

Copy

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Application #

**No Child Left Behind Act of 2001
Revised March 19, 2003
LOCAL EDUCATION AGENCY PLAN**

**Mail original and
two copies to:**

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

**Postmarked no later
than June 1, 2003**

LEA Plan Information:

Name of Local Education Agency (LEA): Arcata Elementary School District

County/District Code: 12 62679

Dates of Plan Duration: **July 1, 2003 to June 30, 2008 (to be updated annually)**
Revision to Page 21 made June 30, 2004

Date of local governing board approval: May 27, 2003

District Superintendent: Stephen Kelish

Address: 1435 Buttermilk Lane

City: Arcata

Zip code 95521:

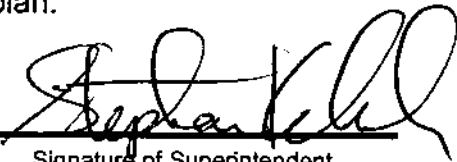
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Signatures (Signatures must be original. Please use blue ink.)

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

Stephen Kelish



Printed or typed name of Superintendent

Date

Signature of Superintendent

Laura Middlemiss

Printed or typed name of Board President

Date

Signature of Board President

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Part I

Background and Overview

Background

Descriptions of the Consolidated Application, the Local Education Agency Plan, the Single Plan for Student Achievement, and the Coordinated Compliance Review Process

Development Process for the LEA Plan

LEA Plan Planning Checklist

Federal and State Programs Checklist

District Budget for Federal and State Programs

Background

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

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

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

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

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

Collectively, NCLB's goals, along with the performance indicators and targets, will constitute California's framework for ESEA accountability. This framework will provide the basis for the state's improvement efforts, for informing policy decisions by SBE, and for implementation efforts by CDE to fully realize the system envisioned by NCLB. It will also provide 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, and
- an accountability structure that measures school effectiveness in light of student achievement.

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

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

Descriptions of the Consolidated Application, the Local Education Agency Plan, and the Coordinated Compliance Review Process

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 Education Agency Plan, the school-level Single Plan for Student Achievement, and the Coordinated Compliance Review. While inextricably linked, these four components of state and federal funding and accountability remain separate systems. Over the next year, however, **California plans to move aggressively to more closely coordinate and streamline these processes to eliminate redundancies and make them less labor intensive for LEA's, while continuing to fulfill all requirements outlined in state and federal law.**

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

The Consolidated Application (ConApp)

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

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

The Single Plan for Student Achievement (School Plan)

State law requires that school-level plans for programs funded through the Consolidated Application be consolidated in a *Single Plan for Student Achievement (Education Code*

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

The Local Education Agency Plan (LEA Plan)

The approval of a Local Education Agency Plan 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 LEA's will take to ensure that they meet certain *programmatic* requirements, including 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.

Coordinated Compliance Review (CCR)

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. The Coordinated Compliance Reviews are conducted for each district once every four years by state staff and local administrators trained to review one or more of these programs. The purpose of the review is to verify *compliance* with requirements of each categorical program, and to ensure that program funds are spent to increase student achievement and performance.

Development Process for the LEA Plan

LEAs must develop a single, coordinated, and comprehensive Plan that describes the educational services for all students that can be used to guide implementation of federal and state-funded programs, the allocation of resources, and reporting requirements. The development of such a plan involves a continuous cycle of assessment, parent and community involvement, planning, implementation, monitoring, and evaluation. The duration of the Plan will be five years (July 1, 2003 through June 30, 2008); the Plan will be updated annually.

In developing the Plan, the LEA will review its demographics, test results, performance, and resources. Given that the majority of such information is readily available in the School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the Academic Performance Index (API) results, and other data sources, the

LEA will find the data easy to access via the Internet. (See Appendix B for links to each of the web sites containing student and staff demographic information, SARC, STAR, and API data.) **The LEA is expected to gather and review its own information from these resources and use it to inform the planning process.**

The LEA Plan can serve as a summary of all existing state and federal programs and establish a focus for raising the academic performance of all student groups to achieve state academic standards. In the context of this plan, improvements in instruction, professional development, course offerings, and counseling and prevention programs are means of achieving specific academic and support services goals for all groups of students, including identified underperforming student groups.

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

1. Obtain input. Seek the input of councils, committees, and community members (e.g., school site council; school health council; committees for Limited English Proficient, state compensatory education, gifted and talented education, special education, etc.).

The most effective plans are those supported by the entire LEA community. The integration of existing program plans, such as Immediate Intervention/Underperforming Schools Program, High Priority Schools Grant Program, Alternative Education Programs, and Focus on Learning: Secondary School Accreditation, and others does not eliminate any program requirements. The combined process must include the requirements of every program involved.

2. Review LEA characteristics. Include the LEA's vision and mission statements as well as a description or profile of the LEA.
3. Analyze student performance and other relevant data. Conduct a comprehensive data analysis of student achievement, including multiple measures of student performance. Identify all relevant assessments and apply thoughtful analyses of current educational practices to establish benchmarks aimed at raising academic performance for all students, especially identified student groups.
4. Analyze current educational practices, professional development, staffing, and parental involvement. Identify, review, and analyze data and related information on factors such as educational practices, parent and community involvement, professional development, support services, and resources that have an impact on student learning.
5. Establish LEA Plan performance targets. Using the five NCLB performance goals and indicators (see Appendix A), develop local performance targets that are: a) derived from group performance data and analysis of related, scientifically based educational practices; b) attainable in the period specified in this Plan and consistent with statewide targets for all students and subgroups; c) specific to the participants (i.e., students, teachers, administrators, paraprofessionals); and d) measurable.

6. Review available resources. Aside from fiscal resources available through federal and state funding, programmatic resources are available on the CDE Web site at <<http://www.cde.ca.gov>>. The Consolidated Application provides funding for **district-operated programs** (including reservations from Title I for various purposes, Title II, Title IV, and Tobacco-Use Prevention) as well as for **school-operated programs** (including Title I, Parts A and D, Title III, Title V, School Improvement, Economic Impact Aid, 10th Grade Counseling, and Miller-Unruh Reading programs).
7. Identify specific plans for improvement. For **district-operated programs**, identify the participants, expected performance gains, and means of evaluating gains. Indicate specific improvements and practical monitoring of their implementation and effectiveness. For **school-operated programs**, summarize those same elements from approved *Single Plans for Student Achievement*.
8. Obtain local governing board approval. The LEA Plan must be approved by the local governing board prior to submittal to CDE. Ensure that all required signatures are affixed.
9. Monitor progress. To verify achievement of performance targets, monitor areas such as: a) assignment and training of highly qualified staff; b) identification of participants; c) implementation of services; d) provision of materials and equipment; e) initial and ongoing assessment of performance; and f) progress made toward establishing a safe learning environment.
10. Evaluate the effectiveness of planned activities. The analysis of data (student, school-wide, support services, professional development) is part of the ongoing program monitoring and evaluation. When results are *not* as expected, it may be helpful to consider the following: a) How are performance targets and activities based on student performance and factual assessment of current educational practice? b) How educationally sound is the plan to help reach the targets? c) How timely and effectively is the plan being implemented? d) If the plan has not been implemented as written, what were the obstacles to implementation?
11. Modify the plan. The LEA Plan must be reviewed and updated annually. Consider factors that may indicate a need to amend the plan, such as: a) a major service or activity that proves ineffective; b) a program allocation is less or more than estimated; c) staff, equipment, or materials essential to the plan cannot be procured; d) school boundaries or demographics suddenly change; e) an activity was found to be non-compliant; and f) a planned activity is not supported by staff, parents, or students.

