

(CDE use only)
Application #

No Child Left Behind Act of 2001
LOCAL EDUCATION AGENCY PLAN

**Mail original and
two copies to:**

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

LEA Plan Information:

Name of Local Education Agency (LEA): **National School District**

County/District Code: **3768221**

Dates of Plan Duration: **July 1, 2016 to June 30 2017 (to be updated annually)**

Date of local governing board approval: **6-22-2016**

District Superintendent: **Christopher Oram, Ed.D**

Address: **1500 N Avenue**

City: **National City** Zip code: **91950**

Phone: **(619) 336-7500** Fax: **(619) 336-7551**

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

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

Chris Oram Ed.D.

Printed or typed name of Superintendent Date Signature of Superintendent

Brian Clapper

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

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Part I

Background and Overview

PLANNING CHECKLIST FOR LEA PLAN DEVELOPMENT

| ✓ | LEA Plan – Comprehensive Planning Process Steps |
|---|--|
| X | 1. Obtain input from councils, committees, and community members. |
| X | 2. Include the LEA’s vision/mission statement, description/profile. |
| X | 3. Analyze student performance data from multiple measures of relevant student assessment (both state- and local-level assessments). |
| X | 4. Analyze current educational practices, professional development, staffing, and parental involvement. |
| X | 5. Establish LEA performance targets derived from group performance data and scientifically based practices that are measurable, have a timeline, and identify participants. |
| X | 6. Review all available resources from federal, state, and local levels. |
| X | 7. Describe specific plans for improvement for identified participants stating expected performance gains and means of evaluating gains. |
| X | 8. Obtain local governing board approval of the LEA Plan. |
| X | 9. Establish a timely but specific monitoring process for the implementation of the LEA Plan. |
| X | 10. Evaluate the effectiveness of planned improvements of LEA Plan implementation. |
| X | 11. Modify and update the LEA Plan annually. |

FEDERAL AND STATE PROGRAMS CHECKLIST

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

| Federal Programs | | State Programs | |
|------------------|--|----------------|--|
| X | Title I, Part A | | EIA – State Compensatory Education |
| | Title I, Part B, Even Start | | EIA – Limited English Proficient |
| | Title I, Part C, Migrant Education | | State Migrant Education |
| | Title I, Part D, Neglected/Delinquent | | School Improvement |
| X | Title II, Part A, Subpart 2, Improving Teacher Quality | X | Child Development Programs |
| | Title II, Part D, Enhancing Education Through Technology | | Educational Equity |
| X | Title III, Limited English Proficient | | Gifted and Talented Education |
| X | Title III, Immigrants | | Tobacco Use Prevention Education (Prop 99) |
| | Title IV, Part A, Safe and Drug-Free Schools and Communities | | |
| | Title V, Part A, Innovative Programs – Parental Choice | | School Safety and Violence Prevention Act (AB1113, AB 658) |
| | Adult Education | | Tenth Grade Counseling |
| | Career Technical Education | | Healthy Start |
| | McKinney-Vento Homeless Education | | Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65) |
| X | IDEA, Special Education | | Other (describe): Sp Ed-Low Incidence entitlement, Sp Ed- Professional Staff Development |
| | 21 st Century Community Learning Centers | | Other (describe): Teacher recruitment and retention |
| | Other (describe): LRET/Ed Tech Productions | | Other (describe): ELAP |
| X | Other (describe): Head Start | X | Local Control Funding Formula |

DISTRICT BUDGET FOR FEDERAL PROGRAMS – 2015-2016

Please complete the following table with information for your district.

| Programs | 2015-2016 District Entitlements | 2015-2016 Direct Services to Students at School Sites (\$) | 2015-2016 Direct Services to Students at School Sites (%) |
|--|---------------------------------------|---|--|
| Title I, Part A | 1,789,758 | 1,704,298 | 85% |
| 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 | 441,278 | 416,533 | 94.06 % |
| Title II, Part D, Enhancing Education Through Technology | | | |
| Title III, Limited English Proficient | 295,943 | 290,140 | 98% |
| Title III, Immigrants | 16,538 | 15,611 | 94.06 % |
| Title IV, Part A, Safe and Drug-free Schools and Communities | | | |
| California Math & Science Partnerships (CaMSP) | 522,175 | 521,215 | 94% |
| McKinney-Vento Homeless Education | | | |
| IDEA, Special Education | 1,151,478 | 1,086,915 | 94% |
| Other (describe) Head Start | 1,436,312 | 1,355,779 | 94% |
| TOTAL | 5,663,479 | 5,180,487 | 91.65 |

DISTRICT BUDGET FOR STATE PROGRAMS – 2015-2016

Please complete the following table with information for your district.

| Categories | 2015-2016 District Entitlements | 2015-2016 Direct Services to Students at School Sites (\$) | 2015-2016 Direct Services to Students at School Sites (%) |
|--|---------------------------------------|---|--|
| EIA – State Compensatory Education/Limited English Proficient | | | |
| Special Ed. Mental Health Services | 335,305 | 316,505 | 94% |
| | | | |
| Child Development Programs | 1,482,538 | 1,399,413 | 94% |
| Immediate Intervention/ Underperforming Schools Program (II/USP) | | | |
| School Safety and Violence Prevention Act (AB 1113) | | | |
| Tenth Grade Counseling | | | |
| Healthy Start | | | |
| Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65) | | | |

Part II The 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 in order to provide background and a rationale for the descriptions included in the LEA Plan.

DISTRICT VISION AND MISION

The National School District is committed to developing successful learners NOW. To support that goal, we have developed the following core values.

- We believe that all students will learn
- We believe that student success is everyone's responsibility
- We believe that our community's cultural diversity enriches learning opportunities

We promise...

- A safe, nurturing learning environment
- An active partnership with parents and community
- A solid foundation in reading, writing, problem-solving
- A focus on individual student achievement

National City is a diverse community of 57,000 residents less than ten miles from the border with Mexico. The city has the highest poverty level in San Diego County (\$16,276 per year for a family of four), and is the 13th poorest city in the nation, and the second poorest in California. More than 40% of our adult population lacks a high school diploma. The demographics of the National School District (NSD) reflect a 95% minority population. Seventy-eight percent of the district population is Hispanic, which contributes to an extremely high percentage of English Language Learners (64% district-wide). All students in the district qualify for free or reduced breakfast and lunch at school each day. One in three of our students live below the poverty level. More than 80% of our students speak a language other than English at home.

Needs Assessment

The National School District (NSD) has collected extensive data on student performance regarding their mastering of State content standards. This data includes both California Assessment of Student Performance and Progress (CASPP) and District multiple measures information.

Academic Performance

Academic Performance Index (API) School Report

The API system has not been updated in three years due to the implementation of new assessments and Common Core State Standards. These tables have been included in the LEAP as they are an indicator of past performance, and will be used as a basis of comparison when the new State Accountability System is instituted. The API is a system for ranking schools statewide according to results from the California Standards Test of student performance. The API summary for NSD shows that 60% of the District's schools met their API growth targets for the 2012-2013 school year. This compares similarly with other districts around the State.

| | API | | | | Met Growth Target | | |
|-----------------------------------|-------------|-----------|-----------------------|----------------|-------------------|--------------------|------------------------------------|
| | 2013 Growth | 2012 Base | 2012-13 Growth Target | 2012-13 Growth | School-wide | All Student Groups | Both Schoolwide and Student Groups |
| <u>NATIONAL ELEMENTARY</u> | 792 | 791 | D | 1 | | | |
| Elementary Schools | | | | | | | |
| <u>Central Elementary</u> | 805 | 767 | 5 | 38 | Yes | Yes | Yes |
| <u>El Toyon Elementary</u> | 789 | 758 | 5 | 31 | Yes | Yes | Yes |
| <u>Integrity Charter</u> | 768 | 775 | 5 | -7 | No | No | No |
| <u>Ira Harbison</u> | 829 | 815 | A | 14 | Yes | Yes | Yes |
| <u>John A. Otis Elementary</u> | 795 | 779 | 5 | 16 | Yes | Yes | Yes |
| <u>Kimball</u> | 766 | 786 | 5 | -20 | No | No | No |
| <u>Las Palmas</u> | 771 | 803 | A | -32 | No | No | No |
| <u>Lincoln Acres</u> | 760 | 769 | 5 | -9 | No | No | No |
| <u>Olivewood</u> | 804 | 803 | A | 1 | Yes | No | No |
| <u>Palmer Way</u> | 831 | 853 | A | -22 | Yes | No | No |
| <u>Rancho de la Nacion</u> | 769 | 784 | 5 | -15 | No | No | No |

Adequate Yearly Progress

AYP is a series of annual academic performance goals (called annual measurable objectives (AMOs)) established for each school, LEA, and the state as a whole. AYP was determined through the California Standards Test (CST), which is no longer delivered to students in California. Although the test is no longer administered, the District is currently in Program Improvement due to 2012-2013 AYP. While most groups in NDS met the safe harbor target in Mathematics for proficiency, students in the Asian and Students with Disabilities subgroups did not. In English Language Arts, all subgroups failed to meet the goal. We continue to work diligently to provide effective standards-based instruction that meets the educational needs of Students with Disabilities. This is a subgroup that while it achieves year-to-year progress, AYP goals continue to be a challenge. Because AYP targets under the new SBAC system have yet to be established, these results are in the LEA Plan to provide us a historical baseline.

| GROUPS | English-Language Arts Target 89.2 % <u>Met all percent proficient rate criteria? No</u> | | | | | Mathematics Target 89.5 % <u>Met all percent proficient rate criteria? No</u> | | | | |
|-------------------------------------|---|------------------------------|------------------------------|-------------------------|-------------|---|------------------------------|------------------------------|-------------------------|--------------------|
| | Valid | Number | Percent | Met | Alternative | Valid | Number | Percent | Met | Alternative |
| | Scores | At or Above Proficient | At or Above Proficient | 2013 AYP Criteria | | Scores | At or Above Proficient | At or Above Proficient | 2013 AYP Criteria | |
| LEA-wide | 3856 | 1963 | 50.9 | No | | 3862 | 2452 | 63.5 | Yes | SH |
| Black or African American | 62 | 31 | 50.0 | -- | | 63 | 32 | 50.8 | -- | |
| American Indian or Alaska Native | 4 | | -- | -- | | 4 | | -- | -- | |
| Asian | 161 | 114 | 70.8 | No | | 161 | 128 | 79.5 | No | |
| Filipino | 278 | 205 | 73.7 | No | | 278 | 234 | 84.2 | Yes | SH |
| Hispanic or Latino | 3207 | 1527 | 47.6 | No | | 3212 | 1959 | 61.0 | Yes | SH |
| Native Hawaiian or Pacific Islander | 29 | 20 | 69.0 | -- | | 29 | 25 | 86.2 | -- | |
| White | 83 | 46 | 55.4 | -- | | 83 | 53 | 63.9 | -- | |
| Two or More Races | 31 | 17 | 54.8 | -- | | 31 | 18 | 58.1 | -- | |
| Socioeconomically Disadvantaged | 3849 | 1961 | 50.9 | No | | 3855 | 2449 | 63.5 | Yes | SH |
| English Learners | 2803 | 1362 | 48.6 | No | | 2807 | 1769 | 63.0 | Yes | SH |
| Students with Disabilities | 477 | 173 | 36.3 | No | | 480 | 197 | 41.0 | No | |

California Standards Test (CST)/Transition to California Assessment of Student Performance and Progress (CASPP)

For the past decade, the CSTs have been a major component of the STAR program. At this time, students in National School District have not had a standardized test administration for two year due to the transition to the Smarter Balanced Assessment Consortium In 2013-2014, our students participated in a field test of the SBAC assessment, and in 2014-2015 students participated in the first official SBAC assessment. Below are the initial benchmark goals for the 2014-2015 administration of the CASPP.

