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FEDERAL AND STATE PROGRAMS CHECKLIST

All applicable programs operated by the LEA are checked (✓).

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

**POWAY UNIFIED SCHOOL DISTRICT
DISTRICT BUDGET FOR FEDERAL PROGRAMS – 2008-2009**

Programs	Resource #	2007-08 District Carryovers	2008-09 District Entitlements	2008-09 Direct Services to Students at School Sites (\$)	2008-09 Direct Services to Students at School Sites (%)
Title I, Part A	3010-xxx	36,885.00	1,214,534.00	1,135,870.00	93.5
Title I, Part B, Even Start	3105-000	0	163,750.00	105,973.00	64.7
Title I, Part C, Migrant Education		X	X	X	X
Title I, Part D, Neglected/Delinquent		X	X	X	X
Title II Part A, Subpart 2, Improving Teacher Quality	4035-xxx	155,375.00	660,184.00	756,633.47	91.1
Title II, Part D, Enhancing Education Through Technology	4045-xxx	12,545.00	8,214.00	19,917.00	89.7
Title III, Immigrant	4201-000	691.00	0	663.00	95.9 (2007-08)
Title III, Limited English Proficient	4203-000	144,477.00	290,510.00	434,987.00	100
Title IV, Part A, Safe and Drug- Free Schools and Communities	3710-001	24,111.00	61,638.00	68,157.51	71.5
Title V, Part A, Innovative Programs – Parental Choice	4110-xxx	20,978.00	0	20,127.00	95.9 (2007-08)
Adult Education	3905, 3913, 3926	0	136,163.00	136,163.00	100
Career Technical Education	3550-651	74,539.00	108,671.00	180,286.00	100
McKinney-Vento Homeless Education		X	X	X	X
IDEA, Special Education	3310-282,3315, 3320, 340-720, 3345-934,3360- 930, 3385-003	0	5,133,361.00	4,930,756.00	96.1
21 st Century Community Learning Centers	4124-xxx	X	X	X	X

**POWAY UNIFIED SCHOOL DISTRICT
DISTRICT BUDGET FOR STATE PROGRAMS – 2008-2009**

Categories	Resource #	2007-08 District Carryovers	2008-09 District Entitlements	2008-09 Direct Services to Students at School Sites (\$)	2008-09 Direct Services to Students at School Sites (%)
Agricultural Vocational Education	7010-118	0	9,940.00	9,940.00	100
Arts and Music Block Grant	6760-000	Eligible for state categorical program flexibility			
Early Mental Health	6250-xxx	0	904,257.00	867,557.00	95.9
EIA – State Compensatory Education	7090-000	0	632,000.00	613,592.00	97.1
EIA – Limited English Proficient	7091-xxx	697,140	988,258.00	1,621,736.64	93.6
Instructional Materials Block Grant	7156-000 7157-000	Eligible for state categorical program flexibility			
State Migrant Education		X	X	X	X
School and Library Improvement Block Grant	7395-000	Eligible for state categorical program flexibility			
Child Development Programs	6055-021, 6144-000	0	345,420.00	319,224.68	92.4
English Learner Acquisition Program	6286-000	Eligible for state categorical program flexibility			
Gifted and Talented Education	7140-230	Eligible for state categorical program flexibility			
Teacher Credentialing	7392-000	Eligible for state categorical program flexibility			
Tobacco Use Prevention Education – (Prop. 99)	6660-060	6,474.00	46,083.00	45,424.01	84.5
School Safety and Violence Prevention Act (AB 1113)	6405-000	Eligible for state categorical program flexibility			
Peer Assistance Review	7271-000	Eligible for state categorical program flexibility			
Pupil Retention Block Grant	7390-001	Eligible for state categorical program flexibility			
Healthy Start		X	X	X	X
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)		X	X	X	X

Poway Unified School District
“College Readiness for All – Gateway to Our Students’ Future”

Our Mission

Serving as the gateway to our students’ future, we will open, not restrict, the range of opportunities and choices and prepare them for success as they pursue their interests and passions upon graduation.

From the Poway Unified School District 2008-2014 Strategic Vision document:

At the heart of our commitment to college readiness is our responsibility to prepare each and every student for postsecondary success in life. We manifest this commitment by:

- having a culture of universal ownership.
- understanding and taking responsibility for our role, as educators, to ensure high levels of learning for every student.
- fostering the joy of inquiry and learning.
- preparing all students for a full range of postsecondary options.
- personalizing education to develop student interests and skills for future success.
- never giving up on the individual learner – even when he or she appears to give up on himself or herself – by continuing to try new strategies and approaches based on the individual’s needs, interests, and passions.
- holding high expectations for each and every student and challenging students across the academic spectrum.
- preparing students to enroll and succeed in college or other postsecondary training opportunities without requiring remediation

Our vision and collective commitment to accelerate the achievement of all our students – especially those not on target to leave PUSD college-ready – compel us to have a sense of urgency to embrace the challenge of moving this fine public educational system to the next level of excellence.

District Profile

The Poway Unified School District is located in northern San Diego County, California. Encompassing an area of 100 square miles, District schools are situated in suburban San Diego and throughout the rural city of Poway. Poway Unified School District is fortunate to serve a community that historically places a high value on education. Staff and parents work to support our mission, along with support from business and community partnerships. This support helps the District keep pace with technology and participate with the business community in meaningful activities that benefit all students. Through these links, students are able to develop the skills, knowledge, and attitudes necessary for success in the 21st century.

PUSD operates 25 elementary schools (K-5), six middle schools (6-8), four comprehensive high schools (9-12), one continuation high school, twenty-seven preschools, and alternative programs. In addition, a fifth comprehensive high school, incorporating the twenty-eighth preschool, will open in fall 2009. The majority of the district schools are located in the city of San Diego; eleven schools are located in the city of Poway; and several schools are in the unincorporated area of San Diego County. The District serves 33,367 students, and is the third largest school District in the county. The student population is represented by the following ethnicities: African American 3.1%; American Indian/Alaskan Native 0.4%; Asian 16%; Filipino 7.2%; Hispanic 11.0%; Pacific Islander 0.7%; White 57%.

The District and Superintendent worked closely with the Board of Education and representative site and district staff during 2007-08 to rewrite the district Strategic Vision for 2008-2014. In the resulting vision document, it is affirmed that Poway schools must serve as the “gateway” rather than “gatekeeper,” in creating powerful learning experiences that will prepare students for future success. The district sees a moral imperative that each student graduate “college-ready” in order to pursue a full range of postsecondary options and be prepared for life beyond high school. Being “college-ready” is not defined as the anticipation that all students will attend college, but instead, as preparing all students to have a full range of postsecondary education and training options available to them after high school. Serving as the gateway to students’ futures, a Poway education opens - not restricts - the range of opportunities and choices available to students, and prepares them for success as they pursue their interests and passions upon graduation.

Needs Assessment

The 2003 Strategic planning process provided the foundation for the development of the 2004 LEAP. Measurable targets were developed to help monitor progress toward the state’s rigorous achievement goals to be met by 2013.

Targets:

- By 2010, increase the percentage of all students, including all subgroups, performing at proficient and advanced levels on the California Standards Tests to meet the following targets:

Grade Span	English/Language Arts		Mathematics	
	2003	2010	2003	2010
2-5	69%	80%	72%	80%
6-8	66%	76%	58%	70%
9-12	60%	65%	32%	60%

- 100% of all schools in the District achieving No Child Left Behind requirements by 2013.
- Improve the initial pass rate of 10th grade students achieving *college readiness* passing scores on the California High School Exit Exam to 85% in English Language Arts and 78% in Mathematics by 2010.

- Improve the pass rate of 12th grade students achieving the basic passing scores on the California High School Exit Exam to 100% on each by 2010.
- By 2010, increase to a minimum of 60%, the percentage of graduating students, including all subgroups, who complete college prep, A-G requirements.
- By 2010, increase to 50% the percentage of high school graduates, including all subgroups, who satisfactorily complete at least one Advanced Placement course.
- By 2010, increase to 80%, the percentage of students at the comprehensive high schools who take the SAT at least once, while maintaining or improving the District's average score.

While the District establishes goals and targets, program implementation and budget expenditures vary by site. This will be evident throughout the plan.

Each school site's Single Plan for Student Achievement (SPSA) provides details of how each school will meet the District goal to graduate all students college-ready. School leadership teams along with School Site Councils at every school analyze student achievement data, will identify and prioritize needs and strengths, develop action plans to specify programs, interventions, and professional development. Annually, the SPSAs will be evaluated and revised to achieve greater gains in student achievement, Assistant Superintendents and Learning Support Services staff will work closely with school leadership teams to support and monitor their progress towards goals.

Summary of Academic Performance

Introduction:

The California Standards Test (CST) in grades 2-11 and the California High School Exit Exam (CAHSEE) in grades 10-12 are our District's key indicators of individual student and organizational performance. These measures are selected as our key indicators because they:

- are criterion-referenced.
- align with the California Academic Standards.
- reflect our system's goals and targets.
- are easily understood by the public.
- provide useful comparison and trend information.

In addition, the Poway Unified School District will employ other measures of academic rigor as key indicators: Specifically, the district has established targets that include the percentage of students:

- graduating high school in four years
- electing to take the SAT
- completing Advanced Placement courses
- completing the a-g entrance requirements for the UC/CSU system.

Locally administered measures of student performance will provide data needed to inform instruction, provide feedback to the learner, and plan intervention strategies for any student not making adequate

academic progress. These types of measures are considered “leading indicators” in our system. Leading indicators are:

- aligned with the lagging measures
- sensitive to instruction
- aligned with classroom practices
- immediately available to teachers for on-demand instructional decision-making

Leading indicators of student performance will be coordinated at the site level to assure continuous monitoring of every student. Each school’s SPSA will contain an Assessment Plan that includes the leading measures used by the teachers and students at the school. Leading indicators may include, but are not limited to:

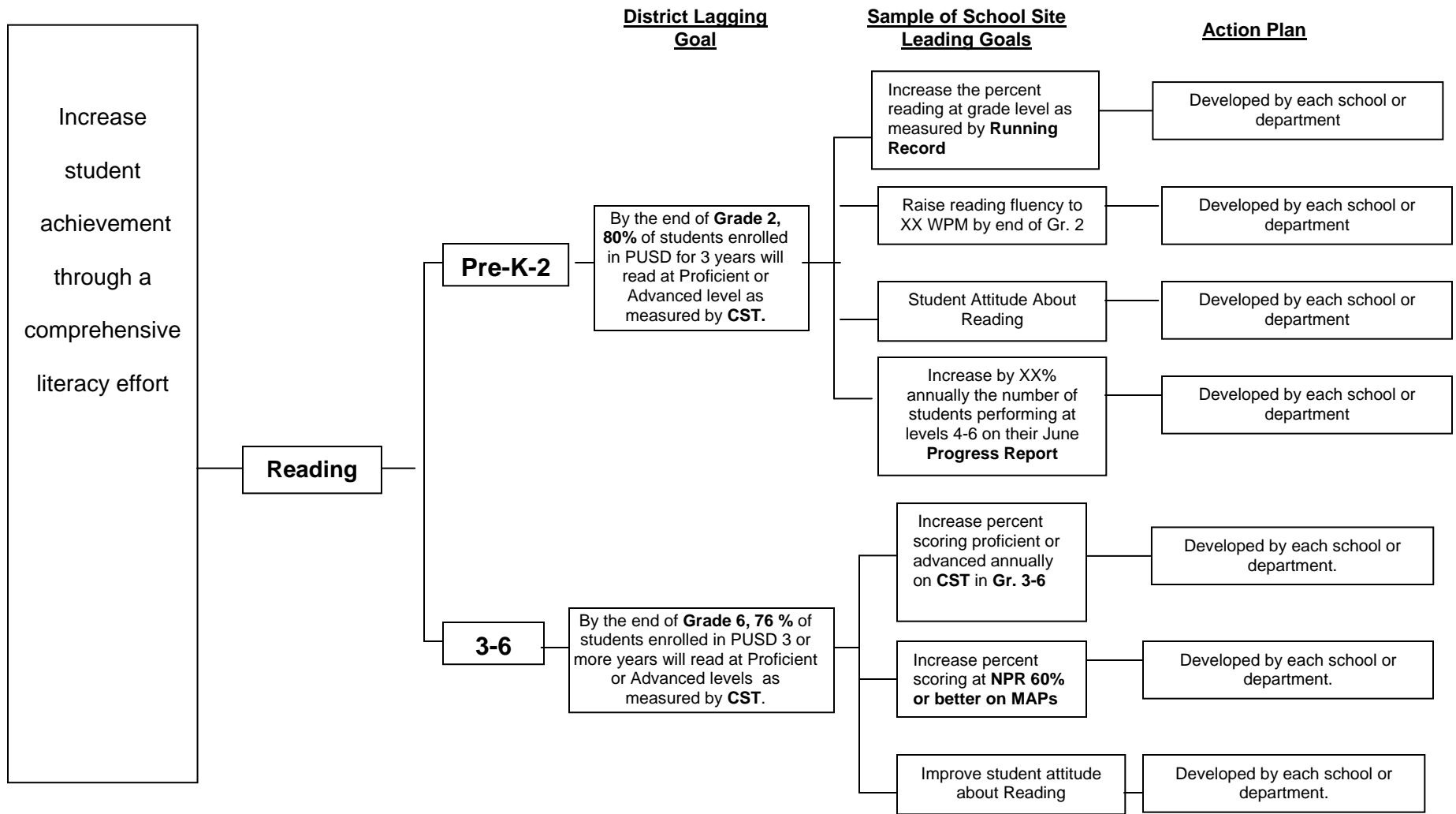
portfolios	IRI	running records
MAPs	fluency timings	teacher observations
quizzes	on-demand writing	performance tasks

Annually, each school will analyze both leading and lagging indicator data in each of the academic areas, focusing on reading, writing and math. Aggregated and disaggregated reports of both formative and summative assessments are distributed to every teacher via our Total Information Management (TIM) system. Principals and site leaders also have access to the district’s Assessment Resource Center (ARC) where complete libraries of assessment reports for each school and for the district are housed. Current Learning Support Services work is focused on the capability of delivering SQL-Based Reporting, that will allow teachers to disaggregate and rearrange achievement data to better inform them with regard to “next step” learning for each student. Throughout the year, school teams meet regularly to monitor and respond to the leading indicator data collected on schedules that are determined by each school site. Teams use leading indicator data to inform instructional decision-making for each student. As each school reflects on the state, district and site level assessment data, goals for the SPSA will be developed and action plans implemented.

Increased Student Achievement by 2010

Reading, Pre K-6

Goal #1 Strategic Objectives	Indicator/Measures	Action Plan
	Question #1: What do we want students to know and be able to do?	Question #2: "How will we know students are learning, and where are the gaps?"
		Question #3: "What are we going to do differently to ensure students succeed?"

