

Application #	
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No Child Left Behind Act of 2001
SINGLE SCHOOL DISTRICT PLAN

To meet the requirements of the
Single School District Plan

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

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

SSD Plan Information:

Name of Local Educational Agency (LEA): Strathmore Union Elementary School District

County/District Code: 54 - 72157

Dates of Plan Duration (should be five-year plan): 2009 - 2014

Date of Local Governing Board Approval:

District Superintendent: Shelly Long, Ed.D

Address: P.O. Box 247

City: Strathmore, Ca.

Zip code: 93267

Phone: (559) 568 - 1283

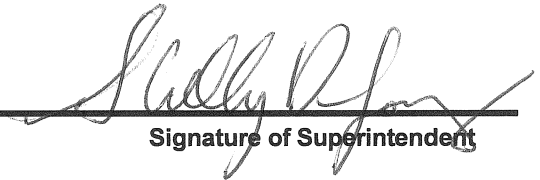
Fax: (559) 568 - 1262

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

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

Shelly Long, Ed.D

11-8-10



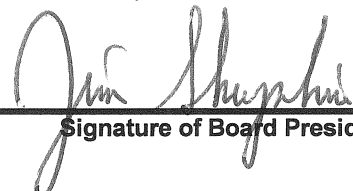
Printed or typed name of Superintendent

Date

Signature of Superintendent

Jim Shropshire

11-8-10



Printed or typed name of Board President

Date

Signature of Board President

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Background

The No Child Left Behind (NCLB) Act of 2001 represents a significant expansion of the federal role in K-12 education in several ways. First, the federal government has set minimum qualifications for teachers in all the nation's public schools. Second, the government has now established a mandatory national deadline for all public schools to bring all of their children to an achievement level deemed "proficient" by the state. Third, the new law authorizes the use of federal funds for a voucher-like program of extra tutoring for children in the most troubled Title I schools.

The Single School District Plan is the legally binding document that provides details concerning the LEA's implementation of NCLB and other related state-funded programs. The Single School District Plan is also aligned with California's Consolidated State Plan for NCLB. The State Plan was developed to reflect California's compliance with the five performance goals established for NCLB:

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

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	X	Child Development Programs 121-61050
	Title I, Part A, Basic Grants, ARRA		Educational Equity
	Title I, Part C, Migrant Education		High Priority Schools Grant Program
	Title I, Part D, Neglected/Delinquent		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
X	Title II, Part A, Subpart 2, Improving Teacher Quality 40350		
X	Title II, Part D, Enhancing Education Through Technology 40450		Unrestricted as of 08-09 school year but still tracking under separate resource code
X	Title III, Limited English Proficient 42030	X	Instructional Materials Fund Realignment 07156
	Title III, Immigrants	X	School and Library Improvement Block Grant 07395
X	Tobacco Use Prevention Education (Prop 99) 66600	X	Gifted and Talented Education 07140
	Title V, Part A, Innovative Programs – Innovative Educational Strategies		Unrestricted with the 0809 school year Now no separate resource code
X	Child Nutrition Programs	X	Middle School Counseling 70800
X	IASA Drug Free School 37100	X	Professional Development Block Grant 73930
	McKinney-Vento Homeless Education	X	Targeted Instructional Improvement Block Grant 73940
	<i>Individuals with Disabilities Education Act (IDEA), Special Education</i>	X	Staff Mentoring 72940
	21 st Century Community Learning Centers	X	Community Based English Tutoring - 62850
X	EETT ARRA Grant - 40470	X	Arts and Music - 67600
X	Jobs Bill ARRA - 32050	X	Title IV, Part A, Safe and Drug-Free Schools and Communities 64050
X	EIA – Limited English Proficient/ELAP 62860/70900	X	PEER - 72710
	After-School Education and Safety Programs		Other (describe):

DISTRICT BUDGET FOR FEDERAL PROGRAMS

2010 - 2011

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	98,924.	350,522.	375,000	84%
EIA – Limited English Proficient- ELAP	136,078.	240,556.	200,000.	53%
Child Nutrition Programs	93,000.	421,000.	500,000.	97%
Tobacco Use Prevention Education – (Prop. 99)	0	735.	735.	100%
Title II Part A, Subpart 2, Improving Teacher Quality	0	74,663.	73,500.	98%
Title II, Part D, Enhancing Education Through Technology	0	2,821.	2,821.	100%
Title III, Limited English Proficient Child Development Programs	0	37,100.	36,500.	98%
	0	198,000.00	194,040.	98%
Jobs Bill ARRA	0	139,495.	40,000.	29%
IASA Drug Free Schools	0	1,215.	1,215.	100%
ARRA Title 1	38,947.	0	38,000.	98%
IDEA, Special Education	10,359.	0	10,200.	98%
21st Century Community Learning Centers				
EETT ARRA Grant	0	7,383.	7,383.	100%
State Lottery - 63000	13,271.	8,659.	21,930.	100%

DISTRICT BUDGET FOR STATE PROGRAMS

2010 - 2011

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
The following are now unrestricted, but tracked under separate resource codes at District Level:				
Instructional Materials Realignment	95,145.	39,976.	50,000.	37%
School and Library Improvement Block Grant	55,420.	66,803.	67,000	55%
Gifted and Talented Education		18,303	13,303.	100%
The following are now unrestricted and are not tracked by separate resource code by District:				
Staff Mentoring		4,008.	4,008.	100%
Arts and Music Grant		12,033.	12,033.	100%
Professional Development Block Grant		37,926.	37,926.	100%
Targeted Instructional Improvement Block Grant		29,045.	29,045.	100%
Title IV, Part A, Safe and Drug-free Schools and Communities		7,989.	7,989.	100%
PEER-PAR		5,148.	5,148.	100%
Community Based English Tutoring		10,065.	10,065.	100%
Middle School Counseling		12,529.	12,529.	100%
TOTAL	541,144.	1,725,974.	1,750,370.	77%

Needs Assessment

Part 1: STAR Student Demographics

1. Local Educational Agency Demographic Characteristics
 - The Local Educational Agency Demographic Characteristics Report is available at the Strathmore Union Elementary School District office, each individual school's office, and at the web address: <http://www.cde.ca.gov/> . Once at the web address do the following:
 - i. Testing & Accountability Tab
 - ii. Accountability Progress Reporting (APR)
 - iii. API District Level Reports
 - iv. Type in Strathmore
 - v. Confirm it is Strathmore Elementary
 - vi. 2010 (or current year) Growth API Report - District API
 - vii. Submit
 - viii. LEA Demographic Characteristics

Part 2: Academic Achievement - District Data Display

1. School Accountability Report Card (SARC)
 - The SARC is available at the Strathmore Union Elementary School District office, each individual school's office, and on the district homepage at the web address: <http://www.suesd.k12.ca.us>
2. STAR Test Report for Strathmore Union Elementary School District
 - a. The STAR Test Report for the District is available at the Strathmore Union Elementary School District office, each individual school's office, and at the web address: <http://www.cde.ca.gov/> . Once at the web address, go to the Data & Statistics Tab, and then choose Data Quest to find the information.
3. California English Language Development Test (CELDT) Report for Strathmore Union Elementary School District
 - a. The CELDT Report for the district is available at the Strathmore Union Elementary School District office, each individual school's office, and at the web address: <http://www.cde.ca.gov/> . Once at the web address, go to the Data & Statistics Tab, and then choose Data Quest to find the information.
4. Annual Measurable Achievement Objectives (AMAOs)
 - a. The Annual Measurable Achievement Objectives for the district is available at the Strathmore Union Elementary School District office, each individual school's office, and at the web address: <http://www.cde.ca.gov/ta/ac/t3/t3reports.asp> . Once at the web address, go to District and School Reports, and then follow directions to find the information.

Part 3: Teacher Quality

1. Summary of Needs and Strengths for Professional Development [Description of activities under Title II, Part A, Subpart 1, Grants to LEA] found on page: 32.

Part 4: School Safety

1. Environments Conducive to Learning (Strengths and Needs) found on page: 41.

SUESD Description and Demographics

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

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

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

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

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

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

Strathmore Union Elementary School District Vision and Mission Statement

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

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

Local Measures of Student Performance

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

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

Examples of local assessments given within our district include:

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

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

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

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

Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics by 2013 – 2014.				
All Student groups and grade levels will participate in this goal.		Anticipated annual performance growth for each group will be set by the State.		
Means of evaluating progress toward this goal will be based on whether or not students meet overall, as well as, subgroup goals as set by the State.		The data collected to measure academic gains will be the following: STAR results AYP Results API Results		
Description of Specific Actions to Improve Education Practice in Reading and Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: At SUESD alignment of curriculum, instruction and materials to content and performance standards is ensured through the process of adopting a standards-based curriculum and extensive professional development covering the implementation of that curriculum. In addition, teachers receive training on effective instructional techniques and meet in grade-level and department teams to align their curriculum for the year. Teachers go through a process of standards mapping, which includes examining their grade-level standards and outlining a plan to ensure they are all taught during the course of the year.	Teachers / Ongoing	Language Arts and Math Curriculum	\$21,930	General Fund IMRP
	Principals / Ongoing	Training on new curriculum	\$50,000	State Lottery
	Academic Coach/Ongoing	Substitutes for teacher release time	\$ 3,000	SFSF Title 1
2. Use of standards-aligned instructional materials and strategies: Teachers ensure state standards are posted in every classroom, at least during the lesson, for students to see and make explicit reference to the standards being taught in their daily lesson plans. Throughout the year, the principal monitors that standards-based materials and strategies are used through examining lesson plans, observing classroom lessons and analyzing student assessment data. If weaknesses are observed in any of these areas, the principal then provides opportunities for teachers and/or paraprofessionals to receive additional professional development.	Teachers / Ongoing	Substitutes for teacher release time	\$ 2,000	General Fund Title II
	Principals / Ongoing	Training	\$ 5,000	Title 1 ARRA Title III Title 1
	Instructional Aides / Ongoing	Academic Coach	\$70,500	EIA SFSF

