|  | (CDE use only) |  |
|---|---|---|
|  | Application # |  |

**Elementary and Secondary Education Act/No Child Left Behind Act of 2001**

# LOCAL EDUCATIONAL AGENCY (LEA) PLAN for
# LEAs in PROGRAM IMPROVEMENT
# YEAR 3 CORRECTIVE ACTION

Please submit your completed revised LEA Plan by e-mail to LEAP@cde.ca.gov **no later than March 10, 2012**. Please indicate in the subject line of the e-mail: 1) the name of your LEA; 2) the Program Improvement Year; and 3) the name of the document attached (e.g., ZZZ Unified School District; PI Year 3; Revised LEA Plan).

## LEA Plan Information:

Name of LEA: **El Dorado Union High School District**

County/District Code: **0961853**

Dates of Plan Duration (should be up to 3 years): **March 2012 to March 2015**

Date of Local Governing Board Approval: **February 28, 2012**

District Superintendent: **Christopher R. Hoffman**

Address: **4675 Missouri Flat Road**

City: **Placerville**    State: **CA**    Zip: **95667**

Phone: **(530) 622-5081**    Fax: **(530) 622-5087**

*Certification: I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Plan/Plan Addendum/Action Plan are on file, including signatures of any required external providers, i.e., district assistance and intervention team or other technical assistance provider.*

See Assurances on pages 71-80. Signatures are required on page 81.

# LEA Plan
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## Part III – Assurances and Attachments

# Part I
# Background and Overview

The California State Board of Education requires that Legal Educational Agencies (LEAs) develop LEA Plans in order to receive federal educational funding. The current LEA Plan requirements are a result of the No Child Left Behind (NCLB) Act of 2001. President Barack Obama, Secretary of the United States Department of Education Arnie Duncan, and California Superintendent of Public Instruction Tom Torlakson have all called on Congress to reform and reauthorize the NCLB Act of 2001. As of February 2012, ten states have already been granted federal waivers exempting those states from the sanctions and requirements of the NCLB Act of 2001. The California State Board of Education is considering applying for a federal waiver. A decision on the waiver process will be made later in 2012. In the meantime, all LEAs in California must comply with the legal requirements of the NCLB Act of 2001. The LEA Plan for the El Dorado Union High School District has been revised to meet NCLB requirements using the California Department of Education developed template with technical assistance provided from the El Dorado County Office of Education.

In May 2002, California's State Board of Education (SBE) adopted five Performance Goals to meet NCLB requirements:
1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.
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 2005-06, 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.

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

Since 1995, California has been building an educational system consisting of five major components:
- Rigorous academic standards
- Standards-aligned instructional materials
- Standards-based professional development
- Standards-aligned assessment
- An accountability structure that measures school effectiveness in light of student achievement.

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

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

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

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

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

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

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

In the El Dorado Union High School District, the Superintendent or designee shall assure that a single plan for student achievement has been prepared by the school site council as required by law for each school participating in specified state and/or federal categorical programs and for the state's consolidated application process. Evaluation of each participating school's educational program shall include an assessment of the school's effectiveness in meeting the needs of each student population targeted by categorical funds.

The Superintendent or designee shall review each school's single plan and ensure that it has been developed and approved by a properly constituted school site council, meets the content requirements for all programs included, is based on an analysis of current practices and student academic performance, and reasonably links improvement strategies to identified needs of the school and students. He/she shall submit to the Governing Board his/her recommendations for plan approval or recommendations regarding any subsequent material revisions of the plan. The Board shall review and approve each school's single plan for student achievement at a regularly scheduled meeting. The Board also shall review and approve any subsequent revisions that include material changes affecting the academic programs for students participating in these categorical programs. The Board shall certify that, to the extent allowable under federal law, the plan is consistent with district local improvement plans required as a condition of receiving federal funding.

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

School site administrators, teachers and parents from the District were consulted in the planning, development, and revision of the LEA Plan.  Using feedback from the school-site councils, Principals Council, the Standards and Instructional Leadership Team, and the District English Language Advisory Committee, the LEA performance goals and improvement strategies were revised.  Staff, advisory committees, and site councils were provided with detailed assessment and achievement data to measure the effectiveness of current educational programs.  After reviewing the achievement data, input was received and incorporated into the LEA Plan.  All ten school sites create single plans for student achievement and school accountability report cards.  These plans and reports were utilized when developing the needs assessment and planned improvement efforts to meet the SBE performance goals under NCLB.

**Program Monitoring (CPM)**

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

# FEDERAL AND STATE
# PROGRAMS CHECKLIST

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

| | Federal Programs | | State Programs |
|---|---|---|---|
| ✓ | Title I, Part A | ✓ | EIA – State Compensatory Education |
| | Title I, Part B, Even Start | | EIA – Limited English Proficient |
| | Title I, Part C, Migrant Education | | State Migrant Education |
| | Title I, Part D, Neglected/Delinquent | | School Improvement |
| ✓ | Title II, Part A, Subpart 2, Improving Teacher Quality | | Child Development Programs |
| ✓ | Title II, Part D, Enhancing Education Through Technology | | Educational Equity |
| ✓ | Title III, Limited English Proficient | | Gifted and Talented Education |
| ✓ | Title III, Immigrants | | Gifted and Talented Education |
| ✓ | Title IV, Part A, Safe and Drug-Free Schools and Communities | ✓ | Tobacco Use Prevention Education (Prop 99) |
| | Title V, Part A, Innovative Programs – Parental Choice | | Immediate Intervention/ Under performing Schools Program |
| | Adult Education | | School Safety and Violence Prevention Act (AB1113, AB 658) |
| | Career Technical Education | | Tenth Grade Counseling |
| ✓ | McKinney-Vento Homeless Education | | Healthy Start |
| ✓ | IDEA, Special Education | | Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65) |
| | 21st Century Community Learning Centers | | Other (describe): Agriculture Incentive, Health Careers, WorkAbility |
| ✓ | Other (describe): Workforce Investment Act | | Other (describe): |
| | Other (describe): | | Other (describe): |

# DISTRICT BUDGET FOR
# FEDERAL PROGRAMS

**Please complete the following table with information for your district.**

| Programs | Prior Year District Carryovers | Current Year District Entitlements | Current Year Direct Services to Students at School Sites ($) | Current Year Direct Services to Students at School Sites (%) |
|---|---|---|---|---|
| Title I, Part A | 89,260 | 383,898 | 411,440 | 85% |
| Title I, Part B, Even Start | | | | |
| Title I, Part C, Migrant Education | | | | |
| Title I, Part D, Neglected/Delinquent | | | | |
| Title II Part A, Subpart 2, Improving Teacher Quality | 187,177 | 127,426 | 0 | 0 |
| Title II, Part D, Enhancing Education Through Technology | 399 | 0 | 347 | 85% |
| Title III, Limited English Proficient | 0 | 5,772 | 5,772 | 100% |
| Title III, Immigrants | 0 | 3,175 | 3,175 | 100% |
| Title IV, Part A, Safe and Drug-free Schools and Communities | 1,125 | 0 | 1,103 | 98% |
| Title V, Part A, Innovative Programs – Parental Choice | | | | |
| Adult Education | | | | |
| Career Technical Education | | | | |
| McKinney-Vento Homeless Education | 0 | 1,736 | 1,736 | 100% |
| IDEA, Special Education | 0 | 782,154 | 748,616 | 95.5% |
| 21st Century Community Learning Centers | | | | |
| Other (describe): Workforce Investment Act | 32,887 | 68,321 | 101,208 | 100% |
| **TOTALS** | 310,848 | 1,372,482 | 1,273,397 | |

# DISTRICT BUDGET FOR
# STATE PROGRAMS

**Please complete the following table with information for your district.**

| Categories | Prior Year District Carryovers | Current Year District Entitlements | Current Year Direct Services to Students at School Sites ($) | Current Year Direct Services to Students at School Sites (%) |
|---|---|---|---|---|
| EIA – State Compensatory Education | 96,095 | 144,257 | 209,000 | 85% |
| EIA – Limited English Proficient | | | | |
| State Migrant Education | | | | |
| School and Library Improvement Block Grant | | | | |
| Child Development Programs | | | | |
| Educational Equity | | | | |
| Gifted and Talented Education | | | | |
| Tobacco Use Prevention Education – (Prop. 99) | 5,478 | 0 | 0 | 0 |
| High Priority Schools Grant Program (HPSGP) | | | | |
| School Safety and Violence Prevention Act (AB 1113) | | | | |
| Tenth Grade Counseling | | | | |
| Healthy Start | | | | |
| Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65) | | | | |
| Other (describe): <br> – Agriculture Incentive <br> – Health Careers <br> – WorkAbility | 0 <br> 92,209 <br> 0 | 7,665 <br> 72,270 <br> 201,542 | 7,665 <br> 157,426 <br> 192,900 | 100% <br> 95.5% <br> 95.5% |
| **TOTALS** | 193,782 | 425,734 | 566,991 | |

# Part II: The Plan

## Needs Assessment for the LEA Plan

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

**Academic Performance**

State results focus on how much schools are improving academically from year-to-year, based on results of statewide testing. The Academic Performance Index (API) is the cornerstone of the state's academic accountability requirements. Its purpose is to measure the academic performance and growth of schools. Each school has a unique API growth target with the goal of reaching or exceeding the statewide performance target of 800. For high schools, the API is calculated using results from the California Standards Tests (CSTs), the California Modified Assessments (CMAs), California High School Exit Exam (CAHSEE), and the California Alternative Performance Assessment (CAPA).

The El Dorado Union High School District (EDUHSD) has demonstrated consistent improvement in API scores, CST results, and CAHSEE pass rates. Overall achievement in the District exceeds state-wide performance. However, an achievement and performance gap exists for students with disabilities, socioeconomically disadvantaged students, and English Learners.

The Academic Performance Index for the EDUHSD reached a new high in 2011, increasing six points to 834. Three of the four comprehensive high schools in the District exceed the state API target of 800. Five schools in the District met both school-wide and subgroup API growth targets. The following table summarizes API results for 2010-11 (see the table on the following page):

| | API | | | | Met Growth Target | | |
|---|---|---|---|---|---|---|---|
| | **2011 Growth** | **2010 Base** | **2010-11 Growth Target** | **2010-11 Growth** | **School-wide** | **All Subgroups** | **Both Schoolwide and Subgroups** |
| **EL DORADO UNION HIGH** | 834 | 828 | D | 6 | | | |
| **High Schools** | | | | | | | |
| El Dorado High | 792 | 799 | 1 | -7 | No | No | No |
| Oak Ridge High | 879 | 869 | A | 10 | Yes | Yes | Yes |
| Ponderosa High | 857 | 852 | A | 5 | Yes | Yes | Yes |
| Union Mine High | 818 | 824 | A | -6 | Yes | No | No |
| **Small Schools** | | | | | | | |
| Independent Learning Center (Alternative | 706* | 614* | 9 | 92 | Yes | Yes | Yes |
| Shenandoah High | 741* | 710* | 5 | 31 | Yes | Yes | Yes |
| **ASAM Schools** | | | | | | | |
| EDUSHD Community Day | | | | | | | |
| Independence Continuation | 696* | 582* | 11 | 114 | Yes | Yes | Yes |
| Mountain View High | 570* | 586* | 11 | -16 | No | Yes | No |
| Vista High | 576* | 597* | 10 | -21 | No | Yes | No |

On the California Standards Tests the District-wide percentage of students scoring proficient or above has climbed steadily since 2007.

| CST | 2011 CST Results At or Above Proficient | 2007 CST At or Above Proficient |
|---|---|---|
| English Language Arts All Grades | 68% | 62% |
| General Math | 20% | 8% |
| Algebra | 34% | 29% |
| Geometry | 43% | 42% |
| Algebra 2 | 52% | 45% |
| High School Summative Math | 76% | 63% |
| Tenth Grade Life Science | 72% | 59% |
| Physical and Earth Science | 59% | 57% |
| Biology | 76% | 60% |
| Chemistry | 56% | 44% |
| Physics | 91% | 74% |
| World History | 63% | 44% |
| US History | 66% | 53% |

The percentage of tenth grade students passing the California Exit Exam has also increased since 2007.

| Tenth Grade Exams | 2011 CAHSEE Pass Rate | 2007 CAHSEE Pass Rate |
|---|---|---|
| English Language Arts | 94% | 92% |
| Mathematics | 94% | 93% |

Federal results are reported in August and focus on how well schools and LEAs are meeting common standards of academic performance. The ultimate objective for schools and LEAs under NCLB is for 100 percent of students to achieve proficiency in English-language arts and mathematics by 2013–14. Federal results are reported in terms of how well schools and LEAs meet AYP criteria (also referred to as AYP targets). NCLB requires that all schools or LEAs of the same type meet the same academic targets throughout the state, regardless of their baseline levels of performance. To meet AYP, a school and an LEA as well as subgroups must meet established performance targets annually. Each year, schools and LEAs must meet four sets of requirements to make AYP. The requirements reflect statewide performance levels and are the same for all schools and LEAs of the same type. The requirements include: (1) student participation rate on statewide tests; (2) percentage of students scoring at the proficient level or above in English-language arts and mathematics on statewide tests; (3) Growth API; and (4) graduation rate (if grade twelve students are enrolled). Numerically significant subgroups at a school or an LEA also must meet participation rate and percent proficient requirements.