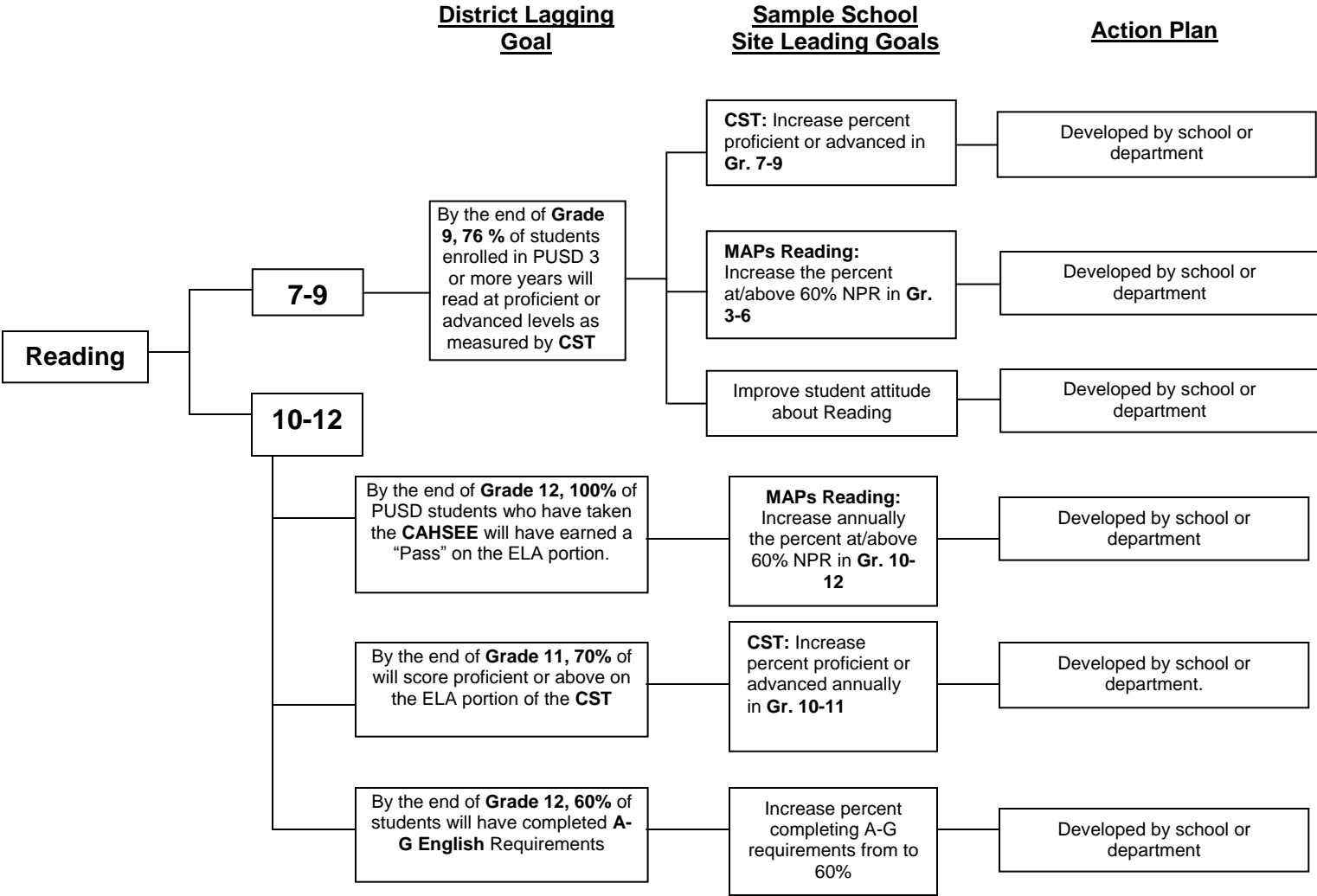


Increased Student Achievement by 2010

Reading, 7-12

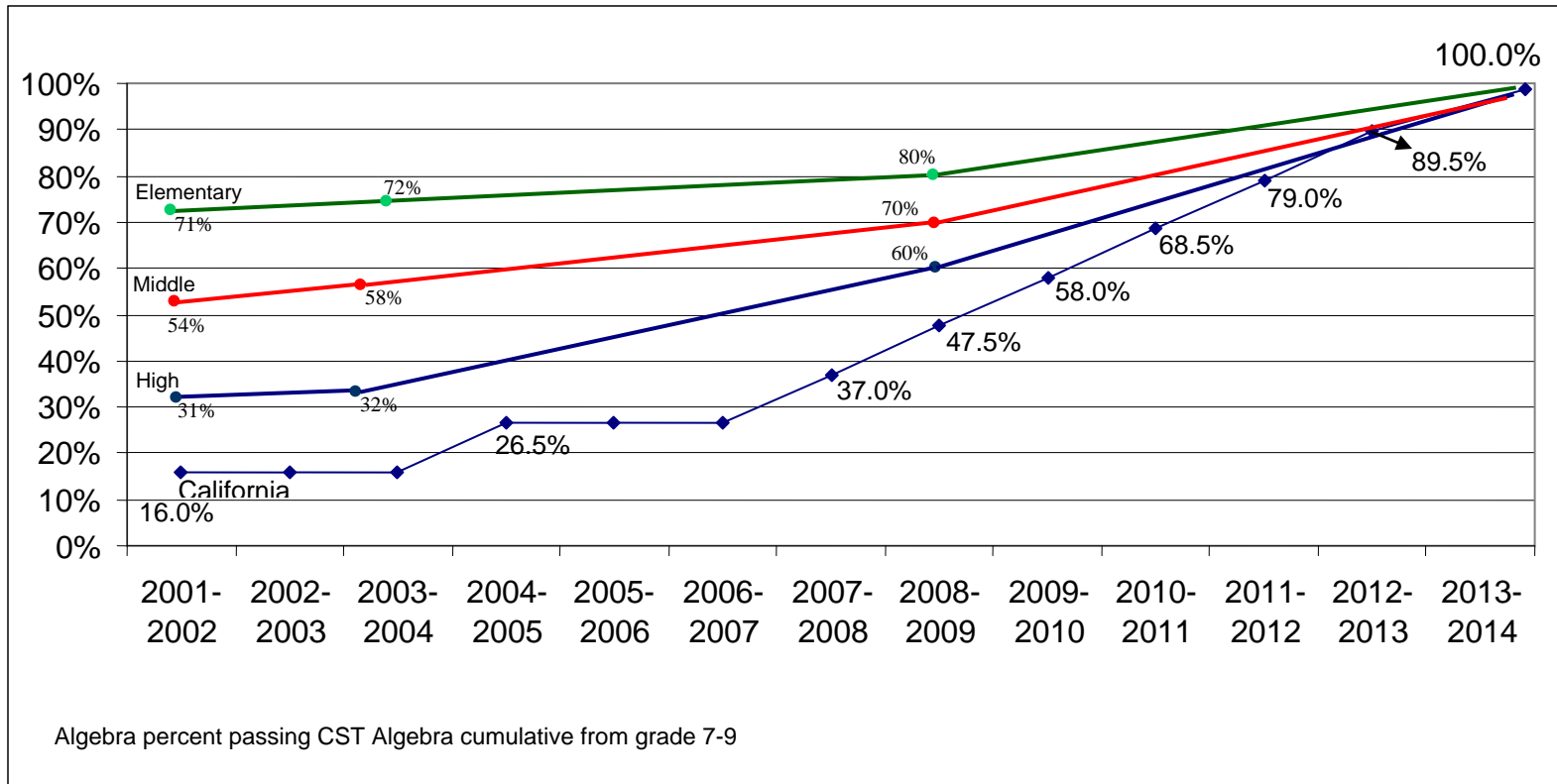
Goal #1 Strategic Objectives	Indicator/Measures	Action Plan
	Question #1: What do we want students to know and be able to do?	Question #2: "How will we know students are learning, and where are the gaps?"
		Question #3: "What are we going to do differently to ensure students succeed?"

Increase student achievement through a comprehensive literacy effort



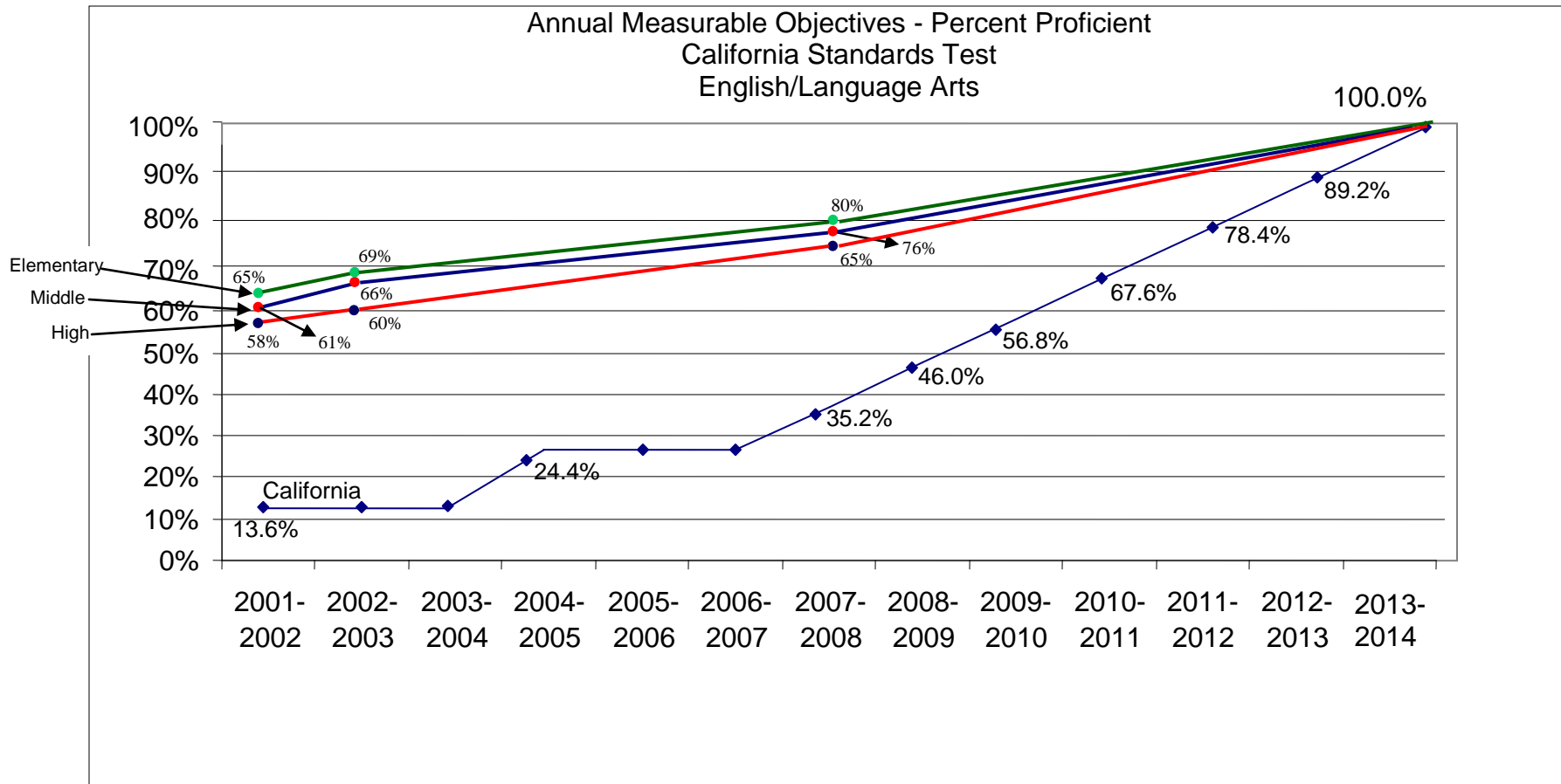
Mathematics Annual Targets 2002-2014

Annual Measurable Objectives - Percent Proficient Mathematics



- Elementary School (Grades 2-5)
- Middle School (Grades 6-8)
- High School (Grades 9-11)

English Language Arts Annual Targets 2002-2014



- Elementary (Grades 2-5)
- Middle (Grades 6-8)
- High (Grades 9-11)

Performance Goal 1: *All students will reach high standards, 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 (English Language Arts)	Persons Involved/ Timeline (unless otherwise specified, activity is ongoing)	Related Expenditures	Estimated Cost	Possible Funding Source
<p>1. Alignment of instruction with content standards: The District will establish a coherent, comprehensive curriculum in English Language Arts, Pre-K to 12.</p> <ul style="list-style-type: none"> Criteria for the selection and evaluation of teachers and administrators includes: ability to teach and supervise using standards-based instruction, assessment literacy, knowledge of scientifically research-based instructional strategies, with specific strategies to improve the “Habits of Mind” and prerequisite skills for college readiness. New teachers will participate in the Poway Professional Assistance Program (PPAP), which provides training on standards-based instruction and assessments. Poway Unified’s Teacher Learning Cooperative (TLC), Learning Support Services and Professional Development Advisory Board (PDAB), will promote literacy development through early literacy, ELL Strategies, and AVID WICR Strategies. Volunteer programs such as: Seniors Helping Our Kids (SHOK-OASIS) and Stop Over and Read (SOAR) will continue to provide one-on-one reading assistance, K-8. 	<p>Teachers, Principals, PSS, Poway Federation of Teachers (PFT), LSS Directors, Assistant Superintendents</p> <p>Cabinet, Principals, New Teachers, PPAP Consultants</p> <p>Principals, Teachers, LSS Directors, PFT</p> <p>LSS Directors, Principals, Teachers</p>	<p>Teacher release, materials various costs</p> <p>Salaries/benefits</p> <p>Salaries/benefits Substitute costs for teacher release days</p> <p>No extra cost</p>	<p>TBD</p> <p>TBD</p> <p>Costs for portion of PDAB and TLC facilitation</p>	<p>General Funds, Title II</p> <p>General Fund</p> <p>General Fund, Title II, Title I</p>

Description of Specific Actions to Improve Education Practice in Reading (English Language Arts)	Persons Involved/ Timeline (unless otherwise specified, activity is ongoing)	Related Expenditures	Estimated Cost	Possible Funding Source
<ul style="list-style-type: none"> Teachers will identify critical standards and specific components for instruction from established standards, K-12. Teachers across the district will develop a shared understanding and vocabulary of the K-12 academic standards through web-based mapping guides, pacing documents and application of the MAP Learning Objectives. A web-based prototype will be created to include standards, essential learnings, and MAPS learning continuum, and associated resources. Teachers will define an articulated Pre-K to grade 12 writing program with emphasis on aligning essential content to the writing process, characteristics of effective writing, and curriculum maps, which include common writing prompts and rubrics, and student exemplars. Standards-based common course assessments and recommended benchmarks will be expanded to core academic subjects (6-12). Targeted staff development will be created for effective instruction in literacy, K – 12, using the PUSD and PFT Teacher Learning Cooperative (TLC) model. 	<p>Teachers, LSS Directors, Principals, PFT</p> <p>Teachers, LSS Directors, Principals, PFT</p> <p>Teachers, LSS Directors, Principals, PFT</p> <p>Teachers, LSS Directors, Principals, PFT, IT trainers, TLC Governing Board</p>	<p>Teacher hourly, associated Curriculum Development, Alternative Evaluation</p> <p>Teacher hourly/stipend, materials cost, publications</p> <p>Teacher hourly/stipend, publications costs, computer based pilot</p> <p>Teacher hourly pay for facilitators</p>	<p>Costs for portion of TLC facilitation</p> <p>\$71,000</p> <p>\$50,000</p>	<p>General Fund, Title II</p> <p>General Fund</p> <p>General Fund</p> <p>Title II</p>
<p>2. Use of standards-aligned instructional materials and strategies:</p> <ul style="list-style-type: none"> Introduce and expand school-wide AVID instructional strategies in grades 4 – 12. 	<p>Teachers, LSS Directors, Principals, PFT, IT trainers, TLC Governing Board, AVID Tutors</p>	<p>Curriculum, training, stipends, AVID tutors, AVID instructional materials</p>	<p>\$350,000</p>	<p>Title II, General Fund, EIA-SCE, grants</p>

