

LEAP PLAN: HILLSBOROUGH CITY SCHOOL DISTRICT

Federal Legislation under the NCLB Act (No Child Left Behind) set certain requirements for the states. One is that all districts must complete a single, coordinated, comprehensive plan (LEAP) that describes the educational services for all students and that can be used as a guide for the implementation of federal and state-funded programs, the allocation of resources, and reporting requirements. It is intended to serve as a summary of existing state and federal programs and establish a focus for raising the academic performance of all student groups to achieve state academic standards. The plan must be based on an analysis of data, and the state provides a template for the document. The duration of the plan was originally five years, and we are required to update the plan annually as needed.

Our plan was approved by the SBE in July of 2003. In 2008, when plans were scheduled to be re-submitted, the CDE issued an update to districts stating that LEA's are NOT be required to submit a new plan to the State Board of Education for approval until the ESEA/ NCLB is officially reauthorized and any new requirements for a local plan are made evident. It is currently impossible to predict when reauthorization will occur. Therefore the existing plan remains in effect. Although the goals of the original plan have largely been met, the annual revisions help keep the plan current by incorporating new data, information, and goals. This data includes, but is not limited to, STAR test results, district assessments, CHKS (California Healthy Kids Survey) results, district-wide needs assessments, and other available data, which varies from year to year. The Directions document created by the district and approved by the Board of Trustees as a result of this yearly analysis is incorporated as part of the LEAP plan each year, along with individual school site plans, effectively updating the goals and keeping the LEAP plan current.

The original LEAP document follows. Memos regarding the annual revisions are at the back of the document.

No Child Left Behind Act of 2001

LOCAL EDUCATION AGENCY PLAN

**Mail original and
two copies to:**

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

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

LEA Plan Information:

Name of Local Education Agency (LEA): Hillsborough City School District
County/District Code: 41-68908
Dates of Plan Duration: **July 1, 2003 to June 30, 2008 (to be updated annually)**
Date of local governing board approval: June 2, 2003 (see attached agenda)

District Superintendent: Marilyn Loushin-Miller
Address: 300 El Cerrito Avenue
City: Hillsborough Zip code: 94010
Phone: (650) 342-5193 Fax: (650) 342-6964

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

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

Marilyn Loushin-Miller June 2, 2003

Printed or typed name of Superintendent Date *Signature of Superintendent

Laurence M. May June 2, 2003

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

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Part I

Background and Overview

Background

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

Development Process for the LEA Plan

LEA Plan Planning Checklist

Federal and State Programs Checklist

District Budget for Federal and State Programs

Background

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

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

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

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

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

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

Since 1995, California has been building an educational system consisting of five major components:

- rigorous academic standards,

- standards-aligned instructional materials,
- standards-based professional development,
- standards-aligned assessment, and
- an accountability structure that measures school effectiveness in light of student achievement.

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

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

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

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

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

The Consolidated Application (ConApp)

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

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

The Single Plan for Student Achievement (School Plan)

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

The Local Education Agency Plan (LEA Plan)

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

Coordinated Compliance Review (CCR)

State and federal law require CDE to monitor the implementation of categorical programs operated by local educational agencies. This state-level oversight is accomplished in part by conducting on-site reviews of eighteen such programs implemented by local schools and districts. The Coordinated Compliance Reviews are conducted for each district once every four years by state staff and

local administrators trained to review one or more of these programs. The purpose of the review is to verify *compliance* with requirements of each categorical program, and to ensure that program funds are spent to increase student achievement and performance.

Development Process for the LEA Plan

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

In developing the Plan, the LEA will review its demographics, test results, performance, and resources. Given that the majority of such information is readily available in the School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the Academic Performance Index (API) results, and other data sources, the LEA will find the data easy to access via the Internet. (See Appendix B for links to each of the web sites containing student and staff demographic information, SARC, STAR, and API data.) **The LEA is expected to gather and review its own information from these resources and use it to inform the planning process.**

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

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

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

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

2. Review LEA characteristics. Include the LEA's vision and mission statements as well as a description or profile of the LEA.
3. Analyze student performance and other relevant data. Conduct a comprehensive data analysis of student achievement, including multiple measures of student performance. Identify all relevant assessments and apply thoughtful analyses of current educational practices to establish benchmarks aimed at raising academic performance for all students, especially identified student groups.
4. Analyze current educational practices, professional development, staffing, and parental involvement. Identify, review, and analyze data and related information on factors such as educational practices, parent and community involvement, professional development, support services, and resources that have an impact on student learning.
5. Establish LEA Plan performance targets. Using the five NCLB performance goals and indicators (see Appendix A), develop local performance targets that are: a) derived from group performance data and analysis of related, scientifically based educational practices; b) attainable in the period specified in this Plan and consistent with statewide targets for all students and subgroups; c) specific to the participants (i.e., students, teachers, administrators, paraprofessionals); and d) measurable.
6. Review available resources. Aside from fiscal resources available through federal and state funding, programmatic resources are available on the CDE Web site at <<http://www.cde.ca.gov>>. The Consolidated Application provides funding for **district-operated programs** (including reservations from Title I for various purposes, Title II, Title IV, and Tobacco-Use Prevention) as well as for **school-operated programs** (including Title I, Parts A and D, Title III, Title V, School Improvement, Economic Impact Aid, 10th Grade Counseling, and Miller-Unruh Reading programs).

7. Identify specific plans for improvement. For **district-operated** programs, identify the participants, expected performance gains, and means of evaluating gains. Indicate specific improvements and practical monitoring of their implementation and effectiveness. For **school-operated programs**, summarize those same elements from approved *Single Plans for Student Achievement*.
8. Obtain local governing board approval. The LEA Plan must be approved by the local governing board prior to submittal to CDE. Ensure that all required signatures are affixed.
9. Monitor progress. To verify achievement of performance targets, monitor areas such as: a) assignment and training of highly qualified staff; b) identification of participants; c) implementation of services; d) provision of materials and equipment; e) initial and ongoing assessment of performance; and f) progress made toward establishing a safe learning environment.
10. Evaluate the effectiveness of planned activities. The analysis of data (student, school-wide, support services, professional development) is part of the ongoing program monitoring and evaluation. When results are *not* as expected, it may be helpful to consider the following: a) How are performance targets and activities based on student performance and factual assessment of current educational practice? b) How educationally sound is the plan to help reach the targets? c) How timely and effectively is the plan being implemented? d) If the plan has not been implemented as written, what were the obstacles to implementation?
11. Modify the plan. The LEA Plan must be reviewed and updated annually. Consider factors that may indicate a need to amend the plan, such as: a) a major service or activity that proves ineffective; b) a program allocation is less or more than estimated; c) staff, equipment, or materials essential to the plan cannot be procured; d) school boundaries or demographics suddenly change; e) an activity was found to be non-compliant; and f) a planned activity is not supported by staff, parents, or students.

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

PLANNING CHECKLIST
FOR LEA PLAN DEVELOPMENT
 (Optional)

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

FEDERAL AND STATE PROGRAMS CHECKLIST

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

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

DISTRICT BUDGET FOR FEDERAL PROGRAMS – 2002-2003

Please complete the following table with information for your district.

Programs	2001-02 District Carryovers	2002-03 District Entitlements	2002-03 Direct Services to Students at School Sites (\$)	2002-03 Direct Services to Students at School Sites (%)
Title I, Part A	(We are returning the 2001-02 district carryover of \$21,673.66.)			
Title I, Part B, Even Start				
Title I, Part C, Migrant Education				
Title I, Part D, Neglected/Delinquent				
Title II Part A, Subpart 2, Improving Teacher Quality	0.00	29,979.00	29,979.00	100
Title II, Part D, Enhancing Education Through Technology				
Title III, Limited English Proficient	00.0	2,584.00	2,584.00	100
Title III, Immigrants				
Title IV, Part A, Safe and Drug-free Schools and Communities	1,136.81	5,724.00	6,860.81	100
Title V, Part A, Innovative Programs – Parental Choice	921.99	4,679.00	5,600.99	100
Adult Education				
Career Technical Education				
McKinney-Vento Homeless Education				
IDEA, Special Education	0.00	148,923.00	148,923.00	100
21 st Century Community Learning Centers				
Other (describe)				
TOTAL	2,058.80	191,889.00	193,947.80	100

DISTRICT BUDGET FOR STATE PROGRAMS – 2002-2003

Please complete the following table with information for your district.

Categories	2001-02 District Carryovers	2002-03 District Entitlements	2002-03 Direct Services to Students at School Sites (\$)	2002-03 Direct Services to Students at School Sites (%)
EIA – State Compensatory Education				
EIA – Limited English Proficient	0.00	8,321.00	8,321.00	100
State Migrant Education				
School Improvement	18,494.82	88,262.00	106,756.82	100
Child Development Programs				
Educational Equity				
Gifted and Talented Education	10,876.59	13,615.00	24,491.59	100
Tobacco Use Prevention Education – (Prop. 99)				
Immediate Intervention/ Underperforming Schools Program (II/USP)				
School Safety and Violence Prevention Act (AB 1113)	9,398.00	10,000.00	19,398.00	100
Tenth Grade Counseling				
Healthy Start				
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				
Other (describe)				
TOTAL	38,769.41	120,198.00	158,967.41	100

Part II

The Plan

Needs Assessments

Academic Achievement

Professional Development and Hiring

School Safety

Descriptions – District Planning

District Profile

Local Measures of Student Performance

Performance Goal 1

Performance Goal 2

Performance Goal 3

Performance Goal 4

Performance Goal 5

Additional Mandatory Title I Descriptions

Needs Assessment

The passage of NCLB imposes a number of significant new requirements on LEA's as conditions for funding provided at the state and local levels. Among these are reporting requirements designed to facilitate accountability for improving student **academic performance, professional development and hiring, and school safety**. As such, a needs assessment to determine strengths and weaknesses in these areas must be conducted.

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

Academic Performance

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

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

Professional Development and Hiring

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

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

School Safety and Prevention

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

Descriptions – District Planning

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

District Profile

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

The Hillsborough City School District is a suburban, K-8 district on the San Francisco peninsula with 1369 students housed in three elementary schools and one middle school. Hillsborough is a predominantly professional community with upper middle class and higher socio-economic families. The ethnic composition of the student population is as follows : 72% White, 22% Asian, 2% Filipino, 2% Hispanic, 1% Black, and 1% other. 53% of the students are male and 47% are female. Virtually all parents have completed at least four years of college, with many holding post-graduate degrees. There are currently no students enrolled in our school who are eligible for free and reduced lunch, or are considered low income. Since Hillsborough is exclusively residential, there are no businesses, churches, or even sidewalks. The heart of the community is its schools and the district receives invaluable support from its residents.

Parent and community involvement in our district is extremely high and positive. Parents contribute over 32,000 volunteer hours to the district every year. The APG (Associated Parent Group) and the HSF (Hillsborough Schools Foundation) also provide substantial financial support through their fund-raising efforts. All of our schools have been identified as California Distinguished Schools on multiple occasions, and 3 of the 4 have been recognized as National Blue Ribbon schools. All four of our schools consistently have API's above 900.

The district mission statement and essential outcomes for students, which follow, were developed by all stakeholders in the school community, and influence all our educational decisions.

MISSION STATEMENT

Hillsborough City School District shall work in partnership with students, parents, and other community members to educate the whole child in a nurturing environment and empower each student to become a contributing member, and a responsible participant in our changing world.

ESSENTIAL OUTCOMES

STUDENTS, THROUGH THEIR EFFORTS AND WITH THE SUPPORT OF THE WHOLE SCHOOL COMMUNITY, WILL BECOME...

PROBLEM SOLVERS who are able to work individually or together to identify, anticipate, assess, and work toward resolution of problems, challenges, and conflicts which occur in our rapidly changing world.

CRITICAL, REFLECTIVE, CREATIVE THINKERS who, while mastering basic and essential skills and areas of knowledge, are able to use available technologies and resources to access, analyze, and synthesize information and to use information from a variety of different perspectives to make informed, effective, and sound decisions.

COLLABORATIVE CONTRIBUTORS who are self-motivated and who use effective leadership, group and interpersonal skills to foster, develop, and sustain supportive relationships and responsibilities toward self, peers, family, school, and community in culturally diverse settings.

EFFECTIVE COMMUNICATORS who are able to receive and exchange ideas and information openly and are able to make themselves understood using the most appropriate modes of communication.

ETHICAL CITIZENS who are able to understand the rights and responsibilities of citizenship and who participate in civil and democratic processes. Citizens who are sensitive to the environment and contribute their time, energies, and talents to improve the welfare of others and the quality of life in their personal, local, and global environments. Citizens who have a clear understanding and appreciation of the cultures, histories, and contributions of the peoples of the world and work toward realizing mutual respect and acceptance.

SELF-DIRECTED, ENTHUSIASTIC, CARING INDIVIDUALS who continue to grow intellectually, socially, and physically, who enjoy life, and who have positive self-esteem.

INTELLIGENT INNOVATORS who are able to gain self-esteem and create intelligent, artistic, and practical ideas and projects which reflect originality and high quality.

DEPENDABLE MEMBERS OF THEIR PROFESSIONS who work independently and in groups, understand and adhere to a work ethic, are cognizant of career options, ask questions, and solve task related problems, paying attention to detail and follow-up, and transfer their learning from one situation to another.

In the 2001-2002 school year, after working with Alan November, a noted futurist, the district conducted a comprehensive “Futures Study” to determine if we were heading in the right direction toward meeting our goals for students and if those goals were the right goals based on projected trends. The community-wide committees studied curriculum, instruction, and facilities in light of changing needs and expectations for future generations. It was determined that although we were generally on the right track, in order to reach our vision we needed to expand our foreign language program, reduce class size, create flexible grouping spaces, more thoroughly integrate technology in the curriculum, develop a first class Fine and Performing Arts program, and create programs to develop healthy, well rounded, flexible adults with strong leadership skills and an outstanding academic foundation.

As a result of the study, many changes were initiated in 2002, but it became clear that without additional facilities, the programs would be held back. In November of 2002, the community overwhelmingly approved a \$63 million-dollar school bond measure and plans for new construction are now underway. The building project will span the next 10-15 years and is therefore important to note in a five-year plan.

Local Measures of Student Performance

(*other* than State-level assessments)

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

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

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

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

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

Students in grades two through eight participate in two district writing samples each year. The prompts are based on genre identified by the state as part of the standards for each grade level. The samples are scored in a collaborative process at each grade level using the Six-Trait rubric. Anchor papers are determined by the whole group, and teachers “practice” scoring on sample papers until they reach consensus and consistency on their expectations and standards. This part of the process is as important to instruction as the actual writing, since it helps ensure that all teachers will be “on the same page” when it comes to holding students to a high standard. Each paper is read by two teachers other than the classroom teacher. The data is then analyzed and disaggregated by school, classroom, ethnicity, and gender to determine areas of strength and weakness as a whole, and within each group.

The first writing sample occurs in the fall, and is used to inform instruction for the year and to help identify at-risk students. The individual student papers are also shared with parents at conference times. The second sample is conducted in the spring. It measures progress of both the class and the individuals, and is one of our factors for promotion / retention. It is also used to critique our program for the year.

In addition, through our work with the Bay Area School Reform Collaborative (BASRC) we, and the other 12 schools and 2 districts in our cluster, have developed highly effective diagnostic assessments K-5 which inform instruction and help us target focal students throughout the year.

