff / Ongoing</p> <p>All Staff / Ongoing</p> <p>Student Study Team / Ongoing</p> <p>Learning Lab / Ongoing</p> <p>Choices Staff / Ongoing</p> <p>Consultants & Presenters / As needed</p> <p>HEART Staff / Ongoing</p> <p>Parent Liaisons & Family Service Workers / Ongoing</p>	<p>Academic Coach</p> <p>Migrant Staff</p> <p>Learning Lab</p> <p>Consultants & Presenters</p> <p>Parent Liaisons</p> <p>School Psychologist</p> <p>CBET Staff</p> <p>Reading Specialist</p> <p>Librarian & Computer Lab Technician</p> <p>CBET Staff</p> <p>HEART Program</p> <p>Bi-literate Aides</p> <p>Intervention & Supplementary Curriculum</p> <p>Eagle Aeries</p> <p>Edusoft</p> <p>NTI Connect Ed</p>	<p>Previously Referenced</p> <p>\$5,000</p>	<p>EIA</p> <p>Migrant</p> <p>Title III</p> <p>Title I</p> <p>Title II</p> <p>General Fund (GATE)</p> <p>School Library Grant</p> <p>State Lottery</p> <p>ERATE</p>
<p>3. The plan incorporates the recommendations of the DAIT (Write NA is there are no DAIT recommendations in this area.)</p> <p>NA: Based on SUESD's Priority Assistance Index Rank, a DAIT was not required</p>				

Performance Goal 3:

By 2005 - 06, all students will be taught by highly qualified teachers.

Summary of Needs and Strengths for Professional Development

Based on a needs assessment of teacher data for your school/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 SSD]

Strengths	Needs
<p>The board has adopted policy stating hiring requirements and credentialing requirements for SUESD. As of October 2006, 100% of teachers in the district meet the federal definition of highly qualified and are fully credentialed in the state of California.</p> <p>All teachers within the district are CLAD or SB 395 trained and certified. Teachers enrolled must fulfill the requirements as a condition of contract renewal.</p> <p>All teachers were also SB 472 trained (AB 466) in the various textbooks used in the district for Reading, Math and English Language Development. District Principals are were required to complete the three (3) modules of SB 75.</p> <p>The district did participate in both the BTSA program and the PAR program, and collaborates with the county office and the county consortium to provide and support professional development.</p> <p>All teachers that provide instruction to GATE students were extensively inserviced and have participated or will participate in a GATE certification process. SUESD offered a 2 year GATE certification institute in conjunction with the University of Southern California in 2003 -2005. Student achievement data indicates teacher strength in meeting the needs of our GATE student population.</p> <p>Additional training and professional development was offered as a result of analyzing student achievement data. As the data indicates a need for training in a specific subject area all submitted conference requests that fall into these categories are given first priority. Further, all teachers are given release time to participate in local inservice and conference opportunities.</p> <p>Professional development was also targeted at helping teachers acquire properly authorized supplemental credentials, such as Special Education credentials, English Learner credentials, and supplemental authorizations in content areas for fifth through eighth grade teachers.</p> <p>Professional development opportunities are selected based on those topics and formats that have proven to have the greatest positive impact on teachers' ability to accelerate the learning of all students in the lowest performing groups. The SUESD system of professional development is both coherent and differentiated based on teacher effectiveness and assignment. The system focuses on improving student achievement</p>	<p>Student achievement data indicates a need for additional training and professional development in the areas of reading and math, in particular the ability to meet the needs of low-achieving students in these areas. As part of a district commitment to training in these areas all submitted conference requests that fall into these categories are given first priority. In addition, all teachers are given release time to participate in local inservice and conference opportunities.</p> <p>Professional development was targeted at helping teachers acquire properly authorized supplemental credentials, such as Special Education credentials, English Learner credentials, and supplemental authorizations in content areas for fifth through eighth grade teachers.</p> <p>Needs assessment data and technology survey results also indicate a need for additional training in technology and the integration of technology into classroom activities. Teachers need further opportunities to learn strategies for using technology to enhance learning for all students in the areas of reading and math.</p>

Strengths	Needs
<p>and resources are concentrated where they are needed most. Successful teachers and principals serve as demonstrators and coaches for those who are less successful. All content related professional development is standards based.</p> <p>To coordinate professional development activities the district superintendent holds administrator meetings every Tuesday, where directors are brought together to review professional development activities and calendars. Some of the coordinated services include EL, GATE, Title I, Special Education, Migrant Education, and district wide professional development activities.</p> <p>The district administration annually reviews data on professional needs based on criteria for highly qualified, a teacher professional development needs survey, teacher evaluations and student progress in relation to State content and academic achievement results. School and district professional goals are then outlined to assist district staff to move forward in achieving proficiency in standards for all students.</p> <p>To further enhance our professional Development Program, teachers are given time to collaborate and focus on coordinating the teaching and assessing of state standards in the various content areas. Teacher collaboration time focuses on selecting benchmark assessments, a joint review of student work on those assignments, and planning for revising, reviewing, reteaching, and achieving mastery of each standard.</p>	

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

School Goal 3: (Should be specific, measurable, and based on conclusions from Analysis of Program Components and Student Data pages)	
By 2005 – 2006, all students were taught by highly qualified teachers.	
Student groups and grade levels to participate in this goal: All Student groups and grade levels will participate in this goal.	Anticipated annual performance growth for each group: Anticipated annual performance target will be to continue to have 100% highly qualified teachers.
Means of evaluating progress toward this goal: Means of evaluating progress toward this goal will be the screening of teacher hires and transfers for the highly qualified status	Data to be collected to measure academic gains: Credential Information School Assignment Information Degree Information NCLB Compliance Information

Planned Improvements for Professional Development (Title II)
(Summarize information from district-operated programs and approved school-level plans)

Descriptions	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 district administration annually reviews data on professional needs based on criteria for highly qualified, a teacher professional development needs survey, and student progress in relation to State content and academic achievement results. School and district professional goals are then outlined to assist district staff to move forward in achieving proficiency in standards for all students. Professional development activities are selected according to staff strengths and needs in relation to student achievement results.</p> <p>All content related professional development are standards based.</p>	Administration / Annually Teachers/Ongoing	Professional Development	Previously Referenced	Title I,II/III EIA EETT General Fund
<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>Professional development opportunities will be selected based on those topics and formats that have proven to have the greatest positive impact on teachers' ability to accelerate the learning of all students in the lowest performing groups. A system of professional development will be designed that is both coherent and differentiated based on teacher effectiveness and assignment. This system will focus on improving student achievement and resources will be concentrated where they are needed most. Successful teachers and principals will serve as demonstrators and coaches for those who are less successful.</p>	Administration / Teachers / Ongoing	No Extra Cost		