The District Adequate Yearly Progress (AYP) Report revealed that the District did not meet AYP participation criteria for students with disabilities in mathematics, English Language Arts proficiency rates for students with disabilities, and mathematics proficiency rates for students with disabilities and socioeconomically disadvantaged students. All other requirements under NCLB were met. For AYP, Annual Measureable Objectives (AMOs) in 2011, 66% of the students needed to score at or above proficient. Proficiency scores on the CAHSEE are higher than

passing scores needed to meet graduation requirements. A passing score on the CAHSEE is 350 while a proficient mark is 380. It should be noted that the percentage of tenth grade students scoring proficient on the California Exit Exam has increased since 2007 as shown in the following table:

| Tenth Grade Exams | 2011 CAHSEE Proficient Rate | 2007 CAHSEE Proficient Rate |
|---|---|---|
| English Language Arts | 80% | 73% |
| Mathematics | 77% | 75% |

As previously mentioned, the District did not meet AYP due to the achievement gap for socioeconomically disadvantaged students and students with disabilities. The following table shows that socioeconomically disadvantaged student performance, while not meeting AYP targets, has increased since 2007.

| Tenth Grade Exams | 2011 CAHSEE Proficient Rate Socioeconomically Disadvantaged | 2007 CAHSEE Proficient Rate Socioeconomically Disadvantaged |
|---|---|---|
| English Language Arts | 65%* | 38% |
| Mathematics | 58% | 45% |

*Met AYP/AMO via Safe Harbor by demonstrating a 10% increase in proficiency.

Students with disabilities have not demonstrated improvement for AYP. The achievement gap and low proficiency rates on the CAHSEE persist. It should be noted that students with disabilities are allowed under California Education Code to obtain a waiver from State Board of Education for the CAHSEE graduation requirement. Thus, students with a waiver who meet all other District graduation requirements are allowed to receive a diploma from the EDUHSD even if they do not pass the CAHSEE. The persistent achievement gap is evidenced by the following table:

| Tenth Grade Exams | 2011 CAHSEE Proficient Rate Students with Disabilities | 2007 CAHSEE Proficient Rate Students with Disabilities |
|---|---|---|
| English Language Arts | 23% | 24% |
| Mathematics | 26% | 33% |

To better understand students with disabilities performance on the CAHSEE it is useful to analyze achievement by disability. The following table shows how students with specific learning disabilities performed on the CAHSEE:

| Tenth Grade Exams English Language Arts | 2011 CAHSEE Proficient Rate Students with Disabilities | 2011 CAHSEE Pass Rate Students with Disabilities |
|---|---|---|
| Mental Retardation | 0% | 0% |
| Orthopedic Impairment | 50% | 50% |
| Other Health Impairment | 30% | 65% |
| Emotional Disturbance | 50% | 69% |
| Specific Learning Disability | 14% | 55% |
| Autism | 33% | 50% |

| Tenth Grade Exams<br>Mathematics | 2011 CAHSEE Proficient Rate<br>Students with Disabilities | 2011 CAHSEE Pass Rate<br>Students with Disabilities |
|---|---|---|
| Mental Retardation | 0% | 0% |
| Orthopedic Impairment | 0% | 0% |
| Other Health Impairment | 17% | 58% |
| Emotional Disturbance | 43% | 71% |
| Specific Learning Disability | 25% | 57% |
| Autism | 25% | 25% |

Under NCLB all students, regardless of their disability, are required to be proficient in both English Language Arts and Mathematics by 2014.

In May 2002, California's State Board of Education adopted five Performance Goals under NCLB. The second Performance Goal was to have all limited-English-proficient students become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics by 2014.

English Learners are not a significant subgroup for the EDUHSD under AYP, consisting of only thirty-six students. However, English Learner performance on the CAHSEE demonstrated a notable achievement gap in both English Language Arts and Mathematics.

| Tenth Grade Exams | 2011 CAHSEE Proficient Rate<br>English Learner | 2011 CAHSEE Pass Rate<br>English Learner |
|---|---|---|
| English Language Arts | 39% | 62% |
| Mathematics | 34% | 69% |

The academic performance strengths for the District are that overall student performance as measured by API, CST proficiency rates, and tenth grade CAHSEE proficiency rates have steadily improved since 2007. The academic performance areas of need are that subgroup performance for students with disabilities, socioeconomically disadvantaged students, and English Learners lags behind over-all student achievement.

**Teacher and Administrator Quality**
In 2011, all 301 District teachers were with full credentials and no teachers were teaching outside their subject area of competence, and currently, seventy-four percent of the teachers in the District possess EL authorization.

A Beginning Teacher Support and Assistance (BTSA) program is provided, and required, for teachers hired into the District who have not yet completed a BTSA or Induction program – typically those with less than two years of experience. Each new teacher is assigned a Support Provider, preferably one teaching the same subject area and at the same site, who has completed Support Provider Training, and has demonstrated effective teaching strategies; the Support Provider acts as a mentor, holding regular support sessions to assist the new teacher in developing effective instructional skills, enhancing their knowledge of California Standards for the Teaching profession, and guiding them through formative/summative assessment activities

including the development of an Individualized Induction Plan (IIP). The BTSA program is typically completed over a two-year period.

The District has offered several professional development activities in recent years to encourage teachers to complete the certification that is required to teach English Learners. Reimbursement has been available to teachers for the costs of registration for a CTEL Exam Preparation Course, CTEL Exam Fees (up to two exam sittings), and the CTC application processing fee. In addition, for teachers who have chosen to pursue the CTEL authorization through coursework at an Institution of Higher Education (IHE), a reimbursement of up to $395, with an additional $75 for study materials, has been available. Reimbursement has been granted only after the teacher has been issued the authorization by the Commission on Teacher Credentialing (CTC) and it is viewable on the CTC website.

District-wide and site based teacher professional development efforts have focused on raising student achievement using research based strategies, utilizing the principles of Professional Learning Communities (PLCs), implementing the Common Core Standards, integrating SMART Board technologies into lesson planning, developing standards based grading practices, incorporating specially designed academic instruction in English (SDAIE) strategies, and Career Technical Education (CTE) pathway development.

Principals and site administrator professional development efforts have focused on teacher evaluations, data driven decision making, fostering PLCs, Common Core Standards, technology integration, budget planning, and strengthening staff beliefs and practices as they relate to improving academic achievement for all students.

**School Safety and Prevention**
The teacher and administrator quality strengths for the District are that 100% of the teachers are teaching within their subject area of competence and that all administrators are engaged in researched based professional development activities that focus on raising student achievement. Teacher and administrator quality areas of need are innovating practices to raise the academic achievement of students with disabilities and English Learners.

The El Dorado Union High School District is vigilant in its proactive and reactive efforts to maintain safe and orderly schools that are conducive to learning and high student achievement. Each school in the District annually reviews and revises as necessary their School Safety Plans. Frequent meetings are held at the school sites as well as district-wide at the District Office to review, discuss and reinforce the content of the plans. Law enforcement agencies are often participants in these meetings. The Board of Trustees annually reviews and approves the plans. The District employs a comparatively high number of campus monitors to prevent and in a timely manner respond to student misconduct. A comparatively high number of counselors are also maintained by the District in order to respond to the emotional and social needs and concerns of students prior to them becoming a cause for harmful behaviors. Law enforcement provides a regular and routine presence on campus through their provision of school resource officers and the presence and influence of probation officers are also common for our schools,

even though our "crime rate" would be relatively low compared to other school communities in the state.

Our schools have recently and continue to upgrade their communications and visual surveillance capabilities. School facility improvements that promote safety have been completed, including lighting and parking enhancements. Maintenance efforts keep our schools places students and parents take pride in.

School administrators, counselors and teachers as well as classified personnel are actively teaching and reinforcing respectful conduct, effective problem solving and conflict resolution, and tolerance for individual differences. District policy and regulations promote the swift and committed efforts to thoroughly investigate and respond to student misconduct. Besides employing consistent and assertive discipline measures, the schools in the District expend great effort to positively connect students to activities and groups that will shape positive behaviors and peer relationships. Students of the District are consistently challenged to engage in rigorous academics that will maintain a focus on and attention to learning and achievement. The relatively low truancy rate among students is indicative of these efforts. The rate is less than one half the state average for all grade levels. Parents and other community members are most often active, positive and cooperative participants of school discipline and correction. Dress codes ensure we do not have a visual promotion or reinforcement of discriminatory harassment or bullying or gang involvement. District policy and practice promote the reporting and assertive reaction to harassment and bullying incidents. Student leadership is encouraged and willingly engages in efforts to promote a positive school climate.

## District Planning

School site administrators, teachers and parents from the District were consulted in the planning, development, and revision of the LEA Plan. Using feedback from the school-site councils, Principals Council, the Standards and Instructional Leadership Team, and the District English Language Advisory Committee, the LEA performance goals and improvement strategies were revised. Staff, advisory committees, and site councils were provided with detailed assessment and achievement data to measure the effectiveness of current educational programs. After reviewing the achievement data, input was received and incorporated into the LEA Plan. All ten school sites create single plans for student achievement and school accountability report cards. These plans and reports were utilized when developing the needs assessment and planned improvement efforts to meet the SBE performance goals under NCLB.

## District Profile

The El Dorado Union High School District is committed to educating all students in a safe, supportive environment that will challenge students to pursue appropriate, rigorous paths for academic and career development and achievement which lead to lifelong learning and a productive adulthood.

Located in the Sierra Nevada foothills between Sacramento and South Lake Tahoe, the District encompasses 1,250 square miles, including a large portion of El Dorado County's historic Gold Rush region. The area includes about 40 communities along the U.S. Highway 50 corridor that span the county from Kyburz and Pollock Pines in the east to Latrobe and El Dorado Hills in the west. Students enter the El Dorado Union High School District from 12 feeder elementary districts and are supported by approximately 300 certificated employees and 225 classified employees.

The District serves about 6,966 students in four comprehensive high schools, four alternative schools, a charter school, a regional occupational program (ROP), a community day school, a jail program, and a career technical education program, including a regional occupational program (ROP). CTE/ROP has expanded to more locations with a focus on career technical education programs that emphasize new and emerging occupations.

Recognizing the importance of staff development to quality education, the District strongly supports research-based professional growth activities; including staff development days, school site-based training programs, professional content area coaching, and a Peer Assistance Review program. In addition, the District has committed both staff and financial resources to support technology in the classroom and throughout the District.

The District operates using a Strategic Plan adopted by the Board of Trustees. These goals guide the educational and budgeting processes for the District and have resulted in the following achievement highlights:
- All four of our comprehensive high schools have earned *California Distinguished School* recognition.
- Oak Ridge earned national recognition as a *Blue Ribbon School*.
- Shenandoah received the *California Schools Association Certified Charter School* recognition.
- Independence High School received recognition as a *Model Continuation School.*
- In June 2008, voters approved a $66.3 million school bond to renovate and modernize educational facilities in the El Dorado Union High School District.

School programs have a strong academic focus throughout a rigorous 4-year curriculum that includes emphasizing career paths for all students, opportunity programs for high-risk students, alternative education options for students with special needs, extensive Advanced Placement course offerings, and strong extra- and co-curricular programs.