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

Planned Improvement in Student Performance in Reading

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

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <p>Much work has already been done district-wide in this area, through trainings, the purchase of standards based materials, and clearly communicated expectations to teachers, parents, and students. Currently in our K-5 schools, at least 95% of <u>all</u> students at <u>every</u> grade level tested (1-5) are scoring at or above grade level. In the middle school, the percent of students at or above grade level ranges from 87% to 92%. In order to align standards to instruction, we will continue to:</p> <ul style="list-style-type: none"> • Have teachers use the standards correlations in their Open Court materials when planning lessons K-5; • Continue a focus on standards in all staff development; • Work with middle school teachers to ensure that they continue teaching skills in reading linked to standards; • Ensure report cards K-5 are aligned to standards. 	<ul style="list-style-type: none"> • Teachers – Ongoing • Entire district – Ongoing • Principals, teachers, Dir. of Ed. Services – Ongoing • Administrators – Ongoing 	<ul style="list-style-type: none"> • None • None • None • None 	<ul style="list-style-type: none"> • None • None • None • None 	<ul style="list-style-type: none"> • None • None • None • None

<p>2. Use of standards-aligned instructional materials and strategies:</p> <ul style="list-style-type: none"> • At the K-5 level, the district has adopted Open Court Reading 2002, which is standards-based and used in all classrooms. • At the 6-8 level, the district has adopted Prentice Hall, which is standards-based, and used in all classrooms. • Teachers will practice using a variety of templates for lesson plans, all of which include a description of the standards addressed. • Teachers will examine student work in collaborative planning time in order to ensure standards are being met. • Hampton Brown materials have been adopted for work with ELD students. 	<ul style="list-style-type: none"> • Teachers, administrators – Ongoing • Teachers, administrators – Ongoing • Teachers – Ongoing • Teachers – Ongoing • Teachers – Ongoing 	<ul style="list-style-type: none"> • Replace consumables • Replace consumables • None • None • Replacement costs 	<ul style="list-style-type: none"> • \$40,000 • \$10,000 • None • None • \$500 	<ul style="list-style-type: none"> • IMF funds • IMF funds • None • None • IMF funds or EIA
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<p>3. Extended learning time:</p> <ul style="list-style-type: none"> • K-2 students who are struggling in reading will be offered a chance to attend our BASRC (Bay Area School Reform Collaborative) Literacy Summer School. This is a two-week program offered before the start of school in the fall to help students who are behind in their skills development “catch up”, or have a head start in working with reading standards. • After school tutoring in Reading is offered to students identified as at-risk. • We have a pre-school located at each school site operated by the Hillsborough Recreation Department (not the district) that we work closely with. They are fully aware of our standards and expectations, and often attend relevant trainings. • Reading Specialist work in the classrooms as needed for extra support. 	<ul style="list-style-type: none"> • Teachers, – Ongoing • Teachers – weekly • Preschool personnel – Ongoing • Reading specialists – Ongoing 	<ul style="list-style-type: none"> • Teachers, program materials • Teacher pay • None • Salaries for 3 half-time teachers 	<ul style="list-style-type: none"> • \$10,000 • \$1,000 • None • \$110,000 	<ul style="list-style-type: none"> • BASRC funds • General fund • None • General funds
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Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <ul style="list-style-type: none"> • The use of Listening Centers K-5 is being expanded. • Lexile Software is being used by reading teachers. • Results of the many reading assessments are being 	<ul style="list-style-type: none"> • Teachers – Ongoing • Reading teachers – Ongoing • Data Advisors 	<ul style="list-style-type: none"> • Costs of centers • None • Data input 	<ul style="list-style-type: none"> • \$2,000 • None • \$2,000 	<ul style="list-style-type: none"> • Hillsborough Schools Foundation funds • SIP funds • BASRC funds

<p>placed in a database so that teachers can track and regroup students easily and immediately based on results.</p> <ul style="list-style-type: none"> Grade level sharing folders are being created on-line for teachers across the district to pass along ideas or questions regarding reading instruction. “Reading Counts“ software is being used successfully to supplement reading instruction. Teacher and librarian created websites link children to carefully selected websites relevant to their reading and other instruction. 	<ul style="list-style-type: none"> – Ongoing • Dir. of Ed. Services, teachers – Ongoing • Tech Specialists, teachers – Ongoing • Librarians, teachers – Ongoing 	<ul style="list-style-type: none"> • None • None (in place) • None 	<ul style="list-style-type: none"> • None • None • None 	<ul style="list-style-type: none"> • None • None • None
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <ul style="list-style-type: none"> Grade level meetings will be held once a trimester to address the issue of standards alignment, focusing on a different subject area each time. BASRC trainings with Linda Diamond will focus on aligning reading instruction and assessment. Open Court training will be provided to any new teachers or to teachers changing grade levels. Middle school teachers who have not yet been trained will be trained in content area reading skills. 	<ul style="list-style-type: none"> • Teachers – Ongoing • Teachers, trainers – Summer • Teachers – Summer • Teachers – Fall 	<ul style="list-style-type: none"> • None • Training costs • Cost of training • Costs of subs 	<ul style="list-style-type: none"> • None • \$5,000 • \$600 • \$500 	<ul style="list-style-type: none"> • None • BASRC funds • Title II • Title II
<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"> A parent meeting will be held as soon as STAR test results are distributed to answer questions about 	<ul style="list-style-type: none"> • Dir. of Ed. Services, Superintendent, 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • None

<p>testing in general and individual student scores.</p> <ul style="list-style-type: none"> • A presentation about the STAR results will be made to the Board of Trustees. • Parents and community members attend our BASRC Literacy panel twice a year where information regarding literacy is shared and gathered. • Parents serve as classroom volunteers in the area of reading. • Parent education trainings are held three times a year. One workshop will focus on the area of literacy. • School Site Council meetings review data on progress toward standards competency and set goals for the Single Plan for Student Achievement. • Parent conferences are held throughout the year. • Parents have input regarding their child's PEP (Personalized Education Plan). 	<p>Dir. of Student Services, Psychologists – September</p> <ul style="list-style-type: none"> • Board of Trustees – September • Parents, teachers – Fall, spring • Parents – Ongoing • Parents, Dir. of Ed. Services – 3 times a year • School Site Council – Annually • Parents, teachers – 2-3 times a year – Parents, teachers – 2 times a year K-5 	<ul style="list-style-type: none"> • None • Cost of materials • None • None (in place) • None • None • None 	<ul style="list-style-type: none"> • None • \$500 • None • None • None • None • None 	<ul style="list-style-type: none"> • None • BASRC • None • None • None • None • None
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <ul style="list-style-type: none"> • We are creating a new schedule K-5 so that specialists will be able to use some of their day to lend support to combination classes during Reading instruction time. This will allow students to be grouped more effectively to address grade level specific standards. 	<ul style="list-style-type: none"> • Specialists – Ongoing fall 2003 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • None

<ul style="list-style-type: none"> • We have restructured the time of day aides are on campuses to cluster them around reading and math instruction times. • At the middle school, a tutoring elective has been built into the elective schedule. • Psychologists, counselors, speech, and reading specialists contribute to CST meetings and provide services as identified. 	<ul style="list-style-type: none"> • Aides – Ongoing fall 2003 • Teachers – Ongoing • Specialists – Fall 	<ul style="list-style-type: none"> • Aide costs • None • None 	<ul style="list-style-type: none"> • \$246,000 • None • None 	<ul style="list-style-type: none"> • General fund, some SIP • None • None
<p>8. Monitoring program effectiveness:</p> <ul style="list-style-type: none"> • The district will participate in all required testing, fulfill all obligations for accountability, and adjust programs as needed. • Data from all testing services (STAR, Writing Samples, API, BASRC Literacy, etc.) will be disaggregated, and progress toward standards for all groups will be measured. Instruction will be modified accordingly. • School Site Councils will monitor the progress toward the goals set in their Single Plan for Student Achievement. • Teachers will use ongoing formative and diagnostic testing in their classrooms to continually check for learning and modify instruction accordingly. • Principals will monitor the progress at the school site. • The Director of Educational Services will monitor the progress of the district as a whole. 	<ul style="list-style-type: none"> • Dir. of Ed. Services – Ongoing • Data Advisors, Administrators, Dir. of Ed. Services – Ongoing • School Site Councils – Annually • Teachers – Ongoing • Principals – Ongoing • Dir. of Ed. Services – Ongoing 	<ul style="list-style-type: none"> • None • None • None • None • None • None 	<ul style="list-style-type: none"> • None • None • None • None • None • None 	<ul style="list-style-type: none"> • None • None • None • None • None • None

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. Targeting services and programs to lowest-performing student groups:</p> <ul style="list-style-type: none"> • All principals analyze test data and share results with teachers at the start of the school year to “flag” at-risk students. • CST’s will be held for any students identified as at-risk, and an Improvement Plan will be implemented. • Reading Specialists in the K-5 schools will work with students in grades K-3 needing extra support, or who fall below grade level in reading. • Tutoring after school is offered to at-risk students K-8. • BASRC summer school is offered for at-risk students K-2. • ELD materials (Hampton Brown) are in each school, and used appropriately to help EL students improve literacy. • RSP and 504 students receive the support indicated in their IEP’s or 504 plans 	<ul style="list-style-type: none"> • Principals, – Ongoing • Teachers, administrators, specialists – Ongoing • Reading Specialists – Ongoing • Teacher – Weekly • Teachers – August • Classroom teachers, EL teachers – August • Specialists, Classroom teachers – Ongoing 	<ul style="list-style-type: none"> • None • None • Costs of Reading Specialists • Cost of tutor • Cost of program • None • None 	<ul style="list-style-type: none"> • None • None • \$110,000 • \$1,000 • \$10,000 • None • None 	<ul style="list-style-type: none"> • None • None • General fund • General fund • BASRC • None • None

<p>10. Any additional services tied to student academic needs:</p> <ul style="list-style-type: none"> • Counseling services are available for all students K-8 who may need emotional or social support for issues that are impeding learning. • Through the Recreation Department, Courses are frequently offered after school that develop study skills. • Reading Buddies in the elementary school support each other's learning. 	<ul style="list-style-type: none"> • Counselor – Ongoing • Recreation Department – Ongoing • Students – Ongoing 	<ul style="list-style-type: none"> • None • None • None 	<ul style="list-style-type: none"> • None • None • None 	<ul style="list-style-type: none"> • None • None • None
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Performance Goal 1: *All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014.*

Planned Improvement in Student Performance in Mathematics

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

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <p>The district is very strong in its math performance, and a great deal of work has been done to link standards to instruction. District-wide at least 90% of <u>all</u> students at <u>all</u> grade levels are at or above grade level on the SAT9, and the <u>average</u> percentile rank at all grades was 90th percentile or above, except 8th grade where it was 88th percentile. This has always been an area of strength for us. 75% of our students complete either algebra or geometry by the end of 8th grade, compared to only 31% statewide.</p> <ul style="list-style-type: none"> • The 6-8 math department will meet as a team as well as by course offerings to align instruction with Content standards. • The 6-8 math department will articulate with 5th grade teachers about gaps/strengths in standards development. • Current materials K-8 will be analyzed to determine what support materials need to be purchased /used to 	<ul style="list-style-type: none"> • Math department – One per trimester • Math department, 5th grade teachers – One time per year • Math teachers – Ongoing • Math advisor – Spring 2003 	<ul style="list-style-type: none"> • None • None • None • Cost of Math Advisor 	<ul style="list-style-type: none"> • None • None • None • \$2,500 	<ul style="list-style-type: none"> • None • None • None • District funds

<p>ensure that all standards are covered.</p> <ul style="list-style-type: none"> The 6-8 math advisor will attend CAHSEE workshops to bring back information on how the 4-8 teachers need to work with standards to ensure success on the exit exam. 				
<p>2. Use of standards-aligned instructional materials and strategies:</p> <ul style="list-style-type: none"> Our K-5 schools use the Everyday Mathematics program which is not currently state adopted at all grade levels, although it was on previous adopted lists. However, we have received a waiver from the state to allow us to purchase these materials based on our success with it. We feel strongly that this program has made our already excellent math program even better. We have looked at the so-called “gaps” noted by the state, and have purchased additional materials, such as “Math Steps”, to fill some computation areas where needed. Our middle school teachers have been thrilled with the much deeper understanding of mathematical concepts and reasoning that students are coming to them with since the introduction of this program. All teachers K-8 have worked with the math standards for their grade level, and linked them to materials used, and will continue to do so. “Key to Math” materials will be purchased at the middle school to supplement computational weaknesses as identified through data analysis. 	<ul style="list-style-type: none"> Administrators, teachers, Dir. of Ed. Services – Ongoing Teachers – Ongoing Math department – Fall 2003 	<ul style="list-style-type: none"> Consumable replacement costs None Cost of materials 	<ul style="list-style-type: none"> \$20,000 None \$1,000 	<ul style="list-style-type: none"> District funds None SIP
<p>3. Extended learning time:</p> <ul style="list-style-type: none"> In grade 6, an average of one “Mod” (23 minutes) of 	<ul style="list-style-type: none"> 6TH grade science 	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> None

<p>instructional time during the 4 mod 6th grade science time will be allocated for the purpose of working on basic math computation as needed.</p> <ul style="list-style-type: none"> • Math Specialists grade 3-5 work with students on enrichment activities beyond the regular instruction. • Family Math night is held in some of the district schools. • The Recreation Department sometimes offers after school classes related to math. • After school tutoring is available for students at-risk in math. 	<p>teachers – Ongoing</p> <ul style="list-style-type: none"> • Math Specialists – Ongoing • Parents, teachers – One time per year • Recreation Department – Ongoing • Teachers – Ongoing 	<ul style="list-style-type: none"> • Math Specialist salary • None • None • Tutor pay 	<ul style="list-style-type: none"> • \$115,000 • None • None • \$1,000 	<ul style="list-style-type: none"> • General fund • None • None • General fund
Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <ul style="list-style-type: none"> • A middle school teacher is working on a special 3-year project to integrate technology with the math program. This year she began working with 6th graders on graphic calculations and looking at software available to support other aspects of the middle school math program. The programs will be expanded. • Students in the 8th grade algebra class worked on E-cybermission projects. Several of the teams won regional awards, earning savings bonds, for their real life mathematical problem-solving. This project will be expanded next year. 	<ul style="list-style-type: none"> • 8th grade teacher – Ongoing • 8th grade teachers – Ongoing 	<ul style="list-style-type: none"> • None • None 	<ul style="list-style-type: none"> • None • None 	<ul style="list-style-type: none"> • None • None

<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <ul style="list-style-type: none"> • All new teachers or teachers changing grade levels will receive training on all math materials used to support standards K-8. • Middle school teachers and 4-5 teachers will be in-serviced on the CAHSEE exam, and their role in preparing students for passing it. • The math teams at the middle school will meet twice a trimester to share data and evaluate the effectiveness of grouping strategies. • Fifth and 6th grade teachers will have articulation meetings regarding math, and standards. 	<ul style="list-style-type: none"> • Dir. of Ed. Services – Ongoing fall 2003 • Teachers – Spring 2003 • Middle school math teachers – Two times a year • Math teachers – One time per year 	<ul style="list-style-type: none"> • Costs of training • None • None • None 	<ul style="list-style-type: none"> • \$1,000 • None • None • None 	<ul style="list-style-type: none"> • District funds • None • None • None
<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"> • Parents will receive all testing results in a timely fashion and meetings will be held district-wide, at a Board meeting, and at each parent group to discuss results. • Parent Conferences are held throughout the year. • Progress Reports and Reports Cards are sent home on a regular basis (K-5 report cards are standards based). • Parents serve as volunteers during the instructional day. • The Everyday Math program includes regular letters home to parents. 	<ul style="list-style-type: none"> • Dir. of Ed. Services – August/September • Teachers – 2-3 times a year • Teachers – 3 times a year • Parents – Ongoing • Math teachers – Monthly 	<ul style="list-style-type: none"> • None • None • None • None • None 	<ul style="list-style-type: none"> • None • None • None • None • None 	<ul style="list-style-type: none"> • None • None • None • None • None

<ul style="list-style-type: none"> Parents Education trainings are offered 3 times a year—one will focus on an aspect of mathematics. 	<ul style="list-style-type: none"> Dir. of Ed. Services – 3 times a year 	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> None
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <ul style="list-style-type: none"> Specialists' schedules will be reallocated to allow them to assist in math instruction K-5 in combination classrooms to facilitate skills grouping, and grade level specific content standards. Classroom aides will be available in all K-5 schools during math time to assist with instruction. Fifth grade teachers and 8th grade teachers provide transitional guidance for students moving on to the next level of schooling, making recommendation for placements. 	<ul style="list-style-type: none"> Specialists K-5 – Ongoing after fall 2003 Aides – Ongoing after fall 2003 Teachers. – 3 times a year 	<ul style="list-style-type: none"> None None None 	<ul style="list-style-type: none"> None None None 	<ul style="list-style-type: none"> None General fund None