Descriptions	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>Student achievement results along with principal observations of daily lessons will determine the professional development needs of individual teachers. Teachers will then receive training in those areas, which show the greatest need and will have the greatest impact on student success. Teacher training is differentiated to address their individual needs and the needs of the student populations in their classroom.</p> <p>All teachers will participate in professional development activities aimed at improving the performance of underachieving student populations and strategies for accelerating their learning. Such activities include training in Corrective Reading, Read Naturally, Rewards (A decoding strategy), High Point by Hampton Brown, and best practices such as Explicit Direct Instruction (EDI).</p>	Teachers / As Needed	GATE Training Professional Development	\$5,000 (Previously Referenced)	GATE
<p>4. How the SSD will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <p>To coordinate professional development activities the district superintendent holds administrator meetings every Tuesday, where directors are brought together to review professional development activities and calendars. Some of the coordinated services include EL, GATE, Title I, Special Education, Migrant Education, and district wide professional development activities</p>	Administration / Weekly	No Extra Cost		
<p>5. The professional development activities that will be made available to teachers and principals and how the SSD will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <p>Teachers will be given time to collaborate and focus on coordinating the teaching and assessing of state standards in the various content areas. Teacher collaboration time will focus on selecting benchmark assessments, a joint review of student work on those assignments, and planning for revising, reviewing, reteaching, and achieving mastery of each standard. The Academic Coach will be used to support teachers in various content areas.</p> <p>Staff development days will focus on learning core research based practices used in the standards based materials in the content areas of most needed improvement. Principals' professional development will focus on leaders' roles in supporting standards implementation, organization and management of continuous improvement, and addressing the diverse needs of students, particularly those in the lowest performing groups in the district.</p>	Teachers / Ongoing	Substitutes for Teacher Release time Academic Coach Staff Development Days	(Previously referenced) No Extra Cost	

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6. How the SSD 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 administration and the technology committee will monitor staff development by evaluating the extent at which teachers and staff members are progressing in their level of technology proficiency. This will be determined by examining the technology survey teachers complete each year and charting progress. In addition, staff development will be monitored by examining lesson plans and through teacher evaluations to determine the extent to which technology is integrated into their standards based lessons. Administrative staff will also solicit and receive feedback on all staff development workshops and training activities to evaluate their effectiveness and whether they are meeting staff needs.</p>	Administration and Technology Committee / Ongoing	No Extra Cost		EETT/ARRA ERATE
<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <p>During the school day all teachers and students have access to technology. Computers are in all classrooms, including Special Education, GATE, ELL, at a minimum of three computers per classroom. In addition, the computer lab can accommodate an entire class and is accessible to all teachers on a sign-up basis. At the fifth through eighth grade site, the computer lab is also open for any student wanting to use the facility both before and after school. During these times there is always a librarian/computer technician present to assist teachers and/or students. In addition, the technology survey will assist in the determination of needs and effectiveness of technology professional development.</p>	Teachers / Ongoing Librarian / Computer Technicians / Daily	Librarians / Computer Technicians	\$60,000	GATE School Library Grant General Fund Title I
<p>8. How the SSD, 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>Under the guidance of the district Superintendent, Principals, the District Projects Director, Teachers, Paraprofessionals, Parents, Community Members, Representatives from various county organizations, and Students meet as part of regularly scheduled advisory committee meetings and have input as to the planning of professional development and preparation of the SSD plan and other school and district level plans.</p>	Various Committee Members / As scheduled	No Extra Cost		

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. How the SSD will provide training to enable teachers to:</p> <ul style="list-style-type: none"> • Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; • Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; • Involve parents in their child's education; and • Understand and use data and assessments to improve classroom practice and student learning. <p>Weekly teacher collaboration time is scheduled and focuses on selecting benchmark assessments and coordinating instruction to achieve mastery of grade-level standards. Teachers' meetings are also held twice monthly to provide current assessment results and training on curriculum and instructional strategies.</p> <p>Staff development days focus on research based practices and curriculum aligned to state standards and district objectives. These inservices also focus on addressing diverse student needs, including those of GATE, RSP, and ELL students, student behavior management, and working with families.</p> <p>Technology training including the use of technology to access student assessment information and training on effective implementation of technology into classroom lessons is offered through district personnel and the county office of education.</p> <p>Conferences and institutes that align to district goals and objective are approved for teachers to attend.</p>	Teachers / Weekly and Monthly	Professional Development	(Previously referenced)	
<p>10. How the SSD will use funds under this subpart to meet the requirements of Section 1119:</p> <p>The district works in conjunction with local colleges, universities and the Tulare County Office of Education to assist teachers who are not fully credentialed to enter into an intern program and complete the necessary requirements. The district salary schedule also allows for incentives for continuing education by earning additional college credits and advanced degrees. In addition, the district participates in BTSA as part of its induction plan for new teachers.</p> <p>The district also works with the local junior colleges, including Porterville College and College of the Sequoias to provide advising and counseling services to paraprofessional regarding the obtainment of their A.A. degree.</p> <p>Title II funds will be used for support provider and mentor compensation and for release time for support providers and new teachers to complete formative assessment activities and to attend professional development or observe veteran teachers.</p>	Teachers and Paraprofessionals not meeting requirements of NCLB / Ongoing	Professional Development Support Provider Substitutes for teacher release time	(Previously Referenced) District will reserve at least 5% to help teachers and aides meet qualifications as outlined by NCLB	Title II Title I General Fund