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

**PLANNING CHECKLIST
FOR LEA PLAN DEVELOPMENT
(Optional)**

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

FEDERAL AND STATE PROGRAMS CHECKLIST

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

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

DISTRICT BUDGET FOR FEDERAL PROGRAMS – 2002-2003

Please complete the following table with information for your district.

Programs	2001-02 District Carryovers	2002-03 District Entitlements	2002-03 Direct Services to Students at School Sites (\$)	2002-03 Direct Services to Students at School Sites (%)
Title I, Part A	78,706	380,615	440,680	95.94%
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	15,173	82,297	94,130	96.57%
Title II, Part D, Enhancing Education Through Technology				
Title III, Limited English Proficient	0	1,360	1,360	100%
Title III, Immigrants				
Title IV, Part A, Safe and Drug-free Schools and Communities	20,270	10,427	29,451	95.94%
Title V, Part A, Innovative Programs – Parental Choice	2,528	4,867	7,095	95.94%
Adult Education				
Career Technical Education				
McKinney-Vento Homeless Education				
IDEA, Special Education	0	98,574	173,782	176.29%
21 st Century Community Learning Centers				
Other (describe) Title VI Rural & Low Income Schools Program	0	18,864	18,864	100%
TOTAL	116,677	578,140	765,362	110.15%

DISTRICT BUDGET FOR STATE PROGRAMS – 2002-2003

Please complete the following table with information for your district.

Categories	2001-02 District Carryovers	2002-03 District Entitlements	2002-03 Direct Services to Students at School Sites (\$)	2002-03 Direct Services to Students at School Sites (%)
EIA – State Compensatory Education	0	47,505	46,080	97.00%
EIA – Limited English Proficient				
State Migrant Education				
School Improvement	0	67,952	65,915	97.00%
Child Development Programs				
Educational Equity				
Gifted and Talented Education	18,785	18,618	37,403	100%
Tobacco Use Prevention Education – (Prop. 99)				
Immediate Intervention/ Underperforming Schools Program (II/USP)				
School Safety and Violence Prevention Act (AB 1113)	20,270	10,000	30,270	100%
Tenth Grade Counseling				
Healthy Start				
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				
Other (describe)				
TOTAL	39,055	144,075	179,668	98.10%

Part II The Plan

Needs Assessments

Academic Achievement

Professional Development and Hiring

School Safety

Descriptions – District Planning

District Profile

Local Measures of Student Performance

Performance Goal 1

Performance Goal 2

Performance Goal 3

Performance Goal 4

Performance Goal 5

Additional Mandatory Title I Descriptions

Needs Assessment

The passage of NCLB imposes a number of significant new requirements on LEA's 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**, **professional development and hiring**, and **school safety**. As such, a needs assessment to determine strengths and weaknesses in these areas must be conducted.

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

Academic Performance

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

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

Professional Development and Hiring

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

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

School Safety and Prevention

The LEA needs assessment also focuses on Performance Goal 4 (see Appendix A). It is based on an evaluation of objective data regarding the incidence of violence, alcohol, tobacco, and other illegal drug use in the elementary and secondary schools and the communities to be served. It includes the objective analysis of the current conditions and consequences regarding violence, alcohol, tobacco, and other illegal drug use, including delinquency and serious discipline problems, among students who attend such schools (including private school students who participate in the drug and violence prevention program). This analysis is based on ongoing local assessment or evaluation activities (Sec. 4115 (a)(1)(A)).

Descriptions – District Planning

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

District Profile

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

Arcata School District is located in Arcata, a small university town "in the heart of Redwood Country" on Humboldt Bay, in Northern California. The district is comprised of two elementary schools (K-5), one middle school (6-8) and two charter schools (K-1) and (K-5) respectively. This is the district's first year with charter schools. Each district school has adopted a school wide focus. The charter schools remain targeted assistance.

Our two elementary schools have a free and reduced lunch count of 60%, while the middle school is at 40%. Our two charter schools have free and reduced lunch percentages of 45% and 70% respectively. The ethnic makeup of our student population is 68% white, 6% Hispanic, 5% American Indian, 1% Asian, 1% Black, and 16% other. The district population of 794 draws from a wide range of socio-economic groups, including university faculty, staff, and students; blue-collar workers, and artists.

Our mission statement is: In cooperation with the community, Arcata School District believes that public interest is best served through assuring a high quality of education for all children, enabling them to participate effectively in our global society. We are organized to provide the delivery of a high quality of education and instruction through a combination of efficient, responsible management and forward-looking, exciting teaching.

Local Measures of Student Performance

(*other than State-level assessments*)

Per NCLB Section 1112 regarding Local Education Agency Plans, each LEA must provide the following descriptions in its Plan:

A description of high-quality student academic assessments, *if any*, that are in addition to the academic assessments described in the State Plan under section 1111(b) (3), that the local educational agency and schools served under this part will use to:

- a) determine the success of students in meeting the State student academic achievement standards and provide information to teachers, parents, and students on the progress being made toward meeting student academic achievement standards;
- b) assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving students to meet State student achievement academic standards and do well in the local curriculum;
- c) determine what revisions are needed to projects under this part so that such children meet the State student academic achievement standards; and
- d) identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments.

If the LEA uses such assessments in addition to State Academic assessments, please provide a succinct description below, and indicate grade levels and students served with such assessments.

Also, please describe any other indicators that will be used in addition to the academic indicators described in Section 1111 for the uses described in that Section.

The district has been developing an assessment for Reading and Math that better reflects the California State Standards. It is expected to be completed by January, 2004. Currently, the district has an assessment in reading (K-8) and Math (K-8) that is part of the district's Multiple Measures Performance Index. These district assessments are used in conjunction with the state assessment for identification of eligible pupils for Title I services.

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

Planned Improvement in Student Performance in Reading
(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
<p>1. Alignment of instruction with content standards: The district will take the following steps to align reading instruction to content standards:</p> <ol style="list-style-type: none"> 1) Principals will receive training on standards and how to coach, supervise and evaluate teachers to ensure effective teaching of standards. 2) Textbooks and other supplemental materials will align with standards. 3) District evaluations will focus on mastery of standards-based content. 4) All new teachers will participate in BTSA. 5) Use of standards-based student report cards. 	<ol style="list-style-type: none"> 1) Principals 2) Superintendents and principals 3) Principals 4) New teachers 5) Teacher and Language Arts Curriculum Committee 	<ol style="list-style-type: none"> 1) Cost of training 2) Curriculum committee stipends 3) Principals 4) Contract expenses with HCOE 5) Printing costs 	<p>\$300</p> <p>\$650/person</p> <p>0</p> <p>\$2,000</p> <p>\$500</p>	<p>GF/Title I</p> <p>GF</p> <p>0</p> <p>Title II</p> <p>GF</p>
<p>2. Use of standards-aligned instructional materials and strategies:</p> <ol style="list-style-type: none"> 1) The district will purchase materials that are on the State-Adopted list K-8. 2) Teachers will be given grade level standards in all curriculum areas. 3) Teachers will use standards aligned (K-8) assessment kit to examine students work at determined regular intervals to ensure students are mastering grade level standards. 	<ol style="list-style-type: none"> 1) Curriculum Committee/annual 2) Teachers/ongoing 3) Teachers/ongoing 	<ol style="list-style-type: none"> 1) Reading instructional materials 2) Duplicating costs 3) Cost of kit 	<p>\$3,000</p> <p>\$300</p> <p>\$2,500</p>	<p>GF/Title I</p> <p>GF</p> <p>GF/Title I</p>