<p>8. Monitoring program effectiveness:</p> <ul style="list-style-type: none"> • A member of the middle school math department will be designated to implement and oversee the math computation course and evaluate its success based on pre and post diagnostic testing. • The middle school sets aside a day at the end of the year for “goal setting” for the next year based on data from the current year. Math is one area examined. • All School Site Councils will monitor progress toward goals identified on the Single Plan for Student Achievement, including those on math. • Data from all testing source will be disaggregated and progress toward standards will be measured at every grade level. Instruction will be modified accordingly. • Teachers will use ongoing formative assessments to direct instruction. • Principals will monitor the overall progress of the school sites. • The Director of Educational Services will monitor the district as a whole. 	<ul style="list-style-type: none"> • Math teachers – Ongoing • Middle school teachers, administrators – Ongoing • School Site Councils – Annually • Administrators, directors – Ongoing • Teachers – Ongoing • Principals – Ongoing • Dir. of Ed. Services – Ongoing 	<ul style="list-style-type: none"> • None • None • None • None • None • None • None 	<ul style="list-style-type: none"> • None • None • None • None • None • None • None 	<ul style="list-style-type: none"> • None • None • None • None • None • None • None
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Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. Targeting services and programs to lowest-performing student groups:</p> <ul style="list-style-type: none"> • Differentiated instructional learning groups will be set up to meet the needs of individual students. • CST's will be held for any students identified as at-risk, and an improvement plan will be implemented. • Any students falling below the 50th percentile will receive extra support. • RSP and 504 students will receive the support indicated in their plans. 	<ul style="list-style-type: none"> • Teachers – Ongoing • Teachers, administrators, support personnel – Ongoing • Appropriate support personnel – Ongoing • Special Ed teachers – Ongoing 	<ul style="list-style-type: none"> • None • None • None • None 	<ul style="list-style-type: none"> • None • None • None • None 	<ul style="list-style-type: none"> • None • None • None • None
<p>10. Any additional services tied to student academic needs:</p> <ul style="list-style-type: none"> • Counseling services are available for all students K-8 who may need emotional or social support for issues that are impeding learning. • Through the Recreation Department, courses are frequently offered after school that develop study skills. 	<ul style="list-style-type: none"> • Counselors – Ongoing • Recreation Department – Ongoing 	<ul style="list-style-type: none"> • None • None 	<ul style="list-style-type: none"> • None • None 	<ul style="list-style-type: none"> • None • None

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

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

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

	Description of how the LEA is meeting or plans to meet this requirement.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Required Activities</p> <p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <p>a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;</p> <p>b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;</p> <p>c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <ul style="list-style-type: none"> ▪ meeting the annual measurable achievement objectives described in Section 3122; ▪ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)); ▪ annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1)); <p>d. Describe how the LEA will promote parental and community participation in LEP programs.</p>	<p>a. The Hillsborough City School District (HCSD) currently provides the following basic instructional services to students identified as English Learners:</p> <ul style="list-style-type: none"> • Structured English Immersion (SEI): K-12 EL students who have been assessed on the CELDT and found to be at “less than reasonable levels of fluency in English” (CELDT levels 1 – 3) receive daily designated instruction in ELD and access to core content subjects through SDAIE instruction. ELD instruction focuses on listening, speaking, reading and writing in English, is targeted to the students’ levels of proficiency in English, and is based on the ELD standards. Core content instruction is based on state grade level standards, and teachers utilize appropriate strategies to ensure comprehensibility of instruction. Both ELD and SDAIE content courses are taught by teachers with the appropriate state authorizations. • English Language Mainstream (ELM): K-12 students who have been assessed on the CELDT and have found to be at “reasonable levels of fluency in English” (CELDT levels 4-5) receive daily instruction in ELD targeted to their language proficiency needs, and grade-level instruction in the core content areas with ongoing attention paid to the language demands of the instruction. SDAIE strategies continue to be used in the ELM program. Teachers who work with EL students in the ELM program possess appropriate state authorizations. • Students in grades K-1 who score proficient on CELDT initial administrations, but who are identified by classroom teachers as evidencing learning struggles in ELA and other language-based curriculum, receive daily or twice-weekly SEL, on a case-by-case basis, until deemed to have developed sufficient skills, or deemed to require assessments for additional services (e.g., reading specialist or SPED services). <p>b. The HCSD will use Title III funds to provide the following supplemental service to targeted EL students:</p> <ul style="list-style-type: none"> • Intervention programs (during the school day) <ul style="list-style-type: none"> - Hire personnel - Purchase supplementary materials <p>The HCSD has set the following annual goals for EL students in the area of ELD, reading/language arts and math. ELD growth is measured by the state assessment, CELDT; reading/language arts and math are measured by the California Standards Test.</p>

CELDT level	Beginning	Early Intermed	Intermediate	Early Adv	Advanced	Redesignated
Timeline toward redesignation, based on CELDT level at time of initial enrollment year	1 st year	2 nd year	3 rd year	4 th year	5 th year	6 th year
		1 st year	2 nd year	3 rd year	4 th year	5 th year
			1 st year	2 nd year	3 rd year	4 th year
				1 st year	2 nd year	3 rd year
					1 st year	2 nd year
California ELA Standards Test	Far below basic	Far below basic	Below basic	Basic	Basic	Proficient
California Math Standards Test	Far below basic	Far below basic	Below basic	Basic	Basic	Proficient

The HCSD has set the following interim goals for EL learners:

- ELD: progress on ELD standards mastery, as measured by district ELD performance checklist (measured each trimester)
- ELA: progress in academic vocabulary development and reading comprehension, as measured by running records, published reading inventories, teacher developed standards-based assessments (measured each trimester)
- ELA: progress in writing, based on grade level writing application standards, as measured by district writing prompts (thrice yearly)
- Math: progress in computation and concept attainment, as measured by district tests and grade level performance tasks (measured each trimester)
- HCSD students rarely test at the basic level. The vast majority of EL-identified students score within the Advanced or Proficient level within one year, and as demonstrated on the CELDT, district-wide tests and statewide testing.

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

- Develop interventions for EL students who are not making adequate progress on interim benchmarks:
 - Provide stipends for teachers to research effective intervention programs
 - Purchase supplementary materials
- Provide on-going professional development and coaching to teachers in providing high-quality, standards-based instruction in ELD, language arts and math to EL students
- Establish a district relational database system that collects and provides disaggregated data to schools and individual teachers on student academic growth and progress towards benchmarks

C.

The HCSD is committed to monitoring the academic achievement of its EL students in the subject areas of ELD, ELA and math. To ensure that EL students are making satisfactory progress towards the interim and annual goals stated earlier, the HCSD employs the following monitoring process:

At the school sites:

- All EL student records (testing, copies of letters to parents, grades, etc.) are kept in a language development folder. This folder is updated yearly, and accompanies the student as he/she changes schools.
- An EL committee/department is established at each site. Members of the committee confer monthly to discuss EL student progress and issues.
- A Site EL Coordinator is selected who gathers and monitors EL student records, coordinates EL testing, monitors EL student progress and is a liaison for the teachers, EL Committee and principal.
- Each single Plan for Student Achievement addresses the language and academic needs of the EL students.
- The District Coordinator advises principals about EL placement. The principal monitors the EL student placement in classes and groupings, ensures appropriate teacher authorizations, visits classrooms regularly to monitor ELD and SDAIE lesson implementation, schedules and attends ELAC meetings and ensures implementation of district plans to meet the language and academic needs of the EL students.
- Reports are submitted by the principal yearly to the District EL Coordinator that document the language and academic progress of each EL student towards benchmarks. Information from these reports is used to determine the need for specific, targeted interventions. These reports are evaluated at the district level.

At the district level:

- All EL student information will be recorded in a district database that is accessible to individual sites and teachers to input and download information.
- The Director of Curriculum and the District EL Coordinator hold regular meetings with site principals to discuss district and site level plans for language and academic instruction for EL students.
- The Director of Curriculum and the District EL Coordinator visit each school twice yearly to monitor the implementation of the EL programs. At any time that difficult issues arises at the sites regarding program implementation, the Director and the District EL Coordinator visit the school, meet with the administrator, and take the necessary actions. Schools with serious difficulties in implementing the required EL services and interventions are asked to write an "action plan" with agreed upon timelines for program implementation.
- The District EL Coordinator holds a quarterly meeting with site EL Coordinators to discuss issues regarding EL program implementation.
- The District EL Coordinator receives the reports submitted by the principals and site EL Coordinators in regard to the EL students' language and academic progress. These reports are analyzed for successful progress towards the agreed upon benchmarks. Concerns are brought to the attention of the Director of Curriculum.
- As year-end assessment results are received, they are disseminated to sites for study. District administrators, along with site principals and EL Coordinators analyze the data and determine if EL students met their annual yearly progress goal (based on length of time in the district's language program). If the sites have not met their annual yearly progress target, a study session is held to examine the program design and its implementation. Necessary changes are implemented immediately for the new school year.

- The Director of Curriculum makes an annual report to the Board of Trustees on the language and academic progress of the EL students in the district.
- District-wide professional development is provided for administrative staff in the following areas:
 - EL Master Plan
 - Effective ELD and SDAIE strategies (for classroom observations)
 - Diversity and Equity training
- District-wide training is provided for the teaching staff in the following areas:
 - EL Master Plan components
 - BCLAD/CLAD/SB 395 training
 - ELD Institutes
 - Standards-based instructional planning for ELD, ELA and math

Title III funds will be used to pay stipends for EL Site Coordinators to collect records, coordinate testing, and work with teachers.

The HCSD will use Title III funds to encourage and promote broad involvement of the parents of EL students and the community. The district currently has written parent involvement policies, including the provisions for development of ELAC and DELAC (English Learner Advisory Committee and District English Learner Advisory Committee). At this time, these committees are not in existence for the following reasons: extremely low numbers of LEP students, very small schools, very high level of English proficiency of parents. The need for such committees is assessed on a yearly basis. Individual parental needs are elicited and addressed.

d.
Title III funds will:

- Build capacity for strong parent involvement through technical assistance which will be made available for planning effective parent involvement and coordinating with other programs.
- Provide both written and oral translation for parents who receive individual student assessment results and program descriptions.
- Enable a training program for administrators and teachers on how to ensure that all communications that are sent home will be translated into the major languages represented at the sites.
- Provide oral translation for every advisory meeting and parent conference at both the District and site level.

<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 	<p>The HCSD currently offers daily ELD and SDAIE and/or primary language instruction in the core academic subjects in its SEI, ELM and alternative programs for the EL students. Program goals promote high expectations for student success while developing a positive self-concept in students. Standards-aligned content curricula and instruction are implemented at all sites. Ongoing monitoring of students progress takes place 3 times a year, with close attention paid to the achievement of our AYP goals.</p> <p>ELD: Each EL student, upon assessment for language proficiency level, receives daily, targeted instruction in ELD appropriate to his/her level of fluency in English. Teachers at each site team-teach for ELD instruction, and no more than two ELD levels and two grade levels are grouped together during ELD time. Teachers in grades K-3 currently teach ELD lessons of 30-45 minutes, using Hampton Brown’s “Into English” materials and “Phonics and Friends.” EL students in grades 4-5 receive 45 minutes of ELD each day, and are instructed with Hampton Brown’s “High Point” materials. ELD is taught by a qualified teacher.</p> <p>Each EL student currently receives access to core content through specially designed academic instruction in English (SDAIE). EI students at less than reasonable fluency in English are grouped together within their grade level for SDAIE instruction that is taught by a qualified teacher. EI students in grades 6-12 receive at least one period daily of ELD and use the “High Point” materials. ELD is taught by a qualified teacher.</p> <p>Title III funds will enhance the current instructional program for EL students by providing:</p> <ul style="list-style-type: none"> • Release time for teachers of EL students to meet by grade level to discuss their academic progress by looking at samples of student work based on previously agreed upon targeted essential standards and assessments • Site-based EL coaches who will guide grade-level conversations and research scientifically proven methodologies and materials that meet identified student needs • Supplemental reading materials for students at less than reasonable levels of fluency to supplement state-adopted ELA series • Training for teachers, coaches and administrators in the SIOP model (Sheltered Instruction Observation Protocol) to enhance the quality of planning and instruction for more effective SDAIE instruction in the content areas. The SIOP model has been proven by research to upgrade teachers’ instructional skills and to have a positive effect on EL student achievement. • Interventions programs, offered by specially trained teachers, that provide additional support for newly arrived EL students and/or EL students designated as at-risk of not meeting benchmarks or of retention.
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		Description of how the LEA is meeting or plans to meet this requirement.
Allowable 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>c. Long term effect will result in positive and lasting impact on teacher performance in the classroom.</p>	<p>In order for administrators, teachers, parents and the community to meet the needs of EL students at all proficiency levels, they must participate in a comprehensive standards-based professional development program. Title III funds will be used to design a professional development plan that will integrate research and scientifically-based theory with high quality instructional practices. The content of this plan will include the development of:</p> <ul style="list-style-type: none"> • Knowledge of metacognitive and metalinguistic skills through which EL students are taught • The ability to design and implement differentiated, standards-based instruction in all academic areas, and how this intersects with the socio-economic, cultural and linguistic diversity within the school community • Strategies to identify potential interference between the primary language and English • A vast repertoire of strategies for literacy instruction • “Scientifically-based, researched-based best practices” for reading comprehension • The ability to systematically identify and develop resources for differentiating instruction in the teaching of reading, writing, listening and speaking • An understanding of the role of assessment in guiding and evaluating instructional and programmatic practices • The ability to design and implement formal and informal assessment • The ability to use classroom data to differentiate instruction and evaluate the efficacy of instruction <p>The Professional Development plan will provide extensive, on-going, mandatory training for all teachers at all levels on the Reading/Language Arts framework, ELA standards, ELD standards, California content standards, district standards-based curricula and adopted materials, and standards-based instruction and materials.</p> <p>Title III funds will be used to hire staff developers, pay stipends to teachers, and/or pay for substitutes in order that teachers receive scientifically-based, research-based strategies training which specifically includes those strategies which meet the needs of EL students such as:</p> <ul style="list-style-type: none"> • SDAIE (SIOP model) • ELD institutes • Cultural diversity • Anti-bias training • Use of adopted ELS/ELD materials (AB466 training) • Effective instructional practices for culturally diverse students • Communicating with linguistically and culturally diverse parents • Balanced literacy • Student-involved classroom assessments • Learning communities training

		<ul style="list-style-type: none"> • Curriculum planning <ul style="list-style-type: none"> - ELD/ELA connections - Differentiated instruction - Grouping models - Standards-based lesson planning, backward mapping design - Subject matter projects • Training for teacher certification <ul style="list-style-type: none"> - BCLAD/CLAD - AB 395 <p>In addition to providing a series of trainings in which teachers of EL students will learn new knowledge, strategies and skills that will improve their instruction and positively affect the achievement of EL students in their classrooms, teacher and ancillary staff will be provided the opportunity to attend statewide conferences where the most current research, strategies and materials will be presented and discussed.</p> <ul style="list-style-type: none"> • CABE (California Association for Bilingual Education) • California Reading Association <p>Title III funds will also provide coaches at each school site who will follow up with each teacher to plan, implement and assess effective strategies in the classroom. Site-based coaches will ensure that training in new skills and knowledge that is delivered district wide will be brought to local application at the sites.</p>
Allowable Activities	<p>4. Upgrade program objectives and effective instruction strategies.</p>	<p>As part of the HCSD Title III program, a K-12 ELD Curriculum Study Committee will meet quarterly to:</p> <ul style="list-style-type: none"> • Evaluate academic course content • Adopt supplementary materials • Review intervention programs • Develop intervention curricula • Develop local standards-based assessments • Review disaggregated data • Evaluate student progress • Determine the efficacy of programs for EL students <p>These meetings will provide an opportunity for district wide articulation and ensure consistency and coordination. ELD Curriculum Coaches and Teacher Specialists will be hired with Title III funds to support site implementation of effective instructional programs for EL students. Quarterly, Curriculum Coach, Teacher Specialist, and Principal meetings will provide regular opportunities for formal training and collaboration. A District Curriculum and Instruction Leadership Team will meet monthly to review and coordinate all site and district programs and develop plans to upgrade program objectives and effective instructional strategies.</p> <p>Title III funds will also be used to provide stipends for committee members to attend meetings and to provide for substitutes if release time is needed for committee members.</p>

		Description of how the LEA is meeting or plans to meet this requirement.
Allowable Activities	5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.	NO
	6. Develop and implement programs that are coordinated with other relevant programs and services.	NO
	7. Improve the English proficiency and academic achievement of LEP children.	NO

		Description of how the LEA is meeting or plans to meet this requirement.
Allowable Activities	<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –</p> <ul style="list-style-type: none"> ○ To improve English language skills of LEP children; and ○ To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. 	<p>Title III funds will be used by the HCSD to educate and empower parents of EL students to become an integral part of the school and community and ensure academic success for their children. Connecting the families with needed educational and social services is an essential part of creating an atmosphere conducive to academic success.</p>
	<p>9. Improve the instruction of LEP children by providing for –</p> <ul style="list-style-type: none"> ○ The acquisition or development of educational technology or instructional materials ○ Access to, and participation in, electronic networks for materials, training, and communication; and ○ Incorporation of the above resources into curricula and programs. 	NO
	<p>10. Other activities consistent with Title III.</p>	NO

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

<p>Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>
<p style="text-align: center; writing-mode: vertical-rl; transform: rotate(180deg);">Required Activity</p> <ol style="list-style-type: none"> 1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB): <ol style="list-style-type: none"> a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; b. the child’s level of English proficiency, how such level was assessed, and the status of the student’s academic achievement; c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; 	<p>Upon registration of their student, and annually thereafter, parents will receive a written explanation of the following information:</p> <ol style="list-style-type: none"> a. The reasons for the identification of their child as EL and in need of services (Home Language Survey response, score on initial CELDT test) b. The child’s level of English proficiency and how it was assessed (explanation of CELDT level, and explanation of CELDT exam), and the status of the student’s academic achievement. (for “annual” EL students, it is important to record CST and/or other academic information, GPA, and results of other district assessments.) c. The method of instruction the student will receive (Program description that includes information on time in ELD and materials to be used, subjects to be taught in L1 or SDAIE and materials to be used, and authorization of teacher. In addition, benchmarks and yearly goals should be explained so that parents can monitor progress towards these goals.) d. How this program is designed to meet the needs of the child (design based on CCR requirements, research, past successful experiences) e. How this program design helps their child learn English (emphasis on ELD component, training of teachers) f. Specific exit requirements (what is the redesignation criteria) and expected rate of promotion and graduation if student participates in this program. (If student is an under-schooled newcomer, he/she may need more instructional time to catch up with his/her peers.) g. If the student has a disability, state how the services prescribed by the IEP work together with the program in which the student is enrolled to maximize his/her learning experiences.