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>11. The plan prioritizes the professional development needs of all mathematics teachers</p> <ul style="list-style-type: none"> Documents the percent of mathematics teachers who have completed the AB 466/SB 472 training (40 hour institute and 80 hour practicum) in the most recent curriculum adopted by the district. Documents schedule to provide all mathematics teachers with SB 472 training (plus the 80 hour practicum) in the newly adopted mathematics curriculum. <p>Due to its Program Improvement status SUESD adopted, purchased and implemented the McDougal-Littel math series at the 6-8 campus in 2005-2006. All math teachers were AB 466 trained as well. With the 2008-2009 implementation of the new math curricula, SUESD offered SB 472 training for all K-5 certificated staff during 2008 Winter Break and offered SB 472 training for the 6-8 certificated staff during Summer 2009.</p> <p>The remainder of the K-5 staff who were not able to attend the current SB 472 training will be encouraged to attend future scheduled trainings.</p> <p>Math SB 472 SES: 21 Total Math Teachers with 17 trained = 81% SMS: 7 Total Math Teachers with 7 trained = 100% CDS: 1 Total Math Teacher with 1 trained = 100%</p>	<p>Administration / Ongoing</p> <p>Academic Coach / Ongoing</p> <p>All Staff / Ongoing</p> <p>TCOE Staff / Ongoing</p>	<p>Core Mathematics Curriculum</p> <p>Academic Coach</p> <p>Professional Development</p>	<p>Previously Referenced</p>	<p>General Fund (IMRF)</p> <p>EIA</p> <p>State Lottery</p> <p>Title I/II</p>
<p>12. The plan prioritizes the professional development needs of all ELA teachers:</p> <ul style="list-style-type: none"> Documents the percent of ELA teachers who have completed AB 466/SB 472 training (40 hours institute and 80 hours practicum) in the most recent curriculum adopted by the district. Documents steps to provide SB 472 training to all ELA teachers who have not yet completed the institute and/or practicum in the currently adopted curriculum. <p>New ELA/ELD Curriculum was adopted during the Summer of 2009. Implementation will begin during the 2009 – 2010 school year. As soon as the necessary funds become available from the state, SUESD will move forward in procuring the necessary SB 472 training for all certificated staff, K-8.</p> <p>ELA SB 472 No training offered for current adoption as of yet.</p>	<p>Administration / Ongoing</p> <p>Academic Coach / Ongoing</p> <p>All Staff / Ongoing</p> <p>TCOE Staff / Ongoing</p>	<p>Core ELA Curriculum</p> <p>Academic Coach</p> <p>Professional Development</p>	<p>Previously Referenced</p>	
<p>13. The plan prioritizes the need for all teachers of English Learners to complete SB472 English Learner Professional Development (ELPD) after completing the initial 40 hour SB 472 institute</p> <p>SUESD offered SB 472 training in ELPDI for all K-8 certificated staff during 2009 Summer Break.</p> <p>ELPDI SB 472 K - 6: 28 Total ELD Teachers with 22 trained = 79% 7 - 8: 7 Total ELD Teachers with 3 trained = 43%</p>	<p>Administration / Ongoing</p> <p>Academic Coach / Ongoing</p> <p>All Staff / Ongoing</p> <p>TCOE Staff / Ongoing</p>	<p>Core EL Curriculum</p> <p>Academic Coach</p> <p>Professional Development</p>	<p>Previously Referenced</p>	
<p>14. The plan incorporates the recommendations of the DAIT (Write NA if there are no DAIT recommendations in this area).</p> <p>N/A</p> <p>Based on SUESD's Priority Assistance Index Rank, a DAIT was not required.</p>				

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>15. The plan addresses the professional development needs of all administrators:</p> <ul style="list-style-type: none"> • Documents percent of administrators who have completed AB 75/430 training (institute and practicum) in the most recent curricula adopted by the district. • Documents steps to provide AB 430 training for all administrators who have not completed the institute and or practicum. • Documents steps to provide administrators with training on the implementation of English learner programs, e.g., Specially Designed Academic Instruction in English (SDAIE) • Documents steps to provide administrators with training on the implementation of programs for students with disabilities, e.g. Response to Intervention (RTI) <p>In 2007 SUESD provided AB75/AB 430 training to all site administrators. Both site administrators, during this time period, did complete the AB 75/AB 430 institute.</p> <p>Currently the K-4 site administrator holds a CLAD credential. The 5-8 site administrator has a certificate of completion for the EL SDAIE training</p> <p>The Middle School administrator has had numerous inservices on implementation of the new RTI model, as well as through weekly Professional Learning Community (PLC) meetings with both the county and district psychologists.</p>	<p>Administration / Ongoing</p> <p>TCOE Staff / Ongoing</p>	<p>Professional Development</p>	<p>\$4,000</p>	<p>General Fund</p>
<p>16. The plan incorporates the recommendations of the DAIT (Write NA is there are no DAIT recommendations in the area)</p> <p>N/A</p> <p>Based on SUESD's Priority Assistance Index Rank, a DAIT was not required.</p>	<p>Based on SUESD's Priority Assistance Index Rank, a DAIT was not required.</p>			

Performance Goal 4:

All students will be educated in learning environments that are safe, drug - free, and conducive to learning.

Environments Conducive to Learning (Strengths and Needs)

Please provide a list of the SSD'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 SSD's strengths and needs regarding student barriers to learning (e.g., attendance, mobility, and behavior).

Strengths	Needs
<p>The district has a clearly outlined vision for a positive school learning environment and a strategic plan as outlined by the School Safety Plans for each school site. This also includes well defined emergency procedures and opportunities for practice drills.</p> <p>The district has a strongly enforced and well publicized, progressive discipline policy.</p> <p>A variety of school and county support services are available to create and maintain a positive and safe learning environment. This includes CHOICES, Kawanis, Student Council, Gang Prevention, a school psychologist, ATOD&V curriculum and health curriculum provided by the school nurse.</p> <p>Administrators and staff support the idea that emotional, psychological and social needs of students are intrinsically related to academic achievement and promote this approach when making decisions affecting each school site.</p> <p>Parents are provided with regular information through the "District Rights and Responsibilities", through district newsletters, the district website, and through parent meetings at both school sites. SUES also has parent meetings covering gang prevention and gang awareness and is open to all parents.</p> <p>The facilities are well maintained and classrooms have been modernized to facilitate learning. In addition, video cameras are installed on both campuses to increase safety for all students, as well as, to maintain the campus environment.</p> <p>Activities such as extracurricular and social skills curriculum are in place to aid in the social development of our students.</p> <p>A community day school has been established as an alternative placement for our high risk students.</p>	<p>Parents need to be more involved at the school site level. Gang awareness and prevention workshops are offered, but parent attendance is poor.</p> <p>Curriculum will continue to be implemented on the topic of bullying and teasing to ensure all students feel safe at school.</p> <p>Additional opportunities for students to participate in decision making, program development, and leadership opportunities among their peers needs to be established.</p> <p>Additional extracurricular and community based activities need to be established to give students activities to participate in after school and deter behavior problems including the use of drugs and alcohol.</p>