2014-2015 CASPP Results English Language Arts (% exceeded or met standards)

| | Grade 3 | Grade 4 | Grade 5 | Grade 6 |
|----------------------------|---------|---------|---------|---------|
| All Students | 30 | 32 | 40 | 44 |
| English Learners | 14 | 9 | 9 | 9 |
| Students with Disabilities | 9 | 8 | 7 | 10 |

2014-2015 CASPP Results Math (% exceeded or met standards)

| | Grade 3 | Grade 4 | Grade 5 | Grade 6 |
|----------------------------|---------|---------|---------|---------|
| All Students | 31 | 19 | 18 | 30 |
| English Learners | 20 | 5 | 3 | 6 |
| Students with Disabilities | 13 | 4 | 2 | 6 |

Analysis of CASSP Results:

While National’s “All Student” scores were very similar to surrounding districts with similar make-up, it is apparent that there is a great disparity between those scores and our student groups of English Learners and Students with Disabilities. Of major concern is that the English Learner student group is a significant population in the District. For example, the 6th grade student group of English Learners is made up of 226 students. This means that in our sixth grade class, 22 English Learners had mastered the English Language Arts Standards, while 203 had not. When you drill down further into the data, you will find that of the 226 English Learners, many of them have been in our school system for multiple years. Our English Learner program is an area that needs improvement. Professional Learning in 2016-2017 will focus on targeted support for ELs.

California English Language Development Test (CELDT)

Number and Percent of Students at Each Overall Performance Level

| Performance Level | K | 1 | 2 | 3 | 4 | 5 | 6 |
|--------------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| Advanced | | 11 (3.0%) | 14 (3.0%) | 51 (9.0%) | 38 (9.0%) | 64 (15.0%) | 42 (13.0%) |
| Early Advanced | 12 (10.0%) | 85 (21.0%) | 96 (21.0%) | 135 (25.0%) | 133 (30.0%) | 184 (43.0%) | 139 (41.0%) |
| Intermediate | 27 (22.0%) | 135 (33.0%) | 184 (40.0%) | 192 (36.0%) | 201 (45.0%) | 133 (31.0%) | 114 (34.0%) |
| Early Intermediate | 46 (37.0%) | 78 (19.0%) | 110 (24.0%) | 97 (18.0%) | 42 (9.0%) | 30 (7.0%) | 23 (7.0%) |
| Beginning | 39 (31.0%) | 101 (25.0%) | 56 (12.0%) | 62 (12.0%) | 29 (7.0%) | 20 (5.0%) | 18 (5.0%) |
| Number Tested | 124 (100.0%) | 410 (100.0%) | 460 (100.0%) | 537 (100.0%) | 443 (100.0%) | 431 (100.0%) | 336 (100.0%) |

CELDT Analysis

The District has been concerned by the relatively slow progress that we have seen in getting students above the “intermediate” level. This has led to increased attention to the needs of the language learners in our District and, more specifically, the skills that they need to improve their language proficiency – particularly at the higher levels. It is important to note that English Learners in grade 4th-6th who score Early Advance or Advance on the CELDT and who meet the academic achievement criteria are reclassified to fluent English proficient (FEP) and thus no longer take the CELDT. In spite of our challenges, the LEA has consistently met Annual Measurement Achievement Objectives (AMAO) targets except for target three which corresponds to the AYP targets in English language arts and mathematics.

Professional Development and Hiring

National School District is consistently involved in professional development and in refining instructional practices to support English language learners. Careful attention is taken to review their performance on all assessments as a sub-group in our plan. We are examining outcomes on the 2015-2016 Renaissance STAR and the CASPP to set new annual goals for growth in the number of students who score at the proficiency or advanced levels. In conjunction to State assessments, the District’s multiple measures inform our decisions about professional development, focus, priorities, delivery models, etc.

Research suggests that effective writing instruction is essential to language development. In 2015-2016 a team of NSD teachers participated in professional development designed to improve common core standards-based, grade level appropriate writing instruction, using the Learning Headquarters program. This team was certified to train the rest of our staff, and this training will be implemented in 2016-2017. The District has set expectations for all teachers to use the program with fidelity, incorporating consistent daily writing instruction using the tools provided. In addition, updated writing assessments were provided for all grade levels during this time aligned to common core text types and similar to *Smarter Balanced* performance tasks in nature.

Annually, a plan for staff development is designed based on curriculum priorities and review of specific student performance data. The plan is developed through the collaborative efforts of the administration, site resource and teaching staff. The goal of this Professional Development plan is to build teacher capacity and teacher leadership at the district and site level. For example, the professional development process for newly adopted curriculum is designed to create “experts” at each site before the district-wide implementation. To that end, once the program is selected, a group of teacher leaders from each site pilot implementation of the program for an entire year and receive advanced professional development. As the new curriculum is rolled out, these teacher leaders are available to field questions, provide on-site support, one-on-one professional development, etc.

District-wide staff development days are planned to train and enlighten staff on innovative instructional practices directly related to targeted, standards-based improvement areas. The Educational Services Department provides guidance and financial support for these professional development days. Early dismissal for students on Thursday afternoons provides teachers with an excellent time to collaborate within grade level and in vertical (K-2, 3-4, 5-6) planning groups.

Technology continues to be a focus of the staff development effort. The effective use of Promethean Boards has been the focus of professional development in technology over the last several years. Each school has designated a Technology Liaison whose responsibilities include supporting teachers at their sites as they implement the district’s adopted software curriculum for language arts and math – the NCS Pearson SuccessMaker, Renaissance Learning STAR Reading, Math, and Accelerated Reader, OARS, and Imagine Learning, among others. In 2016-2017 with the advent of 1:1 computing devices in the upper grades, Ed Services will be working with site principals to coordinate technology training that will allow introduce teachers with instructional processes that take advantage of the technology.

The National School District only hires personnel that meet the State-adopted definition for appropriately credentialed and assigned teachers. For teachers, this means that they are fully credentialed and are certified as being qualified to teach English language learners (CLAD certified or its equivalent). For classified staff, the District hires people who have the educational training required by the NCLB legislation or have passed a test that meets the federal requirements. For staff members who were hired previously and still

do not meet the new requirements, the Human Resource Department is working with those staff members to insure that they are fully qualified in the time allocated through NCLB.

School Safety and Prevention

The National School District has tracked incidents relating to school safety using data provided by school sites, including suspension and expulsion data. In May 2009 and December 2015, the District administered the California Healthy Kids Survey (CHKS) to fifth grade students to continue to measure information on:

- Alcohol, tobacco and other drug use
- Violence and safety
- Physical health
- Resilience

A district report and school site reports were reviewed to develop our goals and target areas in priority areas measured on the California Healthy Kids Survey (CHKS). The CHKS survey will be administered to students again in September 2016 in order to measure current goals and determine new ones.

The National School District is committed to providing students with a safe, drug-free school environment. All sites have a well-developed student conduct policy which rewards appropriate attention to academics and social behavior. Procedures for progressive discipline are also components of these plans. The District has a partnership with the National City Police Department to provide School Resource Officers who both support the educational components of our safe schools plans at each site and also provide enforcement when appropriate.

The district has purchased and trained teachers to implement the district's core curriculum (*Second Step*) in grades K-6. The *Second Step* Program supports our focus areas of school violence reduction and development of conflict resolution skills. The majority of schools in the district also implement the Peace Builders Program, which also has a focus of violence reduction and conflict resolution. School sites support Peace Patrols to assist with conflict mediation. A broad range of before and after school programs operate within the district that engage students with a variety of needs including homework completion, tutoring, athletic activities, drama, music and art. School counselors provide support for students and families in managing difficult social issues, early intervention and referral services. A School Attendance and Review Board (SARB) policy and plan effectively defines policies and provides support to students and families having difficulty with regular school attendance. A District attendance incentive plan has helped to increase attendance rates over the past 4-5 years.

Our Student Services Department received a grant to provide training on Positive Behavioral Intervention and Supports (PBIS). PBIS is a systemic approach to proactive, school-wide behavior based on a Response to Intervention (RtI) model. PBIS applies evidence-based programs, practices and strategies for all students to increase academic performance, improve safety, decrease problem behavior, and establish a positive school culture. Schools implementing PBIS build on existing strengths, complementing and organizing current programming and strategies. The PBIS model has been successfully implemented in thousands of schools in over 40 states, resulting in dramatic reductions in disciplinary interventions and increases in academic achievement. Data-based decision making is a hallmark of PBIS, allowing successes to be easily shared with all relevant stakeholders. As we continue to use PBIS across the district, we will continue to gather data on its effectiveness.

In 2015-2016 the Director of Student Support Services, along with the Assistant Superintendent of Educational Services worked with the San Diego County Office of Education to bring Trauma Informed training to teachers across the district, as well as explore the appropriate use of Restorative Justice Practices. This initiative will continue in 2016-2017.

Descriptions – District Planning

The National School District is a diverse learning community that has many assets yet faces several challenges as it prepares the children of National City to achieve “world class” Common Core standards. One of the district’s core values is the promise of having an active partnership with the parents and community of National City. That core value has been evident in the development of this plan. The National School District plan was developed after each school developed a Single School Plan for Student Achievement earlier in the year. Those plans were developed under the guidance and supervision of the School Site Councils from each school. Parents were included and consulted as goals were established and budgets developed. The district built on those efforts by using the common goals developed by schools and incorporating them into the district plan. An example of this is the clear focus of the district plan on the support for the academic needs of English language learners. The District Advisory Council (DAC) was also consulted during the development of the plan. The implementation of the plan and the progress made in meeting the goals include within the plan will also be a major focus of future DAC meetings.

In addition, as NSD developed its Local Control Accountability Plan, stakeholders from all facets of the district organization came together to conduct an intense review of data, and begin to identify goals to meet the needs of the students, staff, and parents in our school community. These goals align with the District’s Strategic Plan developed with stakeholder input three years ago and revisited annually.

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

For several years the National School District partnered with the California Reading and Literature Project. This partnership began with the District's participation in the Reading Results Project which was a comprehensive staff development effort to bring researched-based information about reading development to teachers while providing them with quality assessments that inform their instruction as they assist students in mastering State content standards in language arts and mathematics. Included as part of this effort was a module that used the work of Mike Schmoker in his ASCD book RESULTS. Teachers were trained how to analyze student performance data and make short-term goals for addressing identified student learning needs. More recently we have worked with the leadership staff to develop a format for instructional grade level data teams. Teachers use a variety of measures to assess students and come together to look at student progress. Through this process, the result has been several years of significant improvement in student performance in both mathematics and language arts. The results of these local measures and an analysis follow.

Renaissance Learning STAR Reading % Proficient

| | End of Year 2014-2015 | End of Year 2016-2017 | Growth |
|---------|-----------------------|-----------------------|--------|
| Grade 3 | 35.7 | 38.4 | 2.7 |
| Grade 4 | 52.7 | 54.1 | 1.4 |
| Grade 5 | 51.3 | 46.2 | -5.1 |
| Grade 6 | 50.7 | 51.9 | 1.2 |

STAR Reading's research-based test items meet the highest standards for reliability and validity, providing the actionable data needed for instructional decisions in four major skill areas:

- Foundational Skills
- Reading Informational Text
- Reading: Literature
- Language

STAR Reading includes skills-based test items and in-depth reports for screening, instructional planning, progress monitoring, and standards benchmarking. Teachers and administrators have immediate access to skill-specific, actionable data to target instruction and practice, select students for intervention, and predict state-test performance. STAR is also reports Student Growth Percentile, a widely accepted growth measurement. In looking at end-of-year data for students in grades 3-6, it is evident that students did not make progress across the board in STAR Reading assessments from 2014-2015 to 2015-2016. Principals are currently analyzing 2015-2016 STAR data. More in-depth review of additional STAR reports as well as other district benchmark data will help determine future instructional needs.