<p>3. Extended learning time:</p> <p>Learning time is extended through the after-school HEART program, which operates on the K - 8 campuses and provides tutoring in both reading and mathematics. Learning time is further extended through after-school tutoring by classroom teachers, summer school and other district intervention programs.</p> <p>The district also has an extended block period for both reading/language arts, and math. Additional language development time is also given for English language learners.</p>	<p>Teachers and Administrators / Summer and other interventions</p> <p>Teachers/Ongoing</p>	<p>Staff</p>	<p>\$15,000</p>	<p>Migrant</p> <p>General Fund</p> <p>Title 1 ARRA</p>
<p>4. Increased access to technology:</p> <p>Each classroom is maintained with a minimum of 3 per class including appropriate software to increase reading success. In addition, a computer lab operates at each campus. Additional technology including listening centers are also used as necessary.</p> <p>Accelerated Reader software is used at the K through 8th grade level to supplement reading/language arts curriculum and to provide reading levels for each individual student.</p> <p>SUESD will continue to support, update and improve technology through fiber optics (to increase bandwidth) for 2010-11 and cabling/network electronics for the following school year.</p>	<p>Technology Committee / Annually</p> <p>Administration / Ongoing</p> <p>Teachers/Daily</p>	<p>Computers/ Peripherals / Internet Connections</p> <p>Software</p> <p>Accelerated Reader</p>	<p>\$35,000</p> <p>\$12,000</p> <p>\$10,000</p> <p>\$ 5,000</p>	<p>General Fund</p> <p>Lottery</p> <p>Microsoft Voucher</p> <p>EETT/ARRA</p> <p>Title I/ARRA</p> <p>SFSF</p> <p>School Library Grant</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>All teachers receive inservice training on adopted materials at the time of adoption, as well as, ongoing training as necessary. Each Monday, teachers meet in grade-level teams to collaborate, plan lessons, design instruction and analyze data. Additionally, teachers are given professional release time to meet in grade-level and department teams to outline their instruction to ensure all standards are mastered during the school year.</p> <p>New teachers participate in BTSA, with activities focused on standards based instruction, and struggling teachers are referred to PAR to receive additional training and mentoring.</p>	<p>Teachers / Ongoing</p> <p>New Teachers / First 2 years of hiring</p> <p>Teachers / As referred</p>	<p>Consultants & Presenters</p> <p>Professional Development</p> <p>BTSA and substitutes for teacher release time</p> <p>PAR training</p> <p>Academic Coach</p>	<p>\$ 5,000</p> <p>\$20,000</p> <p>\$ 3,000</p> <p>\$ 4,550</p> <p>Previously Referenced</p>	<p>General Fund</p> <p>Title I/ II/ III</p> <p>EIA</p> <p>SFSF</p>

<p>Class size reduction training is mandated to K-3 teachers. This training includes: individualized instruction; effective teaching, including classroom management in smaller classrooms; identifying and responding to student needs; and developing opportunities to build on the individual strengths of pupils.</p>				
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>Parents are encouraged to participate in PTO, Back to School/Open House nights, Reading reward program (Book-it), SSC, ELAC/DELAC, GATE DAC, Parent-Teacher-Student Conferences, and Family Math, Science, and Literature nights. To encourage participation in these and other events, all notices are distributed in both English and Spanish and a Parent Liaison, a Migrant Parent Liaison, and a Family Services Worker are all used to make phone calls and home visits. In addition, a monthly newsletter is sent home to all parents in both English and Spanish. NTI Connect Ed was also implemented to improve school parent communication.</p>	<p>Teachers / Ongoing</p> <p>Committees / Monthly</p> <p>Parent Liaison & Family Services Worker/ Ongoing</p>	<p>Teachers</p> <p>Parent Liaison</p> <p>Program Director</p>	<p>\$ 7,000</p> <p>\$25,000</p> <p>\$ 5,000</p>	<p>School Library Improvement Block Grant</p> <p>General Fund</p> <p>State Preschool Funds</p> <p>Title I EIA</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>Auxiliary services provided to students who qualify include the following: Intensive Reading Tutoring provided by one certificated teacher in the learning lab, the Resource Specialist, and four aides; regular Resource Specialist Program, and regular Speech services. Strathmore Elementary offers the Homework Enrichment Acceleration Recreation Teamwork (HEART) after-school program, focusing on raising literacy and numeracy learning levels and assuring positive academic and social outcomes, for children (grades K-8) and families in our community. In addition, they also have grade level after school tutoring for students needing extra help in a specific standard. Also a Migrant paraprofessional is placed, based on the Migrant Student Needs Assessments, within specific classrooms to support Priority For Service (PFS) students (students who have moved within the last year and are failing or are in danger of failing the rigorous state academic standards). The District also provides summer and other intervention classes for Migrant students, English Language Learners (ELLs), and remedial students who did not achieve a 2.0 Grade Point Average (GPA) on their report cards and/or mastery of grade level standards.</p>	<p>Learning Lab Staff / Daily</p> <p>Teachers / Winter, Summer and Other Interventions</p> <p>HEART Staff / Daily</p> <p>Migrant / Daily</p>	<p>Learning Lab</p> <p>Staff</p> <p>Migrant</p>	<p>\$115,000</p> <p>(Previously referenced)</p>	<p>General Fund</p> <p>Title I</p> <p>Title III</p> <p>Economic Impact Aid</p> <p>Migrant</p> <p>School Library Grant</p>

<p>8. Monitoring program effectiveness:</p> <p>The district board and administration will fully support the Public School Accountability Act and will participate in all phases of the state's standards based assessment system. The District will maintain and annually revise a Single School District Plan.</p> <p>Our program is continually monitored through the process of administering a needs assessment to our staff, parents, and students. The results of these surveys along with data ascertained by state-testing and local assessment measures allows us to determine the strengths and weaknesses of our students, curriculum, and instruction, as well as, the needs of our population.</p> <p>Our program is additionally monitored by examining student performance on benchmark tests and determining if a correlation exists between their scores on local benchmarks and state-level testing.</p>	<p>School Board / Ongoing</p> <p>Administration / Ongoing</p>	<p>No Extra Cost</p> <p>Edusoft Staff</p>	<p>-</p> <p>\$35,000</p>	<p>-</p> <p>General Fund Title I EIA</p>
<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>To enable Underperforming students (all students scoring under the 50th percentile or not reaching Basic proficiency) to meet standards, the district provides several services such as daily interventions conducted by the students' teachers, a Learning Lab where student are pulled out for individualized and small group instruction in reading, modifications in the regular classroom as designated by a student's IEP, the hiring of instructional aides to work directly with students in their classrooms, and an in-school tutoring program that provides one-on-one assistance.</p> <p>SUES also offers the use of their facilities, including bus and cafeteria service, to provide an after-school HEART program, which affords students in Kindergarten through eighth grade additional instructional and tutoring time in literacy and numeracy.</p> <p>Additional services provided also include a district Summer School for students below the 50th percentile, below Basic proficiency, or scoring a 1-3 on the CELDT. To benefit students SUES participates in class size reduction for grades K-3.</p>	<p>Learning Lab Staff / Daily</p> <p>Teachers / Winter, Summer and other Intercessions</p> <p>Instructional Aides / Winter, Summer and other Intercessions</p>	<p>Staff</p>	<p>(Previously referenced)</p> <p>\$10,000</p> <p>\$40,000</p>	<p>Title I EIA Jobs Bill ARRA</p>