Description of Specific Actions to Improve Education Practice in Reading (English Language Arts)	Persons Involved/ Timeline (unless otherwise specified, activity is ongoing)	Related Expenditures	Estimated Cost	Possible Funding Source
<ul style="list-style-type: none"> Continue to train and implement the Houghton Mifflin Reading program K-5, with specific emphasis at Title I schools, implementing SB472 training with the SDCOE Continue districtwide work with Principals on Response to Intervention (RtI), to increase understanding of provision of good “first” instruction, utilizing aligned instructional materials and strategies. Identify and implement effective student interventions, including methodologies for differentiated instruction, intervention software, extended learning day, extended learning year, and new instructional resources. 	<p>Teachers, LSS Directors, Principals, TLC Governing Board</p> <p>RtI Steering Committee, LSS Directors and staff, Principals, Special Education, Student Support services</p> <p>Teachers, LSS Directors, Principals, PFT, IT trainers</p>	<p>Training, Materials</p> <p>TBD</p> <p>TBD</p>	<p>\$105,000</p> <p>TBD</p> <p>TBD</p>	<p>Title I, Title II, General Fund</p> <p>Title I, Title IIA, General Fund</p> <p>Title II, General Fund</p>
<p>All students will achieve the District-identified academic targets (see introduction)</p> <p>3. Extended learning time:</p> <p>District will support varied models for extending learning time to provide schools the option of selecting models to support every child’s ability to be ready for postsecondary success. Activities include, but are not limited to:</p> <ul style="list-style-type: none"> Academic Learning Academies Reading Recovery After-school homework clubs Alternative calendars Before/after-school tutorials Summer school for grades 6 -12 Poway’s Extended Primary Program (PEPP - 2 year kindergarten) Academic support in Extended Student Services (ESS), a before and after school childcare program 	<p>Site Based</p>	<p>Varies at sites</p>	<p>Varies at sites</p>	

Description of Specific Actions to Improve Education Practice in Reading (English Language Arts)	Persons Involved/ Timeline (unless otherwise specified, activity is ongoing)	Related Expenditures	Estimated Cost	Possible Funding Source
<ul style="list-style-type: none"> • 0-4 year-old programs including pre-schools, Ready to Learn and Even Start grants. • Transition programs between elementary, middle and high school • 6 ½ period classes (9-12) • Mandatory tutorial sessions (9-12) • Full-day kindergarten • Saturday School • English Prep, grade 9 • Site based interventions (Impact, Read 180, etc.) • CSR, grades K – 3 and 9 (Math and Language Arts) • Explore opportunities for regional summer schools for students in pre – K to 5 who perform at Far Below or Below Basic on STAR testing. • Grades 6-12 Schoolwide WICOR and AVID Write Path strategies to instruct and assess content reading proficiency • Research and develop K-12 Information Literacy curriculum. • Increase opportunities for Extended Student Services (ESS) to incorporate extended instructional activities K – 5 and 6 – 8 students at selected middle school(s) • Expand use of CSU Early Assessment Program in English to identify 11th grade students who are not college-ready; expand number of sections of CSU-designed 12th grade course in Expository Reading and Writing 	<p>Teachers, LSS Directors, Principals, PFT, IT trainers,</p> <p>AVID Coordinators and Elective Teachers, Site Administrators</p> <p>LSS Directors, Library/Media Teachers, K-5 Library Media Technicians</p> <p>LSS Directors, Principals, Site Coordinators, ESS staff, teacher trainers, Site staff.</p> <p>LSS Directors, Site Staff</p>	<p>Staff training, materials, teacher hourly</p> <p>TBD</p> <p>TBD</p> <p>TBD</p> <p>TBD</p> <p>TBD</p>	<p>TBD</p> <p>TBD</p> <p>TBD</p> <p>TBD</p> <p>TBD</p>	<p>Donations from Girard Foundation, EIA-SCE</p> <p>TBD</p> <p>TBD</p> <p>TBD</p>

Description of Specific Actions to Improve Education Practice in Reading (English Language Arts)	Persons Involved/ Timeline (unless otherwise specified, activity is ongoing)	Related Expenditures	Estimated Cost	Possible Funding Source
<ul style="list-style-type: none"> Continue to evaluate and refine Full Day Kindergarten program and support Learning Academy models at Middle School. 	Teachers, LSS Directors, Principals, PFT	TBD	TBD	TBD
<p>4. Increased access to technology: District to support increased use of technology by:</p> <ul style="list-style-type: none"> Continued staff development for Measures of Academic Progress Assessment Program (MAPS), and SQL-based reporting, and explore opportunities to revise the Total Information Management (TIM) system Explore technology-based language arts interventions pre-K to Grade 12 including expansion of learning management systems (e.g. PLATO), and READ 180, Compass Learning/Odyssey, and SAS in Schools Expand on-line learning classes, including development of a centralized, on-line high school, tutorial and extension activities, K-12 and on-line home school support Integrate technology into the core academic curriculum by implementing the PUSD Technology Integration Plan. Collect data to assess efficacy of technology based learning activities and modify in accordance with 	<p>Teachers, LSS Directors, Principals, PFT, IT trainers, TLC Governing Board.</p> <p>Teachers, LSS Directors, Directors of Alternative Programs and Student Support, IT trainers, Principals, PFT, IT trainers, Asst. Superintendents, Principals, Teacher reps., Superintendent's Cabinet</p> <p>LSS Directors, IT Trainers, TOSAs</p> <p>LSS Directors, Technology Trainers</p>	<p>Salaries/benefits</p> <p>Site Based Expenditures, software costs, books, tech support, hardware, technology support,</p> <p>Salaries (Technology Trainers), software, technology support, hardware, tech support</p> <p>TBD</p> <p>TBD</p>	<p>TBD</p> <p>Varies by site*, tech support to be determined</p> <p>\$350,000</p> <p>TBD</p> <p>TBD</p>	<p>General Fund, Title IIA, Title IID</p> <p>General Fund, Site Budgets, Title I, , or Title IID General Fund</p> <p>Title IIA, Site Budgets, General Fund, Title IID</p> <p>TBD</p> <p>TBD</p>

Description of Specific Actions to Improve Education Practice in Reading (English Language Arts)	Persons Involved/ Timeline (unless otherwise specified, activity is ongoing)	Related Expenditures	Estimated Cost	Possible Funding Source
findings.				
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <ul style="list-style-type: none"> • New teachers will participate in PPAP (BTSA), which focuses on the use of standards-based instructional materials. • Schools' Single Plan for Student Achievement (SPSA), including Literacy Plans will include professional development for English Language Arts, Mathematics and Integrated approaches for content specific classes. • Continue new model for staff development oversight involving PUSD, PFT, and the Professional Development Advisory Board (PDAB) • Continue to support staff development aligned to core resources • Continue implementation of district K-5 trimester Writing Assessments; explore development of grades 6-12 district writing assessments and benchmarks • Expand early intervention programs, early literacy development, and resources for K-2 teachers 	<p>See ELA, Section 1</p> <p>Principals, Teachers, School Site Council</p> <p>Teachers, LSS Directors, Principals, PFT, IT trainers, TLC Governing Board. Superintendent's cabinet.</p> <p>LSS Directors, PFT, Principals, Teachers Teachers, LSS Directors, Principals, PFT, IT trainers, TLC Governing Board</p> <p>Director of Pre-K Education</p>	<p>TBD</p> <p>Various costs by site*</p> <p>Stipends, materials, including curriculum</p> <p>Teacher release time, facilitator hourly</p> <p>TBD, Cost of assessment, teacher release</p> <p>TBD</p>	<p>TBD</p> <p>Varies by site*</p> <p>To be determined</p> <p>\$57,000</p> <p>TBD</p> <p>TBD</p>	<p>TBD</p> <p>General Fund Title II, Site budgets</p> <p>To be determined</p> <p>TBD, and General Fund Title IIA, General Fund, Site budgets</p> <p>General Fund, grants, program fees</p>

Description of Specific Actions to Improve Education Practice in Reading (English Language Arts)	Persons Involved/ Timeline (unless otherwise specified, activity is ongoing)	Related Expenditures	Estimated Cost	Possible Funding Source
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <ul style="list-style-type: none"> Each school will maintain a Site Council with staff, parent and community representatives that will develop the SPSA, which includes analysis of student achievement results in reading, development of goals and improvement plan to address needs, and the annual SPSA evaluation. Provide Compass Learning for students, grades 6-8, at home, to enrich after school and summer learning. Expand Learning Point website to link school-to-home, communicating student progress, resources and extended learning activities for students. District will send each parent individual assessment results with an explanation of how to interpret them (STAR, CAHSEE, MAPs). Schools will provide at least one parent-teacher conference and student progress report. In grades 9-12, progress reports are sent out every 6 weeks, with summative reports sent home twice yearly. K-5 will send home report cards 3 times within the year. Middle and High School Progress Reports will be sent home at various times throughout instructional periods. District website will provide reading standards and assessment results, through development of System Oriented Architecture, SharePoint, and parent portals Parent involvement events are offered by district and 	<p>School Site Council members</p> <p>LSS Directors, Technology Trainers, Teachers</p> <p>LSS staff, IT Trainers, Principals</p> <p>Parents, Teachers, LSS staff, ISS Staff, School Staff</p> <p>IT Staff, LSS Directors, Literacy Specialists,</p> <p>Student Support Services, Volunteers</p> <p>IT, Directors,</p>	<p>SSC Coordinator stipend</p> <p>Contract purchase</p> <p>Publications, postage</p> <p>Publications, postage</p> <p>No extra cost</p> <p>No extra cost</p> <p>No extra cost</p>	<p>TBD</p> <p>TBD</p> <p>\$13,900</p> <p>\$13,500</p> <p></p> <p></p> <p></p>	<p>TBD</p> <p>Title V (carryover), General Fund</p> <p>General Fund</p> <p>General Fund</p> <p></p> <p></p> <p></p>

Description of Specific Actions to Improve Education Practice in Reading (English Language Arts)	Persons Involved/ Timeline (unless otherwise specified, activity is ongoing)	Related Expenditures	Estimated Cost	Possible Funding Source
<p>school sites such as: Literacy Nights, Family Reads/Math Nights, Ready to Learn Workshops</p> <ul style="list-style-type: none"> Continued implementation of formalized volunteer programs such as SHOK/OASIS. Report student performance toward achieving district targets annually via State of the District Report and School Accountability Report Cards. Support increased awareness for pre-K –12 students, parents and staff of the following elements of student achievement: CST, CAHSEE, Completion of A – G courses and Advanced Placement classes through parent portal and new Student Information System 	<p>Principals</p> <p>Elementary staff, LSS Directors, Principals,</p> <p>LSS Directors and staff, Principals, Asst. Superintendents</p> <p>LSS Directors and staff, School site staff</p>	<p>No extra cost</p> <p>No extra cost</p> <p>Parent information events and publications. Develop TIM to include A-G</p>	<p>\$10,000</p>	<p>Title IID., General Fund</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <ul style="list-style-type: none"> Schools and district provide orientations for parents and students prior to entering kindergarten, middle school and high school, with focus on college readiness. Class size reduction will continue to be provided in K-3 and 9th grades (ELA and Mathematics) (Tentative, TBD) Integrate alternative high school programs, New Directions, Home School program, distance learning and Special Education, and extension activities, toward development of personal pathways to ensure every student achieves college readiness, as evidenced by achievement of district targets (e.g. CST proficiency, AP completion, a-g achievement) Continue to provide student support services (e.g. 	<p>School Staff/annually, Teachers, Principals, Counselors, Teachers</p> <p>Varies by site</p> <p>Counselors, Student Support Services staff, IT Trainers, LSS Directors and staff</p> <p>Student Support</p>	<p>Materials – varies by site (see ELA section 1)</p> <p>Salaries/benefits</p> <p>Salaries, varies by site</p> <p>Salaries, materials, release</p>	<p>Varies by site*</p> <p>\$1,072,626 \$9,056,031</p> <p>Varies by site</p>	<p>General Fund, Title I</p> <p>General Fund, State CSR funding</p> <p>Student Support</p>

Description of Specific Actions to Improve Education Practice in Reading (English Language Arts)	Persons Involved/ Timeline (unless otherwise specified, activity is ongoing)	Related Expenditures	Estimated Cost	Possible Funding Source
<p>mentors, counselors and other Student Support Services activities (See Goal 4)</p> <ul style="list-style-type: none"> Continue to implement Too Good for Drugs and other effective instructional programs, pre-K – 12 to support social and emotional development of students including alcohol, tobacco, drug and violence prevention programs. 	<p>Services staff, counselors</p> <p>Student Support Services staff</p>	<p>days, curriculum costs</p> <p>Salaries</p>		<p>Services (grants), Title IV</p> <p>General Fund, Student Support Services (grants), Title IV</p>
<p>8. Monitoring program effectiveness:</p> <ul style="list-style-type: none"> District will fully support the federal No Child Left Behind requirements and legislation District will participate in all phases of the state’s standards-based assessment system to include CST, CAHSEE, CELDT, CAPA, completion of a-g requirements District will provide training and access to SQL-Based Reporting, Measure of Academic Progress, benchmark assessments, and related student goal setting activities and learning objectives Each school will develop a SPSA. The Principal and SSC will monitor progress and conduct an annual evaluation based on PUSD’s key indicators. Teachers will regularly assess students’ mastery of standards by examining student work and planning reading instruction to match needs, individually and at regularly scheduled grade level meetings. 	<p>School Board, Superintendent’s Cabinet, Principals, LSS staff, Teachers, other staff</p> <p>LSS staff, Principals, Teachers, Other Staff</p> <p>Directors, Principals, Teachers, Technology Trainer Specialists</p> <p>School Site Councils, Principals, Teachers, LSS staff</p> <p>Teachers, Principal, other school staff</p>	<p>Assessment costs, Reporting Procedures, Intervention, Staff Development</p> <p>Assessment costs, Reporting Procedures, Intervention, Staff Development</p> <p>Salaries/benefits</p> <p>No extra cost</p> <p>No extra cost</p>	<p>TBD</p> <p>\$40,000</p> <p>\$140,000 (?)</p>	<p>General Fund, Title I, Title II, Title III, EIA, ELAP, Title IV, grants</p> <p>General Fund, \$75,000 reimbursed by State</p> <p>General Fund, Title IIA (training), Title IID, Title V</p>

Description of Specific Actions to Improve Education Practice in Reading (English Language Arts)	Persons Involved/ Timeline (unless otherwise specified, activity is ongoing)	Related Expenditures	Estimated Cost	Possible Funding Source
<ul style="list-style-type: none"> Principals' goals will address student achievement of reading standards and attainment of schoolwide literacy goals. Continue to expand PUDS Assessment Resource Center, SQL-Based reporting, and MAPs Learning Continuum. Continue creation of a continuous coherent and comprehensive assessment system, Pre-K – 12. Develop student attitude survey grades 4, 7 and 10. Collect data to assess efficacy of assessment system and modify in accordance with findings. 	Assistant Superintendents, Principals, LSS staff Tech Trainers Teachers, Directors LSS staff, Principals LSS staff, Principals, Asst. Superintendents	Teacher release days at some sites TBD Java programming for web-based delivery. No extra cost. Zoomerang \$600 License	Varies by site TBD \$10,000	Title I, General Fund Title IID, General Fund General Fund, TBD Title IIA, Title IID
<p>9. Targeting services and programs to lowest-performing student groups:</p> <ul style="list-style-type: none"> Continue to expand Response to Intervention (RtI) strategies, K-12, to support quality first instruction Continue additional services such as impact teachers, extended day programs, summer school, mandatory tutorials, homework clubs, and credit recovery programs at all high schools, adult education, and New Directions Provide extended day and extended year learning opportunities 	Asst. Supt., LSS Directors, Principals, Teachers, support staff Principal, Teachers, Itinerant Teachers, LSS Directors, Director of Alternative Education Principals, Teachers	Resources, materials and other costs Varies by site* Materials	TBD TBD Varies by site*	Title II, General Fund General Fund, Title I, Title IIA, donations Site Budgets, Title I, Title III, EIA, General Fund