The District has developed staffing standards for its comprehensive high schools, including a student-teacher ratio of 21:1, a student-counselor ratio of 352:1, and a student-assistant principal ratio of 587:1. Schools are provided with Health Services, including a Health Technician at each comprehensive site and a District school nurse, as well as a Library Media Center staffed by credentialed personnel. Safe school environments are the standard, and a culture of friendliness exists between staff and students.

The District provides a collaborative working environment involving staffing, budgeting, program development, articulation with feeder elementary districts, and encourages productive and respected relations with its employees, Board of Trustees, students, the community, County Office of Education, and community colleges. The District is highly communicative and interactive and fosters independent leadership and creative problem-solving. El Dorado Union High School District is financially stable, enjoying a high level of community and parent confidence.

**Performance Goal 1:** *All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-14.*

**Planned Improvement in Student Performance in Reading**
(Summarize information from district-operated programs and approved school-level plans)

| Description of Specific Actions to Improve Education Practice in **Reading** | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|---|---|---|---|---|
| **1. Alignment of instruction with content standards:**<br><br>All English, history, science, and technical courses are being aligned to the Common Core Standards that were adopted by the SBE in 2010. The Common Core Standards specify grade level reading tasks for English, history, science and technical courses. District-wide courses of study are revised on a seven year cycle. Teachers of courses that have not yet been revised have aligned course lessons to cover the Common Core Standards.<br><br>Students scoring below basic or far below basic on the CSTs access reading improvement and reading strategies courses. These courses are designed to improve reading fluency and comprehension. The teachers have aligned the courses to the Common Core Standards for reading. | Assistant Superintendent Educational Services, Principals, English, Social Science, Science and Technical Course Teachers. Standards Instruction Leadership Team (SILT)<br><br>2012-15 | Professional development and release time.<br><br>Reading Strategies and Reading Improvement FTEs | $20,000<br><br>$130,000 | General Fund Title I Title II EIA |
| **2. Use of standards-aligned instructional materials and strategies:**<br><br>The EDUHSD instructional materials adoption process ensures that materials are aligned to the Common Standards, State Standards and Frameworks. Instructional materials are adopted using a seven year adoption cycle (depending on budget and state funding limits).<br>Supplemental instructional materials are purchased by sites to enrich or enhance curriculum and meet students' educational needs. | Assistant Superintendent Education Services, Principals, English, Social Science, Science and Technical Course Teachers.<br><br>2012-15 | Annual Course Instructional Materials Adoptions<br><br>Supplemental instructional material purchases | $300,000-$400,000 per year<br><br>$30,000-$100,000 per year | General Fund, Lottery Title I Title III |

| Description of Specific Actions to Improve Education Practice in **Reading** | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|---|---|---|---|---|
| **3. Extended learning time:**<br><br>Students scoring below basic or far below basic on the CSTs access reading improvement and reading strategies courses. These courses are designed to improve reading fluency and comprehension. Students enrolled in these courses are concurrently enrolled in English courses increasing reading learning time.<br><br>Academic Support Classes (ASC) are offered at Title I schools.<br><br>After school Academic Recovery Programs are available at all comprehensive school sites for English, Math, Science and History courses. Academic Recovery is designed to provide students with access to credentialed teachers to remediate learning and provide students with additional support to meet course expectations and state standards.<br><br>Intersession Credit Recovery programs are available at all comprehensive school sites for English, Math, Science, and History courses. The Intersession Credit Recovery Program operates during the third vacation week of winter break in January and one week in June. Intersession is designed for students to recover credits and raise failing marks to passing ones. Referred students complete activities that enable them to meet course expectations. | Assistant Superintendent Education Services, Principals, English, Social Science, Science, and Teachers.<br><br>2012-2015 | Reading Improvement and Reading Strategies FTEs<br><br>ASC FTEs<br><br>APEX software licenses for academic and credit recovery.<br><br>Teacher hourly workshop rate expenditures needed to staff Academic Recovery and Intersession Programs. | $130,000<br><br><br>$64,000<br><br><br>$90,0000<br><br><br>$70,000 | General Fund Title I EIA |

| Description of Specific Actions to Improve Education Practice in **Reading** | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|---|---|---|---|---|
| **4. Increased access to technology:**<br><br>By August 2012, all student and teacher computers will be using the Windows 7 operating system with Windows Office 2010 installed.  Numerous computer labs and recently added "netbook" labs are available at comprehensive and alternative education school sites.  Since 2009, the EDUHSD has purchased 1,673 computers.<br><br>By August 2012, all English, mathematics, science, social science and SDC classrooms will have mounted SMART Boards.  All mathematics and science teachers received class sets of student handheld devices (XE Responders) that interact with the SMART Board.<br><br>All ELD classrooms are equipped with Rosetta Stone software to accelerate English acquisition and proficiency.  As new editions become available software will be updated.<br><br>100 APEX CAHSEE preparation software licenses have been purchased to assist students' with below basic ninth grade CST scores pass the ELA portion of the CAHSEE.<br><br>The four comprehensive high school sites are staffed with certificated personnel in the school library trained in the use of digital media to better assist students.  Each library is equipped with computers, software, and databases that support the reading of literature and informational texts. | District administration, Principals, school site administration, librarians, IT staff, teachers, District Technology Committee<br><br>2012-15 | Purchase hardware<br><br>Purchase supplemental instructional software<br><br>Purchase APEX CAHSEE Prep software<br><br>Librarians | $1,800,000<br><br>$16,000<br><br><br>$10,000<br><br><br>$360,000 | Measure Q General Fund Title I Title III EIA |

| Description of Specific Actions to Improve Education Practice in **Reading** | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|---|---|---|---|---|
| **5. Staff development and professional collaboration aligned with standards-based instructional materials:**<br><br>All English, social science, science, and special education teachers will participate in a series of professional development workshops that focus on developing student proficiency on the Common Core Standards. These workshops will focus on the Common Core reading tasks and include training on preparing students to excel on the SMARTER Balanced summative and performance based assessments that will be used for federal and state accountability purposes in California starting in 2015. These workshops will enable teachers to better differentiate instruction to meet the Common Core Standards related to reading.<br><br>All teachers who receive SMART Boards are provided with Level I and Level 2 training from SMART certified trainers. Mathematics and Science teachers are provided XE Responder training from SMART certified trainers. These trainings include how to use the SMART Notebook to improve instruction related to English language arts instruction across disciplines.<br><br>The EDUHSD is a participant in the El Dorado County English Learner Consortium for Title III ELD and Title III Immigrant funding purposes. The consortium has established a target that 80% of teachers and administrators in the consortium will receive research based professional development that focuses on SDAIE techniques and practices designed to increase English Learners reach English reading proficiency. | District administration, principals, school site administration, librarians, teachers and SILT<br><br>2012-15 | Professional Development trainings, conferences and workshops (including substitute teacher costs for release time) | $50,000 | General Fund Title II Title I EIA |

| Description of Specific Actions to Improve Education Practice in **Reading** | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|---|---|---|---|---|
| **6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):**<br><br>Every school site maintains an effective School Site Council that reviews and interprets student assessment results to design each school's single plan for student achievement.<br><br>Leadership teams, department chair meetings, and staff meetings also include an annual review of student assessment results.<br><br>Every school in the district assists in the creation of a School Accountability Report Card, which is posted on the District website.<br><br>El Dorado High School's English Learner Advisory Committee (ELAC) discusses CELDT and CST results with parents and community members.<br><br>The EDUHSD English Learner Advisory Committee discusses CELDT and CST results with parents and community members.<br><br>Individual CST, CAHSEE, and CELDT results are mailed home to parents for review and include descriptions on how to analyze those results.<br><br>IEP Teams review students with disabilities assessment results annually with parents. | District administration, Principals, school site administration, teachers, and classified support staff<br><br>2012-15 | Mailing costs<br><br>Copy costs<br><br>Blackboard Connect phone dialer and email system<br><br>MMARS SPSA and SARC Reports for schools<br><br>Website maintenance costs | $20,000<br><br>$2,000<br><br>$34,000<br><br><br>$5,000<br><br><br>$5,000 | General Fund |

| Description of Specific Actions to Improve Education Practice in **Reading** | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|---|---|---|---|---|
| **7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):**<br><br>The four comprehensive high schools host incoming ninth grade orientation night presentations during the spring semester of the students' eighth grade year.  The meetings provide students and parents with access to faculty, counselors and administrators.<br><br>Administrators and counselors visit eighth grade students at the feeder middle schools to provide them with detailed information about course offerings, extra and co-curricular programs, and the registration process.<br><br>Students with disabilities are provided transitional IEPs to determine appropriate program, goals, and schedule.<br><br>A "Link Crew" freshman welcoming day is conducted at the comprehensive school sites to assist incoming ninth grade students with the transition to high school.<br><br>Parents and students have access to online student records. Aeries Browser Interface (ABI) allows parents and students to review their students' academic progress in every course by viewing the student's marks in the teachers' grade books. Student attendance reports, CST, CAHSEE, CELDT, AP, SAT, and ACT scores are also reported on the ABI. | District administration, Principals, school site administration, teachers, and classified support staff<br><br>2012-15 | ABI Software<br><br>Handbook, flyers, and course directories<br><br>Link Crew | $2,000<br><br>$2,000<br><br>$2,000 | General Fund |

| Description of Specific Actions to Improve Education Practice in **Reading** | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|---|---|---|---|---|
| **8.  Monitoring program effectiveness:**<br><br>The District subscribes to a comprehensive student assessment reporting service (Multiple Measures) that allows sites to easily generate detailed student reports and summary reports.  This customization helps with monitoring and tracking student achievement longitudinally.<br><br>The single plans for student achievement for each school are required to monitor the effectiveness of the student reading scores on the CST, CAHSEE, and CELDT and incorporate an analysis of the effectiveness of those programs.<br><br>The SARCs include detailed information about school CST, CAHSEE and CELDT performance.<br><br>Principals meet twice a month at Principals Council.  At these meetings principals review achievement data district-wide to assess effectiveness of programs and make recommendations to raise student achievement.<br><br>The Reading Strategies, Reading Intervention, and ELD teachers conduct pre-test and post-test reading assessments to monitor student reading improvement.  These results guide teaching practices. | District administration, Principals, school site administration, teachers, and classified support staff<br><br>2012-15 | MMARS SPSA and SARC Reports for schools<br><br>MMARS Software | $5,000<br><br><br>$5,000 | General Fund |

| Description of Specific Actions to Improve Education Practice in **Reading** | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|---|---|---|---|---|
| **9. Targeting services and programs to lowest-performing student groups:**<br><br>Students scoring below basic or far below basic on the CSTs access Reading improvement and reading Strategies courses. These courses are designed to improve reading fluency and comprehension.  Students enrolled in these courses are concurrently enrolled in English courses increasing reading learning time.<br><br>EL students scoring in the Intermediate level or lower are provided with ELD instruction.<br><br>Students with disabilities who struggle with reading are provided additional support in special education study classes and or with teachers or paraprofessionals placed in English classes for support. | District administration, Principals, school site administration, teachers, and classified support staff<br><br>2012-15 | Reading Improvement and Reading Strategies FTEs<br><br>ELD FTEs<br><br>Special Education FTEs<br><br>Special Education paraprofessionals | $130,000<br><br><br>$64,000<br><br>$1,920,000<br><br>$700,000 | General Fund Title I EIA Federal Special Education Funds |
| **10. Any additional services tied to student academic needs:**<br><br>Every student is assigned a guidance counselor who monitors students' performance and communicates with students and parents.<br><br>Bilingual paraprofessionals assist EL students with English Language Arts content at EDHS and UMHS. | District administration, Principals, counselors | Directors of Guidance and Counselors<br><br>Bilingual paraprofessionals | $1,300,000<br><br><br>$100,000 | General Fund Title I EIA |