		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> <ul style="list-style-type: none"> i. the right that parents have to have their child immediately removed from such program upon their request; and ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA. 	<p>h. Parental rights (to withdraw from the program but not the services) and to choose a different program (alternative bilingual)</p> <p>Title III funds will be used to hire bilingual personnel at the district and site levels who will be available to parents to ensure full understanding of this information on an as needed basis.</p> <p>While the student is being assessed, the parents receive a personal, private interview with bilingual personnel. At this time, they will receive a detailed explanation of the procedures and EL program placement options. When testing is completed, parents receive their child's scores, the rationale for identification as EL for FEP, and an explanation of their child's suggested program placement. Complete detailed explanation of all program information and parent rights are given in translated form, both oral and written.</p> <p>Following initial placement, progress is formally evaluated at three intervals during the year, and parents are informed in writing of their child's scores (report cards) and any changes in program or classification.</p> <p>Annual parent notification, taking place within 30 days of the beginning of each school year, includes detailed complete program descriptions, options, and parent rights. Back to School Nights, held within the first 30 days of school, are designed to provide translated information to parents.</p> <p>In addition to parent notification of assessment results and program participation, Title III funds support additional parent meetings to ensure their children are being properly included in all possible school services such as GATE:</p> <p>These meetings may also serve to provide a forum for parents of EL children to share their recommendations for program design and goals.</p>

<p>Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>	<p>For students who enroll after the beginning of the school year, this process will take place within 2 weeks of being placed in a language program.</p>
<p>LEA Parent Notification Failure to Make Progress If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>	<p>If the district or site fails to make its AYP, all parents will be notified of such failure in writing in a language they understand no later than 30 days after such failure occurs. Bilingual counselors/Outreach Specialists will make phone calls to parents with a follow-up written letter to answer any questions the parents may have and to inform them of their option to choose another school within the district. More than one general meeting will also be held for all parents to explain the AYP and the lack of school progress and options. Child care and translation will be provided.</p>

Plans to Provide Services for Immigrants

IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:	Yes or No	If yes, describe:
	2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:	Yes or No	If yes, describe:
	3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	Yes or No	If yes, describe:
Allowable Activities	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	Yes or No	If yes, describe:
	5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:	Yes or No	If yes, describe:
	6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:	Yes or No	If yes, describe:
Allowable Activity	7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:	Yes or No	If yes, describe:

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

Summary of Needs and Strengths for Professional Development

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

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

STRENGTHS	NEEDS
<ul style="list-style-type: none"> A review of personnel records indicates that the vast majority of our teachers would be considered highly qualified by either state or federal definition. Of our approximately 110 teachers, all hold at least a bachelors degree, with over 48% having advanced degrees. All teachers, except for 12, have either a Professional Clear or Life credential. Of those, only two have emergency credentials, and 10 are working on clearing their Preliminary Credentials. The emergency credentials are in difficult positions to fill, such as Japanese. At the elementary level 7 teachers have waivers to allow them to teach outside their subject area, and 15 at the middle school. Teachers teach out of their subject area generally have years of experience in the subject area, or special competency. Using student achievement data as a measure, teachers show strengths in all areas with language arts being the highest. No fewer than 93% of all students in all grade levels score at or above grade level in this subject area. The latest SAT 9 data 	<ul style="list-style-type: none"> We would like to decrease the number of teachers with waivers teaching outside their credential authorization, but this is difficult, especially at the middle school which is relatively small, yet offers a broad range of programs. We will try to correct for this with new hires. However, it should be noted that teachers working outside of their areas do so because of demonstrated strength, or years of experience. Student achievement data indicates a “relative” weakness in spelling at the middle school. K-5, 90-93% of students score at or above grade level in spelling. At the middle school it is 87% at grade 6, 90% at grade 7, and 77% at grade 8. Scores used to be much lower K-5 until we switched to the Open Court Reading program, which caused scores to rise dramatically in spelling, with the largest increases K-3. We will

from the 2002 STAR tests shows that regardless of gender or ethnicity, at least 90% of the students in all subject areas perform at or above grade level with only three exceptions, 6th grade reading (87%), 6th grade spelling (83%) and 8th grade spelling (77%). On the California Standards that in language arts, 75%-90% of our students (depending on grade level) are either advanced or proficient, compared to 31%-36% statewide: On the CST in mathematics, 77%-87% of our students are either advanced or proficient depending on grade level compared to 29-42% statewide.

- We have an excellent track record for retaining a high percentage of our new teachers, and have a well-developed program of support, including district-wide new teacher advisors and individual new teacher buddies. The district has identified “Essential Learnings” for new teachers, and provides training accordingly. For example, all new teachers receive training in our standards based district adopted materials, in the use of existing technology, and conflict resolution.
- Approximately 50% of our teachers currently hold certificates or credentials to teach English Learners. Another 10% are currently in CLAD or SB395 classes.

work with 4-8 teachers to select a common, sequential spelling program with subsequent staff development to try to raise middle school scores.

- We would like to increase the number of teachers district-wide with EL credentials or certification and are supporting this by paying for the classes and providing stipends to teachers willing to complete the training. In the past 18 months we have had 40+ teachers complete the coursework with excellent results.
- In the area of Language Arts we would like to improve our students’ performance in writing as indicated on the state and district created writing samples. This will require training more teachers in the six-trait writing program. This need was identified in the Single Plan(s) for Student Achievement at all four school sites in the district. It will be one of our major staff development focuses in 2003-2004.

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

Planned Improvements for Professional Development (Title II)

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

Please provide a description of:	Persons Involved/ Timeline	Related Expenditure s	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State’s challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <ul style="list-style-type: none"> • Our major goal is to have <u>all</u> students meet proficiency standards set by the state. We are getting closer, but there is still work to do. For the past several years the majority of staff development opportunities in the district have had clear and specific ties to the California Standards. For example, last year a full day for all teachers was devoted to working in grade level groups district-wide to make sure that each and every teacher truly understands the Reading / Language Arts standards for his or her grade. Every standard was looked at individually, and discussion occurred around what the standard meant, what is required for instruction, and what it would look like if students could do it well. • Our next steps in this area are: <ol style="list-style-type: none"> 1. Set up more days devoted to the thorough analysis of standards like the day we held last year, with the focus relating to other subject areas (math, social science, etc.). 2. Provide workshops /staff development to develop or identify both formative and summative assessments tied to the 	<ul style="list-style-type: none"> • Director of Educational Services, teachers, principals – 2003 – ongoing • Dir. of Ed. Services, teachers, principals, Data Assessment Advisors, outside provider 	<ul style="list-style-type: none"> • Workshop costs • Workshop costs 	<ul style="list-style-type: none"> • \$1000 • Dependent upon costs of workshops and trainings \$4000 ± 	<ul style="list-style-type: none"> • Title II • Title II / District funds

<p>standards.</p> <p>3. Hold more articulation meetings between grade levels to ensure students do not have gaps in learning from year to year.</p> <p>4. Provide training for teachers who have not yet had it in Six Traits Writing, since based on STAR test results, writing is an area of relative weakness we would like to improve.</p> <ul style="list-style-type: none"> • The staff development committee will reassess needs annually. • Each school site council will address site specific development needs annually when it updates its Single Plan for Student Achievement. • Through our BASRC cycle of Inquiry process, teachers will identify the gaps that remain between student performance and meeting the standards. 	<ul style="list-style-type: none"> • Staff Development committee – Fall of each year • Staff Development committee – Fall of each year • BASRC director, teachers, principals, Data Assessment Advisors committee – Fall and spring of each year 	<ul style="list-style-type: none"> • None • None • None 	<ul style="list-style-type: none"> • None • None • None 	<ul style="list-style-type: none"> • None • SIP • BASRC (Bay Area School Reform Collaborative funds)
<p>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</p> <p>In order to ensure that practices in the classroom as well as the staff development activities themselves are based on best practices as identified by research the following will occur:</p> <ul style="list-style-type: none"> • Staff development will be ongoing and focused rather than one shot and fragmented. 	<ul style="list-style-type: none"> • Director of Ed. Ser., teachers, principals – Ongoing 	<ul style="list-style-type: none"> • Release time for training 	<ul style="list-style-type: none"> • \$2,000 	<ul style="list-style-type: none"> • GATE funds

<ul style="list-style-type: none"> • Differentiated instruction will be built into all programs. • Technology instruction for teachers will be integrated with standards-based classroom projects rather than “standing alone”. • Staff development will be collaborative and built into the work week when possible. We have already rescheduled the specialists to create grade level collaborative planning time K-5, and extended the school day K-8 to create whole school collaborative time once a week. • As the budget allows, curriculum coaches will keep teachers informed of new information regarding best practices. • Staff development will be provided for all research based / state adopted materials with an emphasis on meeting the standards. These trainings will occur when new materials are adopted, for any new teachers as they enter, or for teachers changing grade levels who need grade level specific training. <p>In order to ensure that materials are standards based the district will, whenever possible:</p> <ul style="list-style-type: none"> • Require curriculum committee, when reviewing materials, to research the scientific basis of programs. • Adopt materials approved by the state (already done in language arts, ELD, social science, and science). • When adopting non-state adopted materials, discover the matches and gaps between the program chosen and the state standards and “backfill” the gaps. We will also monitor the program to make sure our students make progress toward standards while using it. (This is true of our Everyday Mathematics program, for which we have a waiver.) 	<ul style="list-style-type: none"> • Teachers, trainers – Ongoing • Technology Coordinator – Ongoing • Specialists, teachers, principals – Weekly • Curriculum Advisors – Ongoing • Teacher & Dir. of Ed. Services, trainers – Summer staff dev. ongoing school year • Curriculum committee, Dir. of Ed. Services, Dir. of Student Services, principals, Board of Trustees – Ongoing 	<ul style="list-style-type: none"> • Release time for training • None • Cost of 4 advisors • Stipend for summer trainings – Release time school year • Release time for materials review • None 	<ul style="list-style-type: none"> • \$8,000 • None • \$10,000 • \$5,000 • \$1,200 • None 	<ul style="list-style-type: none"> • District funds tech grants • None • BASRC • Title II / District funds • District funds • None
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<ul style="list-style-type: none"> • The Director of Educational Services and the principals will regularly attend curriculum meetings at the county to stay informed of developments. • The district will make copies of the State Frameworks which describe current research and best practices available to teachers. • The Implementation of Standards based materials along with training based on best practices is expected to improve student achievement by making sure that the materials used address the standards required and that teacher practice is conducive to student learning. 	<ul style="list-style-type: none"> • Director of Ed. Ser., Director of Student Services, principals – monthly • Director of Ed. Ser., – ongoing • Teachers, principals – ongoing 	<ul style="list-style-type: none"> • Costs of framework • None 	<ul style="list-style-type: none"> • \$1,200 per year • None 	<ul style="list-style-type: none"> • District funds or IMF funds • None
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Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <ul style="list-style-type: none"> • These activities will have an impact on student achievement because they will be tied directly to what take place in the classroom. • Research based materials will be the core of students’ instruction. • Teachers will have a thorough understanding of the standards and how to teach them. • Teachers will have the diagnostic tools necessary to shape individual instruction. • Students will have consistent, sequential, instruction from year to year. • Writing skills of students will improve when teachers understand how best to teach it. • Disaggregated data shows us that we do not have an achievement gap between low income and/or minority students in our district. We do, however, have <u>individual</u> students from all groups with weak skills. We believe that the best way to address and improve individual student problems is through helping teachers learn to do 	<ul style="list-style-type: none"> • Teachers/students – Ongoing • Teachers/students – Ongoing – • Teachers/students – Ongoing • Teachers/students – Ongoing • Teachers/students – Ongoing • Teachers/students – Ongoing • Teachers, principals, Data Advisors & trainers – Ongoing 	<ul style="list-style-type: none"> • None • None • None • None • None • None • None • Costs of 4 BASRC Data Advisors 	<ul style="list-style-type: none"> • None • None • None • None • None • None • None • \$10,000 	<ul style="list-style-type: none"> • None • None • None • None • None • None • None • BASRC

<p>frequent, small diagnostic assessments, to continually monitor progress, and to readjust instruction as needed. Our staff development will address this. For example, K-5 teachers will receive assessment training through our BASRC funds, which will also support a Data and Achievement Advisor at each site.</p>				
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <p>Title II, Part A funds and all other funding sources with Professional Development components are monitored by the Director of Educational Services in conjunction with other program directors as appropriate. All staff development activities in the district, regardless of funding sources, will have these elements in common:</p> <ol style="list-style-type: none"> 1. A focus on understanding standards expectation 2. A focus on content knowledge of subject matter 3. A focus on differentiation 4. A focus on the use of data to identify student needs 5. A focus on developing research based practices <ul style="list-style-type: none"> • Professional Development under Title II will be determined by the Director of Educational Services with input from the Staff Development committee and the Administrative Council. • Professional Development for GATE funds will be determined by the GATE committee and arranged jointly with the Director of Educational Services and the Director of Student Services. • Professional Development for EL funds (EIA, Title III) will be 	<ul style="list-style-type: none"> • Director of Ed. Ser. • Dir. of Ed. Services, Staff Dev. committee, Administrative Council – Ongoing • Dir. of Student Services, GATE committee – Ongoing • Dir. of Student 	<ul style="list-style-type: none"> • None • None • None 	<ul style="list-style-type: none"> • None • None • None 	<ul style="list-style-type: none"> • None • None • None

<p>determined by the Director of Student Services with input from EL teachers and parents, and arranged jointly with the Director of Educational Services.</p> <ul style="list-style-type: none"> Professional Development for SDFSC and TUPE funds will be determined by the DATE committee, which is chaired by the Director of Educational Services. Professional Development for technology funds from any source will be planned by the Technology specialist after conducting needs surveys, and administered and monitored by the Director of Educational Services. Professional Development for Special Education will be planned and monitored by the Director of Student Services and monitored by the Director of Educational Services. If any Professional Development is associated with SIP funds, it will be planned by the school sites and assisted by the Director of Educational Services. All staff development regardless of the funding source, passes through the Director of Educational Services, who is also in charge of the Consolidated Application, assuring that funds are coordinated and efforts are not duplicated. 	<p>Services, Dir. of Ed. Services, EL teachers, principals – Ongoing</p> <ul style="list-style-type: none"> Dir. of Student Services, DATE committee – Ongoing Technology Coordinator, Dir. of Ed. Services – Ongoing Dir. of Ed. Services, Dir. of Student Services – Ongoing School Site Councils, Dir. of Ed. Services – Ongoing Dir. of Ed. Services – ongoing 	<ul style="list-style-type: none"> None None None Conference costs None 	<ul style="list-style-type: none"> None None None \$5,000 None 	<ul style="list-style-type: none"> None None None SIP None
<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p>				