Description of Specific Actions to Improve Education Practice in Reading (English Language Arts)	Persons Involved/ Timeline (unless otherwise specified, activity is ongoing)	Related Expenditures	Estimated Cost	Possible Funding Source
<ul style="list-style-type: none"> District will continue to expand READ 180 to targeted middle and high schools, and Compass Learning for all grade 6-8 students Initiate development of multiple pathways for successful completion of CAHSEE, A-G course work, and AP classes, such as college classes, tutorials, summer school and on-line classes. 	<p>Teachers, Principals, LSS staff</p> <p>High School teachers, Principals, LSS Directors, Director of Alternative Education</p>	<p>Software, training</p> <p>Release time, pilot costs</p>	<p>TBD</p> <p>TBD</p>	<p>Site Funds, General Fund</p> <p>TBD</p>
<p>10. Any additional services tied to student academic needs:</p> <ul style="list-style-type: none"> District will continue to support innovations by schools which provide additional services that specifically support their school's reading needs, such as Learning Academies, block scheduling, alternative calendars, personalized learning plans, and special programs schools (e.g. Valley Elementary Dual Language) 	<p>Varies by site*</p>	<p>Varies by site*</p>	<p>Varies by site*</p>	<p>General Fund, Title I, EIA, grants</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 (unless otherwise specified, activity is ongoing)	Related Expenditures	Estimated Cost	Possible Funding Source
<p>1. Alignment of instruction with content standards: To align mathematics instruction to content standards the District will establish a coherent, comprehensive curriculum in mathematics pre-K to grade 12.</p> <ul style="list-style-type: none"> • Selection and evaluation of teachers and administrators will include ability to teach and supervise using standards-based instruction, assessment literacy, mathematical content knowledge, “Habits of Mind,” and knowledge of scientifically research-based instructional strategies, with emphasis on college readiness and implementation of new instructional materials, K-10. • New teachers will participate in the Poway Professional Assistance Program (PPAP), (BTSA), which provides training on standards-based instruction and assessments, student-led goal setting, and technology integration. • Teachers will identify critical standards and specific components for instruction from established standards K-12. Teachers across the district will develop a shared understanding and vocabulary of the K – 12 academic standards through web-based mapping guides, pacing documents and application of the MAP Learning Objectives. 	<p>Teachers, LSS Directors, Principals, PFT, IT trainers, TLC Governing Board</p> <p>See ELA, Section 1</p> <p>Teachers, LSS Directors and staff, Principals, PFT, IT trainers, TLC Governing Board.</p>	<p>Release days</p> <p>TBD</p> <p>Teacher release, summer hourly, materials</p>	<p>TBD</p> <p>TBD</p> <p>TBD</p>	<p>General Funds, Title II</p> <p>TBD</p> <p>General Fund, Title II</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline (unless otherwise specified, activity is ongoing)	Related Expenditures	Estimated Cost	Possible Funding Source
<ul style="list-style-type: none"> • K-5 trimester benchmark assessments will be refined. • Teachers will define an articulated Pre-K to grade 12 mathematics program with emphasis on aligning essential content, effective instruction and resources • Standards-based common course assessments and recommended benchmarks for mathematics will be expanded to core academic subjects (grades 6-12) • Targeted staff development will be created for effective instruction in mathematics, K – 12 using the Poway Unified School District and Poway Federation of Teachers, Teacher Literacy Cooperative (TLC) model. <ul style="list-style-type: none"> ▪ Consolidate teacher and site developed instructional maps in mathematics. Develop a district set of exemplars, defined components of each standards, effective instructional practices and resources. Develop a basic pacing guide for mathematics. • Cross-district staff development opportunities will be developed to study the components of curriculum maps, pacing guides and effective practices to ensure all students are successful in Algebra. • An on-line “Math central” resource will be developed to house on-going curriculum. 	<p>LSS Directors, Principals, Teachers</p> <p>LSS Directors, TOSA, Math committee, teachers</p> <p>Principals, Teachers, LSS Director</p> <p>Teachers, LSS Directors, Principals, PFT, tech trainers</p> <p>See ELA Section 1</p> <p>Teachers, LSS Directors, Principals, tech trainers, TLC Governing Board</p> <p>LSS Directors and staff, IT trainers</p>	<p>TBD</p> <p>Curriculum development, training, pilot study, release days or stipend, purchase of new materials</p> <p>See ELA, Section 1</p> <p>See ELA, Section 1</p> <p>Varies by site</p> <p>Teacher Release, material development</p> <p>TBD</p>	<p>TBD</p> <p>TBD</p> <p>TBD</p> <p>TBD</p> <p>TBD</p> <p>TBD</p> <p>TBD</p>	<p>TBD</p> <p>General Fund, Title II</p> <p>TBD</p> <p>TBD</p> <p>Varies by site</p> <p>General Fund, Title II</p> <p>TBD</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline (unless otherwise specified, activity is ongoing)	Related Expenditures	Estimated Cost	Possible Funding Source
<p>2. Use of standards-aligned instructional materials and strategies:</p> <ul style="list-style-type: none"> • Introduce and expand school-wide AVID instructional strategies in grades 4 – 12. • Implement K – 12 math curriculum and resources with emphasis on cognitively guided instruction, intervention, differentiation, and assessment. • Use common course assessment results to monitor curriculum effectiveness • Collect data to assess efficacy of instructional materials and strategies and modify in accordance with findings. • Develop new activities to meet needs identified in yearly needs assessments. 	<p>LSS Directors, Principals, Staff</p> <p>See ELA, Section 1</p> <p>Teachers, LSS Directors, Principals, PFT, IT trainers TLC Governing Board</p> <p>Teachers, Principals, LSS staff</p> <p>TBD</p>	<p>Curriculum resources, professional development</p> <p>Varies by site</p> <p>TBD</p> <p>TBD</p>	<p>TBD</p> <p>Varies by site</p> <p>TBD</p> <p>TBD</p>	<p>TBD</p> <p>TBD</p> <p>TBD</p> <p>TBD</p>
<p>All students will achieve the District identified academic targets (see introduction) through:</p> <p>3. Extended learning time:</p> <p>District will support varied models for extending learning time to provide schools the option of selecting models that best match their identified needs. Activities include, but are not limited to:</p> <ul style="list-style-type: none"> • Academic Learning Academies • After school homework clubs • Alternative calendars • Before/after school tutorials • Summer school for grades 6 -12 • Poway’s Extended Primary Program (PEPP - 2 year kindergarten) 	<p>Teachers, Principals, Directors, Asst. Superintendents</p> <p>See ELA Section 3</p>	<p>Varies by site* Summer teacher pay</p>	<p>Varies by site*</p>	<p>Title I, Title II, EIA, General Fund</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline (unless otherwise specified, activity is ongoing)	Related Expenditures	Estimated Cost	Possible Funding Source
<ul style="list-style-type: none"> • Academic support in Extended Student Services (ESS), a before and after school childcare program • 0-4 year old programs including pre-schools, Ready to Learn and Even Start grants. • Transition programs between elementary, middle and high school • 6 ½ period classes (9-12) • Mandatory tutorial sessions (9-12) • Full-day kindergarten • Saturday School • CSR, Grades K – 3 and Grade 9 in Mathematics • Revised models for effective intervention for students working below standards in math. • Explore opportunities for regional summer school for students in pre – K to 5 • Support learning academies at middle school. 	<p>See ELA Section 3</p> <p>See ELA Section 3</p>			
<p>4. Increased access to technology: District to support increased use of technology by:</p> <ul style="list-style-type: none"> • Continued staff development for Measures of Academic Progress (MAPS), SQL-Based Reporting, and Total Information Management (TIM) data warehousing. • Explore technology-based math interventions pre-K to Grade 12 including instructional course management (expansion of PLATO, READ 180, SAS in Schools, and Compass Learning) • Explore expansion of on-line learning classes. • Integrate technology into the core academic curriculum, including expansion of Learning Point, 	<p>See ELA, Section 4</p> <p>See ELA, Section 4</p> <p>See ELA, Section 4</p>			

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline (unless otherwise specified, activity is ongoing)	Related Expenditures	Estimated Cost	Possible Funding Source
<p>web-based resources, and MAP-based student-led goal setting.</p> <ul style="list-style-type: none"> • Collect data to assess efficacy of technology based learning activities and modify in accordance with findings. • Develop new activities to meet needs identified in yearly needs assessments. 	<p>See ELA, Section 4</p> <p>TBD</p>			
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <ul style="list-style-type: none"> • New teachers will participate in PPAP (BTSA) which focuses on the use of standards-based instructional materials. • Implement coordinated staff development plan based upon 2006 Mathematics Literacy Council Recommendation • Develop web-based TLC opportunities to teachers for expanded access. • School’s Single Plan for Student Achievement (SPSA) and Literacy Plans to include professional development for English Language Arts, Mathematics and Integrated approaches for content specific classes. • Continue to support staff development aligned to core resources • Explore district math assessments and benchmarks. 	<p>See ELA, Section 1</p> <p>Teachers, LSS Directors, Principals, PFT, IT trainers, TLC Governing Board, Superintendent’s Cabinet</p> <p>LSS Directors, technology trainers, TOSAs</p> <p>See ELA, Section 6</p> <p>See ELA, Section 6</p> <p>See ELA, Section 6</p>	<p>Release Days, TLC Facilitator hourly, math instructional leaders</p> <p>TLC support (hourly teacher, resources)</p>	<p>TBD</p> <p>TBD</p>	<p>TBD</p> <p>Title II</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline (unless otherwise specified, activity is ongoing)	Related Expenditures	Estimated Cost	Possible Funding Source
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <ul style="list-style-type: none"> • Expand Learning Point website, linked school-to-home communicating student progress, resources and extended learning activities for students. • Each school will maintain a Site Council that will develop the SPSA, to include annual analysis of student achievement results in mathematics, development of goals and improvement plan to address needs. • District will send each parent individual assessment results with an explanation of how to interpret them (STAR, CAHSEE, CELDT, MAP). • Schools will provide at least one parent-teacher conference and student progress report. K-5 will send home report cards 3 times within the year. Middle and High school progress reports are sent out every 6 weeks, with summative reports sent home twice yearly. • District website will continue to provide mathematics standards and assessment results. • Parent involvement events are offered, such as: Literacy Nights/Math Nights and Ready to Learn Workshops. • Report student performance toward achieving district targets annually via State of the District Report and School Accountability Report Cards. 	<p>See ELA, Section 6</p> <p>See ELA, Section 6</p> <p>See ELA, Section 6</p> <p>See ELA, Section 6</p> <p>See ELA, Section 6</p> <p>See ELA, Section 6</p> <p>See Mathematics, Section 2</p>	<p>No extra cost</p> <p>No cost</p> <p>Mailing and Materials</p>	<p></p> <p>Varies by site</p> <p>\$12,000</p>	<p></p> <p>Site sources</p> <p>General Fund</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline (unless otherwise specified, activity is ongoing)	Related Expenditures	Estimated Cost	Possible Funding Source
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <ul style="list-style-type: none"> • Schools and district provide orientations for parents and students prior to entering kindergarten, middle school and high school. • Continue Alternative High School, New Directions, Home School program, distance learning and special education activities to support development of personal pathways toward college readiness for each student. • Continue to provide student support services (e.g. mentors, counselors and other Wellness Department activities). • Explore opportunities for teacher leaders in mathematics. • Collect data to assess efficacy of additional services and modify in accordance with findings. • Develop new activities to meet yearly needs assessments. 	<p>School Staff/annually</p> <p>See ELA, Section 4</p> <p>Principals, LSS Directors, Superintendent’s Cabinet</p> <p>LSS Directors, TOSA, Principals</p> <p>LSS Directors and staff, Principals,</p> <p>LSS Directors, TOSA, Principals, Teacher reps.,</p>	<p>Varies by site, TBD</p> <p>Varies by site, TBD</p> <p>Stipends, release time, varies by site</p> <p>No extra cost</p> <p>No extra cost</p>	<p>TBD</p> <p>TBD</p> <p>TBD</p> <p>TBD</p>	<p>TBD</p> <p>TBD</p> <p>TBD</p> <p>TBD</p>
<p>8. Monitoring program effectiveness:</p> <ul style="list-style-type: none"> • District will fully support the Federal No Child Left Behind requirements and legislation • District will participate in all phases of the state’s standards-based assessment system to include CST, CAHSEE, CELDT 	<p>See ELA, Section 8</p> <p>See ELA, Section 8</p>			

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline (unless otherwise specified, activity is ongoing)	Related Expenditures	Estimated Cost	Possible Funding Source
<ul style="list-style-type: none"> • District will provide training and access to SQL-Based Reporting, Assessment Resource Center, and TIM Data Warehouse • Each school will develop a SPSA and the principal and SSC will have the responsibility for monitoring progress and making revisions based on identified needs. • Teachers will regularly assess students' mastery of standards by examining student work and planning math instruction to match needs. • Principals' goals will address student achievement of mathematics standards and attainment of schoolwide literacy goals. • Continue to develop and maintain a continuous coherent and comprehensive assessment system, Pre K – 12. • Collect data to assess efficacy of additional services and modify in accordance with findings. • Develop new activities to meet yearly needs assessments. • Develop student attitude survey grades 4, 7 and 10. 	<p>See ELA, Section 8</p> <p>See ELA, Section 8</p> <p>See ELA, Section 8</p> <p>See ELA, Section 8</p> <p>LSS Directors, Principals, Teacher reps., TOSA</p> <p>LSS Directors and staff, Principals, Asst. Superintendents</p> <p>Directors, Principals, Teacher reps.</p> <p>LSS staff, Principals</p>	<p>No extra cost</p> <p>No extra cost</p> <p>TBD</p> <p>No extra cost</p>		
<p>9. Targeting services and programs to lowest-performing student groups:</p> <ul style="list-style-type: none"> • Additional services provided by Title I, such as: 	<p>See ELA, Section 9</p>			<p>Title I, EIA, Site sources</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline (unless otherwise specified, activity is ongoing)	Related Expenditures	Estimated Cost	Possible Funding Source
<p>impact teachers, extended day programs, homework clubs, summer school, and mandatory tutorials, specific training in Turn Around Schools, and IB programs.</p> <ul style="list-style-type: none"> • ELL instructional aides will provide additional assistance to develop mathematics and content area skills. District will provide funds and personnel (as described in Professional Goal 2 & 3) to train all teachers with CLAD or other appropriate coursework through SB395. • Provide extended day and extended year learning opportunities • Develop multiple pathways for successful completion of CAHSEE, A-G course work, and AP classes such as college classes, tutorials, summer school and on-line classes. • Collect data to assess efficacy of additional services and modify in accordance with findings. • Develop new activities to meet yearly needs assessments 	<p>See ELA, Section 9</p> <p>See ELA, Section 9</p> <p>See ELA, Section 9</p> <p>LSS Directors and staff, Principals</p> <p>LSS Directors and staff, Principals, Teacher reps.</p>	<p>TBD</p> <p>No extra cost</p> <p>TBD</p>	<p>TBD</p> <p>TBD</p>	<p>Title III, EIA, General Fund</p> <p>TBD</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline (unless otherwise specified, activity is ongoing)	Related Expenditures	Estimated Cost	Possible Funding Source
<p>10. Any additional services tied to student academic needs:</p> <ul style="list-style-type: none"> • District will continue to support innovations by schools to provide additional services that specifically support their school’s needs such as learning academies, block scheduling, alternative calendars, personalized learning plans. • Collect data to assess efficacy of additional services and modify in accordance with findings. • Develop new activities to meet yearly needs assessments 	<p>See ELA, Section 10</p> <p>LSS Directors and staff, Principals,</p> <p>LSS Directors and staff, Principals, Teacher reps.,</p>			