**Performance Goal 1:** *All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-14.*

## Planned Improvement in Student Performance in Mathematics
(Summarize information from district-operated programs and approved school-level plans)

| Description of Specific Actions to Improve Education Practice in **Mathematics** | Persons Involved/ Timeline | Related Expenditures | Estimated Annual Cost | Funding Source |
|---|---|---|---|---|
| 1. **Alignment of instruction with content standards:**<br><br>All Mathematics courses are being aligned to the Common Core Standards that were adopted by the SBE in 2010. District-wide courses of study are revised on a seven year cycle.  Teachers of courses that have not yet been revised have aligned course lessons to cover the Common Core Standards | Assistant Superintendent Educational Services, Principals, Mathematics Teachers, Standards Instruction Leadership Team (SILT)<br><br>2012-15 | Professional development and release time. | $20,000 | General Fund Title I Title II EIA |
| 2. **Use of standards-aligned instructional materials and strategies:**<br><br> The EDUHSD instructional materials adoption process ensures that materials are aligned to the Common  Standards, State Standards and Frameworks.  Instructional materials are adopted using a seven year adoption cycle (depending on budget and state funding limits).<br><br>Supplemental instructional materials are purchased by sites to enrich or enhance curriculum and meet students' educational needs. | Assistant Superintendent Educational Services, Principals, Mathematics Teachers, Standards Instruction Leadership Team (SILT)<br><br>2012-15 | Annual Course Instructional Materials Adoptions<br><br>Supplemental instructional material purchases | $300,000-$400,000 per year<br><br>$30,000-$100,000 per year | General Fund, Lottery Title I |

| Description of Specific Actions to Improve Education Practice in **Mathematics** | Persons Involved/ Timeline | Related Expenditures | Estimated Annual Cost | Funding Source |
|---|---|---|---|---|
| **3.  Extended learning time:**<br><br> After school Academic Recovery Programs are available at all comprehensive school sites for English, math, science and history courses.  Academic Recovery is designed to provide students with access to credentialed teachers to remediate learning and provide students with additional support to meet course expectations and state standards.<br><br>Intersession Credit Recovery programs are available at all comprehensive school sites for English, math, science, and history courses.  The Intersession Credit Recovery Program operates during the third vacation week of winter break in January and one week in June.  Intersession is designed for students to recover credits and raise failing marks to passing ones.  Referred students' complete activities that enable them to meet course expectations.<br><br>UMHS and EDHS offer Algebra Support Classes where students are concurrently enrolled in Algebra 1.  The Algebra Support Classes are staffed with credentialed mathematics teachers. | Assistant Superintendent Education Services, Principals, Mathematics Teachers<br><br>2012-15 | ASC FTEs<br><br><br>APEX software licenses for academic and credit recovery<br><br>Teacher hourly workshop rate expenditures needed to staff Academic Recovery and Intersession Programs. | $32,000<br><br><br>$90,0000<br><br><br>$70,000 | General Fund Title I EIA |

| Description of Specific Actions to Improve Education Practice in **Mathematics** | Persons Involved/ Timeline | Related Expenditures | Estimated Annual Cost | Funding Source |
|---|---|---|---|---|
| **4. Increased access to technology:**<br><br>By August 2012, all student and teacher computers will be using the Windows 7 operating system with Windows Office 2010 installed. Numerous computer labs and recently added "netbook" labs are available at comprehensive and alternative education school sites. Since 2009, the EDUHSD has purchased 1,673 computers.<br><br>By August 2012, all English, mathematics, science, social science and SDC classrooms will have mounted SMART Boards. All mathematics and science teachers received class sets of student handheld devices (XE Responders) that interact with the SMART Board.<br><br>100 APEX CAHSEE preparation software licenses have been purchased to assist students pass the mathematics portion of the CAHSEE.<br><br>Students utilize graphing calculators starting in Algebra 2. Students who do not have their own calculators are provided with a device. | District administration, Principals, school site administration, librarians, IT staff, teachers, District Technology Committee<br><br>2012-15 | Purchase hardware<br><br>Purchase supplemental instructional software<br><br>Purchase APEX CAHSEE Prep software<br><br>Librarians | $1,800,000<br><br>$16,000<br><br><br>$10,000<br><br><br>$360,000 | Measure Q General Fund Title I Title III EIA |

| Description of Specific Actions to Improve Education Practice in **Mathematics** | Persons Involved/ Timeline | Related Expenditures | Estimated Annual Cost | Funding Source |
|---|---|---|---|---|
| 5. **Staff development and professional collaboration aligned with standards-based instructional materials:**<br><br>All mathematics teachers will participate in a series of professional development workshops designed to develop lessons to meet the Common Core Standards.  These workshops will focus on the Common Core mathematics tasks and include training on preparing students to excel on the SMARTER Balanced summative and performance based assessments that will be used for federal and state accountability purposes in California starting in 2015.  These workshops will enable teachers to better differentiate instruction to meet the Common Core Standards related to mathematics.<br><br>All teachers who receive SMART Boards are provided with Level I and Level 2 training from SMART certified trainers.  Mathematics and Science teachers are provided XE Responder training from SMART certified trainers.  These trainings include how to use the SMART Notebook to improve instruction related to English language arts instruction across disciplines.<br><br>The EDUHSD is a participant in the El Dorado County English Learner Consortium for Title III ELD and Title III Immigrant funding purposes.  The consortium has established a target that 80% of teachers and administrators in the consortium will receive research based professional development that focuses on SDAIE techniques and practices designed to increase English Learners reach mathematics proficiency on the CAHSEE. | District administration, Principals, school site administration, teachers and SILT<br><br>2012-15 | Professional Development trainings, conferences and workshops (including substitute teacher costs for release time) | $50,000 | General Fund Title II Title I EIA |

| Description of Specific Actions to Improve Education Practice in **Mathematics** | Persons Involved/ Timeline | Related Expenditures | Estimated Annual Cost | Funding Source |
|---|---|---|---|---|
| **6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):**<br><br>Every school site maintains an effective School Site Council that reviews and interprets student assessment results to design each school's single plan for student achievement.<br><br>Leadership teams, department chair meetings, and staff meetings also include an annual review of student assessment results.<br><br>Every school in the district assists in the creation of a School Accountability Report Card, which is posted on the District website.<br><br>El Dorado High School's English Learner Advisory Committee (ELAC) discusses CELDT and CST results with parents and community members.<br><br>The EDUHSD English Learner Advisory Committee (DLAC) discusses CELDT and CST results with parents and community members.<br><br>Individual CST, CAHSEE, and CELDT results are mailed home to parents for review and include descriptions on how to analyze those results.<br><br>IEP Teams review students with disabilities assessment results annually with parents.<br><br>Parents and students have access to online student records. Aeries Browser Interface (ABI) allows parents and students to review their students' academic progress in every course by viewing the student's marks in the teachers' grade books. Student attendance reports, CST, CAHSEE, CELDT, AP, SAT, and ACT scores are also reported on the ABI. | District administration, Principals, school site administration, teachers, and classified support staff<br><br>2012-15 | Mailing costs<br><br>Copy costs<br><br>Blackboard Connect phone dialer and email system<br><br>MMARS SPSA and SARC Reports for schools<br><br>Website maintenance costs | $20,000<br><br>$2,000<br><br>$34,000<br><br>$5,000<br><br>$5,000 | General Fund |

| Description of Specific Actions to Improve Education Practice in **Mathematics** | Persons Involved/ Timeline | Related Expenditures | Estimated Annual Cost | Funding Source |
|---|---|---|---|---|
| **7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):**<br><br>The four comprehensive high schools host incoming ninth grade orientation night presentations during the spring semester of the students' eighth grade year. The meetings provide students and parents with access to faculty, counselors and administrators.<br><br>Administrators and counselors visit eighth grade students at the feeder middle schools to provide them with detailed information about course offerings, extra and co-curricular programs, and the registration process.<br><br>Students with disabilities are provided transitional IEPs to determine appropriate program, goals, and schedule.<br><br>A "Link Crew" freshman welcoming day is conducted at the comprehensive school sites to assist incoming ninth grade students with the transition to high school. | District administration, Principals, school site administration, teachers, and classified support staff<br><br><br>2012-15 | ABI Software<br><br>Handbook, flyers, and course directories<br><br>Link Crew | $2,000<br><br>$2,000<br><br><br>$2,000 | General Fund |

| Description of Specific Actions to Improve Education Practice in **Mathematics** | Persons Involved/ Timeline | Related Expenditures | Estimated Annual Cost | Funding Source |
|---|---|---|---|---|
| **8. Monitoring program effectiveness:**<br><br>The District subscribes to a comprehensive student assessment reporting service (Multiple Measures) that allows sites to easily generate detailed student reports and summary reports. This customization helps with monitoring and tracking student achievement longitudinally.<br><br>The single plans for student achievement for each school are required to monitor the effectiveness of the student mathematics scores on the CST and CAHSEE and incorporate an analysis of the effectiveness of those programs.<br><br>The SARCs include detailed information about school CST, and CAHSEE mathematics performance.<br><br>Principals meet twice a month at Principals Council. At these meetings principals review achievement data district-wide to assess effectiveness of programs and make recommendations in changes in practice to raise student achievement.<br><br>Mathematics teachers review CST and CAHSEE assessments to monitor student improvement. They also analyze course assessment results. These results guide teaching practices. | District administration, Principals, school site administration, teachers, and classified support staff<br><br>2012-15 | MMARS SPSA and SARC Reports for schools<br><br>MMARS Software | $5,000<br><br><br><br>$5,000 | General Fund |

| Description of Specific Actions to Improve Education Practice in **Mathematics** | Persons Involved/ Timeline | Related Expenditures | Estimated Annual Cost | Funding Source |
|---|---|---|---|---|
| **9. Targeting services and programs to lowest-performing student groups:**<br><br>Students entering high school with below basic or far below basic CST scores in mathematics are enrolled in an Algebra Fundamentals course. The grading system in the Algebra Fundamentals Program is based on Rick Stiggins Assessment for Learning research.<br><br>Students who failed Algebra I and need to repeat Algebra I are placed into an Algebra class that utilizes a grading system based on Rick Stiggins Assessment for Learning research.<br><br>Students with disabilities who struggle with mathematics are provided additional support in special education study classes and or with teachers or paraprofessionals placed in mathematics classes for support.<br><br>After school Academic Recovery Programs are available at all comprehensive school sites for mathematics. Academic Recovery is designed to provide students with access to credentialed teachers to remediate learning and provide students with additional support to meet course expectations and state standards.<br><br>UMHS and EDHS offer Algebra Support Classes where students are concurrently enrolled in Algebra 1. The Algebra Support Classes are staffed with credentialed mathematics teachers. | District administration, Principals, school site administration, teachers, and classified support staff<br><br>2012-15 | ASC FTEs<br><br>ELD FTEs<br><br>Special Education FTEs<br><br>Special Education paraprofessionals | $32,000<br><br><br>$64,000<br><br>$1,920,000<br><br>$700,000 | General Fund Title I EIA Federal Special Education Funds |

| Description of Specific Actions to Improve Education Practice in **Mathematics** | Persons Involved/ Timeline | Related Expenditures | Estimated Annual Cost | Funding Source |
|---|---|---|---|---|
| **10. Any additional services tied to student academic needs:**<br><br>Every student is assigned a guidance counselor who monitors students' performance and communicates with students and parents.<br><br>Bilingual paraprofessionals assist EL students with mathematics content at EDHS and UMHS. | District administration, Principals, counselors | Directors of Guidance and Counselors<br><br>Bilingual paraprofessionals | $1,300,000<br><br>$100,000 | General Fund Title I EIA |