Environments Conducive to Learning (Activities)

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

Activities
<ul style="list-style-type: none"> • A school safety plan has been established at each school site. • Well defined emergency procedures and opportunities for practice drills exist at all school sites. • Each site uses the services of CHOICES, Kawanis, Student Council, Gang Prevention personnel, a school psychologist, ATOD&V curriculum, and health curriculum provided by the school nurse. • A range of school programs operate within the district including an after school homework and enrichment program, tutoring, after school sports, choir, band, CHOICES, and student council. • A strongly enforced and well publicized, progressive discipline policy is in place. • The school site council provides funds for students and staff to attend leadership activities outside of school hours. • Parents are provided with regular information through the "District Rights and Responsibilities", through district newsletters, the district website, and through parent meetings covering gang prevention and gang awareness. • Student attendance is monitored and students are referred to SARB when necessary.

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 SSD's strengths and needs related to preventing risk behaviors.

Strengths	Needs
<p>There is ongoing data collection on ATODV through the California Healthy Kids Survey. Additional information is also kept regarding attendance and discipline problems.</p> <p>A safe school plan has been created at each school site.</p> <p>Technology upgrades in communication and monitoring have been completed, including administrative cell phones, direct connect phone to aides, campus video cameras, NTI Connect Ed (Notification Technology: a mass notification service) and a school wide broadcast system.</p> <p>A variety of school and county support services are available to create and maintain a positive and safe learning environment. This includes CHOICES, Gang Prevention, a school psychologist, ATOD&V curriculum, and health curriculum provided by the school nurse.</p>	<p>Teacher training in strategies for integrating ATOD education into the curriculum at all levels needs to be enhanced.</p> <p>Materials and lessons addressing bullying and teasing need to be addressed more aggressively.</p> <p>A stronger transition program from the K - 4 campus to the 5 – 8 campus and from the 5 – 8 campus to high school needs to be established.</p> <p>Youth development projects such as service learning, advocacy projects, peer programs, etc. need to be created.</p>

Performance Goal 4:

All students will be educated in learning environments that are safe, drug - free, and conducive to learning.

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

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

The SSD 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: 2008-2009 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used <u>Smokeless tobacco</u> will be less than 15% biennially:	5th: 0% 7th: 1%	5th: 15% 7th: 15%
The percentage of students that have ever used <u>cigarettes</u> will be less than 15% biennially:	5th: 4% 7th: 14%	5th: 15% 7th: 15%
The percentage of students that have used <u>cigarettes</u> within the past 30 days will be less than 15% biennially :	5th: 4% 7th: 4%	5th: 15% 7th: 15%
The percentage of students that have ever used <u>Marijuana</u> will be less than 15% biennially:	5th: 0% 7th: 5%	5th: 15% 7th: 15%
The percentage of students that have used <u>Marijuana</u> within the past 30 days will be less than 15% biennially :	5th: 0% 7th: 3%	5th: 15% 7th: 15%
The percentage of students that have ever used <u>Alcohol</u> will be less than 15% biennially:	5th: 64% 7th: 20%	5th: 15% 7th: 15%
The percentage of students that have used <u>Alcohol</u> within the past 30 days will be less than 15% biennially :	5th: 21% 7th: 14%	5th: 15% 7th: 15%
The percentage of students that have ever used <u>Inhalants</u> will be less than 15% biennially:	5th: 4% 7th: 8%	5th: 15% 7th: 15%
The percentage of students that <u>feel very safe</u> at school will be greater than 50% biennially:	5th: 38% 7th: 36%	5th: 50% 7th: 50%
The percentage of students that have been afraid of being beaten up during the past 12 months will be less than 15% biennially: (This question is no longer on the 5 th grade survey.)	5th: NA% 7th: 25%	5th: 15% 7th: 15%

Truancy Performance Indicator		
The percentage of students who have been <u>truant</u> will be less than 15% biennially: 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.	15%	26.4%
Protective Factors Performance Measures from the California Healthy Kids Survey	Most recent date: March 26, 2009 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that report <u>high levels of caring relationships</u> with a teacher or other adult at their school will be greater than 50% biennially:	5th: 58% 7th: 57%	5th: 50% 7th: 50%
The percentage of students that report <u>high levels of high expectations</u> from a teacher or other adult at their school will be greater than 50% biennially:	5th: 42% 7th: 73%	5th: 50% 7th: 50%
The percentage of students that report <u>high levels of opportunities for meaningful participation</u> at their school will be greater than 50% biennially:	5th: 13% 7th: 38%	5th: 50% 7th: 50%
The percentage of students that report <u>high levels of school connectedness</u> at their school will be greater than 50% biennially:	5th: 67% 7th: 75%	5th: 50% 7th: 50%

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 (Process to Collect Data)	Performance Indicator Goal	Baseline Data
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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.

Program 1	
Science Based Program Name:	Botvin's Life Skills Training
Program ATODV Focus:	ATODV
Target Grade Levels:	6-8
Target Population Size:	250
Purchase Date:	May 03
Staff Training Date:	Fall 03
Start Date:	Fall 03
Program 2	
Science Based Program Name:	Too Good for Drugs
Program ATODV Focus:	ATODV
Target Grade Levels:	K-5
Target Population Size:	600
Purchase Date:	May 03
Staff Training Date:	Fall 03
Start Date:	Spring 04

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

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

Activities	Program ATODV Focus	Target Grade Levels
<input checked="" type="checkbox"/> After School Programs		K-8th
<input checked="" type="checkbox"/> Conflict Mediation/Resolution		
<input checked="" type="checkbox"/> Early Intervention and Counseling		K-8th
<input checked="" type="checkbox"/> Environmental Strategies	ATODV	4-8
<input checked="" type="checkbox"/> Family and Community Collaboration		K-8th
<input type="checkbox"/> Media Literacy and Advocacy		
<input checked="" type="checkbox"/> Mentoring		K-8th
<input type="checkbox"/> Peer - Helping and Peer Leaders		
<input checked="" type="checkbox"/> Positive Alternatives	ATODV	4-8
<input type="checkbox"/> School Policies		
<input checked="" type="checkbox"/> Service - Learning/Community Service		K-8th
<input type="checkbox"/> Student Assistance Programs		
<input checked="" type="checkbox"/> Tobacco - Use Cessation		K-8th
<input checked="" type="checkbox"/> Youth Development Caring Schools Caring Classrooms	ATODV	4-8
<input type="checkbox"/> 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.