Renaissance Learning STAR Math

| | End of Year 2014-2015 | End of Year 2016-2017 | Growth |
|---------|-----------------------|-----------------------|--------|
| Grade 3 | 48.8 | 57.4 | 8.6 |
| Grade 4 | 52.2 | 51.9 | -.3 |
| Grade 5 | 41.7 | 34.4 | -7.3 |
| Grade 6 | 44.6 | 37.9 | -6.7 |

STAR Math includes skills-based test items and in-depth reports for screening, instructional planning, progress monitoring, and standards benchmarking. Teachers and administrators have immediate access to skill-specific, actionable data to target instruction and practice, select students for intervention, and predict state test performance. STAR is also reports the Student Growth Percentile, a widely accepted growth measurement. STAR Math's research-based test items meet the highest standards for reliability and validity, providing actionable data in 32 domains. STAR assessments are computer adaptive, using sophisticated item calibration and psychometrics to dynamically adjust to each student's unique responses. Fully supported by extensive research, STAR Math is easy to administer and yields the valid and reliable data teachers need and use to establish goals and provide student instruction/intervention. Core Progress learning progressions for math tell us what students know and what they are ready to learn next based on a learning continuum. These progressions map the inter-related prerequisite skills needed to further conceptual understanding and provide resources to help students achieve mastery. In looking at end-of-year data for students in grades 3-6, it is evident that students did not make progress in STAR Math assessments from 2014-15 to 2015-2016. More in-depth review of additional STAR reports as well as other district benchmark data will help determine future instructional needs.

The STAR assessment is a norm referenced assessment, not a criteria-based assessment like the CASPP. As we will have two years of data for the CASPP beginning in 2015-2016, the assessment committee will be able to determine if the STAR data is an adequate predictor of how our students will score on CASPP. If the STAR does not provide the information needed to inform our curriculum and instructional decisions, we will discontinue its usage.

Kindergarten and Transitional Kindergarten (TK) Summary

Students in Kindergarten participate in the Dibels and IDEL universal screening assessment. Most students perform lower at the beginning of the school year and showed marked gains by mid and end-of-year. We will once again begin tracking student results on District assessments in the 2015-2016 school year. We want to closely monitor student growth throughout the year and provide timely interventions as needed to prevent further academic deficits. TK students participate in the Scholastic Early Childhood Inventory as a part of the Scholastic Big Day curriculum. Since this is a new program, we are in the process of determining best ways to measure TK student progress over the course of the school year as well as from year-to-year.

Performance Goal 1: *All students will score proficient or better in reading and mathematics*

Planned Improvement in Student Performance in English Language Arts (Reading)

| Description of Specific Actions to Improve Education Practice in Reading | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|--|--|---|---|---|
| <p>1. Alignment of instruction with content standards: The National School District will align instruction with content standards as follows:</p> <ul style="list-style-type: none"> a. Align all textbooks and supplemental materials with the California Common Core State Standards (except for science). b. Establish a process for new materials adoption for new textbooks to include providing internal “experts” who can support the implementation of the adoption at the site level. c. Establish curriculum committees to align all instructional materials with Common Core State Standards, develop instructional sequence guides and aligned assessments. d. All new teachers will participate in the induction program, which focuses on standards. e. Establish a focus on standards-based instruction during principal walk-through classroom visitations and classroom observations as part of the teacher evaluation process. f. Establish systematic grade-level meetings with the site principal to focus on evaluation of student performance data aligned to the standards. g. Develop monthly Instructional Leadership Meetings that focus on the interpretation of student performance data. | <p>1. a-c Asst. Supt., Ed. Services</p> <p>1.d Asst. Supt., HR</p> <p>1.e Cabinet Principals</p> <p>1.f Enrichment Wheel and Data Teams</p> <p>1.g Asst. Supt., Ed. Services</p> | <p>1.a-c Stipends Funds to purchase materials.</p> <p>1.d Stipend Sub Time</p> <p>1.e-f None</p> <p>1.f Enrichment teacher salaries</p> <p>1.g None</p> | <p>1.a-c \$100,000</p> <p>1.d 1.e-f None</p> <p>1.f \$1,300,000</p> <p>1.g None</p> | <p>1.a-c Title I Instructional Materials Budget</p> <p>1.d 1.e-f None</p> <p>1.f LCAP</p> <p>1.g None</p> |

| Description of Specific Actions to Improve Education Practice in Reading | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|---|--|--|---|---|
| <p>2. Use of standards-aligned instructional materials and strategies:</p> <p>a. The National School District will purchase standards aligned instructional materials that are on the State-Adopted List in 2016-2017.</p> <p>b. The National School District will purchase standards aligned core replacement materials designed to be used with students who score significantly below grade level.</p> <p>c. Teachers will regularly examine student work samples at grade level meetings, to ensure that the students are mastering grade level standards and to determine whether work samples support grade level standards.</p> <p>d. Teacher will use planning time to design standards-based instruction for students.</p> | <p>2.a-b Asst. Supt., Ed. Services</p> <p>2.c Principals</p> <p>2.d Principals</p> | <p>2.a-b Purchase of appropriate materials</p> <p>2.c None</p> <p>2.d None</p> | <p>2.a-b Varies by adoption</p> <p>2.c None</p> <p>2.d None</p> | <p>2.a-b Instructional Materials Budget, LCAP</p> <p>2.c None</p> <p>2.d None</p> |
| <p>3. Extended learning time:</p> <p>a. The National School District will offer extended learning opportunities before and/or after school at each school site.</p> <p>b. The National School District will provide focused support for students who require additional assistance achieving State standards during the instructional day.</p> <p>c. The National School District will provide SES (Supplemental Educational Services) to students based on prioritized needs at schools designated as program improvement sites.</p> | <p>3.a-c Principals</p> | <p>3.a-c Teacher stipends</p> <p>Contract with SES Providers</p> | <p>3.a-c \$20 per hour per teacher</p> <p>Contract rate with SES approved providers</p> | <p>3.a-c EIA, Title I, LCFF</p> |

| Description of Specific Actions to Improve Education Practice in Reading | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|---|---|--|--|---|
| <p>4. Increased access to technology:</p> <p>a. The National School District will continue the use of educational software to support the Reading/Language Arts program. Software will include SuccessMaker, Read About, Imagine Learning, among others.</p> <p>b. The National School District will provide access for students to technology during the before and after school programs.</p> <p>c. Ed Services will continue to work with Technology Liaisons and staff at each school site to enhance the use of technology in the instructional program.</p> | <p>4.a-c District Technology Committee</p> <p>Principals</p> <p>Ed Services Staff</p> | <p>4.a-c Cost of software licenses/purchase of work stations</p> <p>Cost of teacher stipends</p> | <p>4.a-c Varies by software title; work stations approximately \$500 each</p> <p>\$17 per hour for Tech Liaison work</p> | <p>4.a-c Title I, Title III, EIA</p> <p>LCFF, Title I</p> |
| <p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>a. The National School District will provide extensive staff development for teachers in the following focus areas:</p> <ul style="list-style-type: none"> • The specific literacy and language needs of the English Learner. • The development of standards-based writing skills • The use of technology to increase student achievement and enhance standards-based instruction <p>b. The National School District will continue to collaborate with partnership organizations to provide professional development that supports literacy and English language development (like LHQ, TCM, etc.).</p> <p>c. Program Improvement Support through Rigorous Curriculum Design process. Teacher teams will engage in study of Common Core State Standards, creation of units of study, and develop expertise in Common Core lesson design.</p> | <p>5.a-b Asst. Supt., Ed. Services, Principals</p> <p>Principals, Teacher Leaders, Ed. Services Staff</p> | <p>5.a-b Cost of teacher stipends and staff developer fees</p> <p>5.c Cost of contract with Leadership and Learning Center</p> | <p>5.a-b \$20-\$33 per hour; Cost of consultant for staff development</p> <p>\$300,000</p> | <p>5.a-b Title I, Title III, LCFF</p> <p>5.c LCFF/ Professional Development funds</p> |

| Description of Specific Actions to Improve Education Practice in Reading | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|--|---|--|---|--|
| <p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>a. The National School District will use DAC as a way of assisting parents interpret District data results and provide input and guidance to the LEAP.</p> <p>b. Each school will maintain a School Site Council consisting of parents, staff and community representatives. Each council will guide the planning process for updating the School’s Single School Plan each year.</p> <p>c. Each parent will be invited to a minimum of one parent conference, at which teachers discuss the reading program and assessment results.</p> <p>d. School newsletters will include information about assessment results, strategies to support literacy skills at home, and parent training opportunities.</p> <p>e. Parents will have the opportunity to attend a variety of parent-oriented conferences including Adelante Mujer, CAFE, the African-American Student-Parent Conference, among others.</p> | <p>6.a-d Asst. Supt., Ed. Services, Principals</p> <p>6.e Asst. Supt., Ed. Services, Principals</p> | <p>6.a-d None</p> <p>6.e Cost of bussing and conference registration</p> | <p>6.a-d None</p> <p>6.e \$5,000</p> | <p>6.a-d None</p> <p>6.e Title I, Title III, EIA</p> |
| <p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>a. Language Arts Specialists will be assigned to all elementary schools.</p> <p>b. Each school will utilize Impact Teachers to provide supplemental instruction for students.</p> <p>c. Before and after school reading development courses will be provided for all students who are identified as “at-risk” of retention.</p> | <p>7.a-c Principals</p> | <p>7.a Cost of salary and benefits for LAS</p> <p>7.b Cost of Impact Teacher</p> <p>7.c Cost of intervention/Teacher stipend</p> | <p>7.a \$100,000 per site</p> <p>7.b \$18,000 per Impact Teacher</p> <p>7.c \$30 per hour</p> | <p>7.a-b Title I, LCFF</p> <p>7.c Title I & III, EIA, LCFF</p> |

| Description of Specific Actions to Improve Education Practice in Reading | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|---|--|----------------------|----------------|----------------|
| 10. Any additional services tied to student academic needs Participate in the Luxottica <i>One Sight Program</i> to provide students with identified vision problems (PS – grade 6) with free eye exams and glasses to improve literacy achievement. | Asst. Supt, Ed. Services, District Health Team Luxottica Staff and community volunteers | None | None | None |

| Description of Specific Actions to Improve Education Practice in Mathematics | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|--|--|---|---|--|
| <p>2. Use of standards-aligned instructional materials and strategies:</p> <ul style="list-style-type: none"> a. Training for new Go Math! adoption b. Teachers will regularly examine student work samples at grade level meetings, to ensure that the students are mastering grade level standards and to determine whether work samples support grade level standards. c. Teacher will use planning time to design standards-based instruction for students. | <p>2.a Asst. Supt., Ed. Services</p> <p>2.b-c Data Teams</p> | <p>2.a Training Costs- consultants and substitutes</p> <p>2.b-c Enrichment Teacher Salaries, Administration</p> | <p>2.a \$150,000</p> <p>2.b-c \$1,400,000</p> | <p>2.a Professional Development/ LCFF</p> <p>2.b-c LCFF</p> |
| <p>3. Extended learning time:</p> <ul style="list-style-type: none"> a. The National School District will offer extended learning opportunities before and/or after school at each school site. b. The National School District will provide focused support for students who require additional assistance achieving State standards during the instructional day. c. The National School District will provide SES (Supplemental Educational Services) to students based on prioritized needs at schools designated as program improvement sites. | <p>3.a-c Asst. Supt., Ed. Services, Director, Ed. Services</p> <p>3.a Principals</p> | <p>3.a-c Stipends, Instructional Materials</p> <p>3.a Provider rate</p> | <p>3.a-c \$30 per hour; cost of materials vary</p> <p>3.a \$380,000</p> | <p>3.a-c Before and After School, Title I, LCFF</p> <p>3.a Title I</p> |