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

**Planned Improvement in Programs for LEP Students and Immigrants (Title III)**
(Summarize information from district-operated programs and approved school-level plans)

| | | Description of how the LEA is meeting or plans to meet this requirement. |
|---|---|---|
| **Required Activities** | 1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:<br>a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;<br>b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;<br>c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:<br>  • Meeting the annual measurable achievement objectives described in Section 3122;<br>  • Making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B);<br>  • 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);<br>d. Describe how the LEA will promote parental and community participation in LEP programs.<br><br>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c) .<br>The effectiveness of the LEP programs will be determined by the increase in:<br>  • English proficiency; and<br>  • Academic achievement in the core academic subjects | The purpose of the ELD component is to explicitly and intentionally teach English in order to develop a strong English language foundation in both social and academic settings. ELD also provides a foundation for literacy development (reading and writing) and a pathway leading to the English Language Arts (ELA) standards. Both ELD and ELA standards have the goal of assisting students to develop skills related to cognitive academic proficiency in English. ELD instruction occurs daily for all EL students until reclassified to fluent English proficient. It is a systematic, explicit component of the EL student's total educational program. There is no maximum amount of time that might be devoted to ELD. However, High School requires at least one period per day.<br><br>In courses other than ELD, EL students receive academic support by certificated teachers with EL authorization from the California Commission on the Teacher Credentialing.  Teachers use SDAIE strategies to promote EL student achievement. |

| | | Description of how the LEA is meeting or plans to meet this requirement. |
|---|---|---|
| **Required Activities** | 3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.<br>a. designed to improve the instruction and assessment of LEP children;<br>b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;<br>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;<br>d. long term effect will result in positive and lasting impact on teacher performance in the classroom. | Professional development for classroom teacher has focused on the following approaches to help make instruction comprehensible and meaningful to EL students: Teachers contextualize instruction by using non-verbal language, visual support materials, realia, graphic organizers, oral/verbal amplification; Students use a variety of resources in the environment so they construct meaning; Teachers modify language to deliver instruction such as wait time, questioning, pacing and highlighting; Student-centered instruction, allows students to work with concepts and the language of those concepts in a variety of ways to demonstrate mastery of the content standard (such as drama, drawing, mapping out the concepts, or using poetry, song, letter writing, journals, graphic organizers, etc.); Content teaching and assessment is linguistically and culturally responsive; The teaching and use of language structures and vocabulary develop student comprehension; Accommodations are planned and purposeful in the learning environment; Activities encourage, engage and support students to risk active use of their developing language; Teachers emphasize the major ideas and/or organize principles that underlie the content so students access concepts in an organized logical sequence; Teachers frequently check for understanding and allow equitable student participation on demonstrating knowledge; Teachers integrate assessment and instruction throughout the planning implementation phase to diagnose student development by using student observations, portfolios, journals and analysis of student work; Classroom assessments allow for accurate measure of the mastery of grade level core content standards and/or use of academic language structures taught; Students are provided access to large collections of appropriate age-level literature in the classroom and school libraries.<br><br>Professional Development for principals and counselors has focused on understanding the identification, assessment, and placement process; ELD instructional components; Monitoring student progress and reclassification. |

| | | Description of how the LEA is meeting or plans to meet this requirement. | |
|---|---|---|---|
| **Allowable Activities** | 4. Upgrade program objectives and effective instruction strategies. | **Yes or No**<br><br>Yes | **If yes, describe:**<br><br>Bilingual paraprofessionals are being used at EDHS and UMHS to assist with English Language Arts and mathematics proficiency.<br>APEX CAHSEE preparatory software is available to EL students to help students pass the CAHSEE and meet AYP proficiency requirements.<br>Rosetta Stone software is available for EL students to assist with the attainment of academic English language skills. |
| | 5. Provide:<br>  a. tutorials and academic or vocational education for LEP students; and<br>  b. intensified instruction. | **Yes or No**<br><br>Yes | **If yes, describe:**<br><br>After school Academic Recovery Programs are available at all comprehensive school sites for English, math, science and history courses. Academic Recovery is designed to provide students with access to credentialed teachers to remediate learning and provide students with additional support to meet course expectations and state standards.<br><br>Intersession Credit Recovery programs are available at all comprehensive school sites for English, math, science, and history courses. The Intersession Credit Recovery Program operates during the third vacation week of winter break in January and one week in June. Intersession is designed for students to recover credits and raise failing marks to passing ones. Referred students' complete activities that enable them to meet course expectations.<br><br>EL students have full access to District CTE and Regional Occupation Program (ROP) course offerings. |

| | | | Description of how the LEA is meeting or plans to meet this requirement. |
|---|---|---|---|
| **Allowable Activities** | 6. Develop and implement programs that are coordinated with other relevant programs and services. | **Yes or No**<br><br>No | **If yes, describe:** |
| | 7. Improve the English proficiency and academic achievement of LEP children. | **Yes or No**<br><br><br>Yes | **If yes, describe:**<br><br><br>The entire District EL Master Plan has been updated and designed to implement practices and programs that will increase English proficiency. |
| | 8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families:<br><br>o To improve English language skills of LEP children; and<br>o To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. | **Yes or No**<br><br>Yes | **If yes, describe:**<br><br>A school site with 21 or more English Learners has a functioning English Learner Advisory Committee (ELAC) that meets all requirements. Parent members are elected by parents of English Learners. Parents of English Learners constitute at least the same percentage of committee membership as their students represent of the student body and all parents/guardians of English Learners have an opportunity to vote. The ELAC advises the school site council (SSC) on the development of the Single School Plan for Student Achievement. The ELAC advises the principal and staff on the school's program for English Learners.<br><br>EDHS ELAC and the EDUHSD DLAC provide information to parents about local community resources for parents and families including English language courses for adults.<br><br>District personnel have attended community outreach events for immigrant families in Placerville to provide parents with information about college and career readiness. |

|  | | Description of how the LEA is meeting or plans to meet this requirement. | |
|---|---|---|---|
| **Allowable Activities** | 9. Improve the instruction of LEP children by providing for:<br><br>o The acquisition or development of educational technology or instructional materials<br>o Access to, and participation in, electronic networks for materials, training, and communication; and<br>o Incorporation of the above resources into curricula and programs. | **Yes or No**<br><br>Yes | **If yes, describe:**<br><br>EL students have access to the latest technology and software. Besides having access to Rosetta Stone and APEX CAHSEE preparation, EL students have access to technology throughout the school. By August 2012, all student and teacher computers will be using the Windows 7 operating system with Windows Office 2010 installed. Numerous computer labs and recently added "netbook" labs are available at comprehensive and alternative education school sites. Since 2009, the EDUHSD has purchased 1,673 computers.<br><br>By August 2012, all English, mathematics, science, social science and SDC classrooms will have mounted SMART Boards. All mathematics and science teachers received class sets of student handheld devices (XE Responders) that interact with the SMART Board. |
|  | 10. Other activities consistent with Title III. | **Yes or No**<br><br>No | **If yes, describe:** |

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

| Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents. | | Description of how the LEA is meeting or plans to meet this requirement. |
|---|---|---|
| **Required Activity** | 1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):<br>  a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program;<br>  b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement;<br>  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;<br>  d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;<br>  e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;<br>  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;<br>  g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; | Students with Home Language Surveys that indicate that a language other than English is used in the home are assessed within 30 days of initial enrollment to determine English language proficiency using the CELDT. Upon completion of the testing, the parents are notified of the assessment results and are given a description of the program placement. Students scoring Intermediate or lower on the CELDT are provided with English Language Development support.<br><br>Student progress is monitored at least annually, based on a set of district-adopted and state mandated assessments. These assessments are used to determine English language proficiency, evaluate students' academic performance and determine program effectiveness. District-adopted formative assessments are given regularly during the year to monitor students' progress in English language development (reading, writing, listening and speaking), language arts, and math. Curriculum embedded assessments in language arts are taken in English and/or in Spanish by ELs in the ELM. If a language group other than Spanish increases in size to the point where primary language alternative programs are necessary or desirable, then assessments in that language will be adopted. State-mandated STAR tests (California Standards Tests, CAHSEE), are taken by all students regardless of their language classification. A third group of assessments, which includes the CELDT are for English Learners only and are taken as annual assessments. Students on Individualized Education Programs (IEPs) may be given alternative assessments in place of the CSTs and CELDT as allowed by the state and identified on their IEP.<br><br>The reclassification decision is made by a reclassification team (RT), after considering the evidence regarding the student's performance, and in full consultation with the parent. The District reclassifies a pupil from English Learner to proficient in English by using a process and criteria that include, but are not limited to: Assessment of English-language proficiency (CELDT); Assessment of performance in basic skills: California Standards Test for English-Language Arts; Teacher evaluation that includes, but is not limited to; the pupil's academic performance; parent opinion and consultation during the reclassification process; CAHSEE.<br><br>Reclassification of students with moderate to severe will consider the reclassification of these students with care. Reclassification to Fluent English Proficient means the student has learned English sufficient to participate in English in their program and can remedy any and all deficits that may have been incurred in the academic content. The decision shall be made in such a way that provides the best benefit to the student and their family. The IEP team participates in the decision of reclassification. |

| | Description of how the LEA is meeting or plans to meet this requirement. |
|---|---|
| **Required Activity**    h.   information pertaining to parental rights that includes written guidance detailing:<br><br>    i.   the right that parents have to have their child immediately removed from such program upon their request; and<br>    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;<br>    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. | Upon completion of the testing, the parents are notified of the assessment results and are given a description of the program placement. Parents are provided an explanation and discuss the benefits of each. This information is also provided to parents in writing in a language designed to be readily understandable to the parent. Once the program options have been explained, the parents of English Learners are informed of their right to apply for a parental exception waiver. This information is also provided in writing, using language and materials designed to be readily understandable to the parent.<br><br>If after the programs have been explained, a parent elects to have their English Learner, who is "less than reasonably fluent," placed in the English Language Mainstream program, no Parental Exception Waiver is necessary and the district will honor the parent's informed request. The parent may be asked to sign and date a written request to document the request was made if the request was not made in writing. |
| **Note:** Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the school year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program. | The District is complying and will continue to comply with this requirement. |
| **LEA Parent Notification Failure to Make Progress**<br>If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs. | The District is part of the El Dorado County Office of Education EL Consortium to obtain Title III funds and will comply with these requirements. |

**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** | **If yes, describe:**<br><br>EDHS ELAC and the EDUHSD DLAC provide information to parents about local community resources for parents and families including English language courses for adults.<br><br>District personnel have attended community outreach events for immigrant families in Placerville to provide parents with information about college and career readiness. |
| | 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** | **If yes, describe:**<br><br>Paraprofessionals participate in SDAIE training workshops and will attend the 2012 CABE Conference. |
| | 3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth; | **Yes** | **If yes, describe:**<br>After school Academic Recovery Programs are available at all comprehensive school sites for English, math, science and history courses. Academic Recovery is designed to provide students with access to credentialed teachers to remediate learning and provide students with additional support to meet course expectations and state standards.<br><br>Intersession Credit Recovery programs are available at all comprehensive school sites for English, math, science, and history courses. The Intersession Credit Recovery Program operates during the third vacation week of winter break in January and one week in June. Intersession is designed for students to recover credits and raise failing marks to passing ones. Referred students complete activities that enable them to meet course expectations.<br><br>EL students have full access to District CTE and Regional Occupation Program (ROP) course offerings. |

| 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** | 4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds: | **Yes** | **If yes, describe:**<br>ELD Teachers utilize Title III funds that are approved in school site's Single Plans for Student Achievement for supplemental materials, software and technology to supplement EL instruction. |
| | 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: | **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: | **No** | **If yes, describe:** |
| **Allowable Activities** | 7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services: | **Yes** | **If yes, describe:**<br><br>District personnel and site administrator coordinate with CBOs, community colleges, and CTE advisories to assist immigrant students. |

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

## Summary of Needs and Strengths for Professional Development

In 2011, all 301 District teachers were with full credentials and no teachers were teaching outside their subject area of competence, and currently, seventy-four percent of the teachers in the District possess EL authorization. District-wide and site based teacher professional development efforts have focused on raising student achievement using research based strategies, utilizing the principles of Professional Learning Communities (PLCs), implementing the Common Core Standards, integrating SMART Board technologies into lesson planning, developing standards based grading practices, incorporating specially designed academic instruction in English (SDAIE) strategies, and Career Technical Education (CTE) pathway development.