Program 1
Promising Program Name: Program ATODV Focus: Target Grade Levels: Target Population Size: Purchase Date: Staff Training Date: Start Date:
Program 2
Promising Program Name: Program ATODV Focus: Target Grade Levels: Target Population Size: Purchase Date: Staff Training Date: Start Date:
Program 3
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.

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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 SSD's analysis of CSS, CHKS, and CSSA data related to why the LEA selected these programs and activities for implementation.

The district will implement the following programs: Too Good for Drugs and Botvin's Life Skills Training. These programs were selected in conjunction with the Tulare County consortium after an extensive review and analysis of local data to determine the best programs to meet the needs of our students.

Too Good for Drugs was selected for the K - 5 grade levels after reviewing the Healthy Kids Survey Reports and school discipline records. School personnel were concerned about (1) academic performance, since a high percentage of our students fall below the 50th percentile in math and reading, and (2) the behavior of our students at school and in the community. A concern for these issues clearly exists, as does a concern regarding students' motivation toward learning and positive peer relationships. Too Good for Drugs matched our needs in all of these areas since this program focuses on building "caring communities of learners," raising academic achievement levels, and decreasing ATOD use.

The Botvin's Life Skills Training was selected for the 6 - 8 grade levels after reviewing the Healthy Kids Survey Reports, school discipline records, and administrator/teacher input on important student issues. The Life Skills program was selected because it aligned with current needs at the 6 – 8 levels. The Life skills program consists of three major components that cover the critical domains found to promote drug use. Research has shown that students who develop skills in these three domains are far less likely to engage in a wide range of high risk behaviors. The three components include: (1) Drug Resistance Skills, which enable students to recognize and challenge common misconceptions about tobacco, alcohol and other drug use, (2) Personal Self-Management Skills, which teach students how to examine their self-image and its effects on behavior; set goals and keep track of personal progress; identify everyday decisions and how they may be influenced by others; analyze problem situations, and consider the consequences of each alternative solution before making decisions; reduce stress and anxiety, and look at personal challenges in a positive light, and (3) General Social Skills, which teach students the necessary skills to overcome shyness, communicate effectively and avoid misunderstandings, initiate and carry out conversations, handle social requests, utilize both verbal and nonverbal assertiveness skills to make or refuse requests, and recognize that they have choices other than aggression or passivity when faced with tough situations.

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

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

The district conducted the California Healthy Kids Survey which began in the 1998-1999 school year and continues to do so every other year as required. As ATVOD curriculum is introduced and taught to students in the district, they will complete pre/post test to assess changes in knowledge, attitude, and intentions to use ATOD and participate in violent acts. A needs assessment will be administered each year to staff and parents regarding ATOD and all other district programs. We will also continue to ask our local enforcement agency and county personnel to provide information they may know concerning ATODV. These agencies will provide assistance in identifying the needs of students, parents, families, and the community in general.

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

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

Data Collection

- Baseline CHKS data was collected during the 1998-1999 school year and progress data is collected in subsequent years.
- Prevention and Life skills curriculum was purchased in conjunction with the Tulare County Office of Education.
- County staff will make the curriculum and training available and the district will began implementation in the 2003-2004 school year.
- Before each series of lesson pre-test information will be collected regarding ATVOD knowledge, attitudes, and intentions.
- After each series of lesson post-test information will be collected regarding changes in ATVOD knowledge, attitudes, and intentions.
- Staff and parents will complete a needs assessment each year.

Reporting

- The Tulare County Office of Education will disseminate information regarding results of the CHKS to each school site principal.
- This information will be presented to the local school board by June 1st.
- A summary of the report will be made available to parents and community members through district newsletters and the district website.

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

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

All schools within the school district operate on a schoolwide Title I program; therefore all students are classified as high need. Students at the greatest risk and thus targeted for additional assistance include English Language Learners, Migrant students, those having learning disabilities, those with emotional or mental health problems, and those receiving discipline referrals.

The following approach is taken to assist those students with the greatest needs:

- (1) Early identification and intervention services with counselors from community based organizations
- (2) Outreach programs, coordinated with auxiliary services, for high risk families and students
- (3) After school and pull-out activities that focus on academic tutoring, mentoring, athletics, and other positive activities
- (4) A referral system for family counseling and support services
- (5) Placement and services offered at the Strathmore Community Day School.
- (6) Parent Education Classes to further educate parents of their child's needs and their parental responsibilities.
- (7) Student Study Team is used to analyze the particular needs of individual students especially who may have problems in multiple areas.

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

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

The district operates as part of a consortium for school districts in Tulare County. The County Office of Education provides curriculum, training, and support staff personnel as part of this consortium.

SUESD receives funds under TUPE grades 4-8 entitlement based formula grants. These funds are used to receive services under the above mentioned consortium. In addition, SUESD receives funds under Title IV, Part A (Innovative Education Strategies). These funds will be used to supplement the ATVOD programs and provide professional development to staff members directly involved in instructing or tutoring our highest risk students.

Additionally, various councils and committees including School Site Council, the ELAC/DELAC and the administration examine common elements of each goal that ensure effective teaching strategies and the promotion and retention of highly qualified teachers, as this will also lead to a coordination of prevention efforts.

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

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

Parent involvement opportunities exist at many levels at SUESD, including planning and designing programs, implementing strategies as volunteers in the classrooms, after school, and on committees such as School Site Council, GATE, ELAC and DELAC. Parents are recruited from all ethnic and socioeconomic groups in our district to be representatives on the above committees. The district also has an active Parent Teacher Organization (PTO) that organizes events throughout the year including Book Fairs, Red Ribbon Week activities, Science Fair, etc. Parents also have the opportunity to participate in the Migrant Parent meetings held regularly in the district.