| Description of Specific Actions to Improve Education Practice in Mathematics | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|--|--|---|---|--|
| <p>4. Increased access to technology:</p> <p>a. In upcoming school years, National School District will implement a new math adoption that integrates technology as part of the core lesson delivery.</p> <p>b. The National School District will continue the use of educational software to support skill development in math.</p> <p>c. The National School District will provide access for students to technology during the before and after school programs.</p> <p>d. Ed Services staff will continue to work with Technology Liaisons and staff at each school site to enhance the use of technology in the instructional program.</p> | <p>4.a-d Asst. Supt., Ed. Services, Director, Principals</p> | <p>4.a-d Cost of Hardware and Software</p> | <p>4.a-d Cost varies</p> | <p>4.a-d Title I, Title Before and After School Program</p> |
| <p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>a. The National School District will provide extensive staff development for teachers in the following focus areas:</p> <ul style="list-style-type: none"> • Implementation of the new math curriculum • The language needs of the English Learner. • The development of standards-based writing skills • The use of technology to increase student achievement and enhance standards-based instruction • Eight standards of mathematical practice <p>b. Program Improvement Support through Rigorous Curriculum Design process. Teacher teams will engage in study of Common Core State Standards, creation of units of study, and develop expertise in Common Core lesson design.</p> | <p>5.a Asst. Supt., Ed. Services, Asst. Supt., HR, Principals</p> <p>5.b Principals, Teacher Leaders, Ed. Services Staff</p> | <p>5.a Cost of Professional Development</p> <p>5.b Cost of contract with Leadership and Learning Center</p> | <p>5.a \$150,000</p> <p>5.b \$300,000</p> | <p>5.a Title I, LCFF, Professional Development fund</p> <p>5.b LCFF, Professional Development fund</p> |

| Description of Specific Actions to Improve Education Practice in Mathematics | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|---|---|--|---|--|
| <p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>a. The National School District will use DAC as a way of assisting parents interpret District data results and provide input and guidance to the LEAP.</p> <p>b. Each school will maintain a School Site Council consisting of parents, staff and community representatives. Each council will guide the planning process for updating the School’s Single School Plan each year.</p> <p>c. Each parent will be invited to a minimum of one parent conference, at which teachers discuss the math program and assessment results.</p> <p>d. School newsletters will include information about assessment results, strategies to support math skills at home, and parent training opportunities.</p> <p>e. Parents will have the opportunity to attend a variety of parent-oriented conferences including Adelante Mujer, CAFE, the African-American Student-Parent Conference, among others.</p> | <p>6.a-d Asst. Supt., Ed. Services, Principals</p> <p>6.e Asst. Supt., Ed. Services, Director, Principals</p> | <p>6.a-d None</p> <p>6.e Cost of bussing and conference registration</p> | <p>6.a-d None</p> <p>6.e \$5,000</p> | <p>6.a-d None</p> <p>6.e Title I</p> |
| <p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>a. Each school will utilize Impact Teachers to provide supplemental instruction for students.</p> <p>b. Before and after school math intervention courses will be provided for all students who are identified as “at-risk” of retention.</p> | <p>7.a-b Principals</p> | <p>7.a Cost of salary for Impact Teacher</p> <p>7.b Cost of Impact Teacher</p> | <p>7.a \$18,000 per site</p> <p>7.b \$18,000 per Impact Teacher</p> | <p>7.a-b Title I, Title III, LCFE</p> |

| Description of Specific Actions to Improve Education Practice in Mathematics | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|---|--|--|--|---|
| <p>8. Monitoring program effectiveness:</p> <ul style="list-style-type: none"> a. The District Board and Administration will fully support the Public School Accountability Act. b. The District will participate in all phases of the State’s standards-based assessment system. c. Data from multiple forms of state and district assessment will be used to monitor programs and drive changes in instructional practice, when needed. d. Each site will have a Single Plan for Student Achievement, and the principals and Site Council have the responsibility to monitor progress and make revisions as needed. e. Classroom teachers will regularly assess students’ mastery of standards by examining student work, analyzing multiple measure results, and re-teaching concepts as necessary. f. Grade group meetings will take place on a regular basis so that teachers can determine common areas of focus and identify students who require additional support and assistance. | <p>8.a-d Asst. Supt., Ed. Services, Director, Ed. Services</p> <p>8.e Data Teams</p> <p>8.f Teachers</p> | <p>8.a-d None</p> <p>8.e Enrichment Teacher salaries, administration</p> <p>8.f None</p> | <p>8.a-d None</p> <p>8.e \$1,400,000</p> <p>8.f None</p> | <p>8.a-d None</p> <p>8.e LCFF</p> <p>8.f None</p> |
| <p>9. Targeting services and programs to lowest-performing student groups:</p> <ul style="list-style-type: none"> a. Impact teachers and additional instructional support providers will be assigned to work with students in grades K-6 who score below proficient or who have been identified by the school’s RtI process as requiring intervention to meet grade level standards. b. Before and/or after school math intervention will be offered to students who have been identified as “at-risk” by the school retention committee or RtI Team. c. Additional time in SuccessMaker and other software programs will be provided to students as additional support for math skill development. | <p>9.1-3 Principals</p> | <p>9.1-3 Cost of salaries and stipends</p> | <p>9.1-3 Impact cost \$18,000, After School \$30 per hour</p> | <p>9.1-3 Site Title I, LCFF</p> |

| Description of Specific Actions to Improve Education Practice in Mathematics | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|---|-------------------------------|----------------------|----------------|----------------|
| 10. Any additional services tied to student academic needs Participate in the Luxottica <i>One Sight Program</i> to provide students with identified vision problems (PS – grade 6) with free eye exams and glasses to improve literacy achievement. | One Sight Team | None | None | None |

Title III LEA Plan Performance Goal 2

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

CDS Code: 37 68221 0000000 LEA Name: National School District Title III Improvement Status: Year: 4

Fiscal Year: 2016-2017 EL Amount Eligibility: \$295,943 Immigrant Amount Eligibility: \$16,538

Plan to Provide Services for English Learner Students

| | |
|---|---|
| <p>Please summarize information from district-operated programs and provide descriptions of how the LEA is meeting or plans to meet each requirement.</p> <p>How the LEA will:</p> | |
| <p>A. Required Content</p> | <p><u><i>Implement programs and activities in accordance with Title III</i></u></p> <p>1a. The National School District provides the following basic instructional services to students identified as English Learners:</p> <ul style="list-style-type: none"> • Structured English Immersion (SEI): Students who score at less than reasonable fluency are placed in an SEI program and are taught overwhelmingly in English. Some assistance may be provided in the primary language. Students are taught ELD and other core subjects by authorized teachers using district-adopted textbooks and supplementary materials. Instruction is based on ELD and grade-level content standards. • English Language Mainstream (ELM): Students who score at reasonable fluency in English are placed in an ELM program. They are taught ELD and other core subjects by authorized teachers using district-adopted textbooks and supplementary materials. Instruction is based on ELD and grade-level content standards. Students receive any additional instruction needed for them to be reclassified as fluent English proficient. • Alternative Programs (ALT): Students with an approved “<i>Parental Exception Waiver</i>” are placed in an alternative program of the parent’s choice provided program and space availability. Teachers must receive special training to work in such a program. They use district-adopted textbooks and supplementary instructional materials. Instruction is based on ELD and grade-level content standards. Students receive any additional instruction needed for them to be reclassified as fluent English proficient. <ul style="list-style-type: none"> → Dual Language Immersion (Bilingual): For students whose primary language is English and/or Spanish and want to become bi-literate in both languages. Instruction is provided 50% of the time in both languages. EL students receive ELD instruction. This |

- program is located at Kimball Elementary School only.
- **Spanish Instructional Model:** For students in grades TK-2 whose primary language is Spanish with less than reasonable fluency in English. Instruction is provided in Spanish. This program is located at several schools in the district but not all schools.
 - **Newcomer:** For students in grades 4-6 whose primary language is other than English and have been in U.S. schools less than 12 months. Instruction is provided in English with targeted language skills provided. This program is located at two schools in the district.

The National School District will utilize Title III, Title I and LCFF funds to provide the following supplemental services to targeted EL students:

- Tutorials (before and after school hours)
 - Purchase supplementary materials
- Intervention programs
 - Hire personnel
 - Purchase supplementary materials to include designated software to assist EL students, especially LTELs (i.e., Imagine Learning)

Use the subgrant funds to meet all accountability measures

1b. The National School District has set the following annual goals for students in the areas of reading/language arts and math. ELD growth is measured by the state assessment; CELDT, reading/language arts and math are measured by the California Standards Test (CST) and district measures.

In addition to the above state mandated assessments, the National School District has set interim goals for English learners based on:

- ELA progress in reading fluency, accuracy and comprehension as measured by the district's formative and summative assessments and other teacher developed standards-based assessments.
- ELA progress in writing based on grade level writing application standards, as measured by district writing prompts.
- Math progress in concept attainment and application as measured by mathematics cumulative tests.

The National School District plans to use Title III funds to help EL students meet these measurable objectives by:

- Review and update the District EL Master Plan with Ed Services staff assistance. The EL Master Plan documents EL student requirements (to include programs, services, tools, monitoring, etc.). An overview of the update and key elements will be provided to all teachers at their respective sites.
- Provide ELs at least 30 minutes of ELD daily. Each school site will annually implement a common ELD time for all grade levels. Principals and EL Liaisons will collect daily classroom schedules at the beginning of the school year. Walkthroughs will be conducted by the site principal and district office staff at least 2-3 times during the ELD block throughout the school year.
- Teachers will receive training in SELD by the District SELD TOT team. All cohort 1 teachers will receive SELD follow-up training by the District SELD TOT team and work together with fellow SELD cohort colleagues to further refine and implement the program. For ensuing school years, SELD training will be provided by the District SELD TOT team for all new staff members. District SELD TOT team members will provide follow-up training based on surveyed teachers' needs 2-3 times throughout the school year to include integrated ELD instructional strategies to meet the needs of EL students. Ensure annual recertification of SELD TOT team.
- ELD Standards Awareness training will be provided at all sites to align ELD and curricular instruction to the new ELD standards. ELD Standards Awareness training will be conducted by SDCOE workshop attendees. During ensuing school years, EL Liaisons will work

together to determine follow up training which includes concrete strategies for using the ELD standards as an integral part of instructional planning.

- Use EL Liaisons and Assessment teams to review current assessment using the EL lens and make recommendations for changes as needed.
- Use EL Liaisons and Assessment teams to identify, develop and implement new assessment to be used at the District level to monitor ongoing EL student progress and achievement.
- Provide on-going professional development and coaching to teachers in how to deliver high quality, standards based instruction in ELD, English language arts and math to EL students.
- Continue to develop and maintain a district data warehouse system that collects and provides disaggregated data to schools and individual teachers on student academic growth toward benchmarks
- Support the purchase of *Imagine Learning English* software licenses. This software is specially developed for ELs and is designed to promote literacy skills in English. Monitoring of usage will occur at the district level and be shared with site English Learner Liaisons for action at the school level.

Hold the school sites accountable

1c. The National School District is committed to monitoring the academic achievement of EL students in the subject matter areas of ELD, English language arts and math. To ensure that EL students are making satisfactory progress towards the interim and annual goals stated earlier, the National School District employs the following support and monitoring processes.