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

| STRENGTHS | NEEDS |
| --- | --- |
| ✓ Teachers teaching within their subject area of competence<br>✓ Knowledge of the California Frameworks and standards<br>✓ Integrating presentation software into lesson designs (SMART Boards)<br>✓ Collaborative grouping and cooperative learning strategies<br>✓ Teaching critical thinking and higher order thinking skills<br>✓ Experiential learning strategies<br>✓ CTE framework and standard integration with pathway development | ✓ EL authorizations<br>✓ Implementing SDAIE strategies<br>✓ Implementing "Assessment for Learning" strategies<br>✓ Improving the effectiveness of PLCs<br>✓ Implementing the Common Core Standards<br>✓ Effective teaching strategies for reading informational text and expository writing<br>✓ Preparing for the SMARTER Balanced assessments that will be used for Federal and State accountability in 2015<br>✓ Increasing technology integration into lesson development<br>✓ Strategies for "learner centered" teaching<br>✓ Utilizing best practices for differentiated instruction for students with disabilities |

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

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

| Please provide a description of: | Persons Involved/ Timeline | Related Expenditures | Estimated Annual Cost | Funding Source |
|---|---|---|---|---|
| **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:** <br><br> Teachers are provided with detailed student assessment results from the CSTs, CAHSEE, and CELDT to assist with differentiated instruction strategies.  Professional development is provided for data analysis to guide instructional practices. <br><br> English, mathematics, science, social science, and technical course teachers have been and will continue to participate in workshops on how to implement the Common Core Standards and understand the developing accountability system being designed by SMARTER Balanced. <br><br> Teachers attend content based conferences to learn about best practices, obtain research, and network within disciplines to more effectively integrate the California Frameworks. <br><br> Every school has imbedded collaboration time where learning teams, PLCs and academic departments meet to discuss common course expectations, student achievement and best practices. <br><br> Teachers have and will continue to receive training on utilizing SDAIE teaching strategies in the content areas. | District administration, Principals, teachers, SILT <br><br> 2012-2015 | Professional Development | $100,000 | General Fund Title I Title II EIA |

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| Please provide a description of: | Persons Involved/ Timeline | Related Expenditures | Estimated Annual Cost | Funding Source |
|---|---|---|---|---|
| English and mathematics teachers have and will continue to participate in trainings on assisting students meet Early Assessment Program (EAP) requirements.<br><br>Teachers have and will continue to participate in Assessment for Learning techniques to improve learning outcomes.<br><br>Teachers will be provided assistance to pass the CTEL and be reimbursed for examination costs. | | | | |
| **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:**<br><br>District administration, Principals, site administrators, and faculty are actively engaged with the El Dorado County Office of Education and Sacramento County Office of Education professional development opportunities. Both offices provided research based resources and workshops designed to improve student outcomes.<br><br>Teachers attend content based conferences to learn about best practices, obtain research, and network within disciplines to more effectively integrate the California Frameworks.<br><br>Administrators participate in a Management Professional Learning Community where research based instructional strategies are presented and analyzed to improve practices. | District administration, Principals, teachers, SILT | Professional Development | $40,000 | General Fund Title I Title II EIA |

| Please provide a description of: | Persons Involved/ Timeline | Related Expenditures | Estimated Annual Cost | Funding Source |
|---|---|---|---|---|
| **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:**<br><br>Administrators and teachers use student performance data to guide instructional practices. Using multiple assessment measures, current practices are analyzed to assess their effectiveness on student outcomes. Practices that are failing to bring about expected results are scrutinized and often discussed in PLC formats to develop innovative research based approaches.<br><br>Site councils analyze assess program effectiveness annually as part of the Single Plan for Student Achievement. | District administration, Principals, teachers, SILT, Site Councils | MMARS SPSA and SARC Reports for schools<br><br>MMARS Software | $5,000<br><br>$5,000 | General Fund |
| **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:**<br><br>Individual schools develop Single Plans for Student Achievement. These plans detail how other Federal and State money will be used for professional development. The professional development activities are aligned to the SBE NCLB goals and site based performance goals. | District administration, Principals, teachers, SILT, Site Councils | Single Plan for student achievement approved professional development | $15,000 | General Fund Title I EIA |

| Please provide a description of: | Persons Involved/ Timeline | Related Expenditures | Estimated Annual Cost | Funding Source |
|---|---|---|---|---|
| **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:**<br><br>Principals are provided information from Assistant Superintendent of Educational Services regarding professional activities that are being offered regionally.<br><br>Teachers are provided with information about professional development opportunities from District and site administration. Teachers also participate on school staff development committees that conduct needs assessments for each school and assist with the allocation of some professional development money. Teachers participate in School Site Councils that develop Single Plans for Student Achievement that include allocating resources for professional development.<br><br>A Beginning Teacher Support and Assistance (BTSA) program is provided, and required, for teachers hired into the District who have not yet completed a BTSA or Induction program – typically those with less than two years of experience. Each new teacher is assigned a Support Provider, preferably one teaching the same subject area and at the same site, who has completed Support Provider Training, and has demonstrated effective teaching strategies. The Support Provider acts as a mentor, holding regular support sessions to assist the new teacher in developing effective instructional skills, enhancing their knowledge of California Standards for the Teaching profession, and guiding them through formative/summative assessment activities including the development of an Individualized Induction Plan (IIP). The BTSA program is typically completed over a two-year period. | District administration, Principals, teachers, SILT, Site Councils | No significant costs associated with this communication and monitoring. | No significant costs associated with this communication and monitoring, | No significant costs associated with this communication and monitoring, |

| Please provide a description of: | Persons Involved/ Timeline | Related Expenditures | Estimated Annual Cost | Funding Source |
|---|---|---|---|---|
| **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:**<br><br>THE DISTRICT'S REMAINING BALANCE FOR TITLE II D FUNDS IS ONLY $347, BUT THE DISTRICT IS INTEGRATING TITLE II D FUNDS.<br><br>Teachers in English, mathematics, science, social science and special education have received extensive training in the use of SMART Boards and SMART Notebook software designed to improve content presentations and student engagement.<br><br>The District Technology Committee reviews State and regional training opportunities related to technology integration and pedagogy. Teachers are provides with support to attend trainings on variety of software applications, presentation software, web resources, streaming video resources, and innovative "hardware" devices.<br><br>Librarians play an active role as media specialists in providing teachers with resources and strategies to improve teaching, learning and technology literacy for teachers and students. | District administration, Principals, site administration, librarians, teachers, technology committee. | SMART Board training<br><br>XE Responder training<br><br>Educational software training<br><br>New hardware and adaptive technology training | $10,000 | General Fund Title I Title II D EIA |
| **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 percent of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):**<br><br>THE DISTRICT'S REMAINING BALANCE FOR TITLE II D FUNDS IS ONLY $347, BUT THE DISTRICT IS INTEGRATING TITLE II D FUNDS. | District administration, Principals, site administration, librarians, teachers, technology committee. | All computers in the District will run on Windows 7 using Microsoft Office 2010<br><br>Every computer in the District has been upgraded since 2009 | $300,000 | General Fund Measure Q Title I Title II D EIA |

| Please provide a description of: | Persons Involved/ Timeline | Related Expenditures | Estimated Annual Cost | Funding Source |
|---|---|---|---|---|
| The District has updated all computers, servers, bandwidth, and wireless access to allow teachers to more effectively utilize technology to teach content standards.  When new hardware, software, data bases etc., are purchased, the District Technology Committee, school administrators, and librarians develop professional development opportunities or promote attendance at State and regional professional development offerings to allow for effective integration of new technologies. | | SMART Boards will continue to be integrated and tablet and other adaptive technology will be introduced | | |
| **8.  How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:**<br><br>The LEA Plan was created with input from the District Technology Committee, Site Council needs as described in the Single Plans for Student Achievement, the Standards and Instructional Learning Team, and Principals Council. | District administration, Principals, teachers, SILT, Site Councils, DLAC | No significant costs associated with the collaboration and planning. Technical assistance was provided by EDCOE. | NA | NA |
| **9.  How the LEA will provide training to enable teachers to:**<br>  □  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;<br>  □  Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn;<br>  □  Involve parents in their child's education; and<br>  □  Understand and use data and assessments to improve classroom practice and student learning. | District administration, Principals, teachers, SILT, Site Councils | District and site approved professional development<br><br>Single Plan for student achievement approved professional development | $10,000 | General Fund Title I Title II EIA |

| Please provide a description of: | Persons Involved/ Timeline | Related Expenditures | Estimated Annual Cost | Funding Source |
|---|---|---|---|---|
| Teachers, school-site psychologists, counselors, and site administrators are provided with the opportunity to attend locally sponsored professional development trainings related to meeting the needs of students with disabilities.  Staff is also provided with the opportunity to participate in workshops and trainings held at EDCOE and SCOE that relate to differentiated instruction and meeting the needs of students with disabilities.  Staff is also provided the opportunity to attend conferences and regional trainings that relate to differentiated instruction and meeting the needs of students with disabilities. | | | | |
| **10.  How the LEA will use funds under this subpart to meet the requirements of Section 1119:**<br><br>The District offers services to qualifying private schools in the county every year. The District invites representatives from the schools to attend an informational meeting. The past two years one school, Seventh Day Adventist, has attended the informational meeting. No school has participated in the funding sources in the past several years. | District administration | No significant funds to date | NA | NA |

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

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

| STRENGTHS | NEEDS |
|---|---|
| ✓ The District exerts consistent and diligent efforts to ensure disciplinary consequences result from student behavior that may be harmful to others or self.<br><br>✓ The District also employs other strategies to get students positively involved in school activities and connected to encouraging adults to bring about behavior change.<br><br>✓ The District maintains a student to counselor ratio that is comparatively low in order to respond more effectively to student's social, emotional and psychological needs.<br><br>✓ 91% of 9th graders and 96% of 11th graders indicate they have achieved "mostly C's" or above on the Healthy Kids Survey.<br><br>✓ 94% of 9th and 11th graders indicate the schools of the District have high or moderate expectations for student achievement. This is the same percentage for responses related to the expectations from the community environment.<br><br>✓ 90% of 9th graders and 92% of 11th graders indicate they have moderate or high levels of caring adult relationships at school. 96% and | ✓ The District continues to strive to be more effective with a relatively small percentage of students who still struggle with physical, social and emotional issues.<br><br>✓ The The District continues to strive to have all students be academically successful and well prepared for their future endeavors. |

| STRENGTHS | NEEDS |
|---|---|
| 94% respectively have moderate or high levels of caring adult relationships in the community. <br><br> ✓ 94% of 9th graders and 92% of 11th graders were in the high to moderate range in terms of overall school connectedness. <br><br> ✓ The District mobilizes its counseling and support resources to respond to crisis that may occur on a particular campus. <br><br> ✓ The District performs early identification and employs strategies to assist students who may have particular emotional, social, or psychological concerns, tracking their progress through their high school years. <br><br> ✓ The District maintains a 94% graduation rate compared to 80% state wide rate. | |

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

| ACTIVITIES |
|---|
| Academic Support Classes in core curriculum<br>AVID Program<br>CAHSEE support and instruction<br>EL support and instruction<br>Enhanced student/counselor ratio<br>CARE program<br>After school academic recovery programs<br>Conflict resolution as part of counseling<br>On-site counseling provided by agencies |

**Needs and Strengths Assessment (4115(a)(1)(A) ):**
Based on data regarding the incidence of violence and alcohol, tobacco, and other drug use in the schools and communities to be served, and other qualitative data or information, provide a list of the LEA's strengths and needs related to preventing risk behaviors.

| STRENGTHS | NEEDS |
|---|---|
| ✓ When compared to California State data from the CHKS, students within the district report lower rates of use of alcohol, "being high on drugs" and smoking marijuana.<br><br>✓ Percentage of students who indicate they feel "very safe" at school is greater than the State averages.<br><br>✓ A lower percentage of District students consider themselves to be a member of a gang than the State-wide percentage.<br><br>✓ District students report high school connectedness at a rate double the<br>✓ State rate. | ✓ The District will continue to strive to decrease the rate of risky behaviors among our students.<br><br>✓ The District will continue to attempt to reduce the rate of "harassment" between students on our school campuses . |

**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)**

**THE DISTRICT <u>DOES NOT</u> RECEIVE SDFSC AND TUPE FUNDS.  HEALTHY KIDS SURVEY INFORMATION IS REPORTED BUT PERFORMANCE GOALS ARE NOT REQUIRED.  THE TABLES ONLY SHOW BASELINE DATA FROM 2010.**

| Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey | Most Recent Survey date: 11/05/2010_ Baseline Data |
|---|---|
| The percentage of students that have used cigarettes within the past 30 days.: | 9th    8% <br> 11th    9 % |
| The percentage of students that have used alcohol within the past 30 days. | 9th    20 % <br> 11th    31% |
| The percentage of students that have used marijuana within the past 30 days. | 9th    14% <br> 11th    20% |
| The percentage of students that feel very safe at school. | 9th    20% <br> 11th    32% |
| The percentage of students that have been afraid of being beaten up during the past 12. | 9th    20% <br> 11th    11% |

| Protective Factors<br>Performance Measures<br>from the California Healthy Kids Survey | Most recent date:<br>11/05/10<br><br>Baseline Data |
|---|---|
| The percentage of students that report high levels of caring relationships with a teacher or other adult at their school. | 5th _NA_ %<br>7th _NA_ %<br>9th 38%<br>11th 45 % |
| The percentage of students that report high levels of high expectations from a teacher or other adult at their school. | 5th _NA_ %<br>7th _NA_ %<br>9th 54 %<br>11th 55 % |
| The percentage of students that report high levels of opportunities for meaningful participation at their school. | 5th _NA_ %<br>7th _NA_ %<br>9th 16 %<br>11th 22 % |
| The percentage of students that report high levels of school connectedness at their school. | 5th _NA_ %<br>7th _NA_ %<br>9th 37 %<br>11th 46% |