<p>3. Extended learning time:</p> <p>1) The district will offer summer school programs (1-8) to support language and reading skills.</p>	<p>1) Summer school staff</p>	<p>1) Cost of summer reading program</p>	<p>\$6,000</p>	<p>GF</p>
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Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <ol style="list-style-type: none"> 1) Students will use listening centers in the (K-2) 2) Students will use a computer (with adult assistance) to publish stories and reports (K-2) 3) Students will use computers to produce a completed word processed document (3-8) 4) Students will use productivity tools to create a multimedia presentation (3-8) 5) Students will use the internet, CD ROMS, videos, digital photos, etc. to create a multimedia presentation incorporating graphic images with processed text. <p><i>C. Additional computers will be added during the 2004-05 school year to the middle school library and elementary computer labs to increase student access to technology. (revised 6/30/04)</i></p>	<ol style="list-style-type: none"> 1) Students and teachers/ongoing 2) Students and teachers/ongoing 3) Students and teachers/ongoing 4) Students and teachers/ongoing 5) Students and teachers/ongoing 6) <u>Students and teachers/ongoing.</u> 	<ol style="list-style-type: none"> 1) Listening centers 2) Computer and programs 3) Computers and programs 4) Computers and programs 5) Computers, videos, and internet connection. 6) <u>Computers and internet connections.</u> 	<p>\$500</p> <p>\$10,000</p> <p>\$10,000</p> <p>\$10,000</p> <p>\$10,000</p> <p><u>38,168</u></p>	<p>Title I/SIP</p> <p>Title I/SIP</p> <p>Title I/SIP</p> <p>Title I/SIP</p> <p>Title I/SIP</p> <p><u>Title I (transfer 50 from Title II to Title I)</u></p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <ol style="list-style-type: none"> 1) When the district adopts new standards-based reading materials, all teachers and the site principals will participate in professional development to support the effective use of the materials. 2) All new teachers will participate in BSTA to support the effective use of standards-based reading materials. 	<ol style="list-style-type: none"> 1) Principals and all teachers/connected with adoption cycle 2) Contract expenses with HCOE 	<ol style="list-style-type: none"> 1) Presenter or workshop fees 2) Contract expenses with HCOE 	<p>\$3,500</p> <p>\$1,000</p>	<p>Title II/PAR</p> <p>Title II</p>

				Title I/SIP
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <ol style="list-style-type: none"> 1) Each school site will maintain a Site Council with members from the community, staff, and parent representatives. The Site Council will help develop the School Plan which will include ways to improve the reading program. All assessment data will be shared with the Site Council and the results presented to the community. 2) District-wide newspaper published on a tri-annual schedule to inform parents of school activities and information 3) School site news letters published weekly at all school sites to provide parents school information. 4) Each parent is invited to two parent conferences yearly. At each conference teachers provide parents with information about the reading program and assessment results. 5) Each parent will be given the results of his/her student's assessment results with information on how to interpret those results. 	<ol style="list-style-type: none"> 1) Site Council members/monthly meetings 2) Gazette Editor and contributing writers 3) Principals and parents 4) Parents and teachers/fall and spring 5) Principals and secretaries/annually 	<ol style="list-style-type: none"> 1) Mailing costs 2) Editor stipend and printing costs 3) Printing costs 4) No extra cost 5) Printing and mailing costs 	<p>\$300</p> <p>\$4,000</p> <p>\$600</p> <p>0</p> <p>\$300</p>	<p>GF</p> <p>SIP</p> <p>0</p> <p>GF</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <ol style="list-style-type: none"> 1) Summer classes will be provided for students not meeting grade level standards in reading (2-8) 2) Title I aides will work with classroom teachers (K-5) to support student's reading development. 3) Reading Recovery teachers will work with the lowest 30% of the first grade to improve their reading skills. 4) Literacy Coordinator will provide reading intervention for (6-8) students not meeting grade level standards. 5) Pre-Kindergarten classes will be offered five afternoons in the spring. Separate classes are offered for parents and student. Parent classes focus on education about school, literacy, and standards. 	<ol style="list-style-type: none"> 1) Summer school staff and students/summer 2) Teachers and aide 3) Reading Recovery Teachers and first grade students/ongoing 4) Literacy Coordinator/daily 5) Kindergarten teachers/once monthly in the 	<ol style="list-style-type: none"> 1) Cost of summer reading program 2) Aide's salary 3) Reading Recovery stipends 4) Literacy Coordinator's salary and benefits 5) No extra cost 	<p>\$6,000</p> <p>\$1,200</p> <p>\$17,100</p> <p>\$31,911</p> <p>0</p>	<p>GF</p> <p>GF</p> <p>Title II</p> <p>Title I</p> <p>0</p>

	spring			
<p>8. Monitoring program effectiveness:</p> <ol style="list-style-type: none"> 1) The district board and the administration will support the Public Schools Accountability Act. 2) Classroom teachers will use district (K-8) assessment kit to assess student work for mastery of standards. Information used for effective teaching. 3) The district will participate in the state's Standard's-based assessment system. 4) Each site will have a Single Plan for Student Achievement, and principal and Site Council have the responsibility for monitoring progress and making needed revisions. 	<ol style="list-style-type: none"> 1) Board and administration/ongoing 2) Teachers/ongoing 3) Administrators and teachers 4) Principals and Site Councils/ongoing 	<ol style="list-style-type: none"> 1) No extra cost 2) Cost of assessment kit 3) Cost of administering test 4) No extra cost 	<p>0</p> <p>\$2,500</p> <p>\$4,000</p> <p>0</p>	<p>GF/Title I</p> <p>GF/Title I</p>
<p>Description of Specific Actions to Improve Education Practice in Reading</p>	<p>Persons Involved/ Timeline</p>	<p>Related Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>

<p>9. Targeting services and programs to lowest-performing student groups:</p> <ol style="list-style-type: none"> 1) Title I aides will work in the (K-5) classroom with the teacher to assist the lowest-performing students with reading. 2) Literacy Coordinator will provide a reading intervention class to lowest-performing (6-8) grades 3) Reading Recovery teachers will work with lowest performing first graders in reading. 4) Summer school will be provided for students not meeting grade level standards in reading. 	<ol style="list-style-type: none"> 1) Teacher and aide 2) Literacy coordinator 3) Reading Recovery Teachers 4) Summer school staff 	<p>1) Title I aides' salaries and benefits</p> <ol style="list-style-type: none"> 2) Literacy coordinator salary and benefits 3) Reading Recovery stipends 4) Summer school teachers' salaries 	<p>\$113,181</p> <p>\$31,911</p> <p>\$17,100</p> <p>\$6,000</p>	<p>Title I</p> <p>Title I</p> <p>Title II</p> <p>GF</p>
<p>10. Any additional services tied to student academic needs:</p>				

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

Planned Improvement in Student Performance in 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 Cost	Funding Source
1. Alignment of instruction with content standards: The district will take the following steps to align instruction with content standards: <ul style="list-style-type: none"> i. Principals will receive training on standards and how to coach, supervise and evaluate teachers according to their ability to teach the standards. ii. Teacher recruitment, hiring, evaluation and tenure decisions will focus on the standards. iii. All textbooks and supplemental materials align with the standards. iv. Local evaluations will stress mastery of standards-based content v. All new teachers will participate in BTSA, which focuses on standards. 	1) Principals 2) Superintendent 3) Director of Curriculum 4) Director of Curriculum 5) New teachers	1) Consultant's fee 2) Superintendent's salary and benefits 3) Cost of Curriculum Director 4) Curriculum Director 5) BTSA stipends	\$300 \$26,735 0 0 \$1,000	1) General Fund 2) General Fund 3) General Fund 4) General Fund 5) BTSA
2. Use of standards-aligned instructional materials and strategies: 1) The district will purchase materials on the State Adopted List (K-8) 2) Teachers will regularly examine student work samples at grade level meetings, to ensure that students are mastering grade level standards. 3) Teacher lesson plans will make explicit reference to the standards being taught. 4) Implement accelerated math program for grades 4-8	1) Curriculum Director 2) Teachers/ongoing 3) Teachers/Principals/ongoing 4) Teachers/ongoing	1) Math Instructional materials 2) No extra costs 3) No extra costs 4) Cost of program and materials.	\$3,000 0 0 \$1,500	1) State Instructional Materials Fund 2) No cost 3) No cost 4) State Instructional Materials Fund