<p>10. The plan addresses district-wide implementation of most recent SBE-adopted/standards-aligned materials in mathematics:</p> <ul style="list-style-type: none"> • Identifies core programs currently in place and describes current levels of adoption • Describes intervention materials currently in place for students working below grade level, including K-8 strategic intervention materials for students working 1-2 years below grade-level standards and intensive intervention classes and materials for students working more than 2 years below grade level • Describes materials for English learners and students with disabilities (e.g., ancillary materials and strategies to help students access the curriculum) <p>SUESD adopted and purchased new math curriculum in the spring of 2008 for grades K thru 8. Implementation began in the 2008-2009 school year.</p> <p>Harcourt Brace was adopted in grades K thru 5, and McDougal Littell in grades 6 thru 8. Both of these Mathematics Curricula are on the SBE 2008 adoption list.</p> <p>One important component included in both Mathematics Curricula was the inclusion of Intervention materials embedded into the regular curriculum. In addition to the publisher offered intervention materials, we use <u>Perfection Learning: Review, Practice and Mastery</u> materials in grades 2nd thru 8th to help bridge the learning gap for students 1-2 years below grade level. As a district we also offer Intensive Intervention math classes for those students who score Far Below Basic, Below Basic and Basic on their previous year's CST's. In addition, Study Island is used for grades 4-8th a Web-based practice, assessment and reporting based on math standards and provides rigorous academic content.</p> <p>Understanding that there is an incredible need to offer Intensive Intervention instruction to our English Learner (EL) population we, again, incorporate the use of the publisher offered EL materials, Perfection Learning materials, and Intensive Intervention classes to help foster success in this specific group of students.</p>	<p>Administration / Ongoing</p> <p>Academic Coach / Ongoing</p> <p>All Staff / Ongoing</p> <p>Consultants & Presenters / As needed</p>	<p>Core Math Curriculum</p> <p>Intervention / Supplementary Materials</p> <p>Intervention</p> <p>Learning Lab</p> <p>Professional Development</p> <p>Staff</p> <p>Study Island</p>	<p>Previously Referenced</p> <p>\$40,000</p>	<p>General Fund Instructional Materials Realignment Fund</p> <p>EIA</p> <p>Title 1</p> <p>Title II</p> <p>School Library Grant</p>
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<p>Math instruction for students with disabilities is designed to specifically meet the requirements of each individual IEP. Students at the K-4 campus are pulled out for specific instruction at their ability level after collaboration between the RSP teacher and the regular education teacher. The RSP teacher uses the same grade level curriculum, but covers the material at a slower pace. Math instruction for students with disabilities on the 5-8 campus is provided by the RSP teacher and RSP aide in the regular education setting.</p>				
<p>11. The plan clearly outlines the district process to adopt and phase-in the 2007 mathematics curriculum by fall 2009</p> <p>The SBE published its list of approved publishers for the Mathematics curriculum in November of 2007. Using this list the schools' secretaries called publishers to request samples of their materials. The staffs, and community members, are encouraged to peruse these samples in order to make an educated selection of the materials. The final selection was placed on the SUESD School Board agenda in the spring of 2008, and was adopted. This order was placed and received in July of 2008. The new math curriculum was immediately implemented, district wide, in August of 2008.</p>	<p>Administration / Ongoing</p> <p>Academic Coach / Ongoing</p> <p>All Staff / Ongoing</p> <p>Community Members / Ongoing</p>	<p>Core Math Curriculum</p>	<p>\$450,000</p> <p>Previously Referenced</p>	<p>General Fund (IMRF) EIA</p> <p>State Lottery Title I</p>
<p>12. The plan incorporates the recommendations of the DAIT (Write N/A if there are no DAIT recommendations in this area.)</p>	<p style="text-align: center;">N/A</p> <p style="text-align: center;">Based on SUESD's Priority Assistance Index Rank, a DAIT was not required.</p>			

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

Performance Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.					
All limited English proficient students in all grade levels will participate in this goal.		Anticipated annual performance growth for each group will be set by the State.			
Means of evaluating progress toward this goal will be based on whether or not students meet all three objectives as set by the State for Title III Annual Measurable Objectives (AMAOs).		The data collected to measure academic gains will be the following: CELDT results AMAO Results SUESD Catch Up Plan Results			
Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed):		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. The programs and activities to be developed, implemented, and administered and how the SSD will use these funds to meet all annual measurable achievement objectives described in Section 3122 Bi-literate instructional aides will be hired and trained to provide instruction and tutoring in a Learning Lab designed to provide additional assistance to ELLs. The district will provide intervention programs using scientifically researched curriculum and methods. Supplemental materials and web based programs will be provided to intensify instruction and to make grade level core curriculum more accessible. Such materials include the ESL components of textbooks, realia, visuals, manipulatives, Accelerated Reader etc. Additional professional development relative to ELLs will be offered to administrators, teachers, paraprofessionals and parents.		Learning Lab Staff / Daily Consultants & Presenters / as needed All Staff / Daily	Learning Lab Consultants & Presenters Professional Development Staff Accelerated Reader	\$100,000.	Title III/I General Fund Economic Impact Aid (EIA) Migrant
2. How the SSD will hold elementary and secondary schools receiving funds under this subpart accountable for: <ul style="list-style-type: none"> ▪ meeting the annual measurable achievement objectives described in Section 3122 ▪ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)) ▪ annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1)) 		Administration / Ongoing Academic Coach / Ongoing All Staff / Ongoing	Edusoft Eagle Aeries Key Data Systems	Previously Referenced	EETT General Fund Title I Economic Impact Aid (EIA)

<p>The site Principals conduct regularly scheduled staff meetings twice monthly to improve program implementation, and as needed to ensure each ELL’s language and academic success. Every six weeks teachers provide the Principal with a formal assessment of student progress in ELD and content areas (Progress Reports at the end of the first six weeks of each Trimester and Report Card data at the end of each Trimester).</p> <p>The Superintendent holds an Administrator’s Meeting every Tuesday, at which time assessment results are compiled, analyzed, and then utilized to facilitate program improvements as needed.</p>				
<p>3. How the SSD will promote parental and community participation in LEP programs</p> <p>The school site notifies the parents/guardians in writing (in a language they can understand) or orally (in a language they can understand if they are unable to understand the written notification) of their child’s English and primary language proficiency assessment results and the program placement. The district provides full descriptions of the different educational program choices and of all the educational opportunities available to the student, as well as, descriptions of the educational materials to be used.</p> <p>A monthly newsletter is sent home to all parents in both English and Spanish. NTI Connect Ed was also implemented to improve school parent communication. In addition, the school website also provides information for parents and the community.</p> <p>In addition, the district has a functioning English-Learner Advisory Committee meeting all legal requirements. This committee also serves to facilitate the dissemination of information, program plans, and objectives to parents and the community.</p>	<p>Administration / Ongoing</p> <p>Academic Coach / Ongoing</p> <p>All Staff / Ongoing</p>	<p>Eagle Aeries</p> <p>Key Data Systems</p> <p>NTI</p> <p>SUESD website</p>	<p>7,000</p>	<p>General Fund</p> <p>Title I</p> <p>EIA</p> <p>School Library Grant</p>
<p>4. How the SSD will provide high quality language instruction based on scientifically based research (per Sec. 3115(c). The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> • English proficiency • Academic achievement in the core academic subjects 	<p>Administration / Ongoing</p> <p>Academic Coach / Ongoing</p> <p>All Staff / Daily</p>	<p>State and District adopted ELD standards-based text</p> <p>Supplementary materials</p>	<p>Previously Referenced</p> <p>\$100,000.</p>	<p>General Fund (IMRF)</p> <p>EIA</p> <p>Title I</p>

<p>At the Kindergarten through fourth grade levels ELLs are placed in self-contained, grade-level classrooms. ELD teachers use the State and District adopted ELD standards-based text and materials and the ESL component of all District adopted textbooks.</p> <p>At the fifth through eighth grade levels ELLs are clustered in grade-level, heterogeneous homeroom classes, which participate in the school's semi-departmentalized program. Bi-literate aides shadow the ELLs through the core curriculum classes to ensure their academic success. Teachers use SDAIE and other appropriate strategies in these classes. The fifth through eighth grade ELLs also attend multi-grade, combination classes based on CELDT level for specific ELD instruction. ELD teachers use the State and District adopted ELD standards-based text and materials to assist ELLs in acquiring English-language proficiency in listening, speaking, reading, and writing.</p> <p>Progression timelines have been established that outline the progress a student should be making towards English acquisition, performance on state-level testing, and performance on benchmark assessments based on their English proficiency level and the time they have been in the ELL program.</p>		<p>Bi-literate aides</p> <p>Professional Development in ELD</p> <p>Administration and Scoring of LAS</p> <p>Administration and Scoring of CELDT</p> <p>Edusoft</p> <p>Eagle Aeries</p> <p>Academic Coach</p>	<p>Continued from previous page</p>	<p>Continued from previous page</p>
<p>5. High quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel:</p> <ul style="list-style-type: none"> a. designed to improve the instruction and assessment of LEP children b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills d. long term effect will result in positive and lasting impact on teacher performance in the classroom 	<p>Administration / Ongoing</p> <p>Academic Coach / Ongoing</p> <p>All Staff / Ongoing</p>	<p>Professional Development</p> <p>Administration Staff</p> <p>Consultants & Presenters</p>	<p>\$8,000</p> <p>\$10,000</p>	<p>General Fund</p> <p>Title III/I/II</p> <p>EIA</p>

<p>The district will provide professional development that is ongoing, continuous, and coordinated to reach specific state standards and/or ELD standards. This training will be provided for administrators, teachers, paraprofessionals, and parents/community members as appropriate. Such activities include county workshops, a wide range of inservices including state adopted curriculum, guest speakers, and conferences.</p> <p>Each professional development activity will be evaluated by administration personnel and participating teachers to ensure its relevance and effectiveness. In addition, site principals will monitor the implementation of the strategies and materials acquired at these activities.</p>				
<p>6. Upgrade to program objectives and effective instruction strategies.</p> <p>Each school site will use all available data including state and local assessments, as well as, teacher observations, student work samples, and the results from needs assessments to evaluate the success of the ELL program. This information will be communicated by the site principals to district administration and the ELAC/DELAC committee and the program will be continually upgraded to ensure our students are reaching maximum potential. Teachers will be provided with ongoing professional development to ensure effective instructional strategies are utilized.</p>	<p>Administration / Ongoing</p> <p>Academic Coach / Ongoing</p> <p>All Staff / Ongoing</p>	<p>Edusoft</p> <p>Eagle Aeries</p> <p>Professional Development</p> <p>Staff</p> <p>Consultants & Presenters</p>	<p>Previously Referenced</p>	<p>EETT</p> <p>Title I/II/III</p> <p>EIA</p>
<p>7. Provide –</p> <p>a. tutorials and academic or vocational education for LEP students; and</p> <p>b. intensified instruction.</p> <p>Each ELL student receives reading/language arts and English Language Development daily. The English Language Development is targeted to their specific level of English proficiency as determined by the CELDT. In addition, the elementary school site operates a Learning Lab that provides pull-out services for small group tutoring to ELLs.</p> <p>ELLs are also offered summer and other intervention opportunities to accelerate their acquisition of English and recoup any academic deficiencies.</p>	<p>Administration / Ongoing</p> <p>Academic Coach / Ongoing</p> <p>Learning Lab Staff / Daily</p> <p>All Staff / Daily</p>	<p>State and District adopted ELD standards-based text</p> <p>Supplementary materials</p> <p>Bi-literate aides</p> <p>Professional Development</p> <p>Staff</p> <p>Learning Lab</p>	<p>Previously Referenced</p>	<p>General Fund (IMRF)</p> <p>EIA</p> <p>Title I/III</p>