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

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

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

| Performance Indicator | Activities/Actions | Students Served | Timeline/ Person(s) Involved | Benchmarks/ Evaluation | Funding Source |
| :--- | :--- | :--- | :--- | :--- | :--- |
| **5.1** (High School Graduates) | After school academic recovery programs for students in English, mathematics, science, and social science.<br><br>Credit recovery intersession weeks in January and June.<br><br>Cyber High School online learning credit recovery options.<br><br>Alternative education schools and programs (Independence, Vista, Mountain View).<br><br>Academic support classes<br><br>Special Education support classes<br><br>CAHSEE after school and online APEX software programs to help students pass the exit exam. | Students at risk of failing courses, students who are credit deficient and not on track to graduate, students who have not passed the CAHSEE | District administration, Principals, site administration, counselors and teachers | In 2011, 93.58% of students graduated from the District. This exceeds the goal of 90% for NCLB.<br><br>The District will maintain a 93% graduation rate. | General Fund Title I EIA |

| Performance Indicator | Activities/Actions | Students Served | Timeline/ Person(s) Involved | Benchmarks/ Evaluation | Funding Source |
|---|---|---|---|---|---|
| **5.2**<br>**(Dropouts)** | Guidance Counseling<br><br>IEP Team transition plans<br><br>District master plan to increase EL student achievement.<br><br>Alternative education schools and programs. | Students at risk of failing courses, students who are credit deficient and not on track to graduate, students who have not passed the CAHSEE | District administration, Principals, site administration, counselors and teachers | Using the California Longitudinal Pupil Achievement Data System, cohort outcome data will be monitored by graduating class.<br><br>In 2010, the cohort graduation rate was 92.2%. The goal is to maintain at least a 92% cohort gradation rate. | General Fund<br>Title I<br>EIA |
| **5.3**<br>**(Advanced Placement)** | Guidance Counseling<br><br>Career Center and Career Center classified staff<br><br>Administrative regulations regarding equal access<br><br>Communication with students' parents regarding the development of a four-year academic plan for all students, which includes and highlights Advanced Placement opportunities<br><br>AVID programs are offered at EDHS and UMHS. | All students, but a special focus is placed on increasing AP participation for economically disadvantaged students. | District administration, Principals, site administration, counselors and teachers | In 2010, grades 11 and 12 enrollment was 3,455. In 2010, 1,033 AP exams were taken. The quotient of exams taken to grades 11 and 12 enrolment was .30.<br><br>The goal is to increase the quotient of exams taken to grades 11 and 12 enrollment to .35 in 2015. | General Fund<br>Title I<br>EIA |

## Additional Mandatory Title I Descriptions

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

Describe the measure of poverty that will be used to determine which schools are eligible for Title I funding in accordance with Section 1113, "Eligible School Attendance Areas."

|  | Description of how the LEA is meeting or plans to meet this requirement: |
|---|---|
| Identify one of the following options as the low-income measure to identify schools eligible for Title I funding:<br><br>• Number of children in families receiving assistance under the CalWorks program;<br>• Number of children eligible for Free/Reduced Price Lunch programs;<br>• Number of children ages 5-17 in poverty counted by the most recent census data;<br>• Number of children eligible to receive medical assistance under the Medicaid program;<br>• Or a composite of the above. | The District identifies the number of children eligible for Title I services using the Free/Reduced Price Lunch Program criteria. School sites with student populations with 20% or more of the students eligible for the Free/Reduced Price Lunch Program are identified as Title I schools. |
| Describe how the low-income measure described above is used to rank and select schools to receive Title I funds:<br><br>• All schools with a 75% or above poverty level are funded.<br>• All other schools are funded by poverty ranking district wide or by grade span. | Schools with 20% or more of the students eligible for the Free/Reduced Price Lunch program are identified as Title I schools. The school with the highest percentage of eligible students is El Dorado High School with 32% of the students eligible for the Free/Reduced Lunch Program. |

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

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

|  | Description of how the LEA is meeting or plans to meet this requirement: |
|---|---|
| For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:<br><br>• 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.<br>• Effective methods and instructional strategies based on scientifically-based research.<br>• Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.<br>• Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards.<br>• Instruction by highly qualified teachers and strategies to attract and keep such teachers.<br>• High quality and ongoing professional development for teachers, principals, paraprofessionals, and if | No schools in the District are identified as school-wide programs. |

| | Description of how the LEA is meeting or plans to meet this requirement: |
|---|---|
| appropriate, pupil services personnel, parents and other staff.<br>• Strategies to increase parental involvement.<br>• Assistance to preschool children in transitioning from early childhood programs to elementary school programs.<br>• Timely and effective additional assistance to students who experience difficulty mastering state standards. | |
| For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State's challenging academic standards. The description should include activities such as:<br><br>• Effective methods and instructional strategies based on scientifically-based research.<br>• Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.<br>• Strategies that minimize removing children from the regular classroom during regular school hours for instruction.<br>• Instruction by highly qualified teachers.<br>• Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff.<br>• Strategies to increase parental involvement. | In the El Dorado Union High School District, students shall be identified for Title I eligibility based on these criteria:<br><br>• Eligibility for Aid for Dependent Children (AFDC) resulting in student participation in the free or reduced lunch programs.<br>• Student achievement on the California Standards Test (CST) in English or math which falls at the Basic, Below Basic, and Far Below Basic classifications on the five-step rubric.<br>• Failure to pass the California High School Exit Exam (CAHSEE).<br><br>Schools that receive Title I funds shall use Title I funds to serve students identified by the school as failing, or most at risk of failing.<br><br>A targeted assistance program shall:<br>1. Use program resources to help participating students meet state academic achievement standards expected for all students. |

| | Description of how the LEA is meeting or plans to meet this requirement: |
|---|---|
| | 2. Ensure that program planning is incorporated into existing school planning. |
| | 3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program and that give primary consideration to providing extended teaming time, help provide an accelerated, high-quality curriculum, and minimize removing students from the regular classroom during regular school hours. |
| | 4. Coordinate with and support the regular education program. |
| | 5. Provide instruction by highly qualified teachers. |
| | 6. Provide opportunities for professional development for teachers, principals, paraprofessionals, and, if appropriate, student services personnel, other staff and parents/guardians. |
| | 7.  Provide strategies to increase parent involvement. |
| | See Performance Goal 1 of the LEA Plan pages 20-35. |

## Additional Mandatory Title I Descriptions
(continued)

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

| | Description of how the LEA is meeting or plans to meet this requirement: |
|---|---|
| Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:<br>• Identify children who are failing or most at risk of failing to meet the state academic content standards.<br>• Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades.<br>• Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds. | District Administrators, Principals, Assistant Principals, Counselors, IEP teams, and teachers are all involved in assisting with the identification of which students shall receive services.<br><br>Site councils at Title I schools develop Single Plans for Student Achievement based on needs assessments that include student achievement results. |
| The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin. | The Assistant Superintendent of Student Services serves as the district-wide McKinney-Vento Homeless liaison. Each school site has a site level coordinator as well who is also responsible for ensuring the Acts provisions are known by and carried out by school staff. Homeless children are immediately enrolled and attend class and fully participate in school activities. They are able to stay enrolled in their school of |

| | Description of how the LEA is meeting or plans to meet this requirement: |
|---|---|
| | origin regardless of where they reside if this is considered what is best for the children. Home to school transportation needs are provided if needed. Necessary school supplies are also provided if needed. The site coordinators track the students/families needs and conduct a continuing determination as to their status. |
| The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate. | Students who may be residing in community shelters receive necessary transportation and school supplies as do those who are attending the community day program sponsored by the District All the provisions available to homeless children and youth are carried out for these students as well. |
| If the LEA has a PI school(s), describe technical assistance activities the LEA will provide to help the PI school, such as the following:<br><br>• Assistance in developing, revising, and implementing the school plan.<br>• Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas.<br>• 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.<br>• Assistance in analyzing and revising the school budget so the school's resources are used effectively. | Vista High School, an ASAM school, is in PI year 1. The District provided the school with assistance on revising the school plan that was approved by the Board of Trustees. The school was provided with customized data sets from the District to help with revisions. The school administration met frequently with District administration to analyze data, review effective improvement strategies and resource allocations. |

## Additional Mandatory Title I Descriptions
(continued)

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

| | Description of how the LEA is meeting or plans to meet this requirement: |
|---|---|
| Describe the process for parent notification of the school's identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services. | The Superintendent promptly notified parents/guardians of students enrolled in Vista of the following:<br>1. An explanation of what the identification means, and how the school compares in terms of academic achievement to other secondary schools in the district and state.<br>2. The reasons for the identification.<br>3. An explanation of what the school is doing to address the problem of low achievement.<br>4. An explanation of what the district or state is doing to help the school address the achievement problem.<br>5. An explanation of how parents/guardians can become involved in addressing the academic issues that caused the school to be identified for PI.<br>6. An explanation of the option to transfer to another district school or charter school or to obtain supplemental educational services. |
| Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services. | Under current statutes the students at Vista are not eligible for supplemental services. |

## Additional Mandatory Title I Descriptions
(continued)

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

|  | Description of how the LEA is meeting or plans to meet this requirement: |
|---|---|
| Describe the LEA's strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff. | 100% of teachers in the District are teaching within their credentialed areas. The District experiences low teacher turnover due to professional working conditions, comparable pay, opportunities for professional development, participation in advisory committees and collaboration opportunities with peers. |
| Describe the LEA's strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children's education. | The District provides parents with extensive opportunities to be informed about school efforts and performance. The District and school websites are updated frequently. Blackboard email and phone dialer software is available for District and school administrators to use to send out communication. The District creates flyers, handbooks, guides, and reports for parents to access via PDF download. Parents participate on advisory committees and site councils. Principals schedule outreach meetings with parents. |

## Additional Mandatory Title I Descriptions
(continued)

| | |
|---|---|
| **Coordination of Educational Services** | |
| In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children. | |
| | **Description of how the LEA is meeting or plans to meet this requirement:** |
| Describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:<br><br>a. Even Start<br>b. Head Start<br>c. Reading First<br>d. Early Reading First<br>e. Other preschool programs<br>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.<br><br>Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed. | Not applicable to a high school district. |

# PART III
# ASSURANCES AND ATTACHMENTS

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

## GENERAL ASSURANCES

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.

2. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.

3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non-profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.

4. The LEA will adopt and use proper methods of administering each such program, including (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.

5. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.

6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.

7. The LEA will: (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.

8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.

9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.

9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.

10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

## TITLE I, PART A

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.

12. If the LEA receives more than $500,000 in Title I funds, it will allow 1 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 eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.

14. Provide technical assistance and support to schoolwide programs.

15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.

16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).

17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.

18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.

19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.

20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001.*

21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.

22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.

23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.

24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.

25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).

26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.

27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001*.

28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.

29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).

30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

**TITLE I, PART D – SUBPART 2**

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

32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.

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

**TITLE II, PART A**

34. The LEA, hereby, assures that:

- The LEA will target funds to schools within the jurisdiction of the local educational agency that:

  **(A) Have the lowest proportion of highly qualified teachers;**
  **(B) Have the largest average class size; or**
  **(C) Are identified for school improvement under section 1116(b).**

- The LEA will comply with section 9501 (regarding participation by private school children and teachers).

- The LEA has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.

- The LEA will assure compliance with the requirements of professional development as defined in section 9101 (34).

**TITLE II, PART D**

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

- Strategies for using technology to improve academic achievement and teacher effectiveness.

- Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.

- Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.

- Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
- Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.

- A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.

- A description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.

- A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.

- Innovative delivery strategies – a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.

- A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.

- Collaboration with adult literacy service providers.

- Accountability measures – a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.

- Supporting resources – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.

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

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

unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:

- Has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors

- Is enforcing the operation of such technology protection measure during any use of such computers by minors

- 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, and

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

## TITLE III

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

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

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

41. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.

42. The LEA has based its proposed plan on scientifically based research on teaching limited-English-proficient students.