<p>3. Extended learning time: 1) The district will offer a Summer School program that will develop math skills. 2) After school remedial math programs offered two days per week. 3) Identify students needing extra help. 4) Provide either in school or after school extra instructional time.</p>	<p>1) Superintendent/Principals 2) Teachers 3) Teachers 4) Teachers/Instructional Aides</p>	<p>1) Cost of Summer School Program 2) Cost of remedial program 3) No extra cost 4) Cost of program</p>	<p>\$6,000 \$2,500 0 \$5,000</p>	<p>1) General Fund 2) Title I 3) No cost 4) Title I</p>
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Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <ol style="list-style-type: none"> 1) Use of video to stimulate interest in math topics 2) Use of Internet to locate interactive math activities 3) District technology plan includes computers in every classroom 4) Mobile computer lab or stationary lab is available at each site 5) Upper grades have access to scientific and graphing calculators 	<ol style="list-style-type: none"> 1) Library/media center staff and teachers/ongoing 2) Classroom teachers/ongoing 3) Technology Committee 4) Technology Committee 5) Teachers 	<ol style="list-style-type: none"> 1) Video costs 2) Computer and internet connections 3) Computers and maintenance costs 4) Computers and maintenance costs 5) Calculator costs 	<p>\$300</p> <p>\$10,000</p> <p>\$10,000</p> <p>\$10,000</p> <p>\$10,000</p>	<ol style="list-style-type: none"> 1) General Fund 2) General Fund 3) General Fund, SIP, Title I 4) General Fund, SIP, Title I 5) General Fund, SIP, Title I
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <ol style="list-style-type: none"> 1) Whenever the district adopts new standards-based math materials, all teachers will participate in professional development related to their use. 2) Teachers will attend local and state math conferences. 3) The district's teachers will participate in AB 466 training, which has a heavy emphasis on standards-based materials. 4) New teachers will participate in BTSA, with activities that focus on the use of standards-based math materials. 	<ol style="list-style-type: none"> 1) All teachers and principals/linked to adoption cycle 2) Teachers/Administrators 3) Teachers 2003-2006 4) New teachers, when hired/two year commitment 	<ol style="list-style-type: none"> 1) Consultant/presenter fees 2) Registration fees 3) AB 466 training costs 4) BTSA stipends and other costs 	<p>\$3,000</p> <p>\$4,000</p> <p>\$5,000</p> <p>\$1,000</p>	<ol style="list-style-type: none"> 1) General Fund/Title II 2) Title II/PAR 3) AB 466 funding 4) BTSA

<p>7. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents);</p> <p>1) Each school will maintain a Site council with staff, parent and community representatives. Each Council receives reports on overall student assessment results in math and communicates the results to the entire school community. Site Councils also contribute input on how to improve school math programs.</p> <p>2) Each school will send each parent his/her student's individual assessment results, with an explanation of how to interpret them.</p> <p>3) Each parent will be invited to two parent conferences, at which teachers discuss the math program and assessment results.</p> <p>4) Add to district's web site power standards in math for each grade level.</p> <p>5) Develop parent handbook with grade level terminology and power standards with definitions and examples</p>	<ol style="list-style-type: none"> 1) Site Council members/bi-monthly meetings 2) School principals and secretaries/annually 3) Individual parents and teachers/fall and spring 4) Math Curriculum Committee/ Web Master 5) Math Curriculum Committee 	<ol style="list-style-type: none"> 1) Site Council mailing costs 2) School costs to mail test results 3) No extra costs 4) Hourly rate for Web Master 5) Cost of materials 	<p>\$300</p> <p>\$300</p> <p>0</p> <p>\$450</p> <p>\$250</p>	<ol style="list-style-type: none"> 1) SIP 2) General Funds 3) N/A 4) Title I 5) Title I
<p>8. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <ol style="list-style-type: none"> 1) Title I aides will work in K-5 classrooms to assist teachers in helping students acquire math skills. 2) Middle school Title I lab will be in place to provide supplemental instruction to students below grade level in math. 3) Summer school math development courses will be provided for all students. 4) Pre-Kindergarten Days for parents to learn about the math program 5) Transition Night (dinner) for parents and students leaving the elementary school (existing 5th graders) and entering the middle school as sixth graders. 	<ol style="list-style-type: none"> 1) Title I aides/daily 2) Middle School labs 3 periods per day 3) Summer school math courses/ 4 weeks per summer 4) Kindergarten teachers 5) Teachers/Parents/Students/Principals/ongoing 	<ol style="list-style-type: none"> 1) Salaries/benefits of Title I aides 2) Salaries/benefits of Math Lab staff 3) Salaries/benefits of summer school staff 4) Cost of materials. 5) Cost of food and materials. 	<p>\$113,181</p> <p>\$20,000</p> <p>\$6,000</p> <p>0</p> <p>\$1,000</p>	<ol style="list-style-type: none"> 1) Title I 2) General Fund 3) Summer school/General Fund 4) N/A 5) SIP, Title I

<p>8. Monitoring program effectiveness:</p> <ol style="list-style-type: none"> 1) The district board and administration will fully support the Public School Accountability Act. 2) The district will participate in all phases of the state's standards-based assessment system, including the California Standards Tests. 3) Test data and API results will be used to monitor programs and drive changes in instructional practice, when needed. 4) Each site will have a Single Plan for Student Achievement, and the principal and Site Council have the responsibility for monitoring progress and making needed revisions. 6) Classroom teachers will regularly assess students' mastery of standards by examining student work; re-teaching occurs as needed. 	<ol style="list-style-type: none"> 1) Board and Superintendent/ongoing 2) Administrators/Teachers/ongoing 3) Administrators/Teachers/ongoing 4) Principals and Site Councils/ongoing 5) Teachers/ongoing 	<ol style="list-style-type: none"> 1) No extra cost 2) No extra cost 3) No extra cost 4) No extra cost 5) No extra cost 	<p>0 0 0 0 0</p>	<ol style="list-style-type: none"> 1) N/A 2) N/A 3) N/A 4) N/A 5) N/A
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Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. Targeting services and programs to lowest-performing student groups:</p> <ol style="list-style-type: none"> 1) Students in grades 2-5 scoring below the 40th percentile in math will receive extra help from Title I teachers and aides. 2) Summer school remedial math classes will be offered to students who are below grade level. 3) Development of IEP's (Individualized Educational Plan) for identified students. 4) Resource Program 5) Match students with aides or tutors during school time to work with lowest performing students. 6) Upper grade electives for remedial help 7) After school math recovery and homework club. 	<ol style="list-style-type: none"> 1) Title I teachers and aides. 2) Summer school teachers 3) Teachers/Resource teachers. 4) Resource teachers 5) Teachers 6) Teachers 7) Teachers 	<ol style="list-style-type: none"> 1) Title I teachers'/aides salaries and benefits 2) Summer school teachers' salaries and benefits 3) No extra cost 4) Cost of resource instruction 5) Aides salaries and benefits 6) Teachers' salaries 7) Teachers'/aides salaries 	<p>\$113,181 \$5,000 0 \$269,216 \$1,732,913 \$1,732,913 \$113,181</p>	<ol style="list-style-type: none"> 1) Title I 2) General Fund 3) General Fund 4) General Fund 5) General Fund/Title I 6) General Fund 7) Title I