At the school sites:

- All EL student records (testing outcomes, letters to parents, grades etc.) are accessible in the student cumulative folder.
- A site English Learner Liaison is selected to gather and monitor EL student records, coordinate EL testing, advises the principal about EL student placement and groupings, monitors EL student progress and is a liaison for parents, teachers, the principal, and district. The EL Liaisons attend monthly meetings for training, working on district related EL matters, and for guidance on implementing required EL procedures.
- Each Single School Plan for Student Achievement addresses the language and academic needs of EL students in the areas of ELA and Math.
- The principal monitors the placement in classes and groupings, visits classrooms regularly to monitor ELD and SDAIE lesson implementation.
- The principal facilitates the site ELAC meetings and ensures implementation of the district plan to meet the academic and language needs of EL students.
- Principals and teachers have ongoing access to relevant assessment data to monitor the language and academic progress of each EL Student towards benchmarks. Information from these reports is used to determine the need for specific targeted interventions in ELD, ELA and math.
- Part-time Intervention teachers (Impact Teachers) provide small group interventions to ELs in the areas of ELD, ELA and math.

At the district level:

- All EL student information is recorded in a district database that is accessible to individual site administrators, teachers and office staff.
- District administrative staff holds regular meetings with principals to discuss district and site level plans for language and academic instruction for EL students.

- The Assistant Superintendent of Educational Services and/or the Director of Educational Services visit each school at least three times a year to monitor the implementation of programs and strategies for ELs.
- If program implementation issues arise, the Assistant Superintendent and/or the Director of Educational Services will visit the school to meet with the administrator and staff, and provide assistance/support with program implementation.
- The Director of Educational Services facilitates monthly meetings with site English Learner Liaisons to discuss ongoing, new and innovative program features and the office technicians to discuss proper parent notification procedures and appropriate coding of EL students in the district student information system.
- An annual report to the Board of Trustees is made by Educational Services staff on the language and academic progress of EL students.
- Site English Learner Liaisons will be compensated with Title III funds to coordinate assessment, interpret assessment outcomes, train staff on new developments in the EL master plan, and attend district English Learner Liaison meetings.
- Provide guidance and tools to schools and staff to ensure EL students are appropriately placed in leveled ELD instruction. This includes EL students with disabilities. Placement in appropriate ELD levels will be monitored by site EL Liaisons, principals, and Ed Services staff using district data reports every 3-4 months.
- Create monitoring tool(s) that integrate data from different sources in order to monitor the academic performance of English Learners in ELD, ELA and Math.
- Data Teams meetings conducted twice monthly at all sites, all grade levels including Special Education; agenda has English Learner analysis included.

Promote parental and community participation in programs for ELs

1d. Parent involvement is a high priority on all levels in the National School District. The district will draw on Title III funds to encourage and promote involvement on the part of parents of EL students and community members. Parents are welcomed at all sites through office staff who facilitate a volunteer policy for school and/or classroom involvement opportunities. All schools have an English Learner Advisory Committee (ELAC) and a representative serves on the District English Learner Advisory Committee (DELAC)

- Providing written translation for parents to receive important information on student assessments and other important programs relating to English learner programs.
- A system of oral translation and devices to assist those in need of interpretation at important meetings.
- Monthly DAC and DELAC meetings.

NSD will promote the involvement of parents and community members in the education of EL students. NSD will improve and increase parent outreach strategies as well as the number of parents that are active participants in the education of their children by:

- Conducting parent focus groups at DAC, DELAC and site meetings to identify ideas to improve parental involvement in every school and at the district level.
- Conducting parent surveys annually to identify ideas to improve and increase parental involvement.
- Using, at a minimum, the following strategies to engage parents in volunteering, getting involved and participating in parent education activities at their child's school:
 - parent written communications
 - parent meetings; back-to-school nights
 - marquee to advertise meetings and events
 - use of district call out programs (IDAP, RED Alert)

- Peachjar
- school bulletin boards in front office

NSD will create and establish consistent ways for parent participation in school and at the district level.

- Based on parent survey results and key District instructional foci, develop a list of instructional subjects for parent training. Work with Ed. Services staff and key stakeholders to develop and implement parent training.
- Based on parent survey results, develop a list of subjects for parent training (community issues, school safety, budget, etc.). Work with Ed. Services staff and key stakeholders to develop and implement parent training.
- Research organizations (like Parent Institute for Quality Education (PIQUE)) that provide parental involvement training for parents. Training must be available in English and Spanish. Based on parent survey results, develop parent training sessions on pertinent topics (SELD, common core, SBAC assessments, new ELD standards, etc.).

| How the LEA will: | | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source (EL, Immigrant, or other) |
|---------------------|--|---------------------------------|-------------------------------------|----------------|--|
| B. Required Content | <p><u>Provide high quality language instruction</u></p> <p>2a. The district has organized two Newcomers classes to meet the needs of students in grades 4th, 5th, and 6th grade in the district who are new to the USA and who scored at the beginning or early intermediate level on their initial CELDT. Funds are utilized to:</p> <ul style="list-style-type: none"> • Hire support staff • Purchase alternative ELD/Language Arts and Math curriculum <p>Purchase software licenses (<i>Imagine Learning English</i>)</p> | PJ Whitney/ Fall 2016 | (2) Impact Teachers | \$36,538 | Immigrant |
| | | PJ Whitney/ Fall 2016 | IL licenses | \$226,000 | Title III |
| | <p><u>Provide high quality professional development</u></p> <p>3.NSD will implement professional development for all teachers in strategies that support EL students by support staff to include:</p> <ul style="list-style-type: none"> • Implementation of the common core standards in ELA and Math to be completed by 2017 • Implementation of multi-year professional development plan to provide teachers with research-based strategies that support EL students' success in core academic subjects. Teachers, staff and principals will participate in training in SDAIE strategies which utilize the ELD standards in tandem with the new common core standards in ELA and Math, and EDI strategies which support student success in the core curriculum. (Key elements from other programs may be used as well; i.e., SIOP, GLAD, SEBT, etc.). • Assisting sites with teacher training for ELA/ELD intervention programs on an annual basis with as many sessions as needed to provide for targeted intervention instruction. • Train all staff and stakeholders in the NSD Spanish Instructional Model (which includes SEBT training for program teachers) at least once during the school year. • Train all staff and stakeholders in the instructional model for students who transition from Spanish instruction to SEI at least once | PJ Whitney/ July/August 2016 | Spanish Inst and SELD Support Staff | \$25,000 | Title III |
| | | PJ Whitney/ July/August 2016 | EL Liaisons | \$15,000 | Title I |
| | | PJ Whitney/ Fall/Winter 2016 | Substitutes | \$10,000 | Title III |

| | | | | | |
|-------------------------------|---|--|--|--|--|
| | <p>during the school year.</p> <ul style="list-style-type: none"> Assisting Dual Language site with identifying training needs and providing appropriate training and supports, to include but not limited to curriculum, instructional strategies, resources, etc. as well as identify consultants and SDCOE experts to assist staff in the design, development and delivery of professional development. Convening an RtI district task force to review and design a cohesive RtI program across the district to include looking specifically at the needs of EL students who may require additional support and intervention. Train all staff and stakeholders in this model. <p>Teachers at each site will meet twice monthly in grade level teams to analyze assessment data reports by subgroups in order to monitor students' progress and guide instruction, differentiation, and intervention. Principals will facilitate the meetings or assign a facilitator. Principals will collect agendas/minutes of meetings and provide feedback to grade level teams. Principals will share agendas/minutes with Cabinet during mid- and end-of-year conferences.</p> | | | | |
| C. Required for Year 2 | <p>Goal 2 Improvement Plan Addendum* (IPA) for items A-B:</p> <p>N/A</p> <p>Please describe the factors contributing to failure to meet desired accountability measures.</p> | | | | |
| D. Required for Year 4 | <p>Goal 2 IPA* for items A-B:</p> <p>Please describe the factors contributing to failure to meet desired accountability measures.</p> <p>The English Learners in NSD continue to make progress towards English language and academic proficiency. Through a continued review of data and in an effort to ensure student progress continues, NSD has and will continue to implement:</p> <ul style="list-style-type: none"> Professional development by SELD support staff for stakeholders which includes meeting program objectives and effective instructional strategies for EL students | | | | |

| | | | | | | | | |
|---|--------------------------|-------------------------|---|----------------------------|--|--|--|--|
| <ul style="list-style-type: none"> • Supplemental materials and teacher training to effectively utilize these materials • Supplemental programs to include technology programs and teacher training to effectively utilize these programs • Targeted and intensive intervention for students • Coordination of core programs with other relevant programs and services to provide assistance to EL students • Strategies and programs that promote parent and community participation, family literacy services and parent outreach and ongoing, consistent communication | | | | | | | | |
| <p>Please describe all required modifications to curriculum, program, and method of instruction.</p> <p>NSD will develop and implement multi-year professional development plan to provide teachers with research-based strategies that support EL students' success in core academic subjects. Teachers, staff and principals will participate in training in SDAIE strategies which utilize the ELD standards in tandem with the new common core standards in ELA and Math, and EDI strategies which support student success in the core curriculum. (Key elements from other programs may be used as well; i.e., SIOP, GLAD, SEBT, etc.).</p> <p>NSD has focused on conducting in-depth analysis on the impact of instructional strategies on the English Learner population. Implementation of Systemic English Language Development (SELD), frontloading, scaffolding, and teaching key Tier 2 academic vocabulary have all been examples of District efforts to upgrade program objectives and to improve the effectiveness on instruction in the classroom for English Learners.</p> <p>Provide the following supplemental services to targeted EL students (to include identified LTEL students):</p> <ul style="list-style-type: none"> • Tutorials and academic or vocational education (before and after school hours) <ul style="list-style-type: none"> → Purchase supplementary materials • Intensified targeted instruction and intervention programs <ul style="list-style-type: none"> → Hire personnel | | | | | | | | |
| | PJ Whitney/ Fall 2016 | Intervention Classes | \$33 hour | Title I, LCFE | | | | |
| | PJ Whitney/ Fall 2016 | Impact Teachers | \$36,000 (for Newcomer class) \$18,000 (ea.) | Immigrant Title I, LCFE | | | | |

| | | | | | |
|--|---|--|--|--|--|
| | <p>struggling to meet proficiency benchmarks in English. These supports include the use of instructional materials that support</p> <p>English language development like Systematic ELD, IDEL, and Imagine Learning instructional software, among others. The District’s data warehouse provides very detailed and program specific data that allows the District to measure impact of instructional approaches. As a result of state guidance, the District continues to identify and provide additional assistance to our</p> <p>LTEL students. Academic software that is designed to support the needs of English Learners is currently being used in District classrooms. Examples include SuccessMaker, Imagine Learning, Read About and Accelerated Reader. In addition, technology tools like the Promethean Interactive White Boards, online instructional video collections through Discovery Education and Brain Pop, and a rich library of online resources that teachers can access support the academic achievement of English learners in the classroom. Teachers have access to a site Technology Liaison who will work with them to find meaningful ways to incorporate these resources into the instructional program. In addition, Ed Services is providing training for teachers in a variety of new programs and applications.</p> <p>NSD provides community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –</p> <ul style="list-style-type: none"> • To improve English language skills of LEP children; and • To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. <p>Each school offers parent education sessions that are meant to</p> | | | | |
|--|---|--|--|--|--|

| | | | | | |
|--|---|--|--|--|--|
| | <p>increase parent access at the school and to support them become more effective in supporting their child's academic achievement in school. These activities range from Back to School Night to Family Reading and Math workshops that are taught by teachers at the school site. In addition, the Family Resource Collaboration provides a variety of training and instruction on several other topics pertinent to community needs (i.e., introduction to the internet and computers, etc.). The following strategies to engage parents in volunteering, getting involved and participating in parent education activities at their child's school:</p> <ul style="list-style-type: none">→ parent written communications→ parent meetings; back-to-school nights→ marquee to advertise meetings and events→ use of district call out programs (IDAP, RED Alert)→ Peachjar→ school bulletin boards in front office | | | | |
|--|---|--|--|--|--|