<ul style="list-style-type: none"> Teachers will receive training in standards-based board adopted materials relevant to their grade level assignment. Teachers who have not yet received it will have training in the Six-Trait Writing program K-8. District-wide staff development days will focus on understanding standards, learning research based practices, and finding or creating assessments/benchmarks in the strands/subject math areas most in need of improvement at each grade level. Teacher collaboration time will focus on analyzing student work, creating plans to measure progress, and revising instruction accordingly. Teachers who have not already received it will be given training on differentiated instruction. Principal's staff development will focus on: <ol style="list-style-type: none"> 1) Technology; 2) Using standards in the teacher evaluation process; 3) Moving mediocre teachers forward. 	<ul style="list-style-type: none"> Director of Ed. Ser., teachers, trainers <ul style="list-style-type: none"> - Ongoing - Summer Director of Ed. Ser., teachers, trainers <ul style="list-style-type: none"> - Outside, ongoing Dir. of Ed. Services, principals, teachers, Data Advisor, & Curriculum Advisor <ul style="list-style-type: none"> - 1 day Aug - 1 day Nov - 1 day Jan Teachers, coaches <ul style="list-style-type: none"> - Ongoing Teachers, coaches <ul style="list-style-type: none"> - Ongoing Principals, Dir. of Ed. Services, Technology Coordinator <ul style="list-style-type: none"> - Ongoing 	<ul style="list-style-type: none"> Stipends or subs Stipends or subs Workshop costs None Release time Training or conference costs 	<ul style="list-style-type: none"> \$2,400 \$2,500 \$5,000 None \$1,200 \$2,500 	<ul style="list-style-type: none"> Title II district funds Title II district Title II or tech grant or district None GATE or district funds Title II or tech grant or district funds
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Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <ul style="list-style-type: none"> We will not be receiving Title II part D funds for technology. However, we will integrated any technology funds received from other sources with our general staff development funds to ensure that they are spent in a focused way on helping teachers improve their teaching and students improve their learning around issues of technology. We have a comprehensive technology plan approved by the state in place in the district with clear staff development goals. This plan will be referenced whenever funds are expended. Our general philosophy and approach will be to integrate a technology component into all staff development offerings where it is appropriate. 	<ul style="list-style-type: none"> Technology Coordinator, Dir. of Ed. Services – Ongoing Technology Coordinator, Dir. of Ed. Services – Ongoing 	<ul style="list-style-type: none"> None None 	<ul style="list-style-type: none"> None None 	<ul style="list-style-type: none"> None None
<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <p>Our technology plan includes the following staff development goals among others:</p> <ul style="list-style-type: none"> Provide all new teachers in the district with an overview of our tech plan, capabilities and expectations. Offer ongoing technology training in basic software and hardware 	<ul style="list-style-type: none"> Technology Coordinator – Summer Technology 	<ul style="list-style-type: none"> Stipends if needed Release 	<ul style="list-style-type: none"> \$600 \$2,000 	<ul style="list-style-type: none"> Tech grant Tech grant or

<p>skills to increase teacher productivity.</p> <ul style="list-style-type: none"> • Provide a summer technology institute focused on the integration of technology in the curriculum. • Develop a program for teachers using state and local content standards as guidelines to incorporate at least one project based unit per trimester utilizing technology into the classroom. <p>In addition, we would like to:</p> <ul style="list-style-type: none"> • In-service teachers on our new database for assessment as it is developed. • Have the Technology Coordinator meet regularly with teachers at each grade level during collaborative planning time for curricular support. • Finish developing standards and benchmarks for technology learning for both teachers and students, and provide in-service accordingly. • Train librarians as needed in the use of the Dynix system. • Expand the use of on-line staff development such as BASRC cycle of Inquiry Training. 	<ul style="list-style-type: none"> • Coordinator – Ongoing • Technology Coordinator – Summer • Technology Coordinator – Ongoing • Technology coordinator – Summer • Technology coordinator, Data Advisors – Summer • Technology coordinator, Tech committee – 2004 • Librarians – Ongoing • Dir. of Ed. Services – Ongoing 	<p>time if needed</p> <ul style="list-style-type: none"> • Stipends • None • Release time if needed • None • None • Release time • None 	<ul style="list-style-type: none"> • \$3,600 • None • \$2,400 • None • None • None • \$500 • None 	<p>District fund</p> <ul style="list-style-type: none"> • Tech grant • None • BASRC • None • None • None • Title V • None
<p>8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of</p>				

<p>professional development activities and in the preparation of the LEA Plan:</p> <ul style="list-style-type: none"> • The district, administration, and Board of Trustees conduct an annual study session open to teachers, members of the school community, and the public for the purpose of setting both short-term and long-term goals, including staff development, for the district. This direction setting meeting looks at a five-year period when making decisions and recommendations. • Every year a staff development committee is formed to discuss the goals for the year and plan activities. • After every staff development workshop or training, feedback is received regarding continuing needs for staff development support. • Approximately every five years the district conducts a comprehensive needs assessment survey of teachers, parents, and administrators, with some input from students. Professional Development is one of the areas addressed. The next needs assessment is scheduled for 2004. • School Site Councils, composed of teachers, parents, and administrators, developed the Single Plan for Student Achievement at each school site. These plans have been incorporated into the LEAP document. • The DATE committee, composed of parents, teachers, administrators, students and community members, was a major contributor to this document. 	<ul style="list-style-type: none"> • Board of Trustees, Administrators, teachers, parents – Annually • Dir. of Ed. Services, Staff Dev. committee, – 3 times a year • Dir. of Ed. Services, teachers, – ongoing • Board of Trustees, Administrators, teachers, parents – Once every 5 years • School Site Council – annually • DATE committee – 4 time a year 	<ul style="list-style-type: none"> • None • None • None • None • None • None 	<ul style="list-style-type: none"> • None • None • None • None • None • None 	<ul style="list-style-type: none"> • None • None • None • None • None • None
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<ul style="list-style-type: none"> • The members of the Administrative Council analyzed district data along with the Director of Educational Services. • The principals analyzed data specific to school sites. • The Director of Educational Services, with support from the Director of Student Services, had primary responsibility for coordinating all input and producing the final document. Many thanks to Lisa Houge, administrative assistant, for patiently word processing every page. The final plan is presented to the Board of Trustees for review and approval. 	<ul style="list-style-type: none"> • Admin. Council, Dir. of Ed. Services – Ongoing • Principals – Ongoing • Directors 	<ul style="list-style-type: none"> • None • None • None 	<ul style="list-style-type: none"> • None • None • None 	<ul style="list-style-type: none"> • None • None • None
<p>Please provide a description of:</p>	<p>Persons Involved/ Timeline</p>	<p>Related Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>9. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> □ Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; □ Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; □ Involve parents in their child’s education; and □ Understand and use data and assessments to improve classroom practice and student learning. <p>The district will provide training to help teachers address the needs of all students in the following ways:</p> <ul style="list-style-type: none"> • Those teachers who were not part of our original training on Differentiated Instruction will be trained. Differentiated Instruction 	<ul style="list-style-type: none"> • Dir. of Ed. Services – During early release 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • None

<p>as a “best practice” will be incorporated in any training where it is appropriate.</p> <ul style="list-style-type: none"> • Curriculum and Instruction Advisors will assist teachers with differentiation. • Data and Assessment advisors will work teachers to analyze data regarding students at risk, or with special needs to help create effective programs. • The Director of Student Services, who monitors Special Education, GATE, and EL, will work with the Director of Educational Services, who monitors testing, curriculum, and staff development to identify training needs for teachers of these special students. Professional development around GATE, EL, and Special Ed will include, but not be limited to: • Attendance at the CAG conference, workshops on accommodations, modifications, interventions, and identification of special needs students, and legal issues around special education. • CLAD classes will be supported to qualify more teachers for EL instruction. • Conflict resolution training for both students and teachers will be offered. • Parent Education Workshops on a variety of topics will be held three times a year. 	<p>days</p> <ul style="list-style-type: none"> • Curriculum and Instruction Advisor – During collaborative time • Data Assessment Advisor – During collaborative time or early release time • Dir. of Ed. Services, Dir. of Student Services – Ongoing • GATE committee, teachers, principals, Special Ed personnel – Ongoing • Dir. of Ed. Services, teachers – For next two years • Dir. of Ed. Services, Outside trainers – Ongoing • Dir. of Ed. Services, teachers, – Fall, winter, spring 	<ul style="list-style-type: none"> • None • None • None • Conference workshop • Cost of CLAD classes, stipends & subs • Workshop costs • None 	<ul style="list-style-type: none"> • None • None • None • \$2,000 • \$20,000 (over 2 years) • \$1,000 • None 	<ul style="list-style-type: none"> • None • None • None • GATE / Special Ed • Title III, EIA, district funds • None • None
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<ul style="list-style-type: none"> • Parent Network meetings will be held at the middle school. • Parent Group meetings occur on a monthly basis and often have a curriculum component. • Parents attend our BASRC Literacy Panel meetings. • Parents attend What to Expect Night, Open House, and conferences. • At the beginning of every year, principals share data with teachers around at-risk students. 	<ul style="list-style-type: none"> • Dir. of Ed. Services, teachers – 4-5 times a year • Principals, parents – Monthly • Administrators, principals, teachers parents – Two times a year • Parents, principals, teachers – Four times a year • Principals, teachers – August 	<ul style="list-style-type: none"> • None • Costs of meetings • None • None • None 	<ul style="list-style-type: none"> • None • \$500 • None • None • None 	<ul style="list-style-type: none"> • None • BASRC • None • None • None
<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <ul style="list-style-type: none"> • If new teachers are hired who have not yet completed their introduction programs, the district will work with the local BTSA programs to help assure that they have access to the programs they need to complete their training if funds allow. • The district will provide its own support system for new teachers. 	<ul style="list-style-type: none"> • BTSA provider Teachers – ongoing • New Teachers Advisors, New Teacher Buddies, New Teachers – Ongoing 	<ul style="list-style-type: none"> • Costs of participation in BTSA • Costs of advisors, and buddies 	<ul style="list-style-type: none"> • Dependent upon # of teachers (estimate 10,000) • Dependent upon # of teachers (estimate \$6,000) 	<ul style="list-style-type: none"> • PAR • District funds

<ul style="list-style-type: none"> • The personnel department will stay in contact with teachers to help make sure they meet the deadlines for credential requirements. • The district will provide teachers working on areas outside of their authorization with training relevant to the subject area. • When hiring, every effort will be made to find teachers who are already highly qualified. 	<ul style="list-style-type: none"> • Personnel Director – ongoing • Dir. of Ed. Services – Ongoing • Administrators – Ongoing 	<ul style="list-style-type: none"> • None • Costs of training • None 	<ul style="list-style-type: none"> • None • Will vary year to year (estimate \$2,000) • None 	<ul style="list-style-type: none"> • None • Title II • None
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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
<p>How students are supported <u>physically</u> in environments that are conducive to learning:</p> <ul style="list-style-type: none"> • Safety of children is a primary concern and a basic responsibility of the district. Comprehensive school safety plans (SAFE SCHOOLS) are in place at all four schools as well as the district office. These plans are updated annually and are aligned with OES (Office of Emergency Services) regulations and guidelines. District-wide and school site safety committees meet regularly to ensure that safety issues are addressed. • Our relationships with the police and fire departments are strong. In addition to working with us regularly on safety issues and conducting drills, representatives from both groups are frequently on our school sites building positive relationships with students and participating in classes when appropriate. We feel confident that our police force acts as a strong advocate for children when needed. • Our campuses are closed, visitors must register, and strangers are noted and responded to quickly. • The district has active policies in place regarding harassment, discipline, suspensions, and expulsions. There have been no expulsions for any reason in the district in at least the past ten years. Suspensions occur very rarely in the three elementary schools (there have only been two in the past four years), and suspensions at the middle school occur at a rate of less than 3% of the student body per year. • Our schools are safe, and the students feel safe in them. In our Healthy Kids Survey administered to 7th graders in 2002, 94% of the students reported feeling very safe or safe at school, and 99% reported feeling safe or very safe in their neighborhood. • The physical plant and environment are well maintained and classrooms have been modernized to facilitate learning, with computer 	<ul style="list-style-type: none"> • Although our students have many excellent leadership opportunities at their school sites, we would like to expand the formal ways in which we gain input from students regarding district issues that impact them. Having students on our DATE (Drug, Alcohol, & Tobacco Education) committee has been an excellent experience, and we would like to expand this involvement to other areas. • All counselors and small groups of teachers have been trained in asset development. We would like to expand this training to more teachers and parents in order to more effectively help students develop resiliency.

access in all classrooms. In November of 2002 a \$63 million-dollar school bond was passed to improve our schools even further, and prepare them for future students.

- Physical education specialists are in each school, and the program focuses on the healthy behaviors and activities recommended in the state framework. Students have many and varied opportunities for physical activity, and our close relationship with the town's recreation department provides many opportunities for team sports. Non-competitive physical activities that a student can carry into his or her life are also explored in PE class, from Frisbee, to juggling, to yoga.

How students are supported intellectually in environments that are conducive to learning:

- Academic excellence is expected and produced in our district and the expectations are high for everyone. District-wide scores in all areas and all grades on the 2002 STAR testing were well above the state average. All four schools had APIs over 900.
- Test data is analyzed routinely to determine individual as well as program needs.
- All students in grades K-5 have PEP plans (Personalized Education Plans) that are developed with teachers/parents/and students at the first conference of the year. These plans note areas of focus for the year, and goals are changed as they are met.
- Students with special intellectual or academic needs such as RSP students, GATE students, and ELD students are monitored carefully to ensure that they receive all the services and programs to which they are entitled.
- Child Study Teams (CST's) meet regularly to support and develop plans for any students identified as academically (or in any other way) at-risk.
- Report cards K-5 are standards aligned, and teachers have worked extensively to understand and implement the standards.
- The district has a comprehensive Technology plan on file and approved by the state which ensures equitable access to technology for both students and teachers. It is clearly tied to our overall mission and essential outcomes and is focused on the integration of technology into the school day. All classrooms have Internet access, and all have a minimum of 5 connected computers available for use.

How students are supported socially/ emotionally/ psychologically in environments that are conducive to learning:

- It is our firm belief that academics must be balanced with the development of well rounded students who are physically, mentally, and emotionally strong (see Essential Outcomes described earlier in

- Our ability to offer some programs that we would like (such as performing arts, graphic arts, etc.) has been limited by our physical facilities. Reduced class size has been wonderful, but as a result we have literally "run-out of room". With the passing of our school bond, plans are underway to expand our facilities. This will definitely impact instruction and learning options.
- With the recently enacted budget cuts, more classes at each school will be combination classes rather than single grade classes. Since standards are grade level specific, and many state approved programs are specific and prescriptive, it is essential that we develop a way to support teachers and students in this environment. We are exploring ways of using specialists to provide additional support as well as teacher training.
- Many of our students qualify for the GATE program. Since the numbers are so large, we do not have a pull-out program. Instead

<p>the Introduction). Our programs support these goals.</p> <ul style="list-style-type: none"> • We have been fortunate in the last few years to be able to increase our support services, and now have counselors available at each school site, as well as district psychologists assigned at each school. • Character Education programs and community service are integral parts of all four schools. Virtually all students participate in multiple activities related to community service. • Students have many opportunities for leadership roles in the schools. In addition, they have many opportunities to develop self-confidence through performances and presentations before groups (such as the school board and parent groups). Programs are in place at all schools to publicly celebrate children’s accomplishments and successes. • Parental involvement in the school is extremely high and goes well beyond xeroxing papers. Parents are kept informed throughout the year of activities and issues relevant to the school and district through weekly or bi-weekly newsletters. In addition, parents are fully informed of their rights and responsibilities. The back-to-school packets sent to all parents contain copies of pertinent policies and procedures as well as information regarding a variety of services provided by the district. Parent groups are very active, and Parent Education trainings are held several times a year. This close involvement of parents is critical in supporting the educational and emotional needs of children. <p><u>Strengths regarding student barriers to learning:</u></p> <ul style="list-style-type: none"> • We are very fortunate that attendance, truancy, and mobility are not issues in our district. • Although behavioral issues do arise, we have procedures in place that minimize impact, and focus on constructive changes rather than punitive responses. 	<p>we focus on individual plans and differentiated instruction. Although we have had several trainings and teachers understand the concepts, the practicalities of implementation and the management of data need to be addressed. In addition, we need to work on the ‘Talented’ portion of GATE. We are finding it a difficult issue to address because of the objectivity of the criteria.</p>
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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

TUPE funds will:

- Support several additional days of counseling at the middle school specific to tobacco education/cessation/and asset development;
- Allow purchase of additional materials to promote anti-smoking messages.