Parents are also encouraged to be involved in their child's educational process through participation in "Top Dog" and academic awards assemblies, through scheduled and informal parent/teacher/student conferences, by participating as chaperones on field trips, through family math, literacy, and science nights, and through educational meetings such as gang awareness and gang prevention nights.

Regular communications are distributed to parents in both English and Spanish and cover a variety of topics including beginning of the year welcome packets, monthly parent newsletters, notifications of all meetings and school events, school calendars, and student assessment and grade reports. School Accountability Report Cards are made available to parents and the Annual Rights Notification to Parents is distributed each school year and available as requested and are located on the District Web site..

Other notification procedures on such issues as parent choice options and safe school status are in place to meet the required timelines indicated by No Child Left Behind. At the beginning of each school year, the district Superintendent sends notice to parents of their right to request information regarding the professional qualifications of their child's teacher and that they will be notified if their child is being taught by a teacher who is not highly qualified according to the requirements of NCLB.

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

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

Once the district identifies pregnant minors or minor parents, they will meet with an administrator/counselor from their school. This counselor assesses what services are needed including whether the minor uses ATOD or has family members who use ATOD. Since our district is a K-8, we do not provide specific services on site, but operate a coordinated counseling team, which coordinates services with county based organizations. These organizations provide cessation counseling on a one-to-one basis and/or refer the minors to such groups as those run by the American Lung Association. The school counselor provides case management to the adolescent assuring these linkages are completed and follow up is provided.

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
The district is part of a consortium operated by Tulare County Office of Education, which receives all district TUPE funds.	
The district provides staffing to implement the curriculum and life skills lessons on an in-kind basis.	.05 FTE

Additional Mandatory Title I Descriptions

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

Please provide a general description of the nature of the programs to be conducted by the SSD under Sections 1114, "Schoolwide Programs," and/or Section 1115, "Targeted Assistance Schools." 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>.

Schoolwide Programs (SWP) - Resources to Upgrade the Entire Educational Program

For schoolwide programs (SWP), describe how the SSD will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:

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

All schools in Strathmore Union Elementary School District are schoolwide Title I programs.

Title I funds must supplement the basic program, so that if these funds were to be eliminated, the core instructional program would remain intact. Such services provided by Title I programs include supplemental materials to support the core academic curriculum, tutoring assistance to provide additional instruction and increased learning time, counseling and pupil services, mentoring, college and career awareness programs and information, summer and during the school year intervention, and parent outreach and education.

Targeted Assistance Programs (TAS) - Student Identification

For targeted assistance programs (TAS), describe how the SSD will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State's challenging academic standards. The description should include activities such as:

- Effective methods and instructional strategies based on scientifically - based research.
- Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.
- Strategies that minimize removing children from the regular classroom during regular school hours for instruction.
- Instruction by highly qualified teachers.
- Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff.
- Strategies to increase parental involvement.

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.

Targeted Assistance Programs (TAS) - Student Identification	
<p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</p> <ul style="list-style-type: none"> • Identify children who are failing or most at risk of failing to meet the state academic content standards. • Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. • Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds. 	
<p>The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.</p>	
<p>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>	

Please describe the actions the SSD will take to obtain assistance if identified under Section 1116, "Academic Assessment and Local Educational Agency and School Improvement," as in need of improvement. Note that the federal guidance indicates that in the case of direct - funded charter schools, the charter authorizer should play a role in providing this assistance.

Program Improvement (PI) - Seeking Technical Assistance	
<p>If the SSD is a PI school(s), describe technical assistance activities the SSD will obtain, such as the following:</p> <ul style="list-style-type: none"> • Assistance in developing, revising, and implementing the school plan. • Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas. • Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI. • Assistance in analyzing and revising the school budget so the school's resources are used effectively. 	<p>The district will assist low achieving schools through an analysis of data, curriculum, programs offered and budgets. Using all available data and input from all stakeholders, including those ascertained from the annual needs assessments; the Single School District Plan will be revised to strengthen the core academic subjects and address specific academic issues. All revisions will be based on scientifically based research and be relevant to the specific needs of our student population. The district will then provide additional professional development opportunities to their staff members that directly address the academic achievement problems of that school site. This professional development will include training for teachers and paraprofessionals, as well as, opportunities for parent education. In addition, Principals will receive training on monitoring effective instructional strategies and will provide coaching and mentoring to teachers. The school site will continually evaluate its progress towards measurable objectives by examining state and local testing results and other assessment measures. This data will be further disaggregated to ensure continuous and substantial progress is being made by each group of low performing students. The school site will incorporate before school, after school and summer intervention sessions to help low performing students.</p>

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

Program Improvement (PI) - Parent Notification	
<p>Describe the process for parent notification of the school's identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.</p>	<p>If a school in the LEA receives program improvement designation the parents will be notified, in writing, in a language they understand, and by the superintendent of the district, of that school's designation including if it is in program improvement, corrective action, or restructuring status. They will also be notified of what that status means in comparison with other schools in the district and state, and the reasons for that status. In this letter, the parents will receive information concerning what the school is doing to address the achievement problems, as well as, what the district and state are doing to help the school and how the parents can become involved in helping the improvement of the school.</p> <p>Under the provisions of NCLB, if the school falls into program improvement (PI) the parents will be informed of their option to exercise school choice for their child and the guidelines for acquiring these services - including information regarding paid transportation. If the option to transfer to another school is not possible or if the school remains in program improvement status, parents will also receive notification of the availability of supplemental services and a listing of the qualified providers. This information will be disseminated to parents in sufficient time to allow them to select the appropriate choice for their child, and not later than 30 days after failure to make AYP occurs.</p>
<p>Describe how the SSD will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.</p>	<p>Under the provisions of NCLB, if the school falls into program improvement (PI) the parents will be informed of their option to exercise school choice for their child and the guidelines for acquiring these services - including information regarding paid transportation. If the option to transfer to another school is not possible or if the school remains in program improvement status, parents will also receive notification of the availability of supplemental services and a listing of the qualified providers. This information will be disseminated to parents in sufficient time to allow them to select the appropriate choice for their child, and not later than 30 days after failure to make AYP occurs.</p> <p>Eligible students will be defined as those who attend public schools that have been identified as PI schools in Years 2-5 and who are from a low-income family as determined by the free and reduced lunch program.</p>

Please describe the strategy the SSD 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."