| LEAs receiving or planning to receive Title III EL funding may include allowable activities. | | Persons Involved/ | Related Expenditures | Estimated Cost | Funding Source |
|--|--|--|---|---|----------------------|
| E. Allowable Activities | <p>Describe all allowable activities chosen by LEA relating to: Supplementary services as part of the language instruction program for EL students</p> <ul style="list-style-type: none"> • Supplemental English language development instruction • Enhanced instruction in the core academic subjects • High-quality professional development for teachers and other staff <p>In addition, Title III LEP student program funds may be used for:</p> <ul style="list-style-type: none"> • Upgrading program objectives and instructional strategies • Identifying and improving curricula, materials, and assessments • Providing tutorials for academic and/or vocational education • Intensifying instruction • Acquiring or developing of educational technology • Coordinating language instruction programs with other programs and services • Providing community participation programs, including family literacy and parent outreach • Other activities that are consistent with the purposes of the program <p>*Please see http://www.cde.ca.gov/sp/el/t3/ELprogrview.asp for a list of allowable EL activities</p> | PJ Whitney/ 2016-2017 | Impact Teachers for Newcomer Class | \$36,000 (\$19,462 from Title III; \$16,538 from Immigrant) | Title III, Immigrant |
| | Substitutes (EL Focus Group) | | \$10,000 | Title III | |
| | SELD Annual Recertification Costs | | \$10,000 (\$9,583 from Title III; \$417 from LCFF) | Title III, LCFF | |
| | Spanish Inst and SELD Support Staff | | \$24,980 | Title III | |
| | Imagine Learning Licenses | | \$226,000 | Title III | |
| F. EL Overall Budget | | EL 2% for Administrative/Indirect Costs: | \$5,918 | | |
| | | EL Estimated Costs Total: | \$295,943 | | |

Plan to Provide Services for Immigrant Students

| Please complete this table <u>IF</u> the LEA is receiving or planning to receive Title III Immigrant funding. | | Persons Involved/ | Related Expenditures | Estimated Cost | Funding Source |
|---|--|----------------------------------|--|---------------------------------------|----------------------|
| G. Allowable Activities | <p>Describe all allowable activities chosen by LEA relating to: Enhanced instructional opportunities to immigrant students and their families</p> <ul style="list-style-type: none"> • Family literacy, parent training, and community outreach • Educational personnel, including teacher aides • Tutorials, mentoring, and counseling • Identification and acquisition of educational materials and technology • Basic instructional services • Other instructional services designed to assist immigrant students to achieve in elementary and secondary schools in the United States • Activities coordinated with community-based organizations (CBOs), institutions of higher education (IHEs), or private sector entities that have expertise in working with immigrant students and their families • LEAs may assess reasonable administrative costs and the approved indirect cost rate for this program <p>*Please see http://www.cde.ca.gov/sp/el/t3/immprogrview.asp for a list of allowable Immigrant activities</p> | PJ Whitney/ 2016-2017 | Impact Teachers for Newcomer Class | \$36,000 (\$16,538 from Immigrant) | Title III, Immigrant |
| | H. Immigrant Overall Budget | | Immigrant Administrative/Indirect Costs: | 0 | |
| | | Immigrant Estimated Costs Total: | \$16,538 | | |

Performance Goal 3: *All students will be taught by properly credentialed and appropriately placed teachers.*

Summary of Needs and Strengths for Professional Development

The National School District has identified the following priority areas for Professional Development. They are:

- Meeting the Needs of the English Learner: The analysis of the student performance data indicates that EL students in the district make excellent progress achieving the “intermediate” level but have great difficulty surpassing that level. The National School District has invested a great deal of time and resources to provide assistance to teachers so that we can overcome this issue. This assistance includes:
 - Providing teachers with training on the needs of English Learners at each of the performance levels (Emerging, Expanding, Bridging)
 - Providing placement, materials alignment and planning information to teachers for students at each of the CELDT levels;
 - Implementing a plan for each school site that guarantees differentiated instruction for ELD to include a minimum 30 minute block five times a week for designated ELD.
 - Helping teachers understand transfer and how they can more effectively assist their students transfer skills from Spanish to English.
 - Understanding the most effective ways to teach academic vocabulary
- Writing Development: Writing will be a continued emphasis. Content area writing and using writing assignments to assess mastery of academic vocabulary will continue to be a focus.
- New Adoption Support: The National School District will create a materials acquisition plan. In the first part of the year, materials will be selected for sample use, and a final selection will be made in the spring. The teachers identified to work with Ed Services at each school site will become familiar enough with the materials that they will be able to assist with implementation at the site level.
- Focus on the Integration of Technology: Technology will become an integrated strand for all District professional development.

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

| STRENGTHS | NEEDS |
|---|--|
| <p>There is a strong District/Site connection for District professional development, with the delivery system as close to the site as possible.</p> <p>Professional Learning Communities/Data Teams have been established at each site and at the District level.</p> <p>There has been a concerted effort to develop leadership capacity.</p> <p>Partnerships have been established with outside agencies including the San Diego County Office of Education.</p> <p>There is time for professional development with two Professional Growth Days and early release days every Thursday.</p> <p>The District has conducted a needs assessment and uses it to plan future professional development.</p> | <p>There is a need to build teacher capacity to work with intermediate English learners in English Language Arts and Math.</p> <p>There is a need to build teacher capacity to become site-based content area experts to support common core implementation.</p> <p>Sufficient resources need to be set aside to support District level professional development.</p> <p>There is a need to provide foundational training for teachers in the utilization of each new adoption.</p> <p>New initiatives like the new interface for the data warehouse, the use of OARS for scanning test results and the new Student Information System (Edupoint) will require professional development support.</p> <p>There is a need to use new technologies (blogs, email groups, shared flipcharts, etc.) as a way to support professional development efforts.</p> |

Performance Goal 3: *All students will be taught by properly credentialed and appropriately placed teachers.*

Planned Improvements for Professional Development (Title II)

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

| Please provide a description of: | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|--|--|----------------------|----------------|----------------|
| <p>1. How the professional development activities are aligned with the State’s challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <p>District staff development is planned using student performance on State assessments and District multiple measures. Instructional gaps that are caused by the weaknesses that are identified in this analysis become a key part of the District’s professional development efforts. This analysis takes place in Data Teams discussions at both the District and site levels. District multiple measures that are used in this analysis are aligned to the California Common Core Standards.</p> | 1. Asst. Supt., Ed. Services, Principals | 1. None | 1. None | 1. None |
| <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>After we have identified areas of need, District Data Teams will review the literature looking for effective strategies to address the problem area. An excellent example of how this works was the professional development that focused on the development of academic vocabulary. In reviewing student assessment information it became clear that we needed to do a better job of developing academic vocabulary. District Data Teams reviewed the work that Marzano, Feldman and Beck had done in this area and then designed the professional development to mirror that research. Data Teams groups then worked on monitoring the implementation of the professional development – looking at both strategy implementation and students academic improvement.</p> | 2. Asst. Supt., Ed. Services, Principals | 2. None | 2. None | 2. None |

| Please provide a description of: | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|--|---|---|----------------------------|--|
| <p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <p>We use OARS and the data warehouse to monitor the academic impact of District and site professional development. We disaggregate data so that the impact on significant sub groups is also measured.</p> | <p>3. Asst. Supt., Ed. Services, Principals</p> | <p>4. Data Warehouse, OARS, Renaissance Learning</p> | <p>3. \$110,000</p> | <p>3. Title I, EIA/LEP, EIA/SCE</p> |
| <p>5. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <p>Each year the District establishes professional development priorities and articulates the PD calendar so that site-based efforts in professional development can support or expand upon what happens at the District level. In addition, the District has several early release days when teachers from all ten schools can attend staff development together or in “sister school configurations”. These days have been organized so that they support site efforts to expand upon the district work that was done during the two-day Professional Growth Day at the beginning of the school year.</p> | <p>4. Asst. Supt., Ed. Services, Principals</p> | <p>4. Cost of consultants, materials related to professional development, stipends for planning</p> | <p>4. Varies each year</p> | <p>4. Title I, EIA/LEP, EIA/SCE, Title II & Professional Development Block Grant</p> |
| <p>6. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <p><i>Developing Academic Vocabulary; Transference of Skills in Bilingual Classroom; Reading and Writing in the Content Area.</i> We gather evaluation and professional development feedback forms from teachers. Principals also meet with the Asst. Superintendent, Ed. Services to review feedback and to plan for the following school year.</p> | <p>5. Asst. Supt., Ed. Services, Principals</p> | <p>5. None</p> | <p>5. None</p> | <p>5. None</p> |

| Please provide a description of: | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|--|--|---|---------------------------------------|---|
| <p>7. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <p><i>The District</i> Director of Ed Services facilitates and provides technology related staff development in the District. She chairs the District Technology Committee that monitors the implementation of the District Technology Plan. The Plan has specific goals for improving the integration of technology in the curricula and instruction and to improve teaching and learning through the use of technology.</p> | 6. Asst. Supt., Ed. Services, Director of Ed. Services | 6. Director Salary | 6. \$160,000 | 6. Title I, LCFF, General Fund |
| <p>8. 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><i>The District</i> requires each school to have a site technology plan which supports this effort. Ed Services staff and site Technology Liaisons along with principals coordinate District-wide efforts in technology and support school site technology efforts.</p> | 7. Asst. Supt., Ed. Services, Principals, Director of Ed. Services | 7. Technology Liaisons | 7. \$1,000 per Liaison per year | 7. Title I, EIA/LEP, EIA/SCE, SIP |
| <p>9. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</p> <p>Teachers and paraprofessionals have been surveyed. Teacher leaders have provided input via District curriculum committees (ELA/Writing Common Core Committee, LAS and RSP teachers, Math Common Core Committee, etc.) Principal reps have worked with Asst. Superintendent to review input and to formulate a plan. Parents have participated in this process via the DAC Categorical Advisory Committee Meetings and via DELAC.</p> | 8. Asst. Supt., Ed. Services, Principals | 8. Cost of consultants, materials related to professional development, stipends for planning | 8. Varies each year | 8. Title I, EIA/LEP, EIA/SCE, Title II and Professional Development Block Grant |

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

Environments Conducive to Learning (Strengths and Needs):

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

| STRENGTHS | NEEDS |
|---|--|
| <ol style="list-style-type: none"> 1. Each school has a well-developed emergency preparedness plan. 2. Each school has a student conduct policy. 3. Each school has a uniform policy that is enforced K-6 4. School Resource Officers from the National City Police Department support appropriate student behavior and safety issues at schools in our community. 5. The district has adopted the Second Step program as the K-6 a core curriculum for social skills training, violence prevention and conflict resolution training. 6. The School Attendance Review Board (SARB) process is implemented in all schools. All schools have implemented pre-SARB meetings to intervene early for students with attendance or behavior problems. 7. A School Welfare and Attendance Officer is assigned to each school weekly to provide interventions for at-risk students in areas of attendance and behavior. 8. Peach Builders, Peace Patrols and Safety Patrols have been implemented in the majority of schools in the district. 9. Before and After-School programs are available at no cost to parents at each school. 10. Family Resource Centers are available at three sites in the district. Comprehensive community services programs are available including counseling, couples therapy, emergency food and housing referrals, education programs, etc. Staff, including school psychologists and principals regularly make referrals to the centers. 11. Most schools (8 of the 10 sites) have used site funds to augment counseling services to students. Each of those schools has hired credentialed school counselors for at least one day per week in addition to the services provided by the school psychologist. | <ol style="list-style-type: none"> 1. There needs to be a more consistent approach to bullying programs in the district. 2. Staff training in the areas of behavioral interventions is needed. 3. Support for the implementation of a PBIS (Positive Behavior Intervention School) programs at schools is an integral part of the District’s Response to Intervention Plan. 4. Results of the Healthy Kids Survey show that the percentage of students who feel safe at school all the time has increased in the last two years, but still only half of our 5th grade students put themselves in that category. 5. Results of the Healthy Kids Survey show that the percentages of students who report high levels of caring relationships with a teacher or school adult has increased over the last two years, but is still at a relatively low level (56%). 6. Healthy Kids Survey will be administered in the fall of 2015 to update results. |