Title IV SDFSC funds will

- Support the 7th grade retreat which focuses on goal setting, leadership and asset development;
- Provide training and allow conference attendance for teachers in the areas of drug education, violence prevention, and tobacco education;
- Fund the administration of Healthy Kids Survey;
- Allow schools to have assemblies with a specific focus on prevention;
- Provide for purchases of brochures on issues such as violence, adolescence, self-esteem, etc. for use by both parents and students;
- Expand the implementation of the PATHS curriculum K-5;
- Support the “Crocker Connection Forum”, an after-school discussion group for middle school students;
- Provide materials for Red Ribbon week activities.

Title I funds will

- Be returned – We have not accepted funding for the upcoming year and are in the process of trying to return carryover funds (we are expecting an invoice). In the past we have used these funds to support a tutoring program for academically at-risk students. None of our students currently meet Title I criteria.

Title II funds will

- Support staff development for teachers and administrators in the areas of technology, ELD, the Core curriculum, and conflict resolution among others (see Performance Goal 3 for specifics).

IDEA Special Ed funds will

- Provide aides for Special Ed classrooms;
- Allow for the purchase of instructional materials and supplies to help students;
- Support students in private placements.

EIA and Title III funds will

- Support aides for work with ELD students;
- Allow for the purchases of ELD instructional materials;
- Provide training for teachers re: ELD.

School Improvement (SIP) funds will

- Support a variety of activities at each school identified by the Single Plan(s) for School Achievement such as: release time for teacher training, workshop fees, math support materials,

costs of language arts materials, including 6-trait writing, Instructional Aide time for student assistance.

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"> • Our district-wide DATE committee is very effective and meetings are always well attended. The committee is comprised of counselors, teachers, administrators, parents, police officers, community members, and students from across the district. The committee was active in developing this plan. It is responsible for setting goals around violence, alcohol, drug, and resiliency issues. • The Healthy Kids survey will be administered to 5th and 7th graders during the 2003-2004 school year. We have baseline data for 7th grade and have been using an alternative survey for 5th grade. • Results of the Healthy Kids survey indicate that our students are getting the message about drug, alcohol, and tobacco issues. For example, 93% of our 7th graders had used no alcohol in the past 30 days, 99% had used no marijuana, and 95% have never been drunk or high. Only 2% had ever smoked an entire cigarette, and 0% had smoked any cigarettes in the past 30 days. • We have been able to improve or maintain all Performance Indicators for A, T, D, V, YD since beginning the Healthy Kids survey. • A Safe School Plan exists at each school site. • With AB1113 funds, phones with walkie-talkies are in place at each site to assure communication in the event of an emergency, and the areas surrounding the school sites are safer. • There is a strong culture in all four schools about “Making Healthy Choices”. The theme extends well beyond Red 	<ul style="list-style-type: none"> • For a variety of reasons (money, time, other commitments), it is becoming more difficult to have teachers attend training in prevention areas. The year we need to address how to improve this situation, and build it into our staff development program. • Although our students’ use of alcohol is low, their perception of its harm is not as high as we would like. 39% of 7th graders feel that occasional use is not too harmful or not harmful at all. We are making plans to expand our efforts in this area, and will be examining research and science based alcohol prevention programs at the middle school in the 2003-2004 school year. • Bullying still needs to be addressed more carefully, especially in the K-5 schools. To this end we will do two things:

<p>Ribbon week, and is an integral part of the message of the schools.</p> <ul style="list-style-type: none"> • The middle school has many well established programs focusing on prevention and resiliency, including the Crocker Connections Forum, an after school session run by the counselor, and Parent Networks with regularly scheduled meetings to discuss issues of adolescence. • The elementary school counselors meet with individuals, small groups, and entire classrooms to work on issues ranging from conflict resolution, teasing, relationship and fitting in, to making good choices. • Counselors have made several presentations this year to parents on topics including: Asset Development, Emotional Intelligence, Character Education, “What to Expect”, and “The Gentle Art of Herding Cats” (a talk on playground behavior). • Our Child Study Teams include psychologists, speech and language specialists, and counselors when appropriate for the child. • Character Education is a thrust throughout the district, and district programs in this area have won national awards. • We have a strong tech policy regarding the use of the internet to ensure appropriate and safe use of information. When infractions have occurred, our policy has allowed us to deal satisfactorily with the problem. 	<ul style="list-style-type: none"> 1) provide additional conflict resolution training 2) implement the PATHS program in K-5. Materials have just been purchased for the counselors at each school site, and will be expanded in future years after we determine its best use with our students. <ul style="list-style-type: none"> • The K-5 schools need an opportunity to share ideas and “What Works” by grade level regarding health and prevention issues. We will schedule this in our collaborative time for 2003-2004.
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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:

(*Baseline data is only available for 7th grade. We did not use the CHKS for our 5th graders, although we did use a district created survey. We will administer the CHKS survey to both 5th and 7th graders in 2003-2004.)

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: <u>4/ 12 /02</u> Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will decrease biennially by: 1% (no baseline data yet for 5 th grade*)	5 th *% 7 th 7%	5 th *% 7 th 6%
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by: Maintain current rate of zero	7 th 0% 9 th NA% 11 th NA%	7 th 0% 9 th NA% 11 th NA%
The percentage of students that have used marijuana will decrease biennially by: 1% (no baseline data yet for 5 th grade)	5 th *% 7 th 4%	5 th *% 7 th 3%
The percentage of students that have used alcohol within the past 30 days will decrease biennially by: 1%	7 th 7% 9 th NA% 11 th <u>NA%</u>	7 th 6 % 9 th NA% 11 th <u>NA%</u>
The percentage of students that have used marijuana within the past 30 days will decrease biennially by:	7 th 1%	7 th 1%

Maintain	9 th NA% 11 th NA%	9 th NA% 11 th NA%
The percentage of students that feel very safe at school will increase biennially by: 3% (no baseline data yet for 5 th grade*)	5 th *% 7 th 47% 9 th NA% 11 th NA%	5 th *% 7 th 50% 9 th NA% 11 th NA%
The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by: 2%	7 th 22% 9 th NA% 11 th NA%	7 th 20% 9 th NA% 11 th NA%
Truancy Performance Indicator		
The percentage of students who have been truant will decrease annually by <u> 0 </u> % 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.	<u> 0 </u> %	<u> 0 </u> %
Protective Factors Performance Measures from the California Healthy Kids Survey	Most recent date: _/_/_ Baseline Data	Biennial Goal (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: <u>No Data</u> This module was not given by us in 2001-2002. Baseline will be 2003-2004.	5 th __% 7 th __% 9 th NA% 11 th NA%	5 th __% 7 th __% 9 th NA% 11 th NA%

<p>The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by:</p> <p>N/D This module has not been given yet.</p> <p>Baseline will be 2003-2004.</p>	<p>5th ___%</p> <p>7th ___%</p> <p>9th NA%</p> <p>11th NA%</p>	<p>5th ___%</p> <p>7th ___%</p> <p>9th NA%</p> <p>11th NA%</p>
<p>The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by:</p> <p>N/D This module has not been given yet.</p> <p>Baseline will be 2003-2004</p>	<p>5th ___%</p> <p>7th ___%</p> <p>9th ___%</p> <p>11th ___%</p>	<p>5th ___%</p> <p>7th ___%</p> <p>9th ___%</p> <p>11th ___%</p>
<p>The percentage of students that report high levels of school connectedness at their school will increase biennially by:</p> <p>N/D This module has not been given yet.</p> <p>Baseline will be 2003-2004.</p>	<p>5th ___%</p> <p>7th ___%</p> <p>9th ___%</p> <p>11th ___%</p>	<p>5th ___%</p> <p>7th ___%</p> <p>9th ___%</p> <p>11th ___%</p>

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.

<p>LEA Specified Performance Measures</p> <p><u>District Created Healthy Behavior at Survey</u> (Process to Collect Data)</p>	<p>Performance Indicator Goal</p>	<p>Baseline Data</p>
<p>The percentage of students in the 5th grade who have been hit or pushed at school by other kids, who weren't just fooling around will decrease by 2%.</p>	<p><u>38%</u></p>	<p><u>40%</u> (spring 2002)</p>

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

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

<u>Science-Based Program Name</u>	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
Promotions Alternative Thinking Strategies (PATHS)	Violence Youth development	K-5	900	1 set spring 2002 2 sets spring 2003	August 2003	Jan 2003-1 st school Sept 2003 remaining 2 K-5 schools

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
✓	After School Programs	YD	K-8
✓	Conflict Mediation/Resolution	V, YD	K-8
✓	Early Intervention and Counseling	A, T, D, V, YD	K-8
	Environmental Strategies		
✓	Family and Community Collaboration	A, T, D, V, YD	K-8
✓	Media Literacy and Advocacy	A, T, D, V, YD	K-8
	Mentoring		
✓	Peer-Helping and Peer Leaders	V, YD	6-8
✓	Positive Alternatives	A, T, D, V, YD	K-8
✓	School Policies	A, T, D, V,	K-8
✓	Service-Learning/Community Service	YD	K-8
✓	Student Assistance Programs	A, T, D, V,	6-8
✓	Tobacco-Use Cessation	T	6-8

Check	Activities	Program ATODV Focus	Target Grade Levels
✓	Youth Development Caring Schools Caring Classrooms	A, T, D, V, YD	K-8
	Other Activities		

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

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

<u>Promising Program name</u>	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start <u>Date</u>
(None at this time)						

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.

Appendix C Program Choice

Promoting Alternative Thinking Strategies (PATHS)

At the K-5 level, bullying remains an issue. The "Talk It Out" program of Conflict Resolution has been in place in all K-5 schools for several years, and the majority of teachers and students have been trained. It was decided by the district-wide DATE committee that additional tactics needed to be put in place to reduce the incidence of bullying. One of the counselors had previewed and piloted the PATHS materials with good results, seeing that it helped his students make better decisions. A sub-committee of the DATE committee reviewed these and other materials and decided to try the PATHS program at all K-5 schools, beginning with a set of materials at each school site for the counselor to use with teachers as needed. If this proves successful, more copies will be purchased as funds allow.

Appendix D Activities

It is the district's very strong belief that giving students opportunities for participation, contribution, and leadership helps them develop positive attitudes and strengths. In general, all decisions regarding the activities funded by TUPE and SDFSC are made by the district DATE committee with input from all school sites, after careful research and analysis of data when available. After school programs give children a safe place to be between school and home. They provide opportunities for children to pursue interests, develop physical skills in sports, and mix with peers in a positive, structured and supportive atmosphere.

Conflict Mediation/Resolution is an essential skill for the real world. Our CHKS survey data indicate that our students still need help in this area, as do the independent reports from teachers and counselors.

Early Intervention and Counseling is essential to student success. We are very happy with our Child Study Team structure. The middle school also reports a marked decline in conflicts among students with the advent of counselors in the K-5 schools. Students in the middle school refer directly to their K-5 experiences with Conflict Resolution and counseling when trying to solve their problems. The middle school teachers are no longer hearing 7th graders say "...it all started in the grade when he...", a comment which used to be heard often.

Family and Community Collaboration

Parental involvement is essential. As discussed in Getting Results Part II, research shows that parent involvement in prevention activities contributes to the success of the effort. We involve parents in networking groups, on advisory committees, in training sessions, and with the Red Ribbon week and other prevention activities throughout the year.

Media Literacy and Advocacy integrates well with our technology plan, which contains a component on media literacy. Learning how to critically evaluate media messages is an essential part of any prevention program, particularly for young people, who are often targeted. Having students create their own messages of prevention gives them a sense of advocacy.

Peer Helping and Peer Leaders

Students at the middle school evaluate the Peer Helping class as one of their “favorites”, and “most useful”. Students on the DATE committee would like to see us offer the Peer Helper class to all students. A new program this year, which will be continued, links our 7th and 8th grade middle school students with 5th grade students in the elementary schools to prepare them for entry to middle school the following year. Both the older and younger students benefit.

Positive Alternatives Alcohol, tobacco, and drug free safe activities help students associate fun with healthy behaviors. Sports, community service, drama, and other outside activities, particularly those that are cross-generational or long-term, seem to have an impact on students' self-esteem, and certainly keep them productively involved.

School Policies on tobacco use, violence, etc., send a serious message to students about how importantly these issues are viewed by the adults who care for them. Our district is proud of being tobacco free, and signs are posted at all sites.

Service Learning / Community Service is an integral part of all four of our schools. The K-5 program called “Wee Care” allows students to participate in different ways of “giving to the community”, each month. The middle school has a highly developed program with all students expected to contribute a substantial number of hours each trimester. Students mention their community service as “rewarding”, “important”, and making them feel good about themselves and others, all attributes that lead to positive youth development.

Student Assistance Program—Students are especially prone to peers' influence. Programs which give them tools to deal with peer pressure or provide them with positive role models help them develop protective mechanisms.

Tobacco Use Cessation Although we have not had a need to provide this service in several years, we still have connections in place with High School cessation programs that counselors can use /recommend, if the situation arises.

Youth Development / Caring Schools /Caring Classrooms

Who wouldn't rather spend their day with people who care about them than people who don't? Adult models are a huge factor in creating resiliency in the adolescents they mentor or serve. We take the role very seriously in all aspects of school life.

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.

Every year the DATE committee has each school site prepare a report of its work for the year indicating expenditures, activities, curriculum, parent involvement, committee and staff development (conferences, training, counseling activities, etc).

The Healthy Kids survey has been administered twice to our 7th graders with progress noted in all areas, and will continue to be done every other year. At 5th grade we have used a district created "Healthy Behaviors" survey. As of next year we will switch and use the Healthy Kids survey at 5th grade as well. This is our most important tool for setting goals and evaluating our progress.

In addition, every year we seek input from the police department on trends they see in our community surrounding A, D, T, V, issues. We also analyze discipline records from the school year, as well as the types and frequencies of counselor contacts surrounding prevention/resiliency issues.

Every three years we ask exiting 8th grade students to evaluate the effectiveness of the various prevention programs and

activities they have experienced in our district.

All of these factors taken together guide us in evaluating programs and establishing goals and “next steps” for the following school year.

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.

After the results of the Healthy Kids survey are completed during the 2003-2004 school year, a report will be compiled by the Director of Educational Services working with the DATE committee. This data will be presented at a Board of Trustees meeting in the spring, and also summarized at Parent Group meetings throughout the district. Notice will be posted in the agenda for the board meeting and also in school site newsletters. We have followed this procedure in the past, and it has been very effective. We would like to add an additional report to the students themselves, to be shared during science class, or by counselors.

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])

Each year the DATE committee examines data and receives input from all school sites to determine its allocation of funds to the areas of greatest need. For example, this year we needed to allocate extra funds to the K-5 schools because of our findings regarding the issue of bullying and the need for science based materials. The middle school was supported particularly at the 7th grade level, where behavioral issues are most likely to occur. In general, however, no one school usually demonstrates a significantly greater need than any other around A, T, D, V, YD issues.

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.

All funds related to prevention issues (such as SDFSC and TUPE) are addressed by the DATE committee. In general, the goals are set first, and then the funding is determined, rather than the other way around. For example, if a need for instructional materials on drug prevention is identified, the committee will look first to SDFSC funds and, if they are not available, speak with the Director of Educational Services regarding what other funds (such as Instructional materials (IMF) funds, or grants might be available. Since we are a small district, the Director of Educational Services who chairs the DATE committee, also has knowledge of, and access to, all federal and state categorical program funding sources available to the district.

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

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

Parents receive notification of policies, procedures, rights, and responsibilities in a Back-to-School packet received prior to the start of the school year. Parents must sign that they have received the notifications.

Parents are activity involved in the DATE (Drug, Alcohol, Tobacco Education) committee, and represent their school sites. Parents are actively involved in the District-wide School Safety committee and involved in the creation of required plans. SARCS are current and are available on-line. Hard copies are also available at each school site. School Site committees are in place and active. Positive Permission is required for participation in surveys such as the Healthy Kid Survey.

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

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

We have no pregnant minors or minor parents enrolled the LEA. If the situation should arise, students would receive information regarding the impact of smoking on the unborn child, and be referred by the counselor to a local cessation program if smoking was an issue.

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

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

<i>Position/Title</i>	Full time equivalent
Counselor / Crocker Middle School	.045 (less than 5% of full position)

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)	This page is Not Applicable (K-8 district).				
5.2 (Dropouts)					
5.3 (Advanced Placement)					

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.

This page is not applicable to us. (per Lucille Gonzales)

We currently have no children of low-income families in our schools. We have not accepted Title I funding for the 2002-2003 school year, and we will not be accepting it in 2003-2004. Our carryover funds from 2000-2001 are in the process of being returned. We have been told by Bill Meyer of the CDE that we will be invoiced, but we have not yet received the paper work. In prior years our low-income measure for Title I ranking has been eligibility for free and reduced price lunch. District-wide our poverty rate calculation is 0.0%.