<p>8. Develop and implement programs that are coordinated with other relevant programs and services.</p> <p>School site administrators, district administrators, ELAC/DELAC work closely with other committees and county service personnel to ensure a synchronized program is offered to our ELLs. Some such coordinated services include our Migrant program, which includes writing a service plan each year and annually evaluating the objectives of that plan and the Tulare County Office of Education which provides additional personnel such as a Family Service Worker, School Psychologist, and a Speech Therapist, Parent Liaisons, etc.</p> <p>The services offered by our Academic Coach and Instructional Aides are also coordinated with a Reading Specialist to provide for a seamless and comprehensive program.</p>	<p>Administration / Ongoing</p>	<p>Migrant Liaison</p> <p>School Psychologist</p> <p>Academic Coach</p> <p>Instructional Aides</p> <p>Reading Specialist</p>	<p>\$65,000</p> <p>\$70,000</p> <p>Previously Referenced</p>	<p>Migrant</p> <p>General Fund</p> <p>Medical Billing/MAA</p> <p>EIA</p> <p>Title I/II/III</p>
<p>9. Improve the English proficiency and academic achievement of LEP children.</p> <p>The district will monitor the progress of ELLs by analyzing CELDT, CST, district benchmarks, teacher input, and student work to determine the specific and individual needs of each student. Students are then offered tutoring and intensified instruction relevant to their needs.</p>	<p>Administration / Ongoing</p> <p>Academic Coach / Ongoing</p> <p>All Staff / Ongoing</p>	<p>Edusoft</p> <p>Eagle Aeries</p> <p>Staff</p>	<p>Previously Referenced</p>	<p>EETT</p> <p>Title I</p>
<p>10. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –</p> <ul style="list-style-type: none"> • To improve English language skills of LEP children; and • To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. <p>The district will collaborate with school site councils, ELAC/DELAC to obtain needs assessment results and update the programs and services offered. SUESD will coordinate with CBET, Preschool, and Adult Education programs to offer literacy and parenting classes to parents in our community.</p>	<p>Administration / Ongoing</p> <p>Academic Coach / Ongoing</p> <p>All Staff / Ongoing</p>	<p>CBET</p> <p>Child Development Programs</p> <p>Adult Education</p> <p>Parent Conferences</p>	<p>\$40,000.</p> <p>\$1,200.</p> <p>\$10,000.</p> <p>\$ 700.</p>	<p>General Fund</p> <p>Title I/III/I ARRA</p> <p>Preschool</p> <p>SFSF</p> <p>IASA Drug Free</p> <p>Child Nutrition</p> <p>School Library Grant</p>

<p>Each school site offers various parent activities. Some include: family nights which cover family literacy, family math, and family science, Back to School and Open House nights, and various meetings covering gang prevention and awareness issues. Movie nights are offered to students at SMS for as an alternative from walking on the streets.</p> <p>Parent institutes and conferences relating to English Language Development, ELAC/DELAC training, and GATE are also made available to parents.</p>				TUPE
<p>1. Efforts to improve the instruction of LEP children by providing for –</p> <ul style="list-style-type: none"> a. The acquisition or development of educational technology or instructional materials b. Access to, and participation in, electronic networks for materials, training, and communication c. Incorporation of the above resources into curricula and programs <p>During the school day all teachers and students have access to technology. Computers are in all classrooms, including Special Education, GATE, ELL, at a minimum of three computers per classroom. In addition, the computer lab can accommodate an entire class and is accessible to all teachers on a sign-up basis. At the fourth through eighth grade sites, the computer lab is also open for any student wanting to use the facility both before and after school. During these times there is always a librarian/computer technician present to assist teachers and/or students.</p> <p>Staff development days focus on research based practices and curriculum aligned to state standards and district objectives. These inservices also focus on addressing diverse student needs, including those of GATE, RSP, and ELL students, student behavior management, and working with families.</p> <p>Technology training including the use of technology to access student assessment information and training on effective implementation of technology into classroom lessons is offered through district personnel and the county office of education.</p> <p>Conferences and institutes that align to district goals and objective are approved for teachers to attend.</p>	<p style="text-align: center;">Administration / Ongoing</p> <p style="text-align: center;">Academic Coach / Ongoing</p> <p style="text-align: center;">All Staff / Ongoing</p> <p style="text-align: center;">Technology Technician / Ongoing</p> <p style="text-align: center;">Technology Committee / Annually</p>	<p style="text-align: center;">District Technology</p> <p style="text-align: center;">Computer Lab</p> <p style="text-align: center;">Technology Technician</p> <p style="text-align: center;">Librarian / Computer Lab Technician</p> <p style="text-align: center;">Staff</p> <p style="text-align: center;">Consultant s& Presenters</p>	<p style="text-align: center;">\$100,000</p> <p style="text-align: center;">\$40,000</p> <p style="text-align: center;">\$25,000</p>	<p style="text-align: center;">General Funds</p> <p style="text-align: center;">ERATE</p> <p style="text-align: center;">Title I</p> <p style="text-align: center;">Title I</p> <p style="text-align: center;">School Library Grant</p>

<p>The administration and the technology committee will monitor staff development by evaluating the extent at which teachers and staff members are progressing in their level of technology proficiency. This will be determined by examining the technology survey teachers complete each year and charting progress. In addition, staff development will be monitored by examining lesson plans and through teacher evaluations to determine the extent to which technology is integrated into their standards based lessons. Administrative staff will also solicit and receive feedback on all staff development workshops and training activities to evaluate their effectiveness and whether they are meeting staff needs.</p>				
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Plans to Notify and Involve Parents of Limited-English-Proficient Students

<p>Parents of Limited English Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents. Description of how the LEA is meeting or plans to meet this requirement.</p>	<p>Persons Involved/ Timeline</p>	<p>Related Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):</p> <ul style="list-style-type: none"> a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; b. the child’s level of English proficiency, how such level was assessed, and the status of the student’s academic achievement; c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; 	<p>Administration / Ongoing</p> <p>Academic Coach / Ongoing</p> <p>All Staff / Ongoing</p>	<p>Eagle Aeries</p> <p>Professional Development</p>	<p>Previously Referenced</p>	<p>Title I/III</p> <p>EIA</p>

<p>g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;</p> <p>h. information pertaining to parental rights that includes written guidance detailing –</p> <ul style="list-style-type: none"> i. the right that parents have to have their child immediately removed from such program upon their request; and ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA. <p>The school site Principal, or designee, notifies the parents/guardians in writing (in a language they can understand) or orally (in a language they can understand if they are unable to understand the written notification) of their child’s English and primary language proficiency assessment results and the program placement.</p> <p>Parent outreach and advisory committees hold meetings to provide additional information to parents and review notification procedures and correspondence documents for feedback.</p> <p>English learners with less than reasonable fluency in English are placed in structured English immersion for a period not normally intended to exceed one year. If they have not achieved a reasonable level of English proficiency at the end of the transition period, they may be reenrolled unless the parents or guardians object. English learners with reasonable fluency in English are placed in an English language mainstream classroom.</p> <p>To exit the program, the EL must pass the reclassification requirements as outlined in the ELL Master Plan.</p> <p>ELLs, who are identified as learning disabled students, will be assigned according to their IEP.</p> <p>In a letter to the parents the site Principal informs parents of the Parental Exception Waiver, and advises them to contact the school for more</p>				
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<p>information and waiver procedures.</p> <p>ELLs, whose parents were granted waivers for their children to be in the English-language mainstream program, will continue to receive additional and appropriate services by their teachers to meet both their English-language and their academic needs until such time they are Reclassified as Fluent English Proficient.</p> <p>English learners who have been granted parental exception waivers are offered an alternative program. The English language mainstream program is the only alternative program offered at this time. Should the parents request a different program, they will be allowed to transfer their child to a public school that offers the program of their choice. Should 20 or more students of a given grade level receive parental waivers for the same type of program, the district will provide such a class.</p> <p>Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>				
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Plans to Provide Services for Immigrants

IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:	Yes or No	If yes, describe: The LEA does not receive Immigrant funding. (Applies to #1-7)
	2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:	Yes or No	If yes, describe:
	3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	Yes or No	If yes, describe:
	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	Yes or No	If yes, describe:
	5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:	Yes or No	If yes, describe:
	6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:	Yes or No	If yes, describe:
	7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:	Yes or No	If yes, describe:

Focus on other High Priority Students:

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

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

Performance Goal 3:

By 2005 – 2006, all students will be taught by highly qualified teachers.

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

Professional development opportunities are selected based on those topics and formats that have proven to have the greatest positive impact on teachers' ability to accelerate the learning of all students in the lowest performing groups. The SUESD system of professional development is both coherent and differentiated based on teacher effectiveness and assignment. The system focuses on improving student achievement and resources are concentrated where they are needed most. Successful teachers and principals serve as demonstrators and coaches for those who are less successful. All content related professional development is standards based.

To coordinate professional development activities the district superintendent holds administrator meetings every Tuesday, where directors are brought together to review professional development activities and calendars. Some of the coordinated services include EL, GATE, Title I, Special Education, Migrant Education, and district wide professional development activities.

The district administration annually reviews data on professional needs based on criteria for highly qualified, a teacher professional development needs survey, teacher evaluations and student progress in relation to State content and academic achievement results. School and district professional goals are then outlined to assist district staff to move forward in achieving proficiency in standards for all students.