10. Any additional services tied to student academic needs:

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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)

<p style="text-align: center;">Required Activities</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p> <p>a. Intervention programs (scientifically researched), extended day programs and extended year (summer school) for tutorial in Reading/Language Arts and Math. Purchase of additional/supplemental materials. Instructional staff uses differentiated instruction.</p> <p>b. Each site will assess academic progress for ELL as well as English Proficiency students annually using the CELDT, CAT 6, and District Assessments.</p> <p>c. Each school will report results to the board and annually update their Single Plan for Students Achievement.</p> <p>d. Parents will receive notification letters in their own language, phone contacts, parents conferences, and participate in school functions</p>
<p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <p>a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;</p> <p>b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;</p> <p>c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <ul style="list-style-type: none"> ▪ meeting the annual measurable achievement objectives described in Section 3122; ▪ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)); ▪ annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1)); <p>d. Describe how the LEA will promote parental and community participation in LEP programs.</p>	

2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c)).
The effectiveness of the LEP programs will be determined by the increase in:

- English proficiency; and
- Academic achievement in the core academic subjects

The district will select and purchase only scientifically based state adopted language arts programs as well as supplemental programs to support learning. Leveled books will be purchased. *Reading Recovery* for LEP first and second graders below grade level will continue.

STAR testing and school developed assessments, CELDT, and Qualitative Reading Recovery (QRI) will be used to evaluate yearly progress of LEP students as well as other students in reading, language arts and math.

Yearly review of progress to establish benchmark proficiencies will be created.

	<p style="text-align: center;">Description of how the LEA is meeting or plans to meet this requirement.</p> <p>a. The district has a staff development committee that meets to help coordinate ongoing and continuous staff development. The committee annually completes a district-wide needs assessment.</p> <p>b. The LEA provides release time so that teachers can meet in grade-level meetings to discuss curriculum, assessment measures and instructional strategies to learn how to differentiate instruction to LEP students.</p> <p>c. The LEA attends meetings at the Humboldt County Office of Education (HCOE) and provides input on high quality professional development to meet needs of LEP students as well as all students.</p>	
<p style="text-align: center;">Required Activities</p>	<p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p> <p>a. designed to improve the instruction and assessment of LEP children;</p> <p>b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;</p> <p>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;</p> <p>c. Long term effect will result in positive and lasting impact on teacher performance in the classroom</p>	<p style="text-align: center;">Yes or No</p> <p style="text-align: center;">Yes</p>
<p style="text-align: center;">Allowable Activities</p>	<p>4. Upgrade program objectives and effective instruction strategies.</p>	<p style="text-align: center;">If yes, describe: The district annually updates data for program improvement in district selected program objectives. The district holds annual meetings with parents to get input about the effectiveness of district programs. Schools and district hold grade level meetings to discuss best how to meet the needs of LEP students in reading/language arts and math.</p>

Allowable Activities		Description of how the LEA is meeting or plans to meet this requirement.
<p>5. Provide –</p> <ul style="list-style-type: none"> a. tutorials and academic or vocational education for LEP students; and b. intensified instruction. 	<p>Yes or No Yes</p>	<p>If yes, describe: The district will provide additional tutorial services for LEP students below grade level in reading/language arts and math. Tutorials will be one-one or in small groups. Teachers will use differentiated instruction in their classrooms. The LEP program will have written outcomes correlated to the standards.</p>
<p>6. Develop and implement programs that are coordinated with other relevant programs and services.</p>	<p>Yes or No Yes</p>	<p>If yes, describe: LEP program is developed, implemented and coordinated with other programs and services correlating to the objectives written for ELL students.</p>
<p>7. Improve the English proficiency and academic achievement of LEP children.</p>	<p>Yes or No Yes</p>	<p>If yes, describe: The district will provide ongoing one-one, small group, and in-class instruction to teach English proficiency and improve academic achievement for each LEP student. The district will monitor the progress of ELL students by analyzing CELDT, CST, CAT 6, district assessments, teacher input and parent conferences.</p>

		Yes or No	Description of how the LEA is meeting or plans to meet this requirement.
Allowable Activities	<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –</p> <ul style="list-style-type: none"> o To improve English language skills of LEP children; and o To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. 	Yes	<p>If yes, describe:</p> <p>The district will provide the following:</p> <ol style="list-style-type: none"> 1) Family Literacy Nights 2) Parent meetings to teach parents how to reinforce learning at home. 3) Parents conferences at the end of first and second trimester. 4) District will apply for funds to support English-learning classes for parents of LEP students. 5) Provide a check-out system for LEP parents to use in reinforcing reading and math skills in the home. 6) Identify and purchase additional materials such as leveled books to help parents reinforce student learning at home.
	<p>9. Improve the instruction of LEP children by providing for –</p> <ul style="list-style-type: none"> o The acquisition or development of educational technology or instructional materials o Access to, and participation in, electronic networks for materials, training, and communication; and o Incorporation of the above resources into curricula and programs. 	Yes	<p>If yes, describe:</p> <p>The district will provide the following:</p> <ol style="list-style-type: none"> 1) District Technology Plan 2) Classrooms computers 3) Instructional programs in students primary language 4) Instruction based on the CA State Standards
	<p>10. Other activities consistent with Title III.</p>	Yes	<p>If yes, describe:</p> <p>The district will provide:</p> <ol style="list-style-type: none"> 1) Parents notification letters 2) Orientation meeting for parents to learn about LEP program 3) School Board Policies 4) District Web Site for parents to access information.

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

<p>Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>
<p>Required Activity</p> <ol style="list-style-type: none"> 1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB): <ol style="list-style-type: none"> a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement; c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; 	<p>The district will insure that the following takes place:</p> <ol style="list-style-type: none"> 1) Based on the CELDT, a notification letter will be sent to each parent. 2) A letter to parents will describe individual needs of students, test results, and placement, as well as parent/guardian signature approving placement. The district will develop a pamphlet covering a-g. 3) Personal phone calls will be placed to parents in their primary language inviting them to meetings, conferences and school activities. 4) The district adheres to the state exit/reclassification requirements. 5) Notification letter to parents regarding exit/reclassification will be sent. 6) The school-wide plan has developed an outreach program to encourage and promote more involvement of parents of LEP students in school activities and functions.