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.

We do not have any targeted assistance schools.

The criteria and procedures we use for identifying at-risk students are attached at the end of this document. These same criteria apply whether the student is Title I or not.

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.

We will not be using any Title I funds at any of our schools. We have no children living in local institutions for neglected or delinquent children, in community day school programs, or homeless children in our district.

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

We have no schools identified as low-achieving or as in need of improvement.

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

We have no schools in Program Improvement or in need of implementing public school choice.

We have no students for whom supplemental services are required.

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.

We will not be accepting or using Title I funds so there is nothing to coordinate. For use of Title II funds, see professional development section (goal 3).

Additional Mandatory Title I Descriptions (continued)

Coordination of Educational Services

In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as:

Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.

Of the programs listed above, the only two categories in which we have students are children with disabilities and children who are limited English Proficient. Our basic philosophy in the district is to identify the needs of the school / individual students, and then identify the best funding source to solve the needs/problems.

Personalized Education plans are created for all K-5 students, which focuses our efforts. Since our district is small, program coordination falls to two people, the Director of Educational Services, and the Director of Educational Services, who have and joining offices. Communication occurs daily, the Director of Educational Services is in charge of staff development as well as the Consolidated Application. The Director of Student Services is in charge of the ELD programs. When EL issues are being addressed we work together to apply for funding, monitor programs, and create necessary staff development. Services therefore are coordinated, not fragmented.

Part III

Assurances and Attachments

Assurances

Signature Page

Appendix

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

Appendix B: Links to Data Web sites

Appendix C: Science-Based Programs

Appendix D: Research-based Activities

Appendix E: Promising or Favorable Programs

Appendix F: NCLB Legislation, Sections 1111 through 1120

ASSURANCES

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

GENERAL ASSURANCES

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

reasonably require to carry out the State educational agency's or the Secretary's duties.

8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.
9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.
- 9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.
10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the LEA receives more than \$500,000 in Title I funds, it will allow 1% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.
13. Inform eligible schools and parents of school-wide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to school-wide 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

Marilyn Loushin-Miller

Print Name of Superintendent

Signature of Superintendent

May 28, 2003

Date

APPENDIX A

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

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

California's NCLB Performance Goals and Performance Indicators

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

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

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

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

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

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

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

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

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

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

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

APPENDIX B

Links to Data Web sites

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

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

APPENDIX C

Science-Based Programs

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

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

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

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

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

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

School-Based Programs

Intended program outcomes and target grade levels. See research for proven effectiveness							
Name	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Across Ages	4 to 8	x	x	x		x	C,
All Stars™	6 to 8		x	x			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:

<u>Research-based Activities</u>	
Activities	<u>Research Summaries Supporting Each Activity:</u>
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

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.

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

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

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

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

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

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			x			C
Aggression Replacement Training	School				x		D
Aggressors, Victims, and Bystanders	6 to 9				x		D
Al'sPal's: Kids Making Healthy Choices	Pre K to 2				x		D
Baby Safe (Substance Abuse Free Environment) Hawaii	Families	x	x	x			C
<u>Basement Bums</u>	6 to 8		x				A
Be a Star	K to 6					x	C
Behavioral Monitoring and Reinforcement	7 to 8			x	x		C
Bilingual/Bicultural Counseling and Support Services	Communities	x		x			C
Bully Proofing Your School	K to 8				x		B
CAPSLE (Creating a Peaceful School Learning Environment)	K to 5				x		B
Club Hero	6					x	C
Coca-Cola Valued Youth Program (CCVYP)	School					x	B
Colorado Youth Leadership Project	7	x				x	C
Comer School Development Program (CSDP)	School					x	B
Earls court Social Skills Group Program	K to 6					x	B
Effective Black Parenting Program (EBPP)	Families				x		B
Facing History and Ourselves	7 to 12				x		D
Family Health Promotion	Families	x	x	x		x	C
FAST Track	1 to 6				x		B
Get Real About Violence	K to 12				x		C
Growing Healthy	K to 6	x	x	x			D
Intensive Protective Supervision Program	Community				X		B
Iowa Strengthening Families Program	Family	x					B
Kids Intervention with Kids in School (KIKS)	6 to 12	x	x	x	x	x	C
Let Each One Teach One	Mentoring					x	D
Linking the Interests of Families and Teachers (LIFT)	1 to 5				x		B, C, D
Lion's Quest Working Toward Peace	5 to 9				x		D
Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health Education	K to 12	x	x	x			D
Open Circle Curriculum	K to 5				x	x	D
Parent-Child Assistance Program (P-CAP)	Families	x		x			C
PeaceBuilders	K to 8				x		D
Peacemakers Program	4 to 8				x		D
Peer Assistance and Leadership	9 to 12			x	x		C
Peer Coping Skills (PCS)	1 to 3				x		B

Peers Making Peace	K to 12				x		D
<u>Personal/Social Skills Lessons</u>	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
<u>Project Alive</u>	K to 12		x				A
Project BASIS	6 to 8				x	x	C
Project Break Away	6 to 8		x	x			C
<u>Project Life</u>	9 to 12		x				A
Project PACE	4					x	C
<u>Project SCAT</u>	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
<u>Smokeless School Days</u>	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
<u>Tobacco-Free Generations</u>	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

Following are memos regarding Annual Revisions to the LEAP plan

**HILLSBOROUGH CITY SCHOOL DISTRICT
MEMORANDUM**

DATE: June 23, 2004
TO: Board of Trustees
FROM: Marilyn Loushin-Miller, Superintendent
**SUBJECT: Update of District Local Education Agency Plan (LEAP)
Agenda item 4.11**

BACKGROUND:

Federal Legislation under the NCLB Act (No Child Left Behind) has set certain requirements for the states. One is that all districts must complete a single, coordinated, comprehensive Plan that describes the educational services for all students and that can be used as a guide for the implementation of federal and state-funded programs, the allocation of resources, and reporting requirements. It is intended to serve as a summary of existing state and federal programs and establish a focus for raising the academic performance of all student groups to achieve state academic standards. The plan must be based on an analysis of data. The duration of the plan is five years, and the plan is to be updated annually.

Our plan was approved by the SBE in July of 2003 and remains in effect until the year 2008. All elements of the plan were reviewed this year as part of the district Direction setting. The plan remains current with the exception of Performance Goal 4, Safe and Drug Free Schools and Communities, which is attached. In 2004-2005 the plan will be updated again, incorporating the results of the district 2004 Parent/Teacher/Student Needs Assessment Survey which is currently being analyzed, as well as student test data from the 2004 STAR tests.

RESOURCE

Modell Marlow Andersen, Director of Educational Services

**HILLSBOROUGH CITY SCHOOL DISTRICT
MEMORANDUM**

DATE: June 22, 2005
TO: Board of Trustees
FROM: Marilyn Loushin-Miller, Superintendent
**SUBJECT: Annual Revision of District Local Education Agency Plan (LEAP)
Agenda item 4.5**

BACKGROUND:

Federal Legislation under the NCLB Act (No Child Left Behind) has set certain requirements for the states. One is that all districts must complete a single, coordinated, comprehensive Plan that describes the educational services for all students and that can be used as a guide for the implementation of federal and state-funded programs, the allocation of resources, and reporting requirements. It is intended to serve as a summary of existing state and federal programs and establish a focus for raising the academic performance of all student groups to achieve state academic standards. The plan must be

based on an analysis of data. The duration of the plan is five years, and the plan is to be updated annually.

Our plan was approved by the SBE in July of 2003 and remains in effect until the year 2008. All elements of the plan were reviewed this year as part of district direction setting. The plan remains current with the following additions:

ATTACHMENT 1

Addition to Performance Goal 1, Planned Improvement in Student Performance: Summary of Needs Assessment Areas of Focus and Description of Actions

ATTACHMENT 2

Addition to Performance Goal 3, Highly Qualified Teachers: District Criteria for NCLB Certification

ATTACHMENT 3

Revision of Performance Goal 4, Safe and Drug Free Schools and Communities: Annual Update of Prevention Performance Indicators

RESOURCE

Modell Marlow Andersen, Director of Educational Services

2005 Attachment 1: Addition to LEAP Performance Goal 1, Planned Improvement in Student Performance; Summary of Needs Assessment Areas of Focus and Description of Actions

A Needs Assessment survey was conducted district wide in 2004. The following areas related to student performance and achievement were identified as needing improvement or expansion district wide, and will be addressed:

- more hands on experiences, particularly in science and math
- increased performance opportunities
- more art experiences
- use of highly trained specialists
- differentiation at the high and low ends of the spectrum, particularly in math K-5
- proofreading and editing skills K-8
- implementation of the Spanish program K-5
- revisions to K-5 report cards

VII. ACTIONS ALREADY TAKEN (District wide)

As soon as the concerns from the need assessment survey were reviewed, a meeting was held with K-5 Spanish teachers district wide to examine how the program could be improved. The column on the left indicates areas that were identified as goals/areas of focus for the year. The second column indicates what has already been done since the needs assessment was released and the meeting was held.

Area of Concern	Actions Taken
Teachers should receive training from the publisher on the existing materials.	On the staff development day in October, the K-5 Spanish teachers attended a workshop given by Marcela Gerber, a national trainer in Spanish which focused on language development and the use of our existing materials.
Program goals and expectations should be clearly defined and agreed upon by all.	Teachers met for five days to clarify expectations, identify what was meant by each standard, develop consistent content, share ideas and materials, and discuss effective teaching techniques.
Refine the standards if needed.	It was decided that the current standards did not need revision, just clarification and consistency in implementation.
Develop a clear policy on type/amount and	Done: The policy is now in place and will be distributed at

level of homework by grade level.	each school site at What to Expect Night.
Begin to develop benchmarks, performance expectations, and assessments by grade level.	The work was started in 04-05, and specific skills to be tested were identified. The actual assessments will be developed in 05-06.
Discuss techniques for dealing with students of varied abilities.	Although the conversation was started, and ideas were shared, teachers have requested more training in this area. All three K-5 teachers will be attending a National Spanish Language Institute this summer, where this topic will be a primary focus.
Put in place a system for communicating regularly with parents/students about expectations/activities, etc.	A list of recommended ways to communicate was developed and agreed upon. Teachers agreed to send home letters, or place articles in the school newsletters regarding Spanish at least once a trimester.
Look at the use of technology to help with the above areas, such as the QUIA website for communication and enrichment.	Websites were developed and are being implemented. They will be expanded in the fall.
Identify any needed instructional materials.	Magazine subscriptions and several books were purchased to support the program and further materials will be identified in the following year.
Identify useful technology tools: websites, United streaming, etc.	This was done.
Share ideas/unit lessons/instructional planning load throughout the school year.	This was done on a regular basis.
Discuss how to reinforce academic nature of program via report cards, expectations, etc.	Teachers were asked to add Spanish to the student's homework logs. Spanish Standards will be added to the report card for the 05-06 school year.

In the area of mathematics the following actions were taken:

- It was determined that parents and teachers were recognizing the need for help with differentiating instruction for all students regardless of their level. As a result, at the October staff development day all K-5 teachers received training in Differentiated Instruction specific to the math program. They were divided into two groups, K-2 and 3-5. The evaluations were very positive, with teachers indicating that they would be able to use the ideas and activities they learned to help students at all levels.
- In addition, it was decided to purchase the Games component of the program which is essential to the reinforcement of skills.
- A parent education workshop was also held. Another workshop and a games night will be held in the fall.
- Teachers agreed to examine their communication in this area to make sure parents understand what is expected, and what is being done.
- Pacing Guides were created for Mathematics that will be put in place in the fall in order to ensure that all students receive equal access to the program.
- School Improvement Advisors worked with Data Advisors to create new math assessments tied to both the standards and Everyday Mathematics. These will be administered to students four times a year beginning in the fall of 2005, and reported to parents at conference and report card times.

In the area of Assessment the following was done:

- A committee was formed to revise the K-5 report cards while continuing to address accountability issues regarding standards.
- The new report cards are more efficient, provide more detailed assessment information, are linked to the PEP plans, provide more room for specialist comments, add additional standards for foreign language and Physical Education, and will be implemented in the fall. There will be parent presentations prior to their release.

- PEP plans have been incorporated into the report cards and will be used more consistently throughout the district.

Regarding Specialists, Hands on Instruction, Enrichment, and Differentiation:

- Through the generosity of the foundation, the district will be able to add a full-time Math/Science Enrichment position to all three elementary sites beginning in the fall of 2006. This will address issues of differentiation, enrichment, and the need for more hands-on, experiential learning.
- In addition, several previous positions have been reconfigured to allow for the creation of a Data Coordinator position. This will allow the data we gather to be used more effectively and immediately for shaping instruction and fostering differentiation.
- An additional person will be added to Crocker in the area of Fine arts, and principals and teachers will examine ways to involve more students in performance events.

Other Areas of Note:

- The district and teachers will commit to making the Eight Essential Outcomes of the District an active part of instruction and will communicate them more effectively to students and parents.
- K-5 Summer school program options were reviewed and new programs are being tried this summer.
- The district will continue to provide high level training for all teachers, including specialists, to help them continue to grow in confidence and expertise. This includes sending over thirty teachers to Harvard this summer for intensive training in Project Zero and in Leadership Skills. Other teachers will attend Mel Levine School's Attuned workshop, and new teachers will be given training in all areas of the Core Curriculum.
- A committee will be formed in the 05-06 school year to look at study, research, and media skills in order to revise the current curriculum. This will include efforts to improve students proofreading, editing, and study skills.
- Writing will continue to be a focus across the district.

2005: Attachment 2

**Addition to Performance Goal 3, Highly Qualified Teachers
District Criteria for NCLB Certification**

The law requires that all teachers of Core academic classes must be taught by NCLB qualified teachers by the end of the 2005-2006 school year. This is not the same as requiring that all teachers in a district be certified. The district must first identify the classes that it believes to be core classes at each school site, and then ensure that the teachers of those classes become NCLB certified. As a district, we are well on our way to certifying all teachers of the classes we have identified as Core, and anticipate that there are few, if any, teachers who will be non-compliant by the deadline. Currently we have been focusing on certifying all regular classroom teachers. Next year we will add some specialist positions if they are identified as core.

All NCLB qualified teachers must fill out a Certificate of Compliance, If they possess a bachelors, degree, have an appropriate credential, and have passed an exam, have National Board Certification, or have the appropriate coursework or degree, they can immediately be NCLB certified. If they have not passed the exam or completed the coursework then they must go through a process called "HOUSSE", where they must earn a total of 100 points through prior experience, coursework specific to their area, staff development participation, and or leadership activities. This document is CALIFORNIA HOUSSE – PART 1. Districts must prepare a list of acceptable high quality staff development activities and identify leadership positions that will be counted toward HOUSSE points. These are attached as NCLB Professional Development and NCLB Core Leadership Positions. If the teacher still has not earned 100 points through this process, he or she may then submit evaluations based on the Standards for the Teaching Profession. This form is CALIFORNIA HOUSSE – PART 2.

2005: Attachment 3

**Revision of Performance Goal 4, Safe and Drug Free Schools and Communities:
Annual Update of Prevention and Performance Indicators**

Every year the district must update the performance indicators regarding The California Healthy Kids Survey, which is conducted biennially at grades 5 and 7, and measures students attitudes and behaviors surrounding issues of drug, alcohol and tobacco use, as well as violence prevention and asset development. Districts must indicate by what percentage they would like to increase or decrease their student responses to certain set questions. This is somewhat problematic in our district where student involvement with unhealthy behaviors is usually very low. For example, one statement we must address is:

The percentage of students that have ever used cigarettes will decrease annually by: (we must indicate a percent).

At seventh grade, only two percent of our students in 01-02, the year we established baseline data, had smoked cigarettes. We indicated that we would like to reduce that by 1%. However, the next time the survey was given we still had 2% who had ever tried a cigarette. We are listed as not meeting our goal, even though our numbers are dramatically lower than others across the state and nation. I have sent a memo to the state requesting that this be acknowledged, and suggesting that schools with extremely positive results be allowed to "maintain" their good results plus or minus a few percentage points, since at those levels, even one or two students can make us non-compliant in spite of our excellent results.

Another note is that our fifth grade was tested for the first time with the Healthy Kids Survey until 03-04, which is the last time it was given. Therefore our baseline data is the same as current data. This results in all of our goals being marked as not met, because there is no change. In fact, there has not been an opportunity to meet the goal. The next administration of the Healthy Kids Survey will be in the spring of 2006. The DATE committee uses the results of the survey along with other input to help set its actions and goals for the year.