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

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

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

Requirement	Description of how the LEA is meeting or plans to meet this requirement
<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>	<p>The Poway Unified School District’s ELL program consists of:</p> <ul style="list-style-type: none"> • English Language Development (ELD), to develop basic and academic literacy • Specially Designed Academic Instruction (SDAI) in English, to provide support to meet grade level academic standards. • The Structured English Immersion programs, to provide instruction for beginning through low intermediate level EL’s. All or nearly all instruction is in English, with a sequential approach, focusing first on English language development with access to core curricular vocabulary, and basic concepts from grade level standards. • The English Language Mainstream programs provide instruction that is overwhelmingly in English for EL’s at the intermediate through advanced levels of fluency, with the goal of meeting grade level standards in English and the core curriculum. • One elementary and one middle school have an alternative (dual immersion) program. <p>a. Title III, English Learner Acquisition Program (ELAP), and Economic Impact Aid (EIA-ELL) funds will be used to provide the following supplemental services for EL’s:</p> <ul style="list-style-type: none"> ➤ Partial funding for instructional assistants to support students’ English language development and coordinate EL assessments and records ➤ Provide ongoing training for teachers of EL students, to assist them in using research-based instructional practices to support and accelerate the achievement of their ELs. and to train teachers on how to use our ELL data to guide instructional and program decisions ➤ Purchase supplementary materials to support English language development and to provide access to the core curriculum ➤ Provide funds for parent/community involvement activities

	Description of how the LEA is meeting or plans to meet this requirement																																																																										
	<p>b. The following benchmarks in ELD (using CELDT scores), Reading/Language Arts (using CST scores), and Math (using CST scores) will be used to evaluate student progress, as described in the State AMAOs.</p> <table border="1"> <thead> <tr> <th>CELDT Level</th> <th>Beginning</th> <th>Early Int.</th> <th colspan="2">Intermediate</th> <th>Early Adv.</th> <th>Advanced</th> <th>Reclassified</th> </tr> <tr> <td></td> <td>Level 1</td> <td>Level 2</td> <td colspan="2">Level 3</td> <td>Level 4</td> <td>Level 5</td> <td></td> </tr> </thead> <tbody> <tr> <td rowspan="5">Timeline based on student's CELDT level at entry into district</td> <td>1st year</td> <td>2nd year</td> <td>3rd year</td> <td>4th year</td> <td>5th year</td> <td>6th year</td> <td>Begin. 7th year</td> </tr> <tr> <td>-----→</td> <td>1st year</td> <td>2nd year</td> <td>3rd year</td> <td>4th year</td> <td>5th year</td> <td>Begin. 6th year</td> </tr> <tr> <td></td> <td>-----→</td> <td>1st year</td> <td>2nd year</td> <td>3rd year</td> <td>4th year</td> <td>Begin. 5th year</td> </tr> <tr> <td></td> <td></td> <td>-----→</td> <td></td> <td>1st year</td> <td>2nd year</td> <td>Begin. 3rd year</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td>-----→</td> <td>1st year</td> <td>Begin. 2nd year</td> </tr> <tr> <td><u>CST ELA</u></td> <td>Far below Basic</td> <td>Far below Basic</td> <td colspan="2">Below Basic</td> <td>Low Basic</td> <td>Basic</td> <td>3-5: 330 scale 6-9: 320 scale 10-12: 310</td> </tr> <tr> <td><u>CST Math</u></td> <td colspan="7">Student performance varies greatly, depending on prior learning experiences. Scale scores should continue to increase as students develop academic English and move through the math program. Students must achieve at least at the Basic level to be reclassified.</td> </tr> </tbody> </table> <p>Note: Most students remain at the Intermediate level of proficiency on the CELDT for more than one year.</p>							CELDT Level	Beginning	Early Int.	Intermediate		Early Adv.	Advanced	Reclassified		Level 1	Level 2	Level 3		Level 4	Level 5		Timeline based on student's CELDT level at entry into district	1 st year	2 nd year	3 rd year	4 th year	5 th year	6 th year	Begin. 7 th year	-----→	1 st year	2 nd year	3 rd year	4 th year	5 th year	Begin. 6 th year		-----→	1 st year	2 nd year	3 rd year	4 th year	Begin. 5 th year			-----→		1 st year	2 nd year	Begin. 3 rd year					-----→	1 st year	Begin. 2 nd year	<u>CST ELA</u>	Far below Basic	Far below Basic	Below Basic		Low Basic	Basic	3-5: 330 scale 6-9: 320 scale 10-12: 310	<u>CST Math</u>	Student performance varies greatly, depending on prior learning experiences. Scale scores should continue to increase as students develop academic English and move through the math program. Students must achieve at least at the Basic level to be reclassified.						
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	Description of how the LEA is meeting or plans to meet this requirement
	<p>The district currently uses the following interim achievement measures:</p> <ul style="list-style-type: none"> ➤ ELD: SOLOMs and district-developed Reading and Writing rubrics completed by classroom teachers 2-3 times/yr.; teachers at grades K-5 also use the ELL Progress Report. ➤ ELA: MAPs testing at grades 2-9, IRIs, running records, teacher-developed tests/quizzes, and district-developed CSR assessments are administered throughout the school year; district-developed Quality Writing assessments are also available for teacher use. ➤ Math: MAPs testing at grades 2-9, teacher-developed tests/quizzes and CSR assessments are administered throughout the school year; district-developed Quality Math assessments are also available for teacher use. <p>NOTE: The Total Information Management (TIM) data warehousing system provides site and district personnel with timely access to ELL student assessment information.</p> <p>Title III funds will be used to:</p> <ul style="list-style-type: none"> ➤ train ELL staff on using the TIM data warehousing system ➤ provide release time for teachers to continue to refine student assessments and benchmarks ➤ fund instructional assistants to provide support/resources for students not meeting benchmarks ➤ train teachers to use strategies to support ELL student success, including assessment literacy ➤ purchase supplementary materials for ELL programs ➤ provide supplementary intervention instruction at some sites for students not meeting benchmarks, as funding permits <p>c. The district uses the CELDT as the primary indicator of ELD achievement and the CST as the primary indicator of achievement in Reading/Language Arts and Math. ELL student progress is monitored through our TIM data warehousing system.</p> <p>Teachers and other ELL personnel will continue to be trained on how to interpret the data to help them monitor program effectiveness and to see if students are meeting benchmarks.</p>

	Description of how the LEA is meeting or plans to meet this requirement
	<p>The following procedures are used at the district and school site levels:</p> <ul style="list-style-type: none"> • ELL student records (copy of Home Language Survey, assessment information, parent notification letter dates, etc.) kept in a Language Proficiency Folder for each student. Data is updated on an ongoing basis. • The site ELL coordinator, assisted by the instructional assistant(s), monitor the record keeping and CELDT testing, as well as provide ELL student placement recommendations and information for classroom teachers, on ELL student instructional needs. • ELL section of the SPSA, to address ELL student achievement goals, based on their review of site data. • Via analysis of district ELL rubrics and sites access their TIM reports throughout the year (which contain CELDT scores and CST scores), teachers will identify students who are not moving toward meeting annual objectives, as well as those students who may be ready for reclassification. • Site ELL program services will be adjusted based on student needs and available resources. <p>The district's ELL coordinator :</p> <ul style="list-style-type: none"> • meets with principals and site ELL personnel to train them on accessing and using the available data to monitor student achievement and program effectiveness, and helps them develop programs to meet student needs. • monitors school action plans and ELL programs, and works with district administrators to help sites develop appropriate programs, based on legal requirements, student assessment data, and observed student needs. • Provides an overview of CELDT results for public review, in print and on the District website. <p>d. ELL parents and community members invited to participate in the following ways:</p> <ul style="list-style-type: none"> ➤ DELAC / ELAC committees ➤ CBET program and Adult ESL classes ➤ ELL program parent information meetings ➤ Parent training classes for all parents ➤ Parent training / contact through Ready to Learn program ➤ Family Math and Family Literacy programs ➤ Site parent volunteer programs ➤ Training parent volunteers as primary language interpreters <p>Title III and EIA-ELL funds will be used to promote parental and community participation through:</p> <ul style="list-style-type: none"> ➤ DELAC / ELAC committees / parent informational meetings ➤ Interpreter/Translator training

	Description of how the LEA is meeting or plans to meet this requirement
<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:</p> <ul style="list-style-type: none"> • English proficiency; and • Academic achievement in the core academic subjects 	<ul style="list-style-type: none"> • Each school provides ELL students with English Language Development and access to the core curriculum through SDAIE strategies and supplementary materials. • Each student’s appropriate ELD level is determined through the CELDT and other assessments. Research-based instructional strategies (such as bridging to prior knowledge, providing comprehensible input, and ongoing assessment) are incorporated in the instruction. • Instruction is based on the ELA/ELD standards and State content standards. • Program effectiveness will be determined by looking at cohort CELDT data and CST data, as well as SOLOM, District Reading and Writing Rubrics, and the elementary school ELL Progress Report. • Reclassification rates and performance of R-FEP students will be monitored for two years following reclassification. • All English learners receive instruction from appropriately authorized teachers (CLAD, SB395, etc.). • All teachers in our dual-language (alternative program) have appropriate bilingual authorizations. • Site instructional assistants provide support services focusing on ELs with a need to increase fluency. • At all grade levels, provide appropriate instruction and support for ELS to meet grade-level content standards. • Adopted materials incorporate research-based methodologies that are appropriate for EL students at various levels of English proficiency, • District has adopted Hampton-Brown’s <i>Avenues</i> ELD program for Beginning and Early Intermediate level English learners at grades K-5. <p>At the elementary level:</p> <ul style="list-style-type: none"> • EL students at higher proficiency levels receive appropriate ELD instruction through the regular core language arts program (Houghton Mifflin Reading) with support from the Houghton Mifflin <i>Handbook for English Language Learners</i>. • Instruction in other content areas is supported through the use of SDAIE strategies. <p>At the middle school level:</p> <ul style="list-style-type: none"> • The district has adopted <i>Shining Star</i> for ELD for Beginning through low Intermediate level EL students. • Students at the mid-Intermediate level and above receive appropriate ELD instruction through the district’s regular core language arts program, with supports appropriate for their language proficiency level. • At most schools, separate sheltered (SDAIE) courses are provided in some content areas, particularly for students at the lower levels of English proficiency.

	<p>At the high school level:</p> <ul style="list-style-type: none"> • The district has adopted the <i>Edge</i> ELD program for students at the Beginning through Intermediate level of English proficiency. Students at these levels are also placed in content ELD or sheltered content classes. • Teachers use appropriate SDAIE strategies and supplementary materials to provide appropriate content instruction to students at their level of English proficiency to support students in eventually meeting grade-level standards. • All materials incorporate research-based methodologies. • Teachers in core content classes use SDAIE strategies and supplementary materials to help ELL students reach grade level content standards. <p>Effectiveness of ELD instruction is measured by the CELDT, CST reading/language arts scale scores, MAP testing, the K- 5 ELL Progress Report, the SOLOM, and district-developed Reading and Writing Rubrics. Progress in math is measured by CST scale and MAP scores. Progress in other core curricular areas is measured by progress report/report card grades.</p>
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		Description of how the LEA is meeting or plans to meet this requirement
Required Activities	<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>d. long term effect will result in positive and lasting impact on teacher performance in the classroom.</p>	<ul style="list-style-type: none"> • Dedicated Title III and EIA-ELL funds will be used to provide high-quality professional development for site and district staff. Ongoing staff development will focus on strategies to help teachers: <ul style="list-style-type: none"> ➤ provide ELD standards-based instruction ➤ effectively use ELD materials ➤ provide appropriate standards-based content-area instruction ➤ incorporate content reading instruction ➤ differentiate instruction for English learners ➤ use ELL assessment results to develop instructional plans • Trainings will emphasize implementation of the strategies and teacher reflection to support a positive and lasting impact on teacher performance in the classroom. • Site ELL coordinators and instructional assistants will attend sessions throughout the year to provide them with program information and instructional strategies to share with school site staff. • Site ELL coordinators and instructional assistants will be trained to administer the CELDT • Site ELL coordinators and instructional assistants will be trained to access, interpret, and use TIM assessment reports. • Principals will be trained on ELL program requirements and characteristics of effective ELD / sheltered instruction, to assist them in evaluating classroom instruction for ELL students

Allowable Activities	4. Upgrade program objectives and effective instruction strategies.	Yes or No Yes	<p>If yes, describe: Upgrading program objectives:</p> <ul style="list-style-type: none"> • Full implementation of ELL Progress Report for all English learners, grades K-5. • Recent adoption of new ELD programs at all levels, with ongoing staff development for teachers of ELD. • Development of a course sequence for high school ELs to ensure that each EL has an appropriate “pathway” to graduation with access to a-g courses. Includes content ELD courses, which provide appropriate support for Beginning and Early Intermediate ELs. • Effective instructional strategies: See training for staff described in #3 above.
	5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.	Yes	Provide summer school for targeted ELLs
	6. Develop and implement programs that are coordinated with other relevant programs and services.	Yes	<p>Title III and EIA-ELL funds will be used in conjunction with funds and/or services from the following sources to provide extra support for ELL students:</p> <ul style="list-style-type: none"> • English Language Acquisition Program (grades 4-8) • Current intervention programs for all students • Ready To Learn preschool program • Title I (7 elementary and 2 middle schools) • Title II (highly qualified teachers and administrators) • AVID • AP classes • Gifted and Talented
	7. Improve the English proficiency and academic achievement of LEP children.	Yes	All ELL program services are designed to improve the English proficiency and academic achievement of ELL students, as described in #1 and #2 above.