Highly Qualified Teachers	
<p>Describe the SSD's strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.</p>	<p>On an annual basis, the district superintendent, projects director and school site principals determine hiring needs for the subsequent school year. To recruit qualified teachers the administrators attend the Tulare County Office of Education Teacher Faire. While there they meet, interview and recruit new teachers. Other employees are recruited through advertisements in newspapers, EDJOIN and word of mouth.</p> <p>The LEA's strategies to retain and increase the number of highly qualified teachers, principals, and other staff throughout the district are: 1) help employees to master their chosen profession through professional development geared to their individual needs, and 2) provide opportunities for advancement so employees do not have to look outside the district for promotions.</p>

Highly Qualified Teachers

Describe the SSD's strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children's education.

Parents are encouraged to be involved in their child's educational process through participation in "Top Dog" and academic awards assemblies, through scheduled and informal parent/teacher/student conferences, by participating as chaperones on field trips, through family math, literacy, and science nights, and through educational meetings such as gang awareness and gang prevention nights.

Parents are further encouraged to participate in PTO, Back to School/Open House nights, Reading reward program (Book-it), SSC, ELAC/DELAC, and GATE DAC.

To encourage participation in these and other events, all notices are distributed in both English and Spanish and a Parent Liaison, a Migrant Parent Liaison, and a Family Services Worker are all used to make phone calls and home visits. NTI Connect Ed was also implemented to improve school parent communication and the district web site..

In addition to the above, regular communications are also distributed to parents in both English and Spanish and cover a variety of topics including beginning of the year welcome packets, monthly parent newsletters, notifications of all meetings and school events, school calendars, and student assessment and grade reports. School Accountability Report Cards are made available to parents and the Annual Rights Notification to Parents is distributed each school year and available as requested.

District Parent Education Classes further provide parents the opportunity to educate themselves of their child's needs and their parental responsibilities.

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.

Increasing Program Effectiveness

Describe how the SSD will coordinate and integrate educational services to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:

- a. Even Start
- b. Head Start
- c. Reading First
- d. Early Reading First
- e. Other preschool programs
- f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited - English proficient, and children with disabilities.

Compare to programs listed on Page 11 of the SSD Plan to determine if all active programs have been addressed.

The LEA regularly seeks the input of teachers, administrators, councils, committees, parents, and community members (e.g., school health council, committees for Limited English Proficient students, state compensatory education, gifted and talented education, special education, etc.) when writing plans and setting goals for the various programs in the district. This input also acts as a way to overlap and coordinate policy, procedures and strategies into, through and beyond each individual program's plan, thus providing continuity throughout the districts' programs.

Part III

Assurances and Attachments

Assurances

Signatures

School Site Council Recommendations and Assurances

Appendices

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

Appendix F: School and Student Performance Data Forms

Assurances

To assure the SSD'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 SSD 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 SSD 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 SSD 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 SSD 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 SSD 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 SSD has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/SSD Plan to the extent required under Federal law governing each program included in the consolidated application/SSD Plan.
9. Before the application was submitted, the SSD afforded a reasonable opportunity for public comment on the application and considered such comment.
 - a. The SSD will provide the certification on constitutionally protected prayer that is required by section 9524.
10. The SSD will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The SSD, 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 SSD receives more than \$500,000 in Title I funds, it will allow 1% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.
13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to schoolwide programs.

15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.
18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
19. In the case of an SSD 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 SSD report card in accordance with section 1111(h)(2).

TITLE I, PART D - SUBPART 2

30. 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.
31. 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.

32. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A

33. The SSD, hereby, assures that:

- The SSD 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 SSD will comply with section 9501 (regarding participation by private school children and teachers).
- The SSD 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 SSD will assure compliance with the requirements of professional development as defined in section 9101 (34).

TITLE II, PART D

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

- a. Strategies for using technology to improve academic achievement and teacher effectiveness.
- b. Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
- c. 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.
- d. 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.
- e. 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.
- f. A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
- g. 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.
- h. A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
- i. 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.
- j. A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
- k. Collaboration with adult literacy service providers.
- l. 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.
- m. 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.

35. The SSD 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.

36. **Any SSD 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 SSD will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:
- has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and
 - is enforcing the operation of such technology protection measure during any use of such computers by minors; and
 - has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.
 - Any SSD 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

37. The SSD 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 SSD Plan.
38. The SSD will hold elementary and secondary schools accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.
39. The SSD is complying with Section 3302 prior to, and throughout, each school year.
40. The SSD annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.
41. The SSD has based its proposed plan on scientifically based research on teaching limited - English - proficient students.
42. The SSD 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.
43. The SSD 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

44. The SSD 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).
45. 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.
46. The SSD 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.
47. 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.

48. The SSD has, or the schools to be served have, a plan for keeping schools safe and drug - free that includes:
- Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.
 - Security procedures at school and while students are on the way to and from school.
 - Prevention activities that are designed to create and maintain safe, disciplined, and drug - free environments.
 - A crisis management plan for responding to violent or traumatic incidents on school grounds.
 - A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
 - Allows a teacher to communicate effectively with all students in the class.
 - Allows all students in the class to learn.
 - Has consequences that are fair, and developmentally appropriate.
 - Considers the student and the circumstances of the situation.
 - Is enforced accordingly.
49. 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

50. The SSD 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

51. The SSD 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 SSD, 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 SSD.
52. The SSD will comply with this Part, including the provisions of section 5142 concerning the participation of children enrolled in private nonprofit schools.
53. The SSD will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.
54. The SSD will annually evaluate the programs carried out under this Part, and that evaluation:
- will be used to make decisions about appropriate changes in programs for the subsequent year;
 - will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and
 - will be submitted to the SEA at the time and in the manner requested by the SEA.