To further enhance our professional Development Program, teachers are given time to collaborate and focus on coordinating the teaching and assessing of state standards in the various content areas. Teacher collaboration time focuses on selecting benchmark assessments, a joint review of student work on those assignments, and planning for revising, reviewing, reteaching, and achieving mastery of each standard.

Performance Goal 3: By 2005 – 2006, all students were taught by highly qualified teachers.					
All Student groups and grade levels will participate in this goal.		Anticipated annual performance target will be to continue to have 100% highly qualified teachers.			
Means of evaluating progress toward this goal will be the screening of teacher hires and transfers for the highly qualified status.		The data collected to measure progress in this area will be the following: Credential Information School Assignment Information Degree Information NCLB Compliance Information			
Please provide a description of:		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State’s challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <p>The district administration annually reviews data on professional needs based on criteria for highly qualified, a teacher professional development needs survey, and student progress in relation to State content and academic achievement results. School and district professional goals are then outlined to assist district staff to move forward in achieving proficiency in standards for all students. Professional development activities are selected according to staff strengths and needs in relation to student achievement results.</p> <p>All content related professional development are standards based.</p>		<p>Administration / Annually Teachers/Ongoing</p>	<p>Professional Development</p>	<p>Previously Referenced</p>	<p>Title I/II/III EIA EETT General Fund</p>
<p>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</p> <p>Professional development opportunities will be selected based on those topics and formats that have proven to have the greatest positive impact on teachers’ ability to accelerate the learning of all students in the lowest performing groups. A system of professional development will be designed that is both coherent and differentiated based on teacher effectiveness and assignment. This system will focus on improving student achievement and resources will be concentrated where they are needed most. Successful teachers and principals will serve as demonstrators and coaches for those who are less successful.</p>		<p>Administration / Teachers / Ongoing</p>	<p>No Extra Cost</p>	<p>-</p>	<p>-</p>

<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low income and minority students from other students:</p> <p>Student achievement results along with principal observations of daily lessons will determine the professional development needs of individual teachers. Teachers will then receive training in those areas, which show the greatest need and will have the greatest impact on student success. Teacher training is differentiated to address their individual needs and the needs of the student populations in their classroom.</p> <p>All teachers will participate in professional development activities aimed at improving the performance of underachieving student populations and strategies for accelerating their learning. Such activities include training in Corrective Reading, Read Naturally, Rewards (A decoding strategy), High Point by Hampton Brown, and best practices such as Explicit Direct Instruction (EDI).</p>	<p>Teachers / As Needed</p>	<p>GATE Training</p> <p>Professional Development</p>	<p>\$ 5,000</p> <p>(Previously Referenced)</p>	<p>GATE</p> <p>-</p>
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <p>To coordinate professional development activities the district superintendent holds administrator meetings every Tuesday, where directors are brought together to review professional development activities and calendars. Some of the coordinated services include EL, GATE, Title I, Special Education, Migrant Education, and district wide professional development activities.</p>	<p>Administration / Weekly</p>	<p>No Extra Cost</p>	<p>-</p>	<p>-</p>
<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <p>Teachers will be given time to collaborate and focus on coordinating the teaching and assessing of state standards in the various content areas. Teacher collaboration time will focus on selecting benchmark assessments, a joint review of student work on those assignments, and planning for revising, reviewing, reteaching, and achieving mastery of each standard. The Academic Coach will be used to support teachers in various content areas.</p>	<p>Teachers / Ongoing</p>	<p>Substitutes for Teacher Release time</p> <p>Academic Coach</p>	<p>(Previously referenced)</p>	<p>-</p> <p>-</p>

<p>Staff development days will focus on learning core research based practices used in the standards based materials in the content areas of most needed improvement. Principals' professional development will focus on leaders' roles in supporting standards implementation, organization and management of continuous improvement, and addressing the diverse needs of students, particularly those in the lowest performing groups in the district.</p>		<p>Staff Development Days</p>	<p>No Extra Cost</p>	
<p>6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <p>The administration and the technology committee will monitor staff development by evaluating the extent at which teachers and staff members are progressing in their level of technology proficiency. This will be determined by examining the technology survey teachers complete each year and charting progress. In addition, staff development will be monitored by examining lesson plans and through teacher evaluations to determine the extent to which technology is integrated into their standards based lessons. Administrative staff will also solicit and receive feedback on all staff development workshops and training activities to evaluate their effectiveness and whether they are meeting staff needs.</p>	<p>Administration and Technology Committee / Ongoing</p>	<p>No Extra Cost</p>	<p>-</p>	<p>EETT/ARRA ERATE</p>
<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <p>During the school day all teachers and students have access to technology. Computers are in all classrooms, including Special Education, GATE, ELL, at a minimum of three computers per classroom. In addition, the computer lab can accommodate an entire class and is accessible to all teachers on a sign-up basis. At the fifth through eighth grade site, the computer lab is also open for any student wanting to use the facility both before and after school. During these times there is always a librarian/computer technician present to assist teachers and/or students. In addition, the technology survey will assist in the determination of needs and effectiveness of technology professional development.</p>	<p>Teachers / Ongoing</p> <p>Librarian / Computer Technicians / Daily</p>	<p>Librarians / Computer Technicians</p>	<p>\$60,000</p>	<p>GATE</p> <p>School Library Grant</p> <p>General Fund</p> <p>Title I</p>

<p>8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the SSD Plan:</p> <p>Under the guidance of the district Superintendent, Principals, the District Projects Director, Teachers, Paraprofessionals, Parents, Community Members, Representatives from various county organizations, and Students meet as part of regularly scheduled advisory committee meetings and have input as to the planning of professional development and preparation of the SSD plan and other school and district level plans.</p>	<p>Various Committee Members / As scheduled</p>	<p>No Extra Cost</p>	<p>-</p>	<p>-</p>
<p>9. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; <input type="checkbox"/> Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; <input type="checkbox"/> Involve parents in their child’s education; and <input type="checkbox"/> Understand and use data and assessments to improve classroom practice and student learning. <p>Weekly teacher collaboration time is scheduled and focuses on selecting benchmark assessments and coordinating instruction to achieve mastery of grade-level standards. Teachers’ meetings are also held twice monthly to provide current assessment results and training on curriculum and instructional strategies.</p> <p>Staff development days focus on research based practices and curriculum aligned to state standards and district objectives. These inservices also focus on addressing diverse student needs, including those of GATE, RSP, and ELL students, student behavior management, and working with families.</p> <p>Technology training including the use of technology to access student assessment information and training on effective implementation of technology into classroom lessons is offered through district personnel and the county office of education.</p> <p>Conferences and institutes that align to district goals and objective are approved for teachers to attend.</p>	<p>Teachers / Weekly and Monthly</p>	<p>Professional Development</p>	<p>(Previously referenced)</p>	<p>-</p>

<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <p>The district works in conjunction with local colleges, universities and the Tulare County Office of Education to assist teachers who are not fully credentialed to enter into an intern program and complete the necessary requirements. The district salary schedule also allows for incentives for continuing education by earning additional college credits and advanced degrees. In addition, the district participates in BTSA as part of its induction plan for new teachers.</p> <p>The district also works with the local junior colleges, including Porterville College and College of the Sequoias to provide advising and counseling services to paraprofessional regarding the obtainment of their A.A. degree.</p> <p>Title II funds will be used for support provider and mentor compensation and for release time for support providers and new teachers to complete formative assessment activities and to attend professional development or observe veteran teachers.</p>	<p>Teachers and Paraprofessionals not meeting requirements of NCLB / Ongoing</p>	<p>Professional Development</p> <p>Support Provider</p> <p>Substitutes for teacher release time</p>	<p>(Previously Referenced)</p> <p>District will reserve at least 5% to help teachers and aides meet qualifications as outlined by NCLB</p>	<p>Title II</p> <p>Title I</p> <p>General Fund</p>
<p>11. The plan prioritizes the professional development needs of all mathematics teachers:</p> <ul style="list-style-type: none"> • Documents the percent of mathematics teachers who have completed AB 466/SB 472 training (40-hour institute and 80-hour practicum) in the most recent curriculum adopted by the district • Documents schedule to provide all mathematics teachers with SB 472 training (plus the 80 hour practicum) in the newly adopted mathematics curriculum <p>Due to its Program Improvement status SUESD adopted, purchased and implemented the McDougal-Littel math series at the 6-8 campus in 2005-2006. All math teachers were AB 466 trained as well. With the 2008-2009 implementation of the new math curricula, SUESD offered SB 472 training for all K-5 certificated staff during 2008 Winter Break and offered SB 472 training for the 6-8 certificated staff during Summer 2009.</p> <p>The remainder of the K-5 staff who were not able to attend the current SB 472 training will be encouraged to attend future scheduled trainings.</p>	<p>Administration / Ongoing</p> <p>Academic Coach / Ongoing</p> <p>All Staff / Ongoing</p> <p>TCOE Staff / Ongoing</p>	<p>Core Mathematics Curriculum</p> <p>Academic Coach</p> <p>Professional Development</p>	<p>Previously Referenced</p>	<p>General Fund (IMRF)</p> <p>EIA</p> <p>State Lottery</p> <p>Title I/II</p>