<p>Required Activity</p>	<p>h. information pertaining to parental rights that includes written guidance detailing –</p> <ul style="list-style-type: none"> i. the right that parents have to have their child immediately removed from such program upon their request; and ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA. 	<p>Description of how the LEA is meeting or plans to meet this requirement.</p> <ul style="list-style-type: none"> i. Initial individual student plan should outline parent rights. ii. SARC for each school site. iii. Information about program is presented to parents in clear, concise and understandable language. <p>LEA notifies parents/guardians of student's failure to make progress, based on measurable achievement objectives, no later than 30 days after assessment.</p>	<p>This is the current practice in the district.</p>
<p>Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>	<p>LEA Parent Notification Failure to Make Progress If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>	<p>The district has adopted policies to ensure that this will occur.</p>	<p></p>

Plans to Provide Services for Immigrants

<p>IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>	
<p>1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:</p>	<p>Yes or No No</p>	<p>If yes, describe:</p>
<p>2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:</p>	<p>Yes or No No</p>	<p>If yes, describe:</p>
<p>3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;</p>	<p>Yes or No No</p>	<p>If yes, describe:</p>

Allowable Activities

	Yes or No	If yes, describe:
<p>4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:</p>	No	
<p>5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:</p>	No	
<p>6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:</p>	No	

Allowable Activities

<p>Allowable Activities</p>	<p>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:</p>	<p>Yes or No</p> <p>No</p>	<p>If yes, describe:</p>
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Performance Goal 3: *By 2005-06, all students will be taught by highly qualified teachers.*

Summary of Needs and Strengths for Professional Development

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

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

STRENGTHS	NEEDS
<p>I. As of July 2003 there will be a superintendent/middle school principal and two elementary school principals in the district. The superintendent has over twenty years administrative experience and the elementary principals have fifteen and three years experience respectfully. The principals are provided scientifically researched based professional development activities through ACSA, CSBA, CASBO, and AB 75.</p> <p>II. The district has a policy that only highly qualified teachers, administrators and paraprofessionals shall be employed after August 2005.</p> <p>III. As of May 2003, all teachers and administrators in the Arcata School District meet the federal definition of highly qualified. The district has no teachers or administrators hired after the 2002-2003 school year.</p>	<p>I. Principals must participate in scientific research based professional learning aimed at increasing their skills at promoting the success of all students by:</p> <ol style="list-style-type: none"> 1) Developing of a vision of learning that is shared and supported by the school community. 2) Nurturing and sustaining a school culture and instructional program conducive to student learning and professional growth. 3) Collaborating with families and community members to mobilizes resources. 4) Modeling a code of ethics and developing professional leadership capacity. 5) Understanding, responding to, and influencing the larger political, social, economic, legal and culture context for education. <p>II. Over 60% of our paraprofessionals do not meet the definition of highly qualified as of May 2003.</p> <p>III. 1) Student achievement data indicate the need for teacher improvement in differentiated instruction, technology, and core subject areas. All schools and district professional development will focus on teaching students to</p>

<p>IV. The district intends to provide CLAD training to all of our teachers by August 2005.</p>	<p>meet or exceed level standards in these areas.</p> <ol style="list-style-type: none"> 2) Professional learning opportunities which meet the California requirements for High Quality Professional Development will be selected for current school administrators and teachers as our most important source of “acquiring” highly qualified administrators and teachers to invest in building the skills of those we already have. 3) Professional learning opportunities will be selected based on the needs of administrators and teachers as identified in our needs assessment; all offerings will be closely aligned with the California Professional Standards for Educational Leaders. 4) Due to an increased emphasis on closing the achievement gap, both new and veteran administrators and teachers benefit from coaching and mentoring. Coaching and mentoring will be provided to all educational staff. <p>IV. 90% of all teachers lack qualifications to teach their English learners. All professional development focused on standards-based practices in areas of program weakness will include examination of research-based practices for accelerating English Learners toward standards mastery in English.</p>
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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 Cost	Funding Source
<p>1. How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <p>The district's curriculum and staff development committee will conduct an annual professional needs assessment of teachers, and principals in relation to criteria for highly qualified and trends in data on formative and summative assessments of student progress in relation to State content and academic achievement standards. School and district professional development goals will be created to assist district staff to move toward proficiency in standards for all students. Professional development activities will be designed and selected based on staff strengths and needs in relation to student achievement results.</p>	<p>Superintendent, Director of Curriculum and Staff Development, Staff Development Committee (teachers and administrators)</p>	<p>Cost of printing</p>	<p>\$100.00</p>	<p>General Fund, Title II.</p>
<p>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</p> <p>The district's Staff Development Committee and Management Team will review research on professional development activities that assist teachers and administrators to ensure all students will meet or exceed State content and academic achievement standards. These committees will pay special attention to those topics and formats that have the greatest positive impact on teachers' ability to accelerate the learning of students in the lowest-performing groups. They will then design a system of professional development that is both coherent and differentiated based on teacher effectiveness and assignment. This system will focus on improving student</p>	<p>Director of Curriculum, Staff Development Committee, Principals' Management Team/Ongoing</p>	<p>No Cost</p>	<p>No cost</p>	<p>N/A</p>

achievement. Professional development resources will be concentrated where they are needed most. Successful teachers and principals will serve as demonstrators and coaches for those who are less successful.				
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Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <p>In designing and then assessing the formative impact of the professional development system, the district's Staff Development Committee and Management Team will concentrate on the degree to which the system does five things. (1) How well does it focus on students meeting/exceeding key/essential standards through the use of State-adopted/standards-based materials and formative assessments? (2) How close to the instructional work of teachers is the professional development situated? and (3) To what degree is the system built on the strengths and needs of the staff in relation to academic and cultural learning strengths and needs of the student populations in teacher's classrooms? (4) How well do selected professional development resources apply to particular under-performing student populations (e.g., English Learners, students with disabilities, Children of Color)? (5) How well integrated are materials adoption/selection, intervention approaches and family and community relations with the professional development system?</p>	<p>Director of Curriculum, Staff Development Committee, Principals' Management Team/Ongoing</p>	<p>No Cost</p>	<p>No Cost</p>	<p>N/A</p>
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <p>The district Staff Development Committee and Principals' Management Team will ensure that professional development activities are coordinated to address staff needs in assisting all students to meet or exceed State academic achievement standards. Activities will be designed to help teachers integrate standards-based curriculum, instructional practice, assessment and understanding of the strengths and needs of the student populations in their classes. Classroom management, interventions, and working with students' families, and other topics required by funding sources will be addressed within the context of ensuring that all students meet or exceed State content and academic achievement standards.</p>	<p>Director of Curriculum, Staff Development Committee, Principals' Management Team/Ongoing</p>	<p>No Cost</p>	<p>No Cost</p>	<p>N/A</p>

<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p>	<p>1) PAR Committee, Professional Development Committee, Principals, Teachers 2) All teachers/1 day each year. 3) Attend ACSA sponsored staff development.</p>	<p>1) No Cost 2) Presenter fee 3) Travel/lodging</p>	<p>1) No Cost 2) \$5,000.00 3) \$4,000.00</p>	<p>1) N/A 2) Title II, part A 3) AB 75, Title II, part A</p>
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Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <p>The district Staff Development Committee and the Principals' Management Team will ensure that technology-related professional development links to other district and school professional development activities that are coordinated to address staff needs in assisting all students to meet or exceed State academic achievement standards.</p>	<p>Director of Curriculum, Staff Development Committee, Principals' Management Team/ongoing</p>	<p>No Cost</p>	<p>No Cost</p>	<p>N/A</p>

<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <p>1) The district will continue its partnership with Team Solutions, a local business, to upgrade and maintain the computers owned by the district.</p> <p>2) The district will use the Humboldt County Office of Education and Humboldt State University to ensure that the professional development technology needs of teachers/principals are met.</p>	<p>1) Technology Coordinator/Superintendent 2) PAR Committee, Professional Development Committee, Principals, Teachers</p>	<p>1) Team Solutions 2) No Cost</p>	<p>\$9,000 No cost</p>	<p>General fund; SIP, lottery N/A</p>
<p>8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</p> <p>1) Professional Development Committee will meet twice a year to survey, plan, and review staff development activities.</p>	<p>1) Principals, teachers, Professional Development Committee, and parents</p>	<p>No Cost</p>	<p>No Cost</p>	<p>N/A</p>
<p>Please provide a description of:</p>	<p>Persons Involved/ Timeline</p>	<p>Related Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>9. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; <input type="checkbox"/> Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; <input type="checkbox"/> Involve parents in their child's education; and <input type="checkbox"/> Understand and use data and assessments to improve classroom practice and student learning. 				