Allowable Activities	<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –</p> <p>a. To improve English language skills of LEP children; and</p> <p>b. To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.</p>	Yes	<p>Title III and EIA-ELL funds will provide opportunities for parents to become active participants in their children’s education through:</p> <ul style="list-style-type: none"> • DELAC and ELACs • Family Literacy / Family Math programs • Provide parent support through site bilingual Parent Liaisons • other parent trainings <p>In addition, a district EL webpage is being developed to provide parent access to EL program resources.</p>
	<p>9. Improve the instruction of LEP children by providing for –</p> <p>a. The acquisition or development of educational technology or instructional materials</p> <p>b Access to, and participation in, electronic networks for materials, training, and communication</p>	Yes	<p>Train teachers in the use of a variety of technologies to support EL student learning, including:</p> <ul style="list-style-type: none"> • Discovery Streaming (online videos and pictures) • Access to student test scores and interpretation materials (MAP Learning Ladder) • Learning Point (for communication between staff, with parents, and with students) • Internet resources for student research • Student-generated PowerPoint presentations • Online courses

	<p>c. Incorporation of the above resources into curricula and programs.</p> <p>10. Other activities consistent with Title III.</p>	<p>Yes</p>	<p>Paraprofessionals will receive initial and ongoing training on at least the following topics:</p> <ul style="list-style-type: none"> • Administration, scoring, and interpretation of the CELDT and other district ELL assessment instruments • District ELL program procedures, including identification and reclassification procedures and criteria • ELD support strategies • Cultural and linguistic considerations
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Plans to Notify and Involve Parents of Limited-English-Proficient Students

<p>Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>
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<p>Required Activity</p>	<p>1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):</p> <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; 	<ol style="list-style-type: none"> a-b. <ul style="list-style-type: none"> • Within the first 30 days of each school year, the CELDT is administered to all new students who have a language other than English on the Home Language Survey • Students are tested annually, within the State CELDT testing window. Within 30 days of enrollment each year, parents are notified of the CELDT test results, student identification (FEP, ELL), and placement. • ELL identified students with “less than reasonable fluency” (Beginning through low Intermediate level) are placed in a Structured English Immersion (SEI) program. Students with “reasonable fluency” (mid-Intermediate through Advanced level) are placed in an English Language Mainstream (ELM) program. • The content of the parent notification letter is discussed at ELACs and the DELAC early in the year. The letter has been revised and simplified, according to feedback from our DELAC. c-e. <ul style="list-style-type: none"> • The parent notification letter gives the goals and a brief description of each program, and how the student’s needs will be met through that program. In addition, the letter describes the amount of English used in these classes (SEI is “primarily in English;” ELM is “in English only”), as well as giving information on waiver programs. Information is also included concerning strategies used in the various programs to meet their child’s language development and academic needs. f. <ul style="list-style-type: none"> • Reclassification criteria are available to parents, as well as the benchmarks for yearly progress on the CELDT and CST, as described in #1b above. • Current CAHSEE pass rates for ELs and R-FEP students are also available. g. <ul style="list-style-type: none"> • The parent notification letter indicates that “English Learners who are also identified as special education students will be assigned according to their Individualized Education Plan (IEP).” • As appropriate, coordinated services and linguistically appropriate goals and objectives are described in each student’s IEP, in consultation with the parents.
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		Description of how the LEA is meeting or plans to meet this requirement.
Required Activity	<p>h. information pertaining to parental rights that includes written guidance detailing –</p> <p>i. the right that parents have to have their child immediately removed from such program upon their request; and</p> <p>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;</p> <p>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>	<p>h.</p> <ul style="list-style-type: none"> • The parent notification letter informs parents that they may move their child to an English Language Mainstream (ELM) program. (However, appropriate services will still be provided to students.) It also provides options for placement in other programs, including alternative (bilingual) programs. • Site personnel, including principals, teachers, and site/district ELL coordinators are available to help parents select the appropriate program for their child, if requested.
<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>		<ul style="list-style-type: none"> • At the beginning of the school year, parents of all newly-identified ELL and FEP students and those who continue in SEI and ELM programs will receive the parent notification letter within the first 30 days of school. • Parent notification letters for Annual Assessment students will be sent out by the district; sites will be responsible for sending out the letters to parents of Initial Assessment students only. • Parents of new students who enroll after the first 30 days of school will be notified within two weeks of the student's placement in the program, based on preliminary CELDT results.
<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 participating in such program, of such failure not later than 30 days after such failure occurs.</p>		<ul style="list-style-type: none"> • If the district does not meet the state's AMAOs, parents will be notified of the failure and possible reasons for the failure within 30 days of the notification of failure to the district.

Plans to Provide Services for Immigrants

<p><u>IF</u> 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>N/A – District does not receive Title III Immigrant funding</p>		

Performance Goal 3: *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><u>Meeting federal definition of (HQ) Highly Qualified</u></p> <p>As of June 2007, all PUSD teachers met the NCLB requirement of highly qualified, within their placement.</p> <p><u>Advanced Degrees and Certifications</u></p> <ul style="list-style-type: none"> • 44% of all teachers hold advanced certificate/degrees of masters or above. • 106 teachers have successfully completed National Board Certification. PUSD provides stipends to teachers who participate in the NBCT process and become qualified. • Cross-Cultural Language Academic Development: The District secured the support of the Exclusive Representative (Poway Federation of Teachers) in encouraging all teachers to obtain this certification. 92.2% of all teachers possess CLAD certification, and 2.38% possess BCLAD certification <p><u>Professional Development</u></p> <p>All first year teachers are provided Poway Professional Assistance Program (PPAP/BTSA). Second year teachers are provided continuing consultative services from PPAP. PPAP is based on California Standards of Quality and Effectiveness for Professional Teacher Induction Programs.</p> <p>PUSD has developed Domains of Professional Teaching Standards which provide a basis for PPAP support and the evaluation process.</p> <p>The District created a multi-layered evaluation process to support the needs of beginning, successful, and marginally performing teachers.</p>	<p><u>Meeting federal definition of (HQ) Highly Qualified</u></p> <p>Shifting of assignments, due to budget needs, may result in teachers' need to attain NCLB highly qualified status in new content areas. A process for doing so has been established.</p> <p><u>Professional Development Focus to Support PUSD's Literacy Goal to Increase Achievement for All Students Through a Comprehensive Literacy Effort</u></p> <ul style="list-style-type: none"> • Assessment Literacy Training • Strategies to effectively meet the needs of English language learners, learning disabled, and Title I students to include standards-based instruction, differentiation, increased engagement through the use of multiple learning styles and CLAD • Technology as an assessment and instructional tool. • Strategies for schools to develop and implement systematic interventions for struggling students • Districtwide academic areas of weakness, as identified by student achievement data, include writing and 6-12 mathematics

The District, in partnership with the Poway Federation of Teachers, has implemented the Teaching and Learning Cooperative (TLC), a professional development program based on teacher-initiated professional development proposals that also compensates participating teachers with salary advancement.

Development of an electronic data base to monitor staff development activities and participation

Collaboration with Institutions of Higher Learning

The District is collaborating with California State University (San Marcos) and the Girard Foundation to define and support a revision of the principal's role to one with greater focus on leadership for learning.

To ensure appropriate placements, student teachers will be interviewed by Personnel Support Services (PSS) Director before being placed. PSS also provides an orientation before student teachers begin.

San Diego Student University, California State University (San Marcos), University San Diego and University of California San Diego provide additional resources for collaboration and training for principals and teachers.

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> Recommendations from Alternative Evaluation Study Groups Professional Development and Site Literacy Plans as included in schools' Single Plan for Student Achievement (SPSAs). 		LSS Directors, PFT, Selected staff No additional costs	TBD	TBD
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: <ul style="list-style-type: none"> Based on National Staff Development Council Standards and the District's White Paper on Professional Development, employ researched-based practices in all professional development activities. Routinely review current research during planning, embed in professional development activities, and use for evaluation of impact. 	LSS Directors, site administrators, Technology Trainers, TOSAs, PFT	TBD	TBD	TBD
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>Included in professional development will be:</p> <ul style="list-style-type: none"> Evaluation of progress made towards 100% highly qualified teachers and paraprofessionals Evaluation of staff development activities to determine impact on student achievement Poway Professional Assistance Program (PPAP-BTSA) will include California Standards of Quality and Effectiveness for Professional Teacher Induction Programs Schools will complete Annual Program Summaries of professional 	PSS, LSS Directors LSS Directors, PPAP Consultants, new teachers PPAP, LSS Directors, Principals, Teachers, School Site Councils LSS Directors, Principals, Teachers,	TBD, based on need No extra cost PPAP Consultants salaries/benefits No Extra Cost	TBD, based on need TBD	Title II BTSA/PAR

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>development goals and impact on student achievement (SPSAs).</p> <ul style="list-style-type: none"> • Site based assessment result will be correlated with state assessment results as a measure of efficacy. • Annual State of the District Report to identify District wide professional development needs based on student achievement. • Assessment of instructional materials to determine alignment to student needs and identified “Best Practices”. 	<p>School Site Councils</p> <p>LSS Directors</p> <p>LSS Directors and staff</p> <p>LSS Directors</p>	<p>No Extra Cost</p> <p>No Extra Cost</p> <p>No Extra Cost</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> <ul style="list-style-type: none"> • All professional development activities will be collaboratively developed and implemented by LSS, PSS, ISS, PFT, and CSEA. Student achievement data, staff needs, and District initiatives will provide focus for the work. Communication via a staff development newsletter, flyers, email, and websites will inform all staff about requirements for highly qualified status and professional development opportunities. • To ensure coordination of activities, an electronic database will be developed to facilitate analysis and monitoring. 	<p>PPAP Consultants, PFT, LSS staff</p> <p>Staff Development Specialist</p>	<p>No Extra Cost</p>		<p>General Fund, Title IIA</p> <p>Title IIA, EIA</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. Based on the needs identified by student achievement data, District initiatives, and staff, professional development will be provided to support:</p>				

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • Needed course work or exam preparation for teachers and paraprofessionals currently not meeting highly qualified standards. • District wide focus on increased student literacy achievement via standards-based instruction and assessment. • The development of a collaborative culture founded on reflective practices. • Development of assessment literacy for all teachers. • To support orientation for new teaching staff. • Retention of highly qualified teachers by providing support for National Board certification. • Implementation of AVID strategies and curriculum. • Character Education. • To support the development of teachers' knowledge and skills relevant to standards based curriculum design and implementation. • Instructional strategies for ELL students to acquire English and meet proficiency in core academic subjects. • Development of facilitation skills for adult learners. 	LSS, ISS, PSS, Teachers, Principals, paraprofessionals ELL TOSA, Teachers, ELL Instructional Aides	Salary & benefits stipends, materials, registration fees, trainers/consultants	450,000	Title II, General Fund, BTSA/PAR, EIA, Title III, site budgets
<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> <ul style="list-style-type: none"> • Informational Support Services (ISS) will work with Learning Support Services (LSS) to coordinate professional development activities 	ISS, LSS, Directors, Principals, Teachers	TBD	TBD	EETT Grant, General Fund
<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 (EETT) funding must be spent on professional development.)</p> <p>Increased access to technology and professional development will be provided through the coordination of Professional Development and the</p>				

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>EETT Grant. More specificity will be provided once the EETT Grant is approved. Collaboratively developed training activities will include but not be limited to:</p> <ul style="list-style-type: none"> On-line trainings and technical support, focusing on technology integration and high quality instruction, through District Intranet and Internet websites will be offered. Total Information Management (TIM), student problem solving, and data driven decision-making, focused on formative assessments, will be offered through TLCs and staff trainings. Workshops on technology integration and curriculum development, offered through TLCs and staff trainings. Development of technology skills and practice to strengthen instructional delivery and home to school communication 	<p>Technology trainer specialist, principals, teachers, other staff as appropriate</p> <p>Technology trainers, Principals, teachers, other staff, as appropriate</p> <p>Technology trainers, Principals, teachers</p> <p>Teachers</p>	<p>Materials and resources, TBD</p> <p>TBD</p> <p>TBD</p> <p>No additional costs</p>	<p>TBD</p> <p>TBD</p> <p>TBD</p>	<p>General Fund, Title IID</p> <p>General Fund</p> <p>TBD</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>PUSD used the following to determine professional development activities and goals:</p> <ul style="list-style-type: none"> State and Federal guidelines regarding highly qualified teachers and paraprofessionals District Initiatives created within the new District Strategic Vision, 2008-2013. Personnel Support Services (PSS) and Learning Support Services (LSS) work plans will be based on District Initiatives. PSS and LSS 	<p>PSS, LSS and Personnel Commission</p> <p>Principals, Admin Cabinet, Teachers, Parents, Community</p> <p>PSS, LSS</p>	<p>Consultants, materials, facilities costs</p> <p>No Extra Cost</p>	<p>TBD</p>	<p>General Fund, Donations</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>administrators participated in the development of the LEAP.</p> <ul style="list-style-type: none"> Needs are based on analysis of student achievement data, Principal and teacher surveys, and annual parent surveys. 	LSS Directors, Principals, Teachers	No additional costs		
<p>9. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs, including students who are gifted and talented, students with limited English proficiency, and student with different cultural/ethnic backgrounds. Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn. Involve parents in their child's education. Understand and use data and assessments to improve classroom practice and student learning. <p>PUSD will utilize the following to meet the above described needs:</p> <ul style="list-style-type: none"> Teachers on Special Assignment (TOSA) and Special Education staff will provide training to differentiate instruction for EL, at-risk, and special needs students. Effective differentiation strategies are embedded in ALL District professional development offerings. AVID training will be provided to extend teachers' repertoire of instructional strategies Development of parent and student portals to disseminate assessment information, personalized learning objectives, and learning resources. 	<p>Teachers</p> <p>Teachers</p> <p>Teachers, parents</p> <p>Teachers</p> <p>TOSAs, Special Ed staff, Teachers, Principals</p> <p>LSS Directors, TOSAs, Principals, Teachers</p> <p>LSS Directors, Principals, Teachers</p> <p>LSS Directors, ISS</p>	<p>No additional costs</p> <p>No additional costs</p> <p>No additional costs</p> <p>No additional costs</p> <p>Salaries/benefits of TOSAs</p> <p>No additional costs</p> <p>Workshops, resources</p> <p>No additional costs</p>	<p></p> <p></p> <p></p> <p></p> <p>TBD</p> <p></p> <p>TBD</p> <p></p>	<p></p> <p></p> <p></p> <p></p> <p>General Fund, EIA-EL, EIA-SCE, IDEA</p> <p></p> <p>Girard Foundation grant, EIA-SCE, Title IIA</p> <p></p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • School site teams collaborate and provide a network of resources to assist classroom teachers. • Student Support Services training will be provided to assist teachers with affective classroom management and early and appropriate interventions. • PPAP consultants provide both individualized professional development and collegial meetings for beginning teachers. • Alternative Evaluation research groups provide professional development at schools. Teachers share findings from these groups to improve instruction to address student needs. Findings are also shared to grade/program alike groups across the District. White papers formally record findings and are accessible to all staff and parents. • Parent involvement, as outlined in SPSAs • Implementation of the Teaching and Learning Cooperative (TLC), a professional development program based on teacher-initiated professional development proposals that also compensate participating teachers with salary advancement 	<p>Principals, Teachers</p> <p>Student Support Services staff</p> <p>PPAP Consultants, Teachers</p> <p>LSS Directors, Principal, Teachers</p> <p>Principals, Teachers, Parents</p> <p>PFT Staff, Principals, Teachers, LSS Directors</p>	<p>No additional costs</p> <p>No additional costs</p> <p>Salaries</p> <p>Materials and resources</p> <p>TBD, varies by site</p> <p>TBD, varies by school site</p>	<p>TBD</p> <p>TBD</p> <p>Varies by school site</p> <p>TBD, varies by site</p> <p>TBD, varies by school site</p>	<p>TBD</p> <p>TBD</p> <p>TBD</p> <p>TBD, varies by site</p> <p>General Fund, Title IIA, EIA-EL, Title III</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
<ul style="list-style-type: none"> • Goal Area II of the District’s Strategic Plan emphasizes safe, orderly, and attractive environments to support student learning for all. • The District works collaboratively with the Safety Wellness Advocacy Community Coalition, (SWACC) involving District and community programs. • As a result of a successful bond measure, existing facilities will be updated to provide equitable educational opportunities. • Sites offer a comprehensive student assistance program to support students, parents, and staff. • Highly trained counselors, psychologists, and student services professionals provide prevention, early intervention, and intervention services and/or referrals for students and families. • The District’s detailed discipline policy is clearly communicated to students, parents, and staff. • Each school site provides students with an array of enrichment programs, extra curricular activities, prevention focused youth development activities, and community service opportunities. • The District embraces parents as partners and engages in ongoing communication with parents in addition to opportunities for parental involvement at the school sites and also includes an assortment of parent education classes. • The District has a Student Support Services Division that provides staff training, resources, and referral assistance for a variety of issues. This service is available to staff, students, and parents. • “Too Good for Drugs” is the District’s comprehensive ATOD /V prevention program. • The District has a Tobacco Use Prevention Education program, grades 4-12. • Each school site’s safety plan can be accessed and viewed by parents. • The District has a comprehensive Character Education/Development program. • District staff have trained and created a Crisis Response Team. • The District has continued to increase the number of translated materials available in the district. Each school site has a school safety plan that can be accessed online, and viewed by parents. 	<ul style="list-style-type: none"> • Continue to address problems associated with increased substance abuse grades 5 – 12. • Maintain the capacity of the Student Attendance and Discipline Department, to continue to reduce truancy and dropout rates • Expand school support and involvement of the PUSD communities • Implement additional training and strategies to reduce the number of bullying incidents. • Continue to support, and develop additional strategies, that support students in transition. • Routinely translate into Spanish and Tagalog, materials that inform parents about rules, responsibilities, and procedures for discipline and behavioral problems. • Routinely translate, into Spanish and Tagalog, parent permission and information forms, to participate in prevention and intervention programs • Continually update and refine the PUSD uniform management information reporting system to capture legal reporting information and statistics. • Maintain a centralized counseling center for students and families dealing with issues such as discipline problems, drug use and abuse, loss of jobs and homes, divorce and violence issues, etc. • District staff to continue to implement interventions to curb alcohol usage in grades 9 and 11.