<p>Math SB 472 SES: 21 Total Math Teachers with 17 trained = 81% SMS: 7 Total Math Teachers with 7 trained = 100% CDS: 1 Total Math Teacher with 1 trained = 100%</p>				
<p>12. The plan prioritizes the professional development needs of all ELA teachers:</p> <ul style="list-style-type: none"> • Documents the percent of ELA teachers who have completed AB 466/SB 472 training (40-hour institute and 80-hour practicum) in the most recent curriculum adopted by the district • Documents steps to provide SB 472 training to all ELA teachers who have not yet completed the institute and/or practicum in the currently adopted curriculum <p>New ELA/ELD Curriculum was adopted during the Summer of 2009. Implementation will begin during the 2009 – 2010 school year. As soon as the necessary funds become available from the state, SUESD will move forward in procuring the necessary SB 472 training for all certificated staff, K-8.</p> <p>ELA SB 472 No training offered for current adoption as of yet.</p>	<p>Administration / Ongoing</p> <p>Academic Coach / Ongoing</p> <p>All Staff / Ongoing</p> <p>TCOE Staff / Ongoing</p>	<p>Core ELA Curriculum</p> <p>Academic Coach</p> <p>Professional Development</p>	<p>Previously Referenced</p>	<p>-</p>
<p>13. The plan prioritizes the need for all teachers of English Learners to complete SB 472 English Learner Professional Development (ELPD) after completing the initial 40-hour SB 472 institute</p> <p>SUESD offered SB 472 training in ELPDI for all K-8 certificated staff during 2009 Summer Break.</p> <p>ELPDI SB 472 K - 6: 28 Total ELD Teachers with 22 trained = 79% 7 - 8: 7 Total ELD Teachers with 3 trained = 43%</p>	<p>Administration / Ongoing</p> <p>Academic Coach / Ongoing</p> <p>All Staff / Ongoing</p> <p>TCOE Staff / Ongoing</p>	<p>Core EL Curriculum</p> <p>Academic Coach</p> <p>Professional Development</p>	<p>Previously Referenced</p>	<p>-</p>
<p>14. The plan incorporates the recommendations of the DAIT (Write N/A if there are no DAIT recommendations in this area.)</p>	<p>N/A</p> <p>Based on SUESD's Priority Assistance Index Rank, a DAIT was not required.</p>			
<p>15. The plan addresses the professional development needs of all administrators:</p> <ul style="list-style-type: none"> • Documents percent of administrators who have completed AB 75/430 training (institute and practicum) in the most recent 	<p>Administration / Ongoing</p> <p>TCOE Staff / Ongoing</p>	<p>Professional Development</p>	<p>\$ 4,000.</p>	<p>General Fund</p>

<p>curricula adopted by the district</p> <ul style="list-style-type: none"> • Documents steps to provide AB 430 training for all administrators who have not completed the institute and/or practicum • Documents steps to provide administrators with training on the implementation of English learner programs, e.g., Specially Designed Academic Instruction in English (SDAIE) • Documents steps to provide administrators with training on the implementation of programs for students with disabilities, e.g., Response to Intervention (RTI) <p>In 2007 SUESD provided AB75/AB 430 training to all site administrators. Both site administrators, during this time period, did complete the AB 75/AB 430 institute.</p> <p>Currently the K-4 site administrator holds a CLAD credential. The 5-8 site administrator has a certificate of completion for the EL SDAIE training</p> <p>The Middle School administrator has had numerous inservices on implementation of the new RTI model, as well as through weekly Professional Learning Community (PLC) meetings with both the county and district psychologists.</p>				
<p>16. The plan incorporates the recommendations of the DAIT (Write N/A if there are no DAIT recommendations in this area.)</p>	<p style="text-align: center;">N/A</p> <p style="text-align: center;">Based on SUESD's Priority Assistance Index Rank, a DAIT was not required.</p>			

Performance Goal 4:

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

Environments Conducive to Learning (Strengths and Needs):

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

Environments Conducive to Learning (Activities):

ACTIVITIES

- ◆ A school safety plan has been established at each school site.
- ◆ Well defined emergency procedures and opportunities for practice drills exist at all school sites.
- ◆ Each site uses the services of CHOICES, Kawanis, Student Council, Gang Prevention personnel, a school psychologist, ATOD&V curriculum, and health curriculum provided by the school nurse.
- ◆ A range of school programs operate within the district including an after school homework and enrichment program, tutoring, after school sports, choir, band, CHOICES, and student council.
- ◆ A strongly enforced and well publicized, progressive discipline policy is in place.
- ◆ The school site council provides funds for students and staff to attend leadership activities outside of school hours.
- ◆ Parents are provided with regular information through the “District Rights and Responsibilities”, through district newsletters, the district website, and through parent meetings covering gang prevention and gang awareness.
- ◆ Student attendance is monitored and students are referred to SARB when necessary.

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

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

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

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

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

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Biennial Goal (Performance Indicator)	Most Recent Survey date: 2008 - 2009 Baseline Data
The percentage of students that have ever used <u>Smokeless tobacco</u> will be less than 15% biennially:	5 th - <15% 7 th - <15%	5 th - 0% 7 th - 1%
The percentage of students that have ever used <u>cigarettes</u> will be less than 15% biennially:	5 th - <15% 7 th - <15%	5 th - 4% 7 th - 14%
The percentage of students that have used <u>cigarettes</u> within the past 30 days will be less than 15% biennially:	5 th - <15% 7 th - <15%	5 th - 4% 7 th - 4%
The percentage of students that have ever used <u>Marijuana</u> will be less than 15% biennially:	5 th - <15% 7 th - <15%	5 th - 0% 7 th - 5%
The percentage of students that have used <u>Marijuana</u> within the past 30 days will be less than 15% biennially:	5 th - <15% 7 th - <15%	5 th - 0% 7 th - 3%
The percentage of students that have ever used <u>Alcohol</u> will be less than 15% biennially:	5 th - <15% 7 th - <15%	5 th - 64% 7 th - 20%
The percentage of students that have used <u>Alcohol</u> within the past 30 days will be less than 15% biennially:	5 th - <15% 7 th - <15%	5 th - 21% 7 th - 14%
The percentage of students that have ever used <u>Inhalants</u> will be less than 15% biennially:	5 th - <15% 7 th - <15%	5 th - 4% 7 th - 8%
The percentage of students that <u>feel very safe</u> at school will be greater than 50% biennially:	5 th - >50% 7 th - >50%	5 th - 38% 7 th - 36%
The percentage of students that have been afraid of being beaten up during the past 12 months will be less than 15% biennially: (This question is no longer on the 5 th grade survey.)	5 th - <15% 7 th - <15%	5 th - N/A 7 th - 25%
Truancy Performance Indication Calculation date: March 26, 2009		
The percentage of students who have been <u>truant</u> will be less than 15% biennially:	SUES - <15% SMS - <15%	SUES - 26.4% SMS - 6.7%
Protective Factors Performance Measures from the California Healthy Kids Survey	Biennial Goal (Performance Indicator)	Most recent date: 2008 - 2009 Baseline Data
The percentage of students that report <u>high levels of caring relationships</u> with a teacher or other adult at their school will be greater than 50% biennially:	5 th - >50% 7 th - >50%	5 th - 58% 7 th - 57%
The percentage of students that report <u>high levels of high expectations</u> from a teacher or other adult at their school will be greater than 50% biennially:	5 th - >50% 7 th - >50%	5 th - 42% 7 th - 73%

<p>The percentage of students that report <u>high levels of opportunities for meaningful participation</u> at their school will be greater than 50% biennially:</p>	<p>5th - >50% 7th - >50%</p>	<p>5th - 13% 7th - 38%</p>
<p>The percentage of students that report <u>high levels of school connectedness</u> at their school will be greater than 50% biennially:</p>	<p>5th - >50% 7th - >50%</p>	<p>5th - 67% 7th - 75%</p>

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

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

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

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

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

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

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

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

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

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

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

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

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

Data Collection

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

Reporting

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Additional Mandatory Title I Descriptions

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

Please provide a general description of the nature of the programs to be conducted by the SSD under Sections 1114, "Schoolwide Programs," and/or Section 1115, "Targeted Assistance Schools." All ten of the required components must be addressed. (For more information on Schoolwide, please go to http://www.cde.ca.gov/sp/sw/rt/ ; for Targeted Assistance go to http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp).	
	Description of how the SSD is meeting or plans to meet this requirement:
<p>For schoolwide programs (SWP), describe how the SSD will bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:</p> <ul style="list-style-type: none"> • A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards. • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards. • Instruction by highly qualified teachers and strategies to attract and keep such teachers. • High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff. • Strategies to increase parental involvement. • Assistance to preschool children in transitioning from early childhood programs to elementary school programs. • Timely and effective additional assistance to students who experience difficulty mastering state standards. 	<p>All schools in Strathmore Union Elementary School District are schoolwide Title I programs.</p> <p>Title I funds must supplement the basic program, so that if these funds were to be eliminated, the core instructional program would remain intact. Such services provided by Title I programs include supplemental materials to support the core academic curriculum, tutoring assistance to provide additional instruction and increased learning time, counseling and pupil services, mentoring, college and career awareness programs and information, summer and during the school year intervention, and parent outreach and education.</p>
<p>For targeted assistance programs (TAS), describe how the SSD will identify participating students most at risk of failing to meet state standards and help those students to meet the State's challenging academic standards. The description should include activities such as:</p> <ul style="list-style-type: none"> • Effective methods and instructional strategies based on scientifically-based research. 	N/A