The Performance Indicators from the Safe and Healthy Kids Annual Report follow.

HILLSBOROUGH CITY SCHOOL DISTRICT

MEMORANDUM

DATE: June 21, 2006
TO: Board of Trustees
FROM: Marilyn Loushin-Miller, Superintendent
SUBJECT: **Local Education Agency Plan (LEAP): Annual Revision
Agenda Item 6.6**

BACKGROUND:

Federal Legislation under the NCLB Act (No Child Left Behind) has set certain requirements for the states. One is that all districts must complete a single, coordinated, comprehensive Plan that describes the educational services for all students and that can be used as a guide for the implementation of federal and state-funded programs, the allocation of resources, and reporting requirements. It is intended to serve as a summary of existing state and federal programs and establish a focus for raising the academic performance of all student groups to achieve state academic standards. The plan must be based on an analysis of data. The duration of the plan is five years, and the plan is to be updated annually.

Our plan was approved by the SBE in July of 2003 and remains in effect through the 2007-2008 school year. All elements of the plan are reviewed annually. The goals of the plan serve as a basis for district

direction setting, which in turn becomes part of the LEAP plan. The plan remains current with the addition of the Directions for the 2005-2006 School Year (previously adopted), and Annual Revisions to Performance Goal 4, Safe and Drug Free Schools and Communities, which are attached.

RESOURCE

Modell Marlow Andersen, Director of Educational Services

Attachment:

Revision of Performance Goal 4, Safe and Drug Free Schools and Communities: Annual Update of Prevention Performance Indicators

2006 Attachment: Revision of Performance Goal 4, Safe and Drug Free Schools and Communities: Annual Update of Prevention and Performance Indicators

Every year the district must update the performance indicators regarding The California Healthy Kids Survey, which is conducted biennially at grades 5 and 7, and measures students attitudes and behaviors surrounding issues of drug, alcohol and tobacco use, as well as violence prevention and asset development. Districts must indicate by what percentage they would like to increase or decrease their student responses to certain set questions. This is somewhat problematic in our district where student involvement with unhealthy behaviors is usually very low. For example, one statement we must address is:

The percentage of students that have ever used cigarettes will decrease annually by: (we must indicate a percent).

At seventh grade, only two percent of our students in 01-02, the year we established baseline data, had smoked cigarettes. We indicated that we would like to reduce that by 1%. However, the next time the survey was given we still had 2% who had ever tried a cigarette. We are listed as not meeting our goal, even though our numbers are dramatically lower than others across the state and nation. I have sent a memo to the state requesting that this be acknowledged, and suggesting that schools with extremely positive results be allowed to "maintain" their good results plus or minus a few percentage points, since at those levels, even one or two students can make us non-compliant in spite of our excellent results.

Another note is that our fifth grade was tested for the first time with the Healthy Kids Survey until 03-04, which is the last time it was given. Therefore our baseline data is the same as current data. This results in all of our goals being marked as not met, because there is no change. In fact, there has not been an opportunity to meet the goal.

For the 2005-2006 school year the DATE committee decided to maintain the same goals, and the same prevention focus as in the prior year. The Healthy Kids Survey was administered to 5th and 7th grade in the spring of 2006. We have not yet received the results. When the data arrives, it will be reported to the public and used by the DATE committee in the fall along with other input to help set its actions and goals for the year.

HILLSBOROUGH CITY SCHOOL DISTRICT MEMORANDUM

DATE: June 27, 2007
TO: Board of Trustees
FROM: Marilyn Loushin-Miller, Superintendent
SUBJECT: **Local Education Agency Plan (LEAP): Annual Revision
Agenda Item 6.6**

BACKGROUND:

Federal Legislation under the NCLB Act (No Child Left Behind) has set certain requirements for the states. One is that all districts must complete a single, coordinated, comprehensive Plan that describes the educational services for all students and that can be used as a guide for the implementation of federal and state-funded programs, the allocation of resources, and reporting requirements. It is intended to serve as a summary of existing state and federal programs and establish a focus for raising the academic performance of all student groups to achieve state academic standards. The plan must be based on an analysis of data. The duration of the plan is five years, and the plan is to be reviewed annually and updated as needed.

Our plan was approved by the SBE in July of 2003 and remains in effect through the 2007-2008 school year. The goals of the plan serve as a basis for district direction setting, which in turn becomes part of the LEAP plan. After review, the plan for 2006-07 remains current, with the only addition being the inclusion of the Directions for the 2006-2007 School Year (previously adopted). No further changes were made for this school year. During the 2007-08 school year a new plan will be created and submitted for approval by the state.

RESOURCE

Modell Marlow Andersen, Director of Educational Services

**HILLSBOROUGH CITY SCHOOL DISTRICT
MEMORANDUM**

DATE: June 25, 2008
TO: Board of Trustees
FROM: Marilyn Loushin-Miller, Superintendent
SUBJECT: **Local Education Agency Plan (LEAP): Annual Revision
Agenda Item 6.5**

BACKGROUND:

Federal Legislation under the NCLB Act (No Child Left Behind) has set certain requirements for the states. One is that all districts must complete a single, coordinated, comprehensive Plan (LEAP) that describes the educational services for all students and that can be used as a guide for the implementation of federal and state-funded programs, the allocation of resources, and reporting requirements. It is intended to serve as a summary of existing state and federal programs and establish a focus for raising the academic performance of all student groups to achieve state academic standards. The plan must be based on an analysis of data. The duration of the plan is five years, and the plan is to be reviewed annually and updated as needed.

Our plan was approved by the SBE in July of 2003 and remains in effect through the 2007-2008 school year, which coincides with the duration of the current authorization of the Elementary and Secondary Education Act of 1965 (ESEA), known as the No Child Left Behind Act of 2001. Recently the CDE issued an update to districts stating that LEA's will NOT be required to submit a new plan to the State Board of Education for approval until the ESEA/ NCLB is officially reauthorized and any new requirements for a local plan are made evident. It is currently impossible to predict when this will happen. Therefore the existing plan remains in effect. We are still required, however, to update annually as needed.

After review, the only addition to the current LEAP plan is the inclusion of the Directions for the 2008-2009 School Year (as adopted at current board meeting). The directions identify next steps based on data and input from district wide stakeholders, and serve to keep the LEAP plan current. Results from

STAR testing and the California Healthy Kids survey are not yet available from the current year, but will be incorporated as they are reported.

RESOURCE

Modell Marlow Andersen, Director of Educational Services

RECOMMENDATION: It is recommended that the Board of Trustees approve the incorporation of the Directions for 2008-09 in to the current LEAP plan.

**HILLSBOROUGH CITY SCHOOL DISTRICT
MEMORANDUM**

DATE: June 23, 2009
TO: Board of Trustees
FROM: Marilyn Loushin-Miller, Superintendent
SUBJECT: **Local Education Agency Plan (LEAP): Annual Revision
Agenda Item 6.4**

BACKGROUND:

Federal Legislation under the NCLB Act (No Child Left Behind) set certain requirements for the states. One is that all districts must complete a single, coordinated, comprehensive Plan (LEAP) that describes the educational services for all students and that can be used as a guide for the implementation of federal and state-funded programs, the allocation of resources, and reporting requirements. It is intended to serve as a summary of existing state and federal programs and establish a focus for raising the academic performance of all student groups to achieve state academic standards. The plan must be based on an analysis of data. The duration of the plan is five years, and the plan is to be reviewed annually and updated as needed.

Our plan was approved by the SBE in July of 2003. In 2008, when plans were scheduled to be re-submitted, the CDE issued an update to districts stating that LEA's will NOT be required to submit a new plan to the State Board of Education for approval until the ESEA/ NCLB is officially reauthorized and any new requirements for a local plan are made evident. It is currently impossible to predict when this will happen. Therefore the existing plan remains in effect. We are still required, however, to update annually as needed.

After review, the additions to the current LEAP plan are the inclusion of the Directions for the 2009-2010 School Year (as adopted at the current board meeting) and the inclusion of the goals set by the school sites in their annual Single Plans for Student Achievement approved earlier this year. The directions and the single plans identify next steps based on data and input from district and school wide stakeholders, and serve to keep the LEAP plan current. Results from STAR testing are not yet available from the current year, but will be incorporated as they are reported. The California Healthy Kids survey was not administered in 2008-09, so there have been no changes to the plan in this area. The CHKS will be administered again in 2009-10.

RESOURCE

Modell Marlow Andersen, Director of Educational Services

RECOMMENDATION: It is recommended that the Board of Trustees approve the incorporation of the Directions for 2009-10, and the goals from all schools' Single Plans for Student Achievement into the current LEAP plan.

**HILLSBOROUGH CITY SCHOOL DISTRICT
MEMORANDUM**

TO: Board of Trustees
FROM: Anthony Ranii, Superintendent
SUBJECT: Local Education Agency Plan (LEAP): Annual Revision
Agenda Item 9.4
DATE: June 23, 2010

BACKGROUND:

Federal Legislation under the NCLB Act (No Child Left Behind) set certain requirements for the states. One is that all districts must complete a single, coordinated, comprehensive Plan (LEAP) that describes the educational services for all students and that can be used as a guide for the implementation of federal and state-funded programs, the allocation of resources, and reporting requirements. It is intended to serve as a summary of existing state and federal programs and establish a focus for raising the academic performance of all student groups to achieve state academic standards. The plan must be based on an analysis of data. The duration of the plan is five years, and the plan is to be reviewed annually and updated as needed.

Our plan was approved by the SBE in July of 2003. In 2008, when plans were scheduled to be re-submitted, the CDE issued an update to districts stating that LEA's will NOT be required to submit a new plan to the State Board of Education for approval until the ESEA/ NCLB is officially reauthorized and any new requirements for a local plan are made evident. It is currently impossible to predict when this will happen. Therefore the existing plan remains in effect. We are still required, however, to update annually as needed. A new requirement is that the LEAP plan must be linked to the district website.

After review, the additions to the current LEAP plan are the inclusion of the current Directions document and the inclusion of the goals set by the school sites in their annual Single Plans for Student Achievement (both adopted earlier this year). The directions and the single plans identify next steps based on data and input from district and school wide stakeholders, and serve to keep the LEAP plan current. Results from STAR testing are not yet available from the current year, but will be incorporated as they are reported. The CHKS was administered in 2009-10, but the results will not be available until the 2010-11 school year.

RESOURCE

Modell Marlow Andersen, Director of Educational Services

RECOMMENDATION: It is recommended that the Board of Trustees approve the incorporation of the current Directions document, and the goals from all school's Single Plans for Student Achievement into the current LEAP plan.

**HILLSBOROUGH CITY SCHOOL DISTRICT
MEMORANDUM**

TO: Board of Trustees
FROM: Anthony Ranii, Superintendent
SUBJECT: Local Education Agency Plan (LEAP): Annual Revision
Agenda Item 9.4
DATE: June 22, 2011

BACKGROUND:

Federal Legislation under the NCLB Act (No Child Left Behind) set certain requirements for the states. One is that all districts must complete a single, coordinated, comprehensive Plan (LEAP) that describes the educational services for all students and that can be used as a guide for the implementation of federal and state-funded programs, the allocation of resources, and reporting requirements. It is intended to serve as a summary of existing state and federal programs and establish a focus for raising the academic performance of all student groups to achieve state academic standards. The plan must be based on an analysis of data. The duration of the plan is five years, and the plan is to be reviewed annually and updated as needed.

Our plan was approved by the SBE in July of 2003. In 2008, when plans were scheduled to be re-submitted, the CDE issued an update to districts stating that LEA's will NOT be required to submit a new plan to the State Board of Education for approval until the ESEA/ NCLB is officially reauthorized and any new requirements for a local plan are made evident. It is currently impossible to predict when this will happen. Therefore the existing plan remains in effect. We are still required, however, to update annually as needed. A new requirement is that the LEAP plan must be linked to the district website.

After review, the additions to the current LEAP plan are the inclusion of the current District Goals and the inclusion of the goals set by the school sites in their annual Single Plans for Student Achievement (both adopted earlier this year). The district goals and the single plans identify next steps based on data and input from district and school wide stakeholders, and serve to keep the LEAP plan current. Results from STAR testing are not yet available from the current year, but will be incorporated as they are reported. The CHKS was administered in 2009-10, but was not given in the 2010-11 school year, since it is only required bi-annually.

RESOURCE

Modell Marlow Andersen, Director of Educational Services

RECOMMENDATION: It is recommended that the Board of Trustees approve the incorporation of the current District Goals, and the goals from all school's Single Plans for Student Achievement into the current LEAP plan.

**HILLSBOROUGH CITY SCHOOL DISTRICT
MEMORANDUM**

TO: Board of Trustees
FROM: Anthony Ranii, Superintendent
SUBJECT: **Local Education Agency Plan (LEAP): Annual Revision
Agenda Item 10.4**
DATE: June 19, 2012

BACKGROUND:

Federal Legislation under the NCLB Act (No Child Left Behind) set certain requirements for the states. One is that all districts must complete a single, coordinated, comprehensive Plan (LEAP) that describes the educational services for all students and that can be used as a guide for the implementation of federal and state-funded programs, the allocation of resources, and reporting requirements. It is intended to serve as a summary of existing state and federal programs and establish a focus for raising the academic performance of all student groups to achieve state academic standards. The plan must be based on an analysis of data. The duration of the plan is five years, and the plan is to be reviewed annually and updated as needed.

Our plan was approved by the SBE in July of 2003. In 2008, when plans were scheduled to be re-submitted, the CDE issued an update to districts stating that LEA's will NOT be required to submit a new plan to the State Board of Education for approval until the ESEA/ NCLB is officially reauthorized and any new requirements for a local plan are made evident. It is currently impossible to predict when this will happen. Therefore the existing plan remains in effect. We are still required, however, to update annually as needed. A new requirement is that the LEAP plan must be linked to the district website.

After review, the additions to the current LEAP plan are the inclusion of the current District Goals and the inclusion of the goals set by the school sites in their annual Single Plans for Student Achievement (both adopted earlier this year). The district goals and the single plans identify next steps based on data and input from district and school wide stakeholders, and serve to keep the LEAP plan current. Results from STAR testing are not yet available from the current year, but will be incorporated as they are reported. The CHKS was administered in spring of 2011, but results are not yet available. Data will be reviewed when it arrives.

RESOURCE

Modell Marlow Andersen, Director of Educational Services

RECOMMENDATION: It is recommended that the Board of Trustees approve the incorporation of the current District Goals, and the goals from all school's Single Plans for Student Achievement into the current LEAP plan.

**HILLSBOROUGH CITY SCHOOL DISTRICT
MEMORANDUM**

TO: Board of Trustees
FROM: Anthony Ranii, Superintendent
SUBJECT: Local Education Agency Plan (LEAP): Annual Revision
Agenda Item 11.4
DATE: June 19, 2013

BACKGROUND:

Federal Legislation under the NCLB Act (No Child Left Behind) set certain requirements for the states. One is that all districts must complete a single, coordinated, comprehensive Plan (LEAP) that describes the educational services for all students and that can be used as a guide for the implementation of federal and state-funded programs, the allocation of resources, and reporting requirements. It is intended to serve as a summary of existing state and federal programs and establish a focus for raising the academic performance of all student groups to achieve state academic standards. The plan must be based on an analysis of data. The duration of the plan is five years, and the plan is to be reviewed annually and updated as needed.

Our plan was approved by the SBE in July of 2003. In 2008, when plans were scheduled to be re-submitted, the CDE issued an update to districts stating that LEA's will NOT be required to submit a new plan to the State Board of Education for approval until the ESEA/ NCLB is officially reauthorized and any new requirements for a local plan are made evident. It is currently impossible to predict when this will happen. Therefore the existing plan remains in effect. We are still required, however, to update annually as needed. A new requirement is that the LEAP plan must be linked to the district website.

After review, the additions to the current LEAP plan are the inclusion of the current District Goals and the inclusion of the goals set by the school sites in their annual Single Plans for Student Achievement (both adopted earlier this year). The district goals and the single plans identify next steps based on data and input from district and school wide stakeholders, and serve to keep the LEAP plan current. Results from STAR testing are not yet available from the current year, but will be incorporated as they are reported. The CHKS (California Healthy Kids Survey) was not administered in the 2012-13 school year, but will be added again in 2013-14.

RESOURCE

Modell Marlow Andersen, Director of Educational Services

RECOMMENDATION: It is recommended that the Board of Trustees approve the incorporation of the current District Goals, and the goals from all school's Single Plans for Student Achievement into the current LEAP plan.