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

- Counseling is available at all school sites.
- Second Step Violence Prevention classes and/or Steps to Respect lessons are taught in elementary and middle schools.
- School Resource Officers assist the sites in maintaining a safe school environment.
- Crisis Response Team training for District and site staff.
- Canine detection drug dogs and breathalyzers are used as deterrents to prevent illegal substance use on campuses.
- A broad range of academic and enrichment activities that include tutoring, community service, and youth development activities (SAVE Clubs, Friday Night Live, CHARACTER COUNTS!, and Before and After School programs) are implemented.
- A scientific research-based alcohol, tobacco, drugs, and violence prevention curriculum adopted by the School Board and fully implemented at all school sites
- The District’s Student Attendance and Review Board (SARB) provides appropriate truancy prevention/intervention services to students and their families.
- Character education activities and strategies are adopted and implemented in the school community.
- SWACC (our community advisory committee) continues to support District and community programs.
- All sites analyze the individual site results of the California Healthy Kids Survey, suspension, expulsions, attendance, truancy, and crime data to strengthen and improve prevention and intervention programs and activities.
- Peer Mediation and Student Support groups have been implemented for students on campuses, as appropriate.
- Student Assistance Teams will convene to assess needs and recommend strategies to provide a comprehensive program to support students and families.
- Community Service opportunities are made available for students.
- Community forums, parenting classes, and support groups, are available and provided to parents.
- Positive Alternative Activities such as Grad Night and Sober Prom are organized for high school students.

Response to Intervention activities are being implemented at all school sites.

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"> • In collaboration with community counseling agencies, the District’s Caring Connection Center provides ongoing family counseling services, referrals to District and Community Resources, and assists with developing behavioral management plans. • The District supports an effective School Attendance Review Board (SARB) program. • The After School Education and Safety (ASES) Program Teachers on Special Assignment (TOSAs) have developed comprehensive prevention and intervention programs and services on the middle school campuses. There is ongoing data collection from a variety of sources such as CHKS, pre/post surveys, focus groups, discipline and attendance data. • The District has revised and updated the PUSD Crisis Response Team utilizing Counselors to provide leadership. • Counselors provide individual and group support for students, families, and staff. • The District’s TUPE high school grant supports prevention, intervention, and cessation services for students and staff. • The centrally located off campus Caring Connection Center provides a variety of services to support students and families district-wide. • The District has a strong Partners in Education Program. • The Early Mental Health Initiative supports the Primary Intervention Program (PIP) Model targeting K-3rd grade students who exhibit mild to moderate school adjustment problems at all sites. • Continuation high school staff provides support groups, Alcoholics Anonymous meetings, and anger management classes. • Comprehensive high school Student Services Offices provide a variety of prevention and intervention activities to support students’ success and sober lifestyles. 	<ul style="list-style-type: none"> • Implement additional strategies that focus on reducing the increased use of alcohol among youth. • Additional efforts to reduce the incidences of bullying on all school campuses. • Support youth development and asset building skills to assist in reducing the number of suspensions, expulsions, and transfers. • Facilitate future planning, and resource development for a fully comprehensive student support services department. • Strong efforts are needed to maintain counseling for social emotional development of all students grades K-12. • Maintain the capacity of the Student Attendance and Discipline Department in order to continue to reduce truancy and dropout rates. • The District needs to continue with Response to Intervention and assist staff with intervention in the social/emotional areas.

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: Fall 06 Baseline Data	Biennial Goal 08-09 (Performance Indicator)
The percentage of students that have ever used cigarettes will decrease biennially by: 1%	5 th 1% 7 th 2%	5 th 0% 7 th 1%
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by: 1%	7 th 1% 9 th 5% 11 th 12%	7 th 0% 9 th 4% 11 th 11%
The percentage of students that have used marijuana will decrease biennially by: .5%	5 th 0% 7 th 2%	5 th 0% 7 th 1%
The percentage of students that have used alcohol within the past 30 days will decrease biennially by: 2%	7 th 4% 9 th 15% 11 th 33%	7 th 2% 9 th 13% 11 th 31%
The percentage of students that have used marijuana within the past 30 days will decrease biennially by: .5%	7 th 1% 9 th 5% 11 th 16%	7 th 0% 9 th 4% 11 th 15%
The percentage of students that feel very safe at school will increase biennially by: 2%	5 th 58% 7 th 22% 9 th 19% 11 th 26%	5 th 60% 7 th 24% 9 th 21% 11 th 28%

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: <u>Fall 06</u> Baseline Data	Biennial Goal 08-09 (Performance Indicator)
The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by: 1%	7 th 26% 9 th 17% 11 th 10%	7 th 25% 9 th 16% 11 th 9%
Truancy Performance Indicator		
The percentage of students who have been truant will decrease annually by .5 % from the current LEA rate shown here. 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.	1.9%	1.4%
Protective Factors Performance Measures from the California Healthy Kids Survey	Most Recent Survey date: <u>Fall 06</u> Baseline Data	Biennial Goal 08-09 (Performance Indicator)
The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by: 2%	5 th 61% 7 th 43% 9 th 37% 11 th 43%	5 th 63% 7 th 45% 9 th 39% 11 th 45%
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by: 2%	5 th 63% 7 th 59% 9 th 50% 11 th 50%	5 th 65% 7 th 61% 9 th 52% 11 th 52%
The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by: 1%	5 th 20% 7 th 21% 9 th 17% 11 th 22%	5 th 21% 7 th 22% 9 th 18% 11 th 23%

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: Fall 06 Baseline Data	Biennial Goal 08-09 (Performance Indicator)
The percentage of students that report high levels of school connectedness at their school will increase biennially by: 1%	5 th 56% 7 th 45% 9 th 37% 11 th 41%	5 th 57% 7 th 46% 9 th 38% 11 th 42%

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	Performance Indicator Goal	Baseline Data

(Process to Collect Data)		
N/A		

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
Second Step	Violence	K-5	14,532	1/04	9/04	1/05
Too Good For Drugs	ATOD	K-12	32,006	1/04	10/04	1/05

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	ATOD/V	K-12
x	Conflict Mediation/Resolution	V	K-12
x	Early Intervention and Counseling	ATOD/V	K-12
X	Family and Community Collaboration	ATOD/V	K-12
x	Mentoring 9-12	ATOD/V	K-12
x	Peer-Helping and Peer Leaders	ATOD/V	K-12
x	Positive Alternatives	ATOD/V	K-12
	School Policies	ATOD/V	K-12
x	Service-Learning/Community Service	ATOD/V	K-12
x	Student Assistance Programs	ATOD/V	K-12
x	Tobacco-Use Cessation	T	6-12

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
N/A						

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

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

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

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

Research shows that early use of alcohol, tobacco, illegal drugs, or engaging in violent behaviors often leads to antisocial behavior in adolescence. To effectively plan programs, PUSD utilizes the results of the CHKS district and individual site reports to ascertain the areas that need attention. The research-based programs listed are intended to reinforce the District’s comprehensive, multi-faceted and integrated approach to promote positive and healthy development. Data compiled from CHKS, CSSA, and other assessments guide the selection of curriculum.

Data suggests a high percentage of PUSD students understand and comprehend the harmful effects of substance use and violent acts, but the usage of marijuana and alcohol is evident within the district. Additionally, social competence is associated with the decreased likelihood of initiating or continuing behaviors associated with substance use and violence. The adopted classroom curriculum, *Too Good for Drugs (TGF)*, is designed to specifically address ATOD/V related behaviors and motivate students to make healthy decisions and has demonstrated positive outcomes in reducing use of alcohol, tobacco and other drugs and violence. *Too Good for Drugs* offers engaging, interactive, and meaningful lessons for students in grades K-9 with infusion lessons available for grades 10, 11, and 12. Additionally, the *TGF* program addresses social competence through the utilization of role playing, peer led sessions, goal setting, refusal skills, and community service, etc.

The *Second Step Violence Prevention* program was implemented in the District in 1998 and was selected because there is a strong correlation between a students’ social and emotional skills and their academic achievement. Numerous studies draw the connection between academic learning and empathy, impulse control and problem solving, and anger management. While *Second Step* continues, the *Steps to Respect* curriculum has been implemented to identify and reduce bullying behavior at the elementary level. However, CHKS data indicates an increased amount of bullying on 5th grade playgrounds. After careful analysis of the program implementation and observation of classroom lessons, it was determined that the increase resulted from the students being made aware of what constitutes bullying. Hence, in prior years the students did not report an incident to a staff member because they didn’t understand that it was bullying behavior, whereas now they are aware these behaviors are unacceptable and frequently report them to staff. PUSD has concluded that the incidences of bullying were under reported in prior years and not increasing as previously thought.

The strategies and activities selected for implementation in Appendix D are intended to supplement and enhance the prevention curriculum selected. After-school programs, family and community collaboration, positive alternatives, conflict mediation, early intervention and counseling, student assistance programs, and tobacco use education and cessation are based on positive outcome data previously gathered from the California Healthy Kids Survey, TUPE evaluation, academic test scores (reading and math), Walker McConnell Survey, pre/post program surveys and behavioral, discipline and attendance statistics. Each of these activities is supported by the Substance Abuse and Mental Health Services and the Center for Substance Abuse Prevention as strategies that are developmentally appropriate, impact and promote positive behaviors, and are effective in changing ATOD and violence behaviors.

The above listed strategies and curricula are important components of the District’s K-12 comprehensive prevention program. PUSD’s prevention program addresses and strengthens youth development, and focuses on creating a positive caring environment and proactive services rather than focusing on punitive measures.

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.

As required by the state of California, the California Healthy Kids Survey is administered every other year and has been part of PUSD since 1999. PUSD has developed an evaluation review strategy including staff, parents and community members in order to determine how effective prevention programs are at reducing risk behaviors and increasing protective factors associated with alcohol, tobacco, other drug use, and violence. The evaluation plan includes a process and outcome component. Each component will play a critical role in informing both program staff and other community partners about the status of implementation and the effectiveness of the overall prevention effort. The evaluation review will also assess both individual and school climate changes as a result of the program. The process evaluation will ask two key questions: “Did the program do what it said it was going to do?” and “Did it do it effectively?” Process evaluations will be undertaken at key times to detect barriers to program implementation and to monitor the effects of the program. These evaluations will be mostly qualitative and consist of satisfaction surveys, training evaluations, classroom logs, and teaching schedules. All survey and evaluation results will be analyzed and appropriate adjustments made in the implementation plan, as needed. In addition, to the CHKS and evaluation results, other data assessments such as the Uniform Management Information Reporting System (UMRIS), academic performance measures (test scores), graduation rates, suspensions, and expulsions will be analyzed. If changes are to be made to the prevention program, work plans with timelines will be developed by staff and reviewed on a quarterly basis in order to refine, improve, and strengthen the program as needed.

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 Prevention Specialist and PUSD Teachers on Special Assignment (TOSAs) will provide the Executive Director of Student Support Services (SSS) with a written report on program progress on an *annual* basis, or more frequently, as requested. Working collaboratively, the Executive Director of SSS, Prevention Specialist and TOSAs will create a full report on department/program progress which will be shared with the Learning Support Services Cabinet and the Board of Trustees. Additionally, results from the California Healthy Kids district report will be available to the public on the WestEd CHKS website. The report will also be shared with site principals and staff, and parents will be encouraged to view the results at the appropriate school site. CHKS results will also be made via press releases to newspapers. The Prevention Specialist and the Executive Director are both board members of the local Safety Wellness Advocacy Community Coalition (SWACC). SWACC meets regularly and membership includes community partners, law enforcement representatives, parents, TUPE staff, District administrators, clergy, fraternal organizations, and PTA and community members. This community coalition is a strong ally of PUSD and is involved in the prevention programs offered in the local schools. Results from the CHKS will be presented at a SWACC community meeting, and concerns and views about the progress being made in PUSD will be discussed.

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])

The District defines the *greatest need* students as students who; receive Title I services, are eligible for free or reduced lunch, are English Language Learners, have been suspended, expelled, or transferred because of ATOD/V, have excessive absences/truancy, and/or are performing below academic standards. The following are examples of services to support these *greatest need* students:

1. Early identification and intervention services with counselors and student services specialists.
2. A referral system to assist families to locate counseling and support services.
3. Programs for students cited with ATOD use on campus, bullying, or other discipline issues.
4. Youth development projects such as Friends and Family and community service.
5. After school activities that focus on homework, tutoring, and mentoring support.
6. Referrals to the District’s Caring Connection Center

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 PUSD will continue to collaborate and share its prevention efforts with other federal, state, and local prevention programs and initiatives including the following partners:

United States Department of Education: Character Education, Grant to Reduce Alcohol Abuse, Before and After School Learning and Safe Neighborhood Program, Middle School Coordinators Program, and the Elementary and Secondary Counseling Demonstration program.

California Department of Education: TUPE 4-8, High School TUPE 9-12, Safe Schools and Violence Prevention programs (AB1113).

California Department of Mental Health: Early Mental Health Initiative- Primary Intervention (PIP) Model.

Local: Red Ribbon Week, Great American Smoke-out Week, World No Tobacco Day, Grad Night, Sober Prom, Character Counts Week and the Yellow Ribbon Program.

Program coordination and communication will be enhanced through ongoing staff training and collaborative meetings. District SDFS&C coordinator, along with other project coordinators, will provide general oversight to assist with survey administration, budget monitoring, staffing needs, curriculum and program development, and generating reports, as required.

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 provided ample opportunities to be involved in planning and designing programs through participation in the PTA/PTSA, school site councils, and The Safety Wellness Advocacy Community Coalition. Parents are recruited as volunteers in the classroom and members of select committees. The PTA sponsors prevention activities, parent forums, and other similar events. At each site, parents will be advised that they can review curriculum materials, survey instruments, etc. Parents will be encouraged to participate in parenting classes and attend parent information sessions. Parents will be provided information on community resources and support regarding ATOD/V.

Regular communication will be ongoing throughout the school year and includes the following:

1. A flyer will be included in the first day packet/enrollment packets that describe the ATOD/V policies and procedures.
2. A website with program information and links to nationwide support is available to all parents.
3. SDFS&C staff will attend PTA/PTSA meetings to discuss program, answer questions, etc.
4. Articles will be submitted to PTA newsletters, and other appropriate media outlets.
5. The Caring Connections brochure will be available to interested parents.
6. The District will assist parents in their efforts to keep their children alcohol, tobacco, drug and violence free.

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.