New LEAP Assurances

55. Uniform Management Information and Reporting System: the SSD 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)

56. Unsafe School Choice Policy: the SSD 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 SSD 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

57. The SSD 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

Shelly Long

Printed or typed name of Superintendent

Date

Signature of Superintendent

School Site Council Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

School Advisory Committee for State Compensatory Education Programs

English Learner Advisory Committee

Community Advisory Committee for Special Education Programs

Gifted and Talented Education Program Advisory Committee

Other (*list*)
School Site Council

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council on: 11/8/10

Attested:

Shelly Long		
Typed name of Superintendent	Signature of Superintendent	Date

David Frankiewich		
Typed name of SSC Chairperson	Signature of SSC Chairperson	Date

Typed name of ELAC Chairperson	Signature of SSC Chairperson	Date

Typed name of DELAC Chairperson	Signature of SSC Chairperson	Date

ES - Richard Radtke:		
Typed name of Principal	Signature of SSC Chairperson	Date

MS - Evelyn Erquhart		
Typed name of Principal	Signature of SSC Chairperson	Date

**Local Educational Agency Plan
Strathmore Union Elementary School District**

Appendix A

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

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

California's NCLB Performance Goals and Performance Indicators

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

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

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

- 2.1 Performance indicator:** The percentage of limited - English - proficient Students, determined by cohort, who have attained English proficiency by the end of the school year.
- 2.2 Performance indicator:** The percentage of limited - English - proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.
- 2.3 Performance indicator:** The percentage of limited - English - proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.

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

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

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

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

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

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

- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and,
- calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

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

- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and
- calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

**Local Educational Agency Plan
Strathmore Union Elementary School District**

Appendix B

Links to Data Web sites

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

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

**Local Educational Agency Plan
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**Appendix C
(School - Based Programs - A to L)**

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

Name	Intended program outcomes and target grade levels. See research for proven effectiveness						
	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 Life Skills™ 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

Appendix C
(School - Based Programs - M to Z)

School - Based Programs							
	Intended program outcomes and target grade levels. See research for proven effectiveness						
Name	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
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

Appendix C
(Community and Family - Based Programs - A to Z)

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

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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:

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

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**Appendix E
(Promising or Favorable Programs - A to G)**

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's Pal'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

Appendix E
(Promising or Favorable Programs - H to P)

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

Appendix E
(Promising or Favorable Programs - Q to Z)

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

Appendix F

School and Student Performance Data Forms

Table 1: Academic Performance Index by Student Group

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Number Included	451	484	502	66	78	60	3	4	6	5	3	2
Growth API	731	742	759		745							
Base API	B	732	742			745						
Target	B	5	5									
Growth	B	10	17									
Met Target		Yes	Yes									

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Number Included	375	399	432	303	305	310	399	444	459	10	13	11
Growth API	730	745	753	710	725	726	724	739	749			
Base API		730	744		710	724		725	739			
Target		5	5		5	5		5	5			
Growth		15	9		15	2		14	10			
Met Target		Yes	Yes		Yes	No		Yes	Yes			

Appendix F

School and Student Performance Data Forms

Table 2: Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2007-08	2008-09	2009-10
Number of Annual Testers	401	353	341
Percent with Prior Year Data	98.8	99.7	100
Number in Cohort	396	352	341
Number Met	235	254	176
Percent Met	59.3	72.2	51.6
NCLB Target	50.1	51.6	56
Met Target	Yes	Yes	No

AMAO 2	Attaining English Proficiency			
	2007-08	2008-09	2009-10	
	All Students	All Students	Years of EL instruction	
			Less Than 5	More Than 5
Number in Cohort	194	189	272	132
Number Met	59	107	42	67
Percent Met	30.4	56.6	15.4	50.8
NCLB Target	28.9	30.6	17.4	41.3
Met Target	Yes	Yes	No	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2007-08	2008-09	2009-10
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	Yes
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	No	Yes
Met Target for AMAO 3	No	No	Yes

Appendix F

School and Student Performance Data Forms

Table 3: English - Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	100	100	100	99	100	100	100	100	100	100	100	100
Number At or Above Proficient	154	176	224	29	37	32	--	--	--	--	--	--
Percent At or Above Proficient	34.1	36.4	44.6	43.9	47.4	53.3	--	--	--	--	--	--
AYP Target	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**
Met AYP Criteria	No	No	Yes	--	Yes	--	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	100	100	100	100	100	100	100	100	100	92	100	100
Number At or Above Proficient	121	138	186	82	93	113	129	157	191	--	0	1
Percent At or Above Proficient	32.3	34.6	43.1	27.1	30.5	36.5	32.3	35.4	41.6	--	0.0	9.1
AYP Target	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**
Met AYP Criteria	No	No	Yes	No	No	Yes	No	No	Yes	--	--	--

* = AYP Target for Elementary/Middle Schools (2007=24.4%), (2008=35.2%), (2009=46%), (2010=56.8%)
 = AYP Target for High Schools (2007=22.3%), (2008=33.4%), (2009=44.5%), (2010=55.6%)

Appendix F

School and Student Performance Data Forms

Table 4: Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	100	100	100	99	100	100	100	100	100	100	100	100
Number At or Above Proficient	216	227	273	27	36	35	--	--	--	--	--	--
Percent At or Above Proficient	47.9	46.9	54.4	40.9	46.2	58.3	--	--	--	--	--	--
AYP Target	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**
Met AYP Criteria	Yes	No	Yes	--	Yes	--	--	--	--	--	--	--

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	100	100	100	100	100	100	100	100	100	92	100	100
Number At or Above Proficient	185	188	232	141	141	154	187	206	244	--	1	2
Percent At or Above Proficient	49.3	47.1	53.7	46.5	46.2	49.7	46.9	46.4	53.2	--	7.7	18.2
AYP Target	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**
Met AYP Criteria	Yes	Yes	Yes	Yes	No	Yes	Yes	No	Yes	--	--	--

* = AYP Target for Elementary/Middle Schools (2007=26.5%), (2008=37%), (2009=47.5%), (2010=58%)
 = AYP Target for High Schools (2007=20.9%), (2008=32.2%), (2009=43.5%), (2010=54.8%)

Appendix F

School and Student Performance Data Forms

Table 5: California English Language Development (CELDT) Data

Grade	California English Language Development Test (CELDT) Results for 2009-10										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
1	5	8	16	27	30	50	5	8	4	7	60
2	1	2	5	9	23	42	19	35	7	13	55
3			10	23	19	43	10	23	5	11	44
4	3	8	8	21	17	45	9	24	1	3	38
5	7	14	23	45	19	37	2	4			51
6	1	3	10	32	15	48	4	13	1	3	31
7	4	11	15	42	9	25	5	14	3	8	36
8	4	17	10	43	6	26	1	4	2	9	23
Total	25	7	97	29	138	41	56	17	23	7	339