Environments Conducive to Learning (Activities):

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

| ACTIVITIES |
|---|
| <ol style="list-style-type: none">1. The National School District has developed and approved a full-range of Board Policies to define student expectations and supports.2. Student Services is working with all school sites to fully implement the research-based “Positive Behavior and Intervention Support” program3. School sites support the Peace Patrol mediation program and train students yearly to implement the program on the school playgrounds.4. A broad range of before and after school programs operate within the district to engage students in a variety of activities, including homework completion, tutoring, academic enrichment, and fine arts such as dancing, drama and art.5. School counselors and psychologists provide support for students and families regarding social issues. They provide early intervention and referral services as needed.6. The SARB process intervenes early with students who are at-risk for school failure due to attendance and behavior issues. A School Resource Officer and nurse practitioner from Children’s Hospital sit on the Board to provide specialized interventions as needed |

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

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

| STRENGTHS | NEEDS |
|---|---|
| <ol style="list-style-type: none">1. The District gathers data on school violence incidents, expulsion and suspension data. That data, and the results of the Healthy Kids Survey, are reviewed to determine areas of need.2. PBIS (Positive Behavior Intervention Supports) Program is being implemented across the district to positively impact school climate and violence/discipline.3. Communication and technology resources (mobile phones, school radio systems, telephones in each classroom) enhance our ability to respond in a crisis.4. The district has a crisis response team that is trained to respond quickly at any school site. | <ol style="list-style-type: none">1. District and school staff need to review suspension data and results of the Healthy Kids Survey with teachers and other staff in order to determine the scope of site interventions at each school.2. Bullying is a topic that should be addressed more fully at each school site.3. Cyberbullying needs to be addressed in the Digital Citizenship lessons annually.4. Schools need to address safety topics with students to increase the students’ feeling of safety and security while on campus. To be addressed:<ul style="list-style-type: none">• Crisis intervention teams• Closed campuses• No admittance to campus without clearance from the office• School Resource Officers• Zero tolerance policy• Sexual harassment policy and enforcement• School discipline policy; student behavior expectations |

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

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

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

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

| Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey | Most Recent Survey date: 5/2009 Baseline Data | Current Data Survey 2015 |
|--|--|--|
| The percentage of students that have ever used cigarettes will decrease biennially by: 10% | 5 th grade 4% | 5 th grade 1% |
| The percentage of students that have used cigarettes within the past 30 days will decrease biennially by: <u>NOT APPLICABLE</u> | 7 th --% 9 th --% 11 th --% | 7 th --% 9 th --% 11 th --% |
| The percentage of students that have used marijuana will continue to be 1% or less. | 5 th grade 1% | 5 th grade 1% |
| The percentage of students that have used alcohol within the past 30 days will decrease biennially by: <u>NOT APPLICABLE</u> | 7 th --% 9 th --% 11 th --% | 7 th --% 9 th --% 11 th --% |
| The percentage of students that have used marijuana within the past 30 days will decrease biennially by: <u>NOT APPLICABLE</u> | 7 th --% 9 th --% 11 th --% | 7 th --% 9 th --% 11 th --% |

| Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey | Survey date: 5/2009 Baseline Data | Survey Date: 2015 |
|---|--|--|
| The percentage of students that feel safe at school all the time will increase biennially by: 15% | 5 th grade 53% | 5 th grade 55% |
| The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by: <u>NOT APPLICABLE</u> | 7 th --% 9 th --% 11 th --% | 7 th --% 9 th --% 11 th --% |
| Protective Factors Performance Measures from the California Healthy Kids Survey | 5/2009 Baseline Data | 2015 |
| The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by: 20% | 5 th grade 56% | 5 th grade 60% |
| The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by: 15% | 5 th grade 60% | 5 th grade 68% |
| Protective Factors Performance Measures from the California Healthy Kids Survey | 5/2009 Baseline Data | 2015 |
| The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by: 20% | 5 th grade 18% | 5 th grade 22% |
| The percentage of students that report high levels of school connectedness at their school will increase biennially by: 15% | 5 th grade 62% | 5 th grade 57% |

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 |
| The district has adopted no additional performance measures. | | |

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

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

| Science-Based Program Name | Program ATODV Focus | Target Grade Levels | Target Population Size | Purchase Date | Staff Training Date | Start Date |
|---|---|---------------------|------------------------|--|-------------------------------------|------------|
| Positive Behavior Intervention Support | Conflict resolution Violence Prevention Positive decision-making Safe school environment | TK-6 | All Students | Program is the current district core curriculum and has been purchased for all schools | Training for new teachers as needed | NA |

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

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

| Check | Activities | Program ATODV Focus | Target Grade Levels |
|-------|-------------------------------|--|---------------------|
| X | After School Programs | Emphasis on safe environments and positive alternatives for students as well as academic support and intervention. Wide arrays of programs (music, golf, dancing, karate, drama) motivate students to engage in new levels of physical activity and fine arts opportunities. | TK- 6 |
| X | Conflict Mediation/Resolution | Improve social interaction; increase conflict resolution and positive decision-making skills. Increase self-control and self-esteem. In-class core curriculum lessons by the teacher and more intensive small group intervention for at-risk students at each school site. | TK- 6 |

| Check | Activities | Program ATODV Focus | Target Grade Levels |
|--------------|-----------------------------------|--|----------------------------|
| X | Early Intervention and Counseling | Students Study Teams, RtI Teams, counseling and academic interventions begin in preschool programs for students in need. Family support provided through referrals to FRC and Prop 10 support staff. | Preschool – Grade 2 |
| X | Environmental Strategies | Tobacco-free schools and district office. Zero tolerance for violence including sexual harassment. | Preschool –Grade 6 |

| Check | Activities | Program ATODV Focus | Target Grade Levels |
|--------------|------------------------------------|---|----------------------------|
| X | Family and Community Collaboration | Collaboration with Family Resource Centers, EPSDT Mental Health provider and on-campus mental health services through Paradise Valley Hospital programs. Collaboration with Children's Hospital to provide health education and services. Parent Advisory Groups (DAC, ELAC, etc.). | Preschool – Grade 6 |
| X | Media Literacy and Advocacy | Emphasis on safe computing, especially access to internet via Digital Citizenship lessons. | TK-6 |
| | Mentoring | | |
| X | Peer-Helping and Peer Leaders | Implementation of Student Councils at most schools. | 3-6 |
| Check | Activities | Program ATODV Focus | Target Grade Levels |
| X | Positive Alternatives | Positive behavior recognition at school sites, after school program offerings such as golf, karate, fine arts. Collaboration with NCPD Star Pals programs and the National City Boys and Girls Club activities. Community recognition of academic achievement – Masons, Boys and Girls Club, Kiwanis and CABA scholarships. | TK- 6 |
| X | School Policies | District policies are comprehensive and include areas of student discipline, uniforms, zero tolerance, sexual harassment, and suspension/expulsion. Safe school plans, etc. | TK- 6 |
| | Service-Learning/Community Service | | |
| X | Student Assistance Programs | School Study Team and RtI Intervention Teams. Referrals to partner agencies through school counselor/psychologist and the Family Resource Center. | TK-6 |
| X | Tobacco-Use Cessation | | 4-6 |

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

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

| Promising Program name | Program ATODV Focus | Target Grade Levels | Target Population Size | Date Implemented | Staff Training Date | Start Date |
|---|------------------------------|---------------------|----------------------------------|------------------|---|------------|
| Positive Behavior Intervention Support | Violence Conflict Resolution | TK-6 | All students at all school sites | 2015-2016 SY | All staff trained. New staff trained as necessary | N/A |

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

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

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

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

Second Step:

The District reviewed available data to determine target areas for instruction. Data clearly showed that violence reduction, conflict mediation and other safe schools issues were our number one priority areas. The Second Step Program has been identified as a scientific, research-based program in the area of violence intervention. Second Step was one of several programs piloted by teachers for in-class use. Staff determined that this program would most closely meet the needs of our school communities for several reasons: 1) it could be used daily in the classroom to mediate conflict and reinforce conflict resolution skills, and 2) the format (realistic pictures and open-ended questions) would be used successfully in our English, Spanish and Dual Language programs.

Peace Builders

As stated above, an analysis of available data determined that safe schools issues were our number one priority. Schools wished to find a program that would support the safe schools focus and also support their focus of character education and community involvement. School staffs, in conjunction with their parent groups, chose the Peace Builders Program over other programs on the *Promising or Favorable Programs* list because the program supported all three of those target areas.

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

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

Evaluation activities will include the following:

1. We will review the results of future Healthy Kids Surveys to determine the impact of the programs over the next several years.
2. The District will review suspension and expulsion data to determine the impact these prevention activities had on student behavior and safety issues
3. The District will survey teachers regarding the effectiveness and implementation fidelity of the core curriculum *Second Step*.

The results of the assessment will be used by the Educational Services Department and District Leadership Team to compile a report to the district Cabinet, school sites and governing board. Recommendations for revision of the program, including staff development, will be developed and disseminated to school sites.

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.

| <u>Steps</u> | <u>Timeline</u> |
|--|--|
| Results will be reported in each school’s SARC (School Accountability Report Card) | Annually |
| Results will be reported each year to the District Advisory Committee (DAC) and the DELAC | Annually, before June 30th of each school year |
| Results will be used to update the District LEAP Plan And be provided to school sites for review | Annually, before June 30th of each school year |
| Results will be reported to the School Board as part of the yearly assessment report | Annually, before June 30th of each school year |

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

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

All Schools in the National School District are Title I Schools. All students in the National School District are participating in the free and reduced lunch program. National School District has been identified as one of the poorest urban communities in the nation. Services provided through these funds will be available at all school sites.

Intervention programs and targeted activities will be focused on meeting the needs of students who have been identified through self-referral, incidence reports, suspension and expulsion data, or other data available at the school site to require intensive services. These intensive interventions will be provided using program funds alone, or in conjunction with other funds available at the school site.

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.

As with the other programs in the National School District, the LEA will coordinate SDFSC, TUPE and other funds with other federal and local prevention programs and funding in accordance with state and federal guidelines.

This coordination will be initiated and evaluated by the Instructional Leadership Team in the district and by the Educational Services Leadership Team. This Educational Services Leadership Team is comprised of the Assistant Superintendent of Educational Services as well as the Directors and Coordinators of all service and intervention programs in the district.

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.

We will meet the requirements for parent notification under NCLB through the annual Parents Notification process. The content of the Annual Notification document is reviewed annually to ensure that all required information that must be shared with parents is contained in our six (6)-page document. All parents receive this document annually, and must provide written documentation that they did receive this notification within the first month of school each year. Families of students enrolling during the school year are also provided with the annual notification, and provide a signature to acknowledge receipt.

The SDFSC Program Advisory Committee will meet a minimum of three times a year as a sub-committee of the District Advisory Council (DAC). This focus group will meet to review evaluation results, data collected to support program goals, and discuss important issues regarding school safety and violence reduction. This information will be brought back to the DAC and DELAC.

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.

We do not anticipate having to refer any students to a pregnant minor program, as we are a PS-6 school district. However, if the need arose we would work collaboratively with our feeder high school district (Sweetwater Union High School District) to identify an appropriate program and other necessary services for the student and her family.