<ul style="list-style-type: none"> • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Strategies that minimize removing children from the regular classroom during regular school hours for instruction. • Instruction by highly qualified teachers. • Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement. 	
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Please describe the actions the SSD will take to obtain assistance if identified under Section 1116, “Academic Assessment and Local Educational Agency and School Improvement,” as in need of improvement. Note that the federal guidance indicates that in the case of direct-funded charter schools, the charter authorizer should play a role in providing this assistance.	
	Description of how the SSD is meeting or plans to meet this requirement:
<p>If the SSD is a PI school(s), describe technical assistance activities the SSD will obtain, such as the following:</p> <ul style="list-style-type: none"> • Assistance in developing, revising, and implementing the school plan. • Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas. • Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI. • Assistance in analyzing and revising the school budget so the school’s resources are used effectively. 	<p>The district will assist low achieving schools through an analysis of data, curriculum, programs offered and budgets. Using all available data and input from all stakeholders, including those ascertained from the annual needs assessments; the Single School District Plan will be revised to strengthen the core academic subjects and address specific academic issues. All revisions will be based on scientifically based research and be relevant to the specific needs of our student population. The district will then provide additional professional development opportunities to their staff members that directly address the academic achievement problems of that school site. This professional development will include training for teachers and paraprofessionals, as well as, opportunities for parent education. In addition, Principals will receive training on monitoring effective instructional strategies and will provide coaching and mentoring to teachers. The school site will continually evaluate its progress towards measurable objectives by examining state and local testing results and other assessment measures. This data will be further disaggregated to ensure continuous and substantial progress is being made by each group of low performing students. The school site will incorporate before school, after school and summer intervention sessions to help low performing students.</p>

Please describe the actions the SSD will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, “Academic Assessment and Local Educational Agency and School Improvement.”	
	Description of how the SSD is meeting or plans to meet this requirement:
<p>Describe the process for parent notification of the school’s identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.</p>	<p>If a school in the LEA receives program improvement designation the parents will be notified, in writing, in a language they understand, and by the superintendent of the district, of that school’s designation including if it is in program improvement, corrective action, or restructuring status. They will also be notified of what that status means in comparison with other schools in the district and state, and the reasons for that status. In this letter, the parents will receive information concerning what the school is doing to address the achievement problems, as well as, what the district and state are doing to help the school and how the parents can become involved in helping the improvement of the school.</p> <p>Under the provisions of NCLB, if the school falls into program improvement (PI) the parents will be informed of their option to exercise school choice for their child and the guidelines for acquiring these services - including information regarding paid transportation. If the option to transfer to another school is not possible or if the school remains in program improvement status, parents will also receive notification of the availability of supplemental services and a listing of the qualified providers. This information will be disseminated to parents in sufficient time to allow them to select the appropriate choice for their child, and not later than 30 days after failure to make AYP occurs.</p>
<p>Describe how the SSD will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.</p>	<p>Under the provisions of NCLB, if the school falls into program improvement (PI) the parents will be informed of their option to exercise school choice for their child and the guidelines for acquiring these services - including information regarding paid transportation. If the option to transfer to another school is not possible or if the school remains in program improvement status, parents will also receive notification of the availability of supplemental services and a listing of the qualified providers. This information will be disseminated to parents in sufficient time to allow them to select the appropriate choice for their child, and not later than 30 days after failure to make AYP occurs.</p> <p>Eligible students will be defined as those who attend public schools that have been identified as PI schools in Years 2-5 and who are from a low-income family as determined by the free and reduced lunch program.</p>

Please describe the strategy the SSD will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents in accordance with Section 1118, “Parental Involvement,” and Section 1119, “Qualifications for Teachers and Paraprofessionals.”	
	Description of how the SSD is meeting or plans to meet this requirement:
<p>Describe the SSD’s strategies for coordinating resources and efforts to retain, recruit and increase the number of highly qualified teachers, principals, and other staff.</p>	<p>On an annual basis, the district superintendent, projects director and school site principals determine hiring needs for the subsequent school year. To recruit qualified teachers the administrators attend the Tulare County Office of Education Teacher Faire. While there they meet, interview and recruit new teachers. Other employees are recruited through advertisements in newspapers, EDJOIN and word of mouth.</p> <p>The LEA’s strategies to retain and increase the number of highly qualified teachers, principals, and other staff throughout the district are: 1) help employees to master their chosen profession through professional development geared to their individual needs, and 2) provide opportunities for advancement so employees do not have to look outside the district for promotions.</p>
<p>Describe the SSD’s strategies for coordinating resources and efforts to prepare parents to be involved in the school and in their children’s education.</p>	<p>Parents are encouraged to be involved in their child’s educational process through participation in “Top Dog” and academic awards assemblies, through scheduled and informal parent/teacher/student conferences, by participating as chaperones on field trips, through family math, literacy, and science nights, and through educational meetings such as gang awareness and gang prevention nights.</p> <p>Parents are further encouraged to participate in PTO, Back to School/Open House nights, Reading reward program (Book-it), SSC, ELAC/DELAC, and GATE DAC.</p> <p>To encourage participation in these and other events, all notices are distributed in both English and Spanish and a Parent Liaison, a Migrant Parent Liaison, and a Family Services Worker are all used to make phone calls and home visits. NTI Connect Ed was also implemented to improve school parent communication and the district web site..</p> <p>In addition to the above, regular communications are also distributed to parents in both English and Spanish and cover a variety of topics including beginning of the year welcome packets, monthly parent newsletters, notifications of all meetings and school events, school calendars, and student assessment and grade reports. School Accountability Report Cards are made available to parents and the Annual Rights Notification to Parents is distributed each school year and available as requested.</p> <p>District Parent Education Classes further provide parents the opportunity to educate themselves of their child’s needs and their parental responsibilities.</p>

<i>Coordination of Educational Services</i>	
<p>In the space below, please describe how the LEA will coordinate and integrate educational services to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.</p>	
	Description of how the SSD is meeting or plans to meet this requirement:
<p>Describe how the SSD will coordinate and integrate educational services to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:</p> <ul style="list-style-type: none"> a. Even Start b. Head Start c. Reading First d. Early Reading First e. Other preschool programs f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities. <p>Compare to programs listed on Page 11 of the SSD Plan to determine if all active programs have been addressed.</p>	<p>The LEA regularly seeks the input of teachers, administrators, councils, committees, parents, and community members (e.g., school health council, committees for Limited English Proficient students, state compensatory education, gifted and talented education, special education, etc.) when writing plans and setting goals for the various programs in the district. This input also acts as a way to overlap and coordinate policy, procedures and strategies into, through and beyond each individual program's plan, thus providing continuity throughout the districts' programs.</p>

Additional DAIT Recommendations:

In accordance with EC Section 52059(e), a DAIT is required to assess the needs of an LEA in each of the seven areas listed below and to make recommendations in any area it determines to be in need of improvement. In the table below, indicate whether the DAIT report of findings includes recommendations in one or more areas and whether the revised LEA Plan documents steps to adopt the recommendations.

	Area addressed in DAIT recommendations	LEA Plan documents steps to adopt DAIT recommendation	LEA Plan does not document steps to adopt DAIT recommendations
Governance	<p>Based on SUESD’s Priority Assistance Index Rank, a DAIT was not required.</p>		
Alignment of curriculum, instruction, and assessments to state standards			
Fiscal operations			
Parent and community involvement			
Human resources			
Data systems and achievement monitoring			
Professional development			

ASSURANCES

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

GENERAL ASSURANCES

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

TITLE I, PART A

The SSD, hereby, assures that it will:

11. **Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under Section 411(b)(2) of the National Education Statistics Act of 1994.**
12. **If the SSD receives more than \$500,000 in Title I funds, it will allow one percent to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95 percent of the allocation will be distributed to schools.**
13. **Inform the school community and parents of schoolwide program authority and the ability to consolidate funds from Federal, State, and local sources.**
14. **Provide technical assistance and support to schoolwide programs.**
15. **Develop the school plan pursuant to California *Education Code* Section 64001 and Section 1114 and undertake activities pursuant to Section 1115 so adequate yearly progress toward meeting the State student academic achievement standards is made.**
16. **Fulfill school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of Section 1116(b).**
17. **Provide services to eligible children attending private elementary schools and secondary schools in accordance with Section 1120, and timely and meaningful consultation with private school officials regarding such services.**
18. **Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.**
19. **In the case of an SSD that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under Section 641A(a) of the Head Start Act.**
20. **Develop and implement 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 the school community of the SSD's authority to obtain waivers on the school's behalf under Title IX.**
23. **Coordinate and collaborate, to the extent feasible and necessary 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 concerning factors that have significantly affected student achievement at the school.**
24. **Ensure, through 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 the school to determine whether it is 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. **Develop or identify examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and California *Education Code* Section 64001.**
28. **For schools in school improvement status, ensure that not less than ten percent of their Title I funds are spent to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.**
29. **Prepare and disseminate an annual SSD report card in accordance with Section 1111(h)(2).**

TITLE I, PART D – SUBPART 2

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

TITLE II, PART A

34. **The SSD, hereby, assures that:**
 - **The SSD will comply with Section 9501 (regarding participation by private school children and teachers).**
 - **The SSD has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California’s academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.**
 - **The SSD will assure compliance with the requirements of professional development as defined in Section 9101 (34).**

TITLE II, PART D

35. **The SSD 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 SSD must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.
37. Any SSD that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) hereby assures the SEA that the SSD will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:
- has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and
 - is enforcing the operation of such technology protection measure during any use of such computers by minors; and
 - has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography,

and is enforcing the operation of such technology protection measure during any use of such computers.

- Any SSD that does receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

TITLE III

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

TITLE IV, PART A

45. The SSD assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of private schools to be served, 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 SSD assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.
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 SSD has a plan for keeping the school 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.**
 - **Have 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 SSD assures that it has, in effect, a written policy providing for the suspension from school for a period of not less than one year of any student who is determined to have brought a firearm to school or who possesses a firearm at school and the referral of a student who has brought a weapon or firearm to the criminal or juvenile justice system. Such a policy may allow the Superintendent to modify such suspension requirement for a student on a case-by-case basis.