TUPE services focus on prevention strategies and support services for minors and minor parents enrolled in the district. One prevention strategy is a year-long media campaign with anti-tobacco messages in the form of posters, daily announcements, and pamphlets. In the classroom and group settings, TUPE curriculum, tobacco prevention strategies, negative consequences of tobacco, and refusal skills are taught and practiced. Support Services for students who use tobacco include one-on-one interviews to discuss cessation strategies, completion of cessation classes, and/ or referrals to outside agencies, when appropriate.

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
TUPE RFA Grades 4-8 Entitlement Teacher on Special Assignment/Program Coordinator Office Assistant to support program	.25 FTE .25 FTE
TUPE 9-12 Competitive Teacher on Special Assignment/Program Coordinator 4 Tobacco Prevention Specialists 1 Tobacco Prevention Specialist – Continuation School	.10 FTE .75 FTE .125 FTE

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)	<ul style="list-style-type: none"> Conduct transition meetings and programs for incoming 9th grade students 	All 9 th grade students	Annually/ Teachers, Counselors	100% Graduation Rate by 2014 ↓	General Fund, school site funds ↓	
	<ul style="list-style-type: none"> Sustain alternative program coordination meetings (AAA) and development and community wide dissemination of alternative offerings for all students. 	All students	Ongoing/ District Staff			
	<ul style="list-style-type: none"> All students complete 4-year academic plans with counselors, by grade 10. 	All students	Incoming year/ Counselors, reviewed annually			
	<ul style="list-style-type: none"> Notify parents annually of graduation requirements. 	All high school students	Annually/ Admin.			
	<ul style="list-style-type: none"> Notices sent to parents concerning progress and conferences are scheduled as needed. 	All Students	Each term/ Counselors			
	<ul style="list-style-type: none"> Provide targeted assistance to students who fail CAHSEE in grade 10, 11 and 12. 	Targeted students	Every 6 weeks/ Admin., Counselors			
	<ul style="list-style-type: none"> Support targeted credit recovery assistance for students during summer. 	All high school students	Summer/ district staff			Title II D
	<ul style="list-style-type: none"> By 2009 post on-line graduate status reports for every student including A-G status. 	All high school Students	District staff			
	<ul style="list-style-type: none"> Continue to support and expand alternative pathways to graduate (New Directions, on-line- drop out recovery lab, on line credit recovery programs, etc.) 		District staff			

5.2 (Dropouts)	<ul style="list-style-type: none"> • Provide student centered activities to build leadership skills, provide social activities, and support a range of clubs and activities with the goal of supporting all students' interests. 	Open to all students	Ongoing/ Admin., ASB, Teachers	Success in students completing high school graduation requirements ↓	ASB, site, and General Fund, donations
	<ul style="list-style-type: none"> • Promote interscholastic athletic teams to all students. 	Open to all students	Ongoing/ Admin., Coaches		School Site Funds
	<ul style="list-style-type: none"> • Provide electives, including, but not limited to band and chorus, to generate interest in staying in school. 	Open to all students	Ongoing/ Teachers	Improvement as indicated by progress reports and report cards graduation requirements ↓	General Fund, School Site Funds
	<ul style="list-style-type: none"> • Provide extended learning opportunities through on line credit recovery and multiple pathways for students earning D-F grades. 	Identified at-risk students	Ongoing/ Admin, Counselors, Teachers		School site funds, General Fund, EIA-EL
	<ul style="list-style-type: none"> • Conduct counselor meetings with failing students for placement in Alternative Programs leading to graduation. Alternative Programs to include New Directions, on line drop out recovery lab, Home Schooling, and multiple pathways which provide individualized learning options for all students. 	Identified students	Ongoing/ Guidance Counsel, Admin.		District Core Staffing Budget/ Alternative Programs
	<ul style="list-style-type: none"> • Form partnerships with sub-groups that have historically lower high school graduation rates and provide targeted assistance. 	Targeted students	Ongoing /District and site staff	↓	General and site Funds
	<ul style="list-style-type: none"> • Increase monitoring of reclassified EL students and sustain support via home to school liaisons. 	EL Students, specific student groups	Ongoing / District and site staff, Parent Liaisons		EIA-EL, Title III

5.3 (Advanced Placement)	<ul style="list-style-type: none"> • Increase access to Advancement Via Individual Determination (AVID) at grades 4 -12, including developing and expanding schoolwide AVID strategies. 	All Students	Placements Annually/ Admin., Counselors, Teachers	Continuation in AVID	General Fund, EIA-SCE
	<ul style="list-style-type: none"> • Conduct Advanced Placement Information Nights and other evening offerings in grades 4 – 12 including a – g, college information and alternative pathway enrollment. 	Open to all students	Annually	Attendance records	General Funds, EIA-SCE
	<ul style="list-style-type: none"> • Increase the percentage of students enrolling in at least one AP class during high school. 	All Students	District and site staff	Enrollment reports	No additional costs

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.

PUSD uses the free and reduced priced lunch count as the poverty criteria for ranking and identifying schools for Title I funding and services. In order to impact learning early on, PUSD selects elementary schools with the highest free and reduced priced lunch count as the Title I schools. The additional Title I funding and services provides the identified elementary schools with the necessary resources to intervene early in the child's education to ensure successful mastery of the standards before the child experiences the frustration of failure.

The 2008-09 Consolidated Application identified the following schools as Title I: Valley, Los Penasquitos, Midland, Pomerado, and Rolling Hills Elementary. Percentage of free and reduced-priced meals count range of these five elementary was 20% to 51%. For 2009-2010, Del Sur Elementary will be added as a Title I school, based upon the free and reduced-price meals count in that school attendance area. It is anticipated that Del Sur will only be identified as a Title I school for one year, as the planned build-out of new homes will likely result in a decrease in the percent poverty, beyond 2009-2010.

Additionally, Federal American Recovery and Reinvestment Act (ARRA) funding for Title I, Part A will permit three additional schools (Garden Road Elementary, Black Mountain Middle School, and Meadowbrook Middle School) to benefit from the receipt of Title I funds for the 2009-2010 academic year.

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

Title I students are identified using multiple criteria and assessments. Assessments include the California STAR assessments along with District and school developed assessments. Comprehensive assessment plans are developed annually as part of the SPSA. The School Site Council along with the school leadership team participates in the development of that plan. Assessments include but are not limited to the following:

- State assessments: CAT-6, CST
- School assessments: Running Records, Informal Reading Inventories, Fluency, Measures of Academic Progress (MAPS) in reading, language and mathematics, Quality Writing, Problem Solving and Computation, Standards Based Report Cards, teacher created assessments.

Using the multiple assessments, schools identify students in consultation with teachers, parents, and administrators. Each of the schools has a process in place that meets throughout the year to identify and monitor students who have failed to meet standards and those who are at risk of not meeting standards. Throughout that process parents are informed and encouraged to be a part of the plan. Student support services such as health and special education specialists, counseling, and community agencies are included in the intervention on an as needed basis. The PUSD Student Support Services Department has a wide range of services that support student success.

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.

School leadership teams analyze student achievement results of Title I students disaggregated to determine needs and create goals to assist all students meeting standards. Once the school identifies its needs and goals, an action plan is developed as a part of the SPSA. Additionally, in PUSD each school develops a Literacy Plan that focuses professional development and school programs on the needs of those students who have not achieved state standards and District goals.

Title I programs vary at each of the schools but all programs supplement the Districtwide program to ensure Title I students the benefit of additional assistance to meet standards. Some of the programs and services provided at Title I schools include but are not limited to the following:

- **Extended Day:** Tutoring and homework clubs have been established and are expanded as needed. Teachers and other staff are trained in scientifically proven strategies for successfully assisting students.
- **Extended Year:** Academic Learning Academies as Schools within a School provide students with a longer school day and year.
- **Continuous Learning Calendar:** The continuous learning calendar has been explored Districtwide. One Title I school has put a continuous learning calendar in place to provide intersessions throughout the year and to reduce the length of vacation periods to retain students' academic skills.
- **Parent Outreach and Education:** A Community Resource Center has been established in the community of one Title I school. It is staffed by a school staff volunteer every afternoon. Parent Resource Libraries are available for parents at the Center and at all other Title I schools. Parents may check out materials to assist their children and to provide them with strategies for helping their child. Family Literacy Nights and web resources are also provided. Student Services Teachers help connect families with outside resources to assist them with health, welfare, and counseling services. District Parent Liaisons provide language interpretation and translations of school communications, as well as support limited-English-speaking parents in their learning about how to support their students' academic achievement and college readiness efforts.
- **Special Instructional Groupings:** Teachers and staff provide additional resources throughout the school day to utilize one on one, small group, and whole class instruction.
- **Counseling and guidance:** Prevention and intervention education is supported by School Counselors.
- **Computer Assisted Instruction:** Additional computers provide tools for academic instruction and assessments. Programs such as Accelerated Reading and Mathematics Success Maker, Compass Learning Odyssey, and use of MAP for individualized assessments are some of the programs available.
- **Instructional Materials:** Specially designed materials for use in extended day/year programs are provided. Supplemental materials to support differentiated instruction are also purchased.
- **Professional Development:** All teachers are trained to utilize data to inform instruction, and apply appropriate strategies to match learning readiness levels. Additionally, a wide range of research based instructional strategies such as Strategies that Work, Understanding By Design, Reading Recovery and use of assessments and technology are provided.

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

There are no PUSD Title I schools identified for Program Improvement under No Child Left Behind. However, the district provides technical support and assistance to all Title I schools, in the following areas:

- Coordination of support and collaborative discussion for Title I school Principals
- The use of assessments to identify student learning needs and improve student achievement
- Scientifically based researched instruction and professional development
- Additional fiscal resources, as appropriate
- Title I compliance and NCLB updates and guidance

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

There are no PUSD Title I schools identified for Program Improvement under No Child Left Behind, therefore, implementation of public School Choice and Supplemental Services is not applicable at this time. District staff will continue to keep advised as to the requirements of Section 1116 to ensure compliance if needed. District administration and Title I school principals have been advised of the requirements, and strategies for implementing School Choice and Supplemental Services have been formulated.

Should the PUSD be required in the future to implement Choice and SES services, Information will be disseminated to parents in a timely manner to inform them of their rights and procedures for accessing services. Parent Information meetings will be held. Both school and District staff will provide information regarding the student achievement at the school, the reasons for it becoming Program Improvement, and the parents' rights as required in No Child Left Behind Legislation. District support of both the parents' rights to choice and the plan to improve student achievement at the school will be provided. Parents will be consulted in the plan for improving the 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.

Per the needs assessment completed for Performance Goal 3, it has been determined that 100% of PUSD teachers are highly qualified as defined by NCLB. Therefore, the professional development focus described in Performance Goal 3 will be coordinated with additional professional development needs as identified in the SPSA of each of the Title I schools.

Human Resources has determined that PUSD is in compliance with the requirements for Title I paraprofessionals to be highly qualified per NCLB. 100% of these personnel are highly qualified. All personnel hired as paraprofessionals are now required to be NCLB compliant, prior to working in PUSD schools.

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.

Members of the PUSD Learning Support Services (LSS) establish annual goals, based on the District goals and performance indicators. Assistant superintendents and curriculum and instruction staff provide support to the schools to assist their work of meeting District targets and the needs identified in their individual SPSA, including Literacy Plans. Critical to the work of LSS is the coordination of programs and services to meet the District's goal of **College Readiness for All**. Programs within LSS targeted to this goal are:

- Birth to Kindergarten Programs span a wide range of early care opportunities for parents and children ages 0 to 5. An Even Start grant was submitted and funded, beginning 2004. Ready to Learn is available to parents of children 0-4. Preschools are available at all of the district's 25 elementary schools. To provide for a variety of needs represented at these schools, the preschool models include: Head Start, Parent Participation, Non Parent Participation, and State Funded Preschool. Additionally, two high schools offer child development preschool programs. Transitional programs are provided for families at both 0-4 to preschool and preschool-to-kindergarten. Full-day and two-year programs are available for Kindergarteners at some schools.
- Prevention/Student Support Services Programs provide comprehensive programs to address the social, emotional, and support needs of students and families.
- Children with Disabilities are identified and supported through Special Education. Individual needs are specified in an Individual Education Plan (IEP) and is designed by the IEP team to include school staff, parents and special education staff. Ongoing work in implementation of RtI supports careful monitoring of students throughout the spectrum of academic need.
- Categorical programs such as GATE and ELL are coordinated with other instructional programs, and with Title I. Specific categorical funding, such as Title III, ELAP, and EIA coordinate with Title I, in order to increase the effectiveness of support for at-risk students. Compliance with state and federal mandate ensures that such coordination supplements the overall program for all students.
- Curriculum directors provide leadership for the development and refinement of standards, essential learnings, curriculum and instructional materials, and professional development. The integration of on-line offerings is being explored, to support at-risk students, and enhance the curriculum for all.
- Assessment and Accountability personnel provide expertise, training, and resources for the optimal use of data and assessments.
- Student Discipline and Alternative Programs personnel provide appropriate settings to ensure safe school environments conducive to learning.
- PTA, Volunteers and Business Partnerships provide additional support and resources.

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

Donald A. Phillips

Print Name of Superintendent

Signature of Superintendent

Date

APPENDIX A

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

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

California's NCLB Performance Goals and Performance Indicators

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

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

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

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

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

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

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

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

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

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

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

APPENDIX B

Links to Data Web sites

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

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

APPENDIX C

Science-Based Programs

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

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

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

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

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

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

School-Based Programs

Name	Intended program outcomes and target grade levels. See research for proven effectiveness						Website
	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	
Across Ages	4 to 8	x	x	x		x	C,
All Stars™	6 to 8	x	x	x			A, C, D, E
ATLAS (Athletes Training and Learning to Avoid Steroids)	9 to 12	x		x			A, B, C, D,
Border Binge Drinking Reduction Program	K to 12	x			x		C,
Child Development Project/Caring School Community	K to 6	x		x	x	x	A, B, C, D, E
Cognitive Behavioral Therapy for Child Sexual Abuse	Families				x		C
Cognitive Behavioral Therapy for Child Traumatic Stress	Families				x		C
Coping Power	5 to 8			x	x		C
DARE To Be You	Pre-K	x		x	x	x	A, C,
Early Risers Skills for Success	K to 6				x		C,
East Texas Experiential Learning Center	7	x	x	x	x	x	C
Friendly PEERsuasion	6 to 8	x					C
Good Behavior Game	1 to 6				x		B, C
High/Scope Perry Preschool Project	Pre-K				x	x	B, C, E
I Can Problem Solve	Pre-K				x		A, B, D
Incredible Years	K to 3				x	x	B, C,
Keep A Clear Mind	4 to 6	x	x				A, C,
Leadership and Resiliency	9 to 12					x	C,
Botvin's LifeSkills™ Training	6 to 8	x	x	x	x		A, B, C, D, E
Lions-Quest Skills for Adolescence	6 to 8					x	D, C, E
Minnesota Smoking Prevention Program	6 to 10		x				A, D, E
Olweus Bullying Prevention	K to 8				x		B, C, E
Positive Action	K to 12	x	x	x	x	x	C, D,
Project ACHIEVE	Pre-K to 8				x	x	A, C, E
Project ALERT	6 to 8	x	x	x			A, C, D, E
Project Northland	6 to 8	x		x			A, B, C, D, E
Project PATHE	9 to 12					x	B, E
Project SUCCESS	9 to 12	x	x	x			C,
Project Toward No Drug Abuse (TND)	9 to 12	x	x	x	x		C,

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

APPENDIX D

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

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

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

APPENDIX E

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

School Health Education							
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