<p>1) Teacher collaboration time focused on selecting benchmark assessments for key/essential standards and joint review of student work on those assignments, includes planning for addressing diverse student needs, student behavior management, and working with families.</p> <p>2) Staff development days focused on practicing core research-based practices used in the standards-based materials in the strands/subject matter areas of most needed improvement also includes planning for addressing diverse student needs, student behavior management, and working with families.</p>	<p>1) All teachers/2 times each month/per site</p> <p>2) All teachers/1 day per year</p>	<p>1) No Cost</p> <p>2) HCOE fees</p>	<p>1) No Cost</p> <p>2) \$5,000.00</p>	<p>N/A</p> <p>2) Title II, part A</p>
<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <p>The district will enter into a partnership with Humboldt State University to provide opportunities for course work locally for multiple and single subject credentials in English/language arts, mathematics, science and English language development.</p>	<p>Superintendent/Principals</p>	<p>None</p> <p>Units earned will go on salary schedule</p>	<p>None</p>	<p>N/A</p>

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

Environments Conducive to Learning (Strengths and Needs):

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

STRENGTHS	NEEDS
<ol style="list-style-type: none"> 1) Elementary and Middle School Counselors 2) Parenting programs (<i>Parent Project and Loving Solutions</i>) 3) Student Study Teams 4) School Attendance Review Board 5) School Safety Plans 6) D.A.R.E. 7) Character Education Programs 	<ol style="list-style-type: none"> 1. The district needs to institute a scientifically based ATODY Program for grades K-8.

Environments Conducive to Learning (Activities):

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

ACTIVITIES
<ol style="list-style-type: none"> 1) School psychologist/counselors 2) Title I Instructional Aides 3) Reading and Math Aides 4) After school remedial teachers 5) Reading Recovery 6) Friends Against Drugs 7) Conflict Managers 8) Reach-A- Peers 9) Saturday School 10) 4-8th Grade Literacy Intervention

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

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

STRENGTHS	NEEDS
<ul style="list-style-type: none"> 1) As of May 8, 2003, only 43 students have received suspensions. 84% or more of seventh graders feel safe at school. 2) Less than 7% of students in grade seven have tried alcohol, tobacco, or marijuana in the past 30 days. 3) The majority of staff members live in the community served by the district. 4) The district has very few incidences of violence, alcohol, drug, and tobacco related problems. 	<ul style="list-style-type: none"> 1) 26% of seventh grade students have been afraid of being beaten up in the past 12 months. 2) Over 20% of students in grade seven have tried alcohol, tobacco, or marijuana. 3) Many students do not feel they have a caring relationship to their teachers. 4) The district has been using a non-approved program (DARE) and will need to acquire a scientifically research based program from the list.

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

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

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

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

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: _3/1_/02_ Baseline Data	Biennial Goal (Performance Indicator)
Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: 3/1/2002 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will decrease biennially by:	5 th _6_ % 7 th _22_ %	5 th _2_ % 7 th _2_ %
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by:	7 th _7_ % 9 th _ % 11 th _ %	7 th _1_ % 9 th _ % 11 th _ %
The percentage of students that have used marijuana will decrease biennially by:	5 th _3_ % 7 th _17_ %	5 th _1_ % 7 th _2_ %
The percentage of students that have used alcohol within the past 30 days will decrease biennially by:	7 th _14_ % 9 th _ % 11 th _ %	7 th _2_ % 9 th _ % 11 th _ %

<p>The percentage of students that have used marijuana within the past 30 days will decrease biennially by:</p>	<p>7th <u>7</u> % 9th <u> </u> % 11th <u> </u> %</p>	<p>7th <u>2</u> % 9th <u> </u> % 11th <u> </u> %</p>
<p>The percentage of students that feel very safe at school will increase biennially by:</p>	<p>5th <u>99</u> % 7th <u>84</u> % 9th <u> </u> % 11th <u> </u> %</p>	<p>5th <u>1</u> % 7th <u>2</u> % 9th <u> </u> % 11th <u> </u> %</p>
<p>The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by:</p>	<p>7th <u>26</u> % 9th <u> </u> % 11th <u> </u> %</p>	<p>7th <u>5</u> % 9th <u> </u> % 11th <u> </u> %</p>
<p>Truancy Performance Indicator</p>		
<p>The percentage of students who have been truant will decrease annually by <u>0.25%</u> from the current LEA rate shown here.</p> <p>NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.</p>	<p><u>1</u> %</p>	<p><u>0</u> %</p>
<p>Protective Factors Performance Measures from the California Healthy Kids Survey</p>	<p>Most recent date: <u>3/1/02</u> Baseline Data</p>	<p>Biennial Goal (Performance Indicator)</p>
<p>The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by:</p>	<p>5th <u>61</u> % 7th <u>58</u> % 9th <u> </u> % 11th <u> </u> %</p>	<p>5th <u>1</u> % 7th <u>2</u> % 9th <u> </u> % 11th <u> </u> %</p>

The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by:	5 th _70_ % 7 th _63_ % 9 th _ _ % 11 th _ _ %	5 th _1_ % 7 th _2_ % 9 th _ _ % 11 th _ _ %
The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by:	5 th _21_ % 7 th _51_ % 9 th _ _ % 11 th _ _ %	5 th _1_ % 7 th _2_ % 9 th _ _ % 11 th _ _ %
The percentage of students that report high levels of school connectedness at their school will increase biennially by:	5 th _61_ % 7 th _58_ % 9 th _ _ % 11 th _ _ %	5 th _1_ % 7 th _2_ % 9 th _ _ % 11 th _ _ %

Other Performance Measures

List below any other performance measures and performance indicators the LEA has adopted specific to its prevention programs (drug, violence, truancy, school safety, etc.). Specify the performance measure, the performance indicator goal, and baseline data for that indicator.

LEA Specified Performance Measures _____ (Process to Collect Data)	Performance Indicator Goal	Baseline Data
No other performance indicators		

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

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

Science-Based Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
Project ALERT	A,T,D	6-8	300	July, 2003	September-October 03	November, 2003
Project ACHIEVE	V,Y	6-8	300	July, 2003	September-October 03	November, 2003
Child development Project/Caring School Community	A,D,V,Y	K-6	450	July, 2003	September-October 03	November, 2003

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

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

Check	Activities	Program ATODV Focus	Target Grade Levels
X	After School Programs	A, T, D, V	
X	Conflict Mediation/Resolution	Violence	K-8
X	Early Intervention and Counseling	A, T, O, D, V	K-8
	Environmental Strategies		
X	Family and Community Collaboration	A, T, O, D, V	K-8
	Media Literacy and Advocacy		
X	Mentoring	A, T, O, D, V	K-8
X	Peer-Helping and Peer Leaders	A, T, O, D, V	6-8
	Positive Alternatives		
	School Policies		
	Service-Learning/Community Service		
	Student Assistance Programs		
	Tobacco-Use Cessation		

Check	Activities	Program A.TODV Focus	Target Grade Levels
	Youth Development Caring Schools Caring Classrooms		
	Other Activities		

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

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

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

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

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

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

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

The district has a low incidence of alcohol, tobacco, drugs, and violence on our three campuses based on our CHKS and CSSA data. What the data does indicate is that students have *attempted* to use A, T, D's at least once. We feel the Project ALERT program best address the education of students "thinking" about the use of A, T, and D's. We do not feel we have a serious usage problem in grades K-8 that would require a program for cessation at this time.

The district has a very low rate of suspensions and expulsions. Based on the CCSA and the CHKS, there are no serious incidences of violence the past two years. However, the CHKS does indicate students have felt threatened at least once during the school year surveyed. This is a concern and we feel that the Project ACHIEVE program will assist us in addressing these concerns.