43. The LEA ensures that the programs will enable to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.

44. The LEA is not in violation of any State law, including State constitutional law, regarding the education of limited-English-proficient students, consistent with Sections 3126 and 3127.

## TITLE IV, PART A

45. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in

drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).

46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.

47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.

48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.

49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:

- Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.

- Security procedures at school and while students are on the way to and from school.

- Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.

- A crisis management plan for responding to violent or traumatic incidents on school grounds.

- A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:

  o Allows a teacher to communicate effectively with all students in the class.
  o Allows all students in the class to learn.
  o Has consequences that are fair, and developmentally appropriate.
  o Considers the student and the circumstances of the situation.
  o Is enforced accordingly.

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

**TITLE IV, PART A, SUBPART 3**

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

a policy may allow the Superintendent to modify such suspension requirement for a student on a case-by-case basis.

## TITLE V, PART A

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

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

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

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

- Will be used to make decisions about appropriate changes in programs for the subsequent year;

- Will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and

- Will be submitted to the SEA at the time and in the manner requested by the SEA.

### *New* LEAP Assurances

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

(i) Truancy rates;

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

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

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

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

**Other**

58. The LEA assures that a minimum of 95 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.

# SIGNATURE PAGE
(Signatures must be original. Please use blue ink.)

The superintendent and governing board of the LEA submitting this Plan must sign on behalf of all participants included in the preparation of the Plan. LEAs in Program Improvement Year 3 assigned or required to access the services of a District Assistance and Intervention Team (DAIT) or other technical assistance provider must also secure signatures from the DAIT leads or other technical assistance provider leads.

CHRISTOPHER R. HOFFMAN
Print Name of Superintendent

X _____     2/28/12
Signature of Superintendent                Date

TIMOTHY M. CARY
Print Name of Board President

X _____     2.28.2012
Signature of Board President               Date

NOT APPLICABLE
Print Name of DAIT Lead or Technical Assistance Provider Lead
(if applicable)

NOT APPLICABLE
Signature of DAIT Lead or Technical Assistance Provider Lead (if     Date
applicable)

CHRISTOPHER A. MOORE
Print Name of Title III English Learner Coordinator/Director
(if applicable)

X _____     2/28/2012
Signature of Title III English Learner Coordinator/Director (if     Date
applicable)

*Please note that the Title III English Learner Coordinator/Director will only need to sign this Assurance if the LEA is identified for Title III Year 2 or Year 4 improvement status.*

**Certification:** *I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Plan/Plan Addendum/ Action Plan are on file, including signatures of any required external providers, i.e., DAIT or other technical assistance provider.*

# APPENDIX A

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

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

## California's NCLB Performance Goals and Performance Indicators

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

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

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

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

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

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

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

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

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

3.1 **Performance indicator:** The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high-poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).

3.2 **Performance indicator:** The percentage of teachers receiving high-quality professional development. (See definition of "professional development" in section 9101(34).

3.3 **Performance indicator:** The percentage of paraprofessionals (excluding those with sole duties as translators and parent involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).

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

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

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

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

- Disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged and

- Calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

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

- Disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged and

- Calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

# APPENDIX B

***Links to Data Web sites***

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

- Academic Performance Index (API)
  http://www.cde.ca.gov/ta/ac/ap/

- California Basic Educational Data System (CBEDS)
  http://www.cde.ca.gov/ds/sd/cb/

- California English Language Development Test (CELDT)
  http://www.cde.ca.gov/ta/tg/el/

- California High School Exit Exam (CAHSEE)
  http://www.cde.ca.gov/ta/tg/hs/

- California Standardized Test (CST)
  http://www.cde.ca.gov/ta/tg/sr/guidecst08.asp

- DataQuest
  http://data1.cde.ca.gov/dataquest/

- School Accountability Report Card (SARC)
  http://www.cde.ca.gov/ta/ac/sa/

- Standardized Testing and Reporting (STAR) Program
  http://www.cde.ca.gov/ta/tg/sr/

# APPENDIX C

## Science-Based Programs

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

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

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

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

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

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

## School-Based Programs

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

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| Name | Target Population | Alcohol | Tobacco | Drugs | Violence | Youth Dev. | Website |
|---|---|---|---|---|---|---|---|
| Project ALERT | 6 to 8 | x | x | x | | | A, C, D, E |
| Project Northland | 6 to 8 | x | | x | | | A, B, C, D, E |
| Project PATHE | 9 to 12 | | | | | x | B, E |
| Project SUCCESS | 9 to 12 | x | x | x | | | C, |
| Project Toward No Drug Abuse (TND) | 9 to 12 | x | x | x | x | | C, |
| Project Toward No Tobacco Use (TNT) | 5 to 8 | | x | | | | A, C, D, E |
| Promoting Alternative Thinking Strategies (PATHS) | K to 6 | | | | x | | A, B, C, D, |
| Protecting You/Protecting Me | K to 5 | x | | | | | C, |
| Quantum Opportunities | 9 to 12 | | | | | x | B, E |
| Reconnecting Youth | 9 to 12 | x | | x | x | x | A, C, E |
| Responding in Peaceful and Positive Ways | 6 to 12 | | | | x | x | C, D, E |
| Rural Educational Achievement Project | 4 | | | | x | | C |
| School Violence Prevention Demonstration Program | 5 to 8 | | | | x | | C |
| Second Step | Pre-K to 8 | | | | x | | A, C, D, |
| Skills, Opportunities, and Recognition (SOAR): Seattle Social Development Project: | K to 6 | x | | | x | x | B, C, D, E |
| SMART Leaders | 9 to 12 | | | x | | | C |
| Social Competence Promotion Program for Young Adolescents (SCPP-YA) | 5 to 7 | | | x | | | C |
| Start Taking Alcohol Risks Seriously (STARS) for Families | 6 to 8 | x | | | | | C, |
| Students Managing Anger and Resolution Together (SMART) Team | 6 to 9 | | | | x | | C, D, |
| Too Good for Drugs | K to 12 | x | x | x | x | | C |
| **Community and Family-based Programs** | | | | | | | |
| Intended program outcomes and target setting. See research for proven effectiveness | | | | | | | |
| Name | Target Population | Alcohol | Tobacco | Drugs | Violence | Youth Dev. | Website |
| Big Brothers Big Sisters | Community | | | | | x | B, E |
| Brief Strategic Family Therapy | Families | | | x | | | B, C, |
| CASASTART | Community | | | x | x | | B, C, D, |
| Communities Mobilizing for Change | Community | x | | | | | C |
| Creating Lasting Family Connections | Families (6 to 12) | x | | x | | x | A, C, D, |
| Families And Schools Together (FAST) | Families | | | | x | | C, |
| Family Development Research Project | Families | | | | x | | C |
| Family Effectiveness Training | Families | | | | x | | C, |
| Family Matters | Families | x | x | | | | C |
| FAN (Family Advocacy Network) Club | Families | | | x | | x | C |
| Functional Family Therapy | Families | x | | x | x | | B, E |
| Home-Based Behavioral Systems Family Therapy | Families | | | | x | | C |
| Houston Parent-Child Development Program | Parents | | | | | x | C |
| Multisystemic Therapy | Parents | | | x | x | | B, C, E |
| Nurse-Family Partnership | Parents | | x | | | | B, C, |
| Parenting Wisely | Parents | | | | x | | C, |
| Preparing for the Drug Free Years | Parents (4 to 7) | x | | x | | x | A, B, C, D, |
| Project Star (Students Taught Awareness and Resistance): Midwestern Prevention Project | Community | x | x | x | | | B, D, C, E |
| Schools and Families Educating Children (SAFE Children) | Families | | | | | x | C |
| Stopping Teenage Addiction to Tobacco | Community | | x | | | | C |
| Strengthening Families Program | Families (4 to 6) | x | | x | x | x | A, C, D, |

# APPENDIX D

**Research-based Activities (4115 (a)(1)(C) ):**
The LEA must designate and list the research-based activities (strategies and activities developed by the LEA to supplement the science-based programs listed above) selected from below:

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

# APPENDIX E

| Promising or Favorable Programs |
|---|
| Either the United States Department of Education's Expert Panel, the University of Colorado's Center for the Study and Prevention of Violence, or the Center for Substance Abuse Prevention has identified the programs listed below as producing a consistent positive pattern of results (CSAP) or have evidence of a deterrent effect (Blueprints) but otherwise did not match all of the criteria established by these agencies to be identified as an exemplary or model program. The code in the last column of the chart provides a quick reference indicating which web sites have information specific to each program.<br><br>A: < http://www.californiahealthykids.org > (California Healthy Kids Resource Center: Research-Validated Programs)<br><br>B: < http://www.colorado.edu/cspv/blueprints/index.html >(University of Colorado: Blueprints)<br><br>C: < http://www.modelprograms.samhsa.gov >(Center for Substance Abuse Prevention: Model Programs)<br><br>D: < http://www2.edc.org/msc/model.asp > (United States Department of Education: Expert Panel)<br><br>E: < http://www.gettingresults.org/ > (Getting Results) |

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

| Name | Grade, or Setting | Alcohol | Tobacco | Drug | Violence | Youth Dev. | Web site |
|---|---|---|---|---|---|---|---|
| Linking the Interests of Families and Teachers (LIFT) | 1 to 5 | | | | x | | B, C, D |
| Lion's Quest Working Toward Peace | 5 to 9 | | | | x | | D |
| Massachusetts Tobacco Control Program | 7 to 12 | | X | | | | C |
| Michigan Model for Comprehensive School Health Education | K to 12 | x | x | x | | | D |
| Open Circle Curriculum | K to 5 | | | | x | x | D |
| Parent-Child Assistance Program (P-CAP) | Families | x | | x | | | C |
| PeaceBuilders | K to 8 | | | | x | | D |
| Peacemakers Program | 4 to 8 | | | | x | | D |
| Peer Assistance and Leadership | 9 to 12 | | | x | x | | C |
| Peer Coping Skills (PCS) | 1 to 3 | | | | x | | B |
| Peers Making Peace | K to 12 | | | | x | | D |
| Personal/Social Skills Lessons | 6 to 12 | | x | | | | A |
| Preventive Intervention | 6 to 8 | | | x | | | B |
| Preventive Treatment Program | Parents | | | x | x | | B |
| Primary Mental Health Project | Pre k to 3 | | | | | | D |
| Project Alive | K to 12 | | x | | | | A |
| Project BASIS | 6 to 8 | | | | x | x | C |
| Project Break Away | 6 to 8 | | x | x | | | C |
| Project Life | 9 to 12 | | x | | | | A |
| Project PACE | 4 | | | | | x | C |
| Project SCAT | 4 to 12 | | x | | | | A |
| Project Status | 6 to 12 | | | x | x | x | B |
| Safe Dates | School | | | | x | | B |
| Say It Straight (SIS) Training | 6 to 12 | x | | | | | D |
| School Transitional Environmental Program | 9 to 12 | | | x | x | x | B |
| Smokeless School Days | 9 to 12 | | x | | | | A |
| Social Decision Making and Problem Solving | 1 to 6 | x | | | x | | D |
| Social Decision Making and Problem Solving Program (SDM/PS) | K to 5 | | | | | x | B |
| Socio-Moral Reasoning Development Program (SMRDP) | School | | | | x | | B |
| Storytelling for Empowerment | 6 to 8 | x | | x | | | C |
| Strengthening Hawaii Families | Families | | | x | | | C |
| Strengthening the Bonds of Chicano Youth & Families | Communities | x | | x | | | C |
| Syracuse Family Development Program | Family | | | | x | | B |
| Teams-Games-Tournaments Alcohol Prevention | 10 to 12 | x | | | | | C |
| Teenage Health Teaching Modules | 6 to 12 | | x | | | | C, D |
| Teens Tackle Tobacco! - Triple T | 6 to 12 | | x | | | | A |
| The Scare Program | School | | | | x | | D |
| The Think Time Strategy | K to 9 | | | | x | | D |
| Tinkham Alternative High School | 9 to 12 | | | | | x | C |
| Tobacco-Free Generations | 8 to 12 | | x | | | | A |
| Viewpoints | 9 to 12 | | | | x | | B |
| Woodrock Youth Development Project | K to 8 | x | x | x | | x | C |
| Yale Child Welfare Project | Families | | | | x | | B |