TITLE V, PART A

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

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

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

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

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

New Single School District Plan Assurances

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

(i) truancy rates;

(ii) the frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;

(iii) the types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and

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

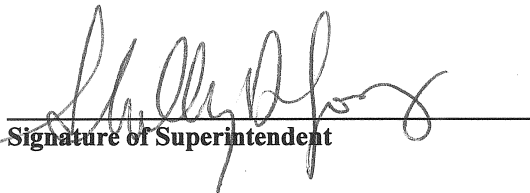
57. Unsafe School Choice Policy: the SSD assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by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

Other

58. The SSD assures that a minimum of 95 percent 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.

Shelly Long Ed.D

Print Name of Superintendent


Signature of Superintendent

11-8-10

Date

School Site Council Recommendations and Assurances



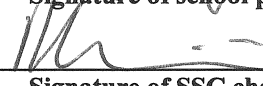
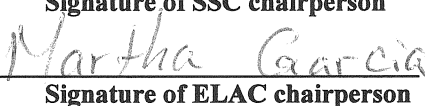

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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

- School Advisory Committee for State Compensatory Education Programs
- English Learner Advisory Committee (Site and District Level)
- Community Advisory Committee for Special Education Programs
- Gifted and Talented Education Program Advisory Committee
- School Site Council
- Other *(list)*

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

Attested:

<u>Travis Brown</u> Typed name of school principal	 Signature of school principal	<u>11/8/10</u> Date
<u>Evelyn Erquhart</u> Typed name of school principal	 Signature of school principal	<u>11-8-10</u> Date
<u>David Frankiewich</u> Typed name of SSC chairperson	 Signature of SSC chairperson	<u>11/8/10</u> Date
<u>Martha Garcia</u> Typed name of ELAC chairperson	 Signature of ELAC chairperson	<u>11/8/10</u> Date
<u>Victor Meza</u> Typed name of DELAC chairperson	 Signature of DELAC chairperson	<u>11/17/10</u> Date

Appendix A

California's NCLB Performance Goals and Performance Indicators

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.

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 SSD in developing this Plan:

- Academic Performance Index (API)
<http://www.cde.ca.gov/ds/>
- California Basic Educational Data System (CBEDS)
<http://www.cde.ca.gov/ds/>
- California English Language Development Test (CELDT)
<http://www.cde.ca.gov/ta/tg/>
- California High School Exit Exam (CAHSEE)
<http://www.cde.ca.gov/ta/tg/>
- California Standardized Test (CST)
<http://www.cde.ca.gov/ta/tg/>
- DataQuest
<http://www.cde.ca.gov/ds/>
- School Accountability Report Card (SARC)
<http://www.cde.ca.gov/ope/sarc/>
- Standardized Testing and Reporting (STAR) Program
<http://star.cde.ca.gov/>
- Guide and Template for the Single Plan for Student Achievement
<http://www.cde.ca.gov/nclb/sr/le/singleplan.asp>
- Guide and Template for the Single School District Plan
<http://www.cde.ca.gov/nclb/sr/le/>

Appendix C

Science Based Programs							
<p>Science based research has provided evidence of effectiveness for the following school based prevention programs. Each of the listed programs have been identified as a research validated, exemplary, or model program by one or more of the following agencies: The California Healthy Kids Resource Center, the Center for Substance Abuse Prevention, United States Department of Education’s Expert Panel, or the University of Colorado’s Center for the Study and Prevention of Violence. Some of these programs are also discussed in the California Department of Education’s publication Getting Results. Websites where additional information can be found about each program’s description, target population, and outcomes are listed below. The code in the last column of the menu provides a quick reference indicating which websites have information specific to each program.</p> <p>A: < http://www.californiahealthykids.org > (California Healthy Kids Resource Center: Research Validated Programs) 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)</p>							
School-Based Programs							
Intended program outcomes and target grade levels. See research for proven effectiveness							
Name	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Across Ages	4 to 8	x	x	x		x	C,
All Stars™	6 to 8	x	x	x			A, C, D, E
ATLAS (Athletes Training and Learning to Avoid Steroids)	9 to 12	x		x			A, B, C, D
Border Binge Drinking Reduction Program	K to 12	x			x		C,
Child Development Project/Caring School Community	K to 6	x		x	x	x	A, B, C, D, E
Cognitive Behavioral Therapy for Child Sexual Abuse	Families				x		C
Cognitive Behavioral Therapy for Child Traumatic Stress	Families				x		C
Coping Power	5 to 8			x	x		C
DARE To Be You	Pre-K	x		x	x	x	A, C
Early Risers Skills for Success	K to 6				x		C,
East Texas Experiential Learning Center	7	x	x	x	x	x	C
Friendly PEERSuasion	6 to 8	x					C
Good Behavior Game	1 to 6				x		B, C
High/Scope Perry Preschool Project	Pre-K				x	x	B, C, E
I Can Problem Solve	Pre-K				x		A, B, D
Incredible Years	K to 3				x	x	B, C
Keep A Clear Mind	4 to 6	x	x				A, C
Leadership and Resiliency	9 to 12					x	C

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

Creating Lasting Family Connections	Families (6 to 12)	x		x		x	A, C, D
Families And Schools Together (FAST)	Families				x		C
Family Development Research Project	Families				x		C
Family Effectiveness Training	Families				x		C
Family Matters	Families	x	x				C
FAN (Family Advocacy Network) Club	Families			x		x	C
Functional Family Therapy	Families	x		x	x		B, E
Home-Based Behavioral Systems Family Therapy	Families				x		C
Houston Parent-Child Development Program	Parents					x	C
Multisystemic Therapy	Parents			x	x		B, C, E
Nurse-Family Partnership	Parents		x				B, C
Parenting Wisely	Parents				x		C
Preparing for the Drug Free Years	Parents (4 to 7)	x		x		x	A, B, C, D
Project Star (Students Taught Awareness and Resistance): Midwestern Prevention Project	Community	x	x	x			B, D, C, E
Schools and Families Educating Children (SAFE Children)	Families					x	C
Stopping Teenage Addiction to Tobacco	Community		x				C
Strengthening Families Program	Families (4 to 6)	x		x	x	x	A, C, D

Appendix D

Research-based Activities

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>	
<i>Activities</i>	<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) B: < http://www.colorado.edu/cspv/blueprints/model/overview.html > (University of Colorado: Blueprints) C: < http://modelprograms.samhsa.gov/model_prog.cfm > (Center for Substance Abuse Prevention) D: < http://www2.edc.org/msc/model.asp > (United States Department of Education: Expert Panel) E: < http://www.gettingresults.org/ > (Getting Results)</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
AI’sPal’s: Kids Making Healthy Choices	Pre K to 2				x		D
Baby Safe (Substance Abuse Free Environment) Hawaii	Families	x	x	x			C
Basement Bums	6 to 8		x				A
Be a Star	K to 6					x	C
Behavioral Monitoring and Reinforcement	7 to 8			x	x		C
Bilingual/Bicultural Counseling and Support Services	Communities	x		x			C
Bully Proofing Your School	K to 8				x		B
CAPSLE (Creating a Peaceful School Learning Environment)	K to 5				x		B
Club Hero	6					x	C
Coca-Cola Valued Youth Program (CCVYP)	School					x	B
Colorado Youth Leadership Project	7	x				x	C
Comer School Development Program (CSDP)	School					x	B
Earlscourt Social Skills Group Program	K to 6					x	B
Effective Black Parenting Program (EBPP)	Families				x		B
Facing History and Ourselves	7 to 12				x		D
Family Health Promotion	Families	x	x	x		x	C
FAST Track	1 to 6				x		B
Get Real About Violence	K to 12				x		C

Growing Healthy	K to 6	x	x	x			D
Intensive Protective Supervision Program	Community				X		B
Iowa Strengthening Families Program	Family	x					B
Kids Intervention with Kids in School (KIKS)	6 to 12	x	x	x	x	x	C
Let Each One Teach One	Mentoring					x	D
Linking the Interests of Families and Teachers (LIFT)	1 to 5				x		B, C, D
Lion's Quest Working Toward Peace	5 to 9				x		D
Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health Education	K to 12	x	x	x			D
Open Circle Curriculum	K to 5				x	x	D
Parent-Child Assistance Program (P-CAP)	Families	x		x			C
PeaceBuilders	K to 8				x		D
Peacemakers Program	4 to 8				x		D
Peer Assistance and Leadership	9 to 12			x	x		C
Peer Coping Skills (PCS)	1 to 3				x		B
Peers Making Peace	K to 12				x		D
Personal/Social Skills Lessons	6 to 12		x				A
Preventive Intervention	6 to 8			x			B
Preventive Treatment Program	Parents			x	x		B
Primary Mental Health Project	Pre k to 3						D
Project Alive	K to 12		x				A
Project BASIS	6 to 8				x	x	C
Project Break Away	6 to 8		x	x			C
Project Life	9 to 12		x				A
Project PACE	4					x	C
Project SCAT	4 to 12		x				A
Project Status	6 to 12			x	x	x	B
Safe Dates	School				x		B
Say It Straight (SIS) Training	6 to 12	x					D
School Transitional Environmental Program	9 to 12			x	x	x	B
Smokeless School Days	9 to 12		x				A
Social Decision Making and Problem Solving	1 to 6	x			x		D
Social Decision Making and Problem Solving Program (SDM/PS)	K to 5					x	B
Socio-Moral Reasoning Development Program	School				x		B

(SMRDP)							
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