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))

Additional Mandatory Title I Descriptions

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

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

The National School District uses the Free and Reduced Lunch counts for each school to determine Title I funding allocations each year.

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

All schools in the National School District are School-wide Project (SWP) schools. We do not have targeted assistance schools in the District.

Please provide a general description of the nature of the programs to be conducted by the LEA's schools under Sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.

The National School District is committed to serving any and all students/families who seek educational services at each of the ten elementary schools. The District has committed to and will serve all homeless children and families accessing our school in compliance with the McKinney-Vento Homeless Education Act.

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

All schools in the National School District are in Program Improvement. In order to exit this status, all principals are required to meet with District Administration on a regular basis throughout the school year to discuss the data related to their status. This discussion is meant to be an in-depth evaluation of the data that becomes an integral part of the Principal's goal setting process. Discussions also focus on identifying, when appropriate core replacement programs, supplemental materials, and interventions. This discussion is replicated at the school level, between the principal and the school leadership team and the School Site Council. Once the improvement plan and interventions are implemented, goals are closely monitored at the site and district level.

In the event that a school qualifies for PI status, in the first year of PI, schools notify parents of the school's status and offer them an opportunity to move to another school. The school does another needs-assessment and makes plans for modifying their instructional plan. The District assigns an outside coach to work with the principals to assist in developing their plan. In the second year of program improvement (or beyond), the District provides supplemental services for at risk students based on needs and the site coach continues to work with the school. The school must make an annual report to the Board on their goals and whether they have successfully met them. District Administration meets with the principal regularly to monitor progress in meeting their goals.

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

As described above, The National School District, in collaboration with the California State Department of Education, tracks school-wide progress in each of the ten elementary schools toward accomplishing Adequate Yearly Progress.

In the event that a school enters into Program Improvement, the District will immediately notify parents of their rights to have their child transfer to a non-Program Improvement School within the District. All arrangements for transportation will be furnished and paid for by the District during the time the home school is designated as a Program Improvement school. The District will be committed to working thoroughly with the principal, staff and community to identify and support instructional and school environment changes that encourage the school's transition out of Program Improvement status.

In the event a school enters into year two or beyond of Program Improvement, the District is committed to informing students of the availability of supplemental services to support identified students who are having difficulty achieving grade level standards. Parents of identified students will be informed of the availability of service providers, the specific services provided and the effectiveness of the provider in meeting student needs. Parents will continue to be offered school choice in year two and beyond of Program Improvement.

Additional Mandatory Title I Descriptions

(Continued)

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

The National School District has extensive plans to provide professional development to support Title I programs. Plans outlining priority areas are fully explained in Performance Goal 3: Planned Improvement for Professional Development (Title II).

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.

The National School District collaborates effectively with parents and children who will be new students in transitional kindergarten and kindergarten programs through a variety of programs for school readiness including:

- A California State sponsored preschool
- Federal Healthy Start – Family Resource Centers
- California State Proposition 10 kindergarten preparation classes

At the end of every school year, the Director of Early Childhood Programs facilitates the transfer of important student information between preschool and transitional kindergarten/kindergarten. For students with special needs, this information include, assessments, interventions and results and a list of successful strategies that transitional kindergarten/kindergarten teachers can continue to use to ensure that students continue to learn.

Part III

Assurances and Attachments

Assurances

Signature Page

Appendix

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

Appendix B: Links to Data Web sites

Appendix C: Science-Based Programs

Appendix D: Research-based Activities

Appendix E: Promising or Favorable Programs

Appendix F: NCLB Legislation, Sections 1111 through 1120

ASSURANCES

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

GENERAL ASSURANCES

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

- 9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.
10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The LEA, hereby, assures that it will:

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

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

TITLE I, PART D – SUBPART 2

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

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

TITLE II, PART A

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

TITLE II, PART D

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

- Innovative delivery strategies – a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
- A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
- Collaboration with adult literacy service providers.
- Accountability measures – a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.
- Supporting resources – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.

36. The LEA must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.

37. **Any LEA that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) hereby assures the SEA** that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:

- has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and
- is enforcing the operation of such technology protection measure during any use of such computers by minors; and
- has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.
- Any LEA that does receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

TITLE III

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

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

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

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

TITLE IV, PART A

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

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

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

52. The LEA has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents of children attending elementary schools and secondary schools in the area served by the LEA, with teachers and administrative personnel in such schools, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the LEA.
53. The LEA will comply with this Part, including the provisions of section 5142 concerning the participation of children enrolled in private nonprofit schools.
54. The LEA will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.
55. The LEA will annually evaluate the programs carried out under this Part, and that evaluation:
- will be used to make decisions about appropriate changes in programs for the subsequent year;
 - will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and
 - will be submitted to the SEA at the time and in the manner requested by the SEA.

New LEAP Assurances

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

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

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

Other

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

SIGNATURE PAGE

Christopher Oram, Ed.D.

Print Name of Superintendent

Signature of Superintendent

Date

APPENDIX A

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

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

California's NCLB Performance Goals and Performance Indicators

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

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

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

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

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

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

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

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

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

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

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

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

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

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

APPENDIX B

Links to Data Web sites

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

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

APPENDIX C

Science-Based Programs

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

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

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

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

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

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

School-Based Programs

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

| | | | | | | | |
|--|---|---------|---------|-------|----------|------------|---------------|
| Botvin's LifeSkills™ Training | 6 to 8 | x | x | x | x | | A, B, C, D, E |
| Lions-Quest Skills for Adolescence | 6 to 8 | | | | | x | D, C, E |
| Minnesota Smoking Prevention Program | 6 to 10 | | x | | | | A, D, E |
| Olweus Bullying Prevention | K to 8 | | | | x | | B, C, E |
| Positive Action | K to 12 | x | x | x | x | x | C, D, |
| Project ACHIEVE | Pre-K to 8 | | | | x | x | A, C, E |
| Project ALERT | 6 to 8 | x | x | x | | | A, C, D, E |
| Project Northland | 6 to 8 | x | | x | | | A, B, C, D, E |
| Project PATHE | 9 to 12 | | | | | x | B, E |
| Project SUCCESS | 9 to 12 | x | x | x | | | C, |
| Project Toward No Drug Abuse (TND) | 9 to 12 | x | x | x | x | | C, |
| Project Toward No Tobacco Use (TNT) | 5 to 8 | | x | | | | A, C, D, E |
| Promoting Alternative Thinking Strategies (PATHS) | K to 6 | | | | x | | A, B, C, D, |
| Protecting You/Protecting Me | K to 5 | x | | | | | C, |
| Quantum Opportunities | 9 to 12 | | | | | x | B, E |
| Reconnecting Youth | 9 to 12 | x | | x | x | x | A, C, E |
| Responding in Peaceful and Positive Ways | 6 to 12 | | | x | x | | C, D, E |
| Rural Educational Achievement Project | 4 | | | | x | | C |
| School Violence Prevention Demonstration Program | 5 to 8 | | | | x | | C |
| Second Step | Pre-K to 8 | | | | x | | A, C, D, |
| Skills, Opportunities, and Recognition (SOAR): Seattle Social Development Project: | K to 6 | x | | | x | x | B, C, D, E |
| SMART Leaders | 9 to 12 | | | x | | | C |
| Social Competence Promotion Program for Young Adolescents (SCPP-YA) | 5 to 7 | | | x | | | C |
| Start Taking Alcohol Risks Seriously (STARS) for Families | 6 to 8 | x | | | | | C, |
| Students Managing Anger and Resolution Together (SMART) Team | 6 to 9 | | | | x | | C, D, |
| Too Good for Drugs | K to 12 | x | x | x | x | | C |
| Community and Family-based Programs | | | | | | | |
| | Intended program outcomes and target setting. See research for proven effectiveness | | | | | | |
| Name | Target Population | Alcohol | Tobacco | Drugs | Violence | Youth Dev. | Website |
| Big Brothers Big Sisters | Community | | | | | x | B, E |
| Brief Strategic Family Therapy | Families | | | x | | | B, C, |
| CASASTART | Community | | | x | x | | B, C, D, |
| Communities Mobilizing for Change | Community | x | | | | | C |
| Creating Lasting Family Connections | Families (6 to 12) | x | | x | | x | A, C, D, |
| Families And Schools Together (FAST) | Families | | | | x | | C, |
| Family Development Research Project | Families | | | | x | | C |
| Family Effectiveness Training | Families | | | | x | | C, |
| Family Matters | Families | x | x | | | | C |
| FAN (Family Advocacy Network) Club | Families | | | x | | x | C |
| Functional Family Therapy | Families | x | | x | x | | B, E |
| Home-Based Behavioral Systems Family Therapy | Families | | | | x | | C |
| Houston Parent-Child Development Program | Parents | | | | | x | C |

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

APPENDIX D

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

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

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

APPENDIX E

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

| | | | | | | | |
|---|-------------|---|---|---|---|---|------|
| Massachusetts Tobacco Control Program | 7 to 12 | | X | | | | C |
| Michigan Model for Comprehensive School Health Education | K to 12 | x | x | x | | | D |
| Open Circle Curriculum | K to 5 | | | | x | x | D |
| Parent-Child Assistance Program (P-CAP) | Families | x | | x | | | C |
| PeaceBuilders | K to 8 | | | | x | | D |
| Peacemakers Program | 4 to 8 | | | | x | | D |
| Peer Assistance and Leadership | 9 to 12 | | | x | x | | C |
| Peer Coping Skills (PCS) | 1 to 3 | | | | x | | B |
| Peers Making Peace | K to 12 | | | | x | | D |
| Personal/Social Skills Lessons | 6 to 12 | | x | | | | A |
| Preventive Intervention | 6 to 8 | | | x | | | B |
| Preventive Treatment Program | Parents | | | x | x | | B |
| Primary Mental Health Project | Pre k to 3 | | | | | | D |
| Project Alive | K to 12 | | x | | | | A |
| Project BASIS | 6 to 8 | | | | x | x | C |
| Project Break Away | 6 to 8 | | x | x | | | C |
| Project Life | 9 to 12 | | x | | | | A |
| Project PACE | 4 | | | | | x | C |
| Project SCAT | 4 to 12 | | x | | | | A |
| Project Status | 6 to 12 | | | x | x | x | B |
| Safe Dates | School | | | | x | | B |
| Say It Straight (SIS) Training | 6 to 12 | x | | | | | D |
| School Transitional Environmental Program | 9 to 12 | | | x | x | x | B |
| Smokeless School Days | 9 to 12 | | x | | | | A |
| Social Decision Making and Problem Solving | 1 to 6 | x | | | x | | D |
| Social Decision Making and Problem Solving Program (SDM/PS) | K to 5 | | | | | x | B |
| Socio-Moral Reasoning Development Program (SMRDP) | School | | | | x | | B |
| Storytelling for Empowerment | 6 to 8 | x | | x | | | C |
| Strengthening Hawaii Families | Families | | | x | | | C |
| Strengthening the Bonds of Chicano Youth & Families | Communities | x | | x | | | C |
| Syracuse Family Development Program | Family | | | | x | | B |
| Teams-Games-Tournaments Alcohol Prevention | 10 to 12 | x | | | | | C |
| Teenage Health Teaching Modules | 6 to 12 | | x | | | | C, D |
| Teens Tackle Tobacco! - Triple T | 6 to 12 | | x | | | | A |
| The Scare Program | School | | | | x | | D |
| The Think Time Strategy | K to 9 | | | | x | | D |
| Tinkham Alternative High School | 9 to 12 | | | | | x | C |
| Tobacco-Free Generations | 8 to 12 | | x | | | | A |
| Viewpoints | 9 to 12 | | | | x | | B |
| Woodrock Youth Development Project | K to 8 | x | x | x | | x | C |
| Yale Child Welfare Project | Families | | | | x | | B |