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

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

The district will annually assess the effectiveness of our A, T, D, V programs by use of the biannual CHKS and through referrals to the principals and counselors. When the results have been tabulated, the district will look at whether the Project ALERT and Project Achieve programs have been effective in reducing the incidences of alcohol, tobacco, drugs and violence on our three campuses.

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

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

The district will publish to the public a report on the progress toward attaining performance measures through the school newsletters and the School Accountability Report Card. Both items will be made available in school and district offices for public viewing. The board will also receive a public report on the effectiveness of the SDFSC and TUPE programs annually.

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

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

There are three schools in the district. Each school receives SDFSC funds for prevention programs. Each school has specific programs that are designed to assist students who are having a difficulty with Alcohol, Tobacco, Drugs, and Violence. Funds from this program have also been used to sponsor district parenting programs (jointly with the Arcata Police Department) for our middle school and elementary school parents. Targeted students have received rewards and support through this program.

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

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

The LEA will coordinate SDFSC funded alcohol, tobacco, other drug and violence prevention programs with the followings :

- 1) Title I
- 2) TUPE
- 3) SIP
- 4) Lottery
- 5) General Fund
- 6) Sunrise Rotary Club of Arcata
- 7) Arcata Police Department

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

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

Parents are notified at the beginning of the school year and when newly enrolled of the programs available for them under NCLB Title IV. The district sends out annually invitations to participate in the District Advisory Committee. The DAC meets twice a year (more of necessary). Parenting programs are advertised in the school newsletters that are sent home weekly (elementary schools) and monthly (middle school).

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

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

The LEA does not operate a program for pregnant minors. If a student were identified as pregnant, that student would enroll in the Humboldt County Office of Education Community School Program.

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

Provide full time equivalent (FTE) staffing configuration for all TUPE funded positions. (Health and Safety Code section 104420 [b](3))

Position/Title	Full time equivalent
None	

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)	5.1 (High School Graduates)	N/A				
5.2 (Dropouts)	5.2 (Dropouts)	1) School Attendance Review Board 2) Counseling 3) Referrals to Community School (alternative education program)	200 (grades 7-8)	Superintendent, Principal, Counselor, Teachers, Parents	Dropout rate for middle school (zero currently)	Title II
5.3 (Advanced Placement)	5.3 (Advanced Placement)	N/A				

Additional Mandatory Title I Descriptions

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

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

The LEA uses the Federal Free and Reduced Lunch Program criteria for all three schools in determining eligibility for the Title I program. Each school has completed their School-wide Title I applications and will submit to the State department of Education for approval after the May 12, 2003 Board Meeting.

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

Each school in the Arcata School district uses three criteria for the identification of eligible children. These three identifications are called our Multiple Measures. The criteria for identification are:

- 1) STAR Test score in Math, Writing, or Reading of 40% or lower.
- 2) District Math Assessment or District Reading Assessment score in the lowest quartile or 25%.
- 3) Teacher recommendation based on poor academic performance

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 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.

The Arcata School District operates an extensive Title I program in all three school sites. We have recently completed out program development to become School-wide Title I Schools in all three sites. At the elementary schools, aides are employed and work in each classroom providing additional instruction and remediation in Math and Reading. Each elementary school also employs reading and math tutors after school. At one of our schools, teachers are hired to instruct in remedial classrooms after school. At the middle school, there are four Title I aides that operate Title I labs. Students go to these labs for additional help. The labs have computers and materials used exclusively by the Title I students. Portable laptop computers are available for Title I students who do not have access to computers at home.

For the 2003-04 school year, the district has employed a Literacy Coordinator with Title I funds. This person will coordinate a Reading Intervention program at all three sites. The district employs an instructional aide who is available to provide instruction, under the supervision of our home schooling teacher, to students who are temporarily in shelters. The district also provides bus passes to students homeless and living outside of our district boundaries to continue to attend school in Arcata. The Humboldt County Office of Education operates a community school program for our students that are identified as neglected or delinquent. We receive no Title I N & D funds.

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

The Arcata School District currently has no low achieving schools. All three schools are distinguished schools and one of our elementary schools (Sunset School of the Arts) has been nominated as a Title I Blue Ribbon School for the 2002-03 school year.

Additional Mandatory Title I Descriptions

(continued)

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

All parents in the Arcata School District have the right to send their children to any district school of their choice. Transportation is provided. There are two elementary schools and one middle school.

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

Each school has a School Site Council. The district operates a Staff Development Committee. Each year, the SSC's will identify areas of weakness in the academic programs in our schools. This will be given to our Staff Development Committee for placement in our calendar for staff development activities. Teachers not meeting the requirements for Highly Qualified Teacher will be given priority attention. Support personnel and administrators will also have a staff development plan developed for them. This will be annually reviewed by the board for the upcoming school year.

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.

The Arcata School District has a part-time Coordinator of Special projects position. This person is responsible for ensuring that all students receive services funded under the various federal programs. The district also has special education staff meetings with all district special education staff. Head Start and preschool programs in Arcata are provided information to their families prior to enrolling in kindergarten and the district operates four pre-K days to give parents orientation opportunities at each elementary school.

Each school site works closely with the Indian Action Council in providing our Native American students with services inside and outside of school. We do not receive Title VII funds. The schools have a staff person to coordinate services for the homeless at each school site. The district has a very small limited English population but does employ and staff person to coordinate support services.

Part III

Assurances and Attachments

Assurances

Signature Page

Appendix

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

Appendix B: Links to Data Web sites

Appendix C: Science-Based Programs

Appendix D: Research-based Activities

Appendix E: Promising or Favorable Programs

Appendix F: NCLB Legislation, Sections 1111 through 1120

ASSURANCES

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

GENERAL ASSURANCES

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

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

TITLE I, PART A

The LEA, hereby, assures that it will:

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

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

TITLE I, PART D – SUBPART 2

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

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

TITLE II, PART A

34. The LEA, hereby, assures that:

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

TITLE III

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

TITLE IV, PART A

45. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).
46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.
47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.
48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.
49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:
 - Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.

- Security procedures at school and while students are on the way to and from school.
- Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.
- A crisis management plan for responding to violent or traumatic incidents on school grounds.
- A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
 - Allows a teacher to communicate effectively with all students in the class.
 - Allows all students in the class to learn.
 - Has consequences that are fair, and developmentally appropriate.
 - Considers the student and the circumstances of the situation.
 - Is enforced accordingly.

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

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

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

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

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

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

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

- will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and
- will be submitted to the SEA at the time and in the manner requested by the SEA.

New LEAP Assurances

56. **Uniform Management Information and Reporting System:** the LEA assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in the format prescribed by CDE. That information will include:
- (i) truancy rates;
 - (ii) the frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;
 - (iii) the types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and
 - (iv) the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107-110)
57. **Unsafe School Choice Policy:** the LEA assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. The LEA will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of schools that have been designated “persistently dangerous” in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107-110.)

Other

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

SIGNATURE PAGE

Stephen Kelish
Print Name of Superintendent

Signature of Superintendent

May 20, 2003
Date

APPENDIX A

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

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

California's NCLB Performance Goals and Performance Indicators

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

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

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

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

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

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

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

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

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

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

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

APPENDIX B

Links to Data Web sites

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

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

APPENDIX C

Science-Based Programs

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

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

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

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

D: < <http://www2.educ.org/mse/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						C			
Good Behavior Game	1 to 6	x			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,			
Boivin'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, F			
Minnesota Smoking Prevention Program	6 to 10		x				A, D, E			

APPENDIX D

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

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

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

APPENDIX E

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

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