California Department of Education
Specialized Programs Division

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

**Mail original and
two copies to:**

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

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

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**LEA Plan Information:**

Name of Local Education Agency (LEA):

County/District Code:

Dates of Plan Duration:     **July 1, 2003 to June 30, 2008 (to be updated annually)**

Date of local governing board approval:

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District Superintendent:     Dr. Patricia Davis

Address:                     110 Shaw Dr.

City:                        San Anselmo, CA                    Zip code:     94960

Phone:       415/454-2162                           Fax:       415/454-6840

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

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The superintendent and governing board of the LEA submitting the application sign on behalf of all participants included in the preparation of the plan.
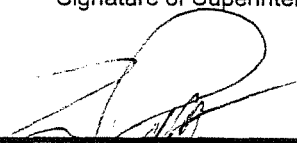
| Patricia Davis | 5/30/2003 | |
|---|---|---|
| Printed or typed name of Superintendent | Date | Signature of Superintendent |

| Zev Rattet | 5/30/2003 | |
|---|---|---|
| Printed or typed name of Board President | Date | Signature of Board President |

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*Federal and State Programs Checklist*

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## *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)

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

# FEDERAL AND STATE PROGRAMS CHECKLIST

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

| | Federal Programs | | State Programs |
|---|---|---|---|
| ✓ | Title I, Part A | | EIA – State Compensatory Education |
| | Title I Part B, Even Start | ✓ | EIA – Limited English Proficient |
| | Title I, Part C, Migrant Education | | State Migrant Education |
| | Title I, Part D, Neglected/Delinquent | ✓ | School Improvement |
| ✓ | Title II, Part A, Subpart 2, Improving Teacher Quality | | Child Development Programs |
| ✓ | Title II, Part D, Enhancing Education Through Technology | | Educational Equity |
| | Title III, Limited English Proficient | ✓ | Gifted and Talented Education |
| | Title III, Immigrants | | Gifted and Talented Education |
| ✓ | Title IV, Part A, Safe and Drug-Free Schools and Communities | ✓ | Tobacco Use Prevention Education (Prop 99) |
| ✓ | Title V, Part A, Innovative Programs Parental Choice | | Immediate Intervention/Underperforming Schools Program |
| | Adult Education | ✓ | School Safety and Violence Prevention Act (AB 1113, AB 658) |
| | Career Technical Education | | Tenth Grade Counseling |
| | McKinney-Vento Homeless Education | | Healthy Start |
| ✓ | IDEA Special Education | | Dropout Prevention and Recovery Act - School Based Pupil Motivation and Maintenance Program (SB 65) |
| | 21st Century Community Learning Centers | | Other (describe): |
| | Other (describe): | | Other (describe): |
| | Other (describe): | | Other (describe): |

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# 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 | 58,342 | 345,438 | 375,993 | 92.6% |
| 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 | 97,153 | 90,467 | 92.6% |
| Title II, Part D, Enhancing Education Through Technology | 0 | 10,321 | 9,611 | 92.6% |
| Title III, Limited English Proficient | | | | |
| Title III, Immigrants | | | | |
| Title IV, Part A, Safe and Drug-Free Schools and Communities | 0 | 15,126 | 14,085 | 92.6% |
| Title V, Part A, Innovative Programs – Parental Choice | 3,926 | 5,486 | 5,108 | 92.6% |
| Adult Education | | | | |
| Career Technical Education | | | | |
| McKinney-Vento Homeless Education | | | | |
| IDEA, Special Education | 0 | 213,337 | 198,656 | 92.6% |
| 21st Century Community Learning Centers | | | | |
| Other (describe) | | | | |
| | | | | |
| TOTAL | | | | |

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# 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 | 1,983 | 17,738 | 19,147 | 97% |
| State Migrant Education | | | | |
| School Improvement | 41,423 | 117,302 | 154,100 | 97% |
| Child Development Programs | | | | |
| Educational Equity | | | | |
| Gifted and Talented Education | 8,355 | 18,242 | 26,597 | 100% |
| Tobacco Use Prevention Education (Prop. 99) | 0,,0 | 4,458 | 4,171 | 93.6% |
| Immediate Intervention/Underperforming Schools Program (II/USP) | | | | |
| School Safety and Violence Prevention Act (AB 1113) | 0 | 10,000 | 10,000 | 100% |
| Tenth Grade Counseling | | | | |
| Healthy Start | | | | |
| Dropout Prevention and Recovery Act School-based Pupil Motivation and Maintenance Program (SB 65) | | | | |
| Other (describe) | | | | |
| TOTAL | 114,029 | 844,601 | 907,935 | |

# 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 Ross Valley School District serves the educational needs of 1800 students at 5 school sites. The children of Ross Valley receive the education they deserve that that parents rightfully demand. Our school programs offer academic challenge and breadth of opportunity. Modern technology is integrated into the core class curricula. With the support of our YES Foundation and local business partners, students not only receive s strong core curriculum, but also receive an enriched learning experience in art, music, foreign language and technology. The Board of Trustees has works hard to see that the majority of our resources are spent in the classrooms, where students learn. Our budget is balanced and the district is financially sound. Our facilities continue to be modernized and new classroom, libraries, and other structures are being completed or are in the planning stages. Most of all, our teachers and support staff are second to none.

Brookside School is 1995-1996 California Distinguished School and recipient of the Golden Bell Award, is housed on two separate sites in suburban San Anselmo. Manor School (California Honorary Mention 2000 VPA program) is situated in the Oak Manor neighborhood of Fairfax. Manor is home to the Ross Valley Multiage Program, the district's alternative school program. Wade Thomas School, A 1996-1997 California Distinguished School recipient, is located on the site of San Anselmo's very first school. White Hill Middle School, a 2001 California Distinguished School recipient, is located at the base of White's Hill on a 22-acre site in Fairfax. It is the only middle school for the Ross Valley School District.

The percentage of students is the number of students in a racial/ethnic category divided by the district's most recent California Basic Educational Data Systems (CBEDS) total enrollment.

| Racial/Ethnic Category | Number of Students | Percentage of Students |
|---|---|---|
| African-American | 26 | 1.4% |
| American Indian or Alaska Native | 2 | 0.1% |
| Asian-American | 65 | 3.6% |
| Filipino-American | 5 | 0.3% |
| Hispanic or Latino | 87 | 4.8% |
| Pacific Islander | 4 | 0.2% |
| White (not Hispanic) | 1,601 | 88.1% |
| Other | 28 | 1.5% |

## **Academic Performance**
## **English Language Arts**

We have analyzed our performance data, including STAR, CELDT, API, and CBEDS looking for areas of need and trends over the past 3 years. In 2002, in grades 2-7, 70% or greater of the students performed at the proficient or advanced level on the English Language Arts California Standards Test. In 8th grade 64% of the students are performing at the proficient or advanced level. In analyzing test scores, the three year trend indicates a strong language arts program. We will continue to implement annual staff development in the language arts program to update instructional strategies, train new teachers, and provide grade-level continuity and collaboration.

**English/Language Arts CST 2002, -- % of students scoring at or above proficient**

| Grade | All | EL* | Sp Ed | GATE |
|-------|-----|-----|-------|------|
| 2 | 70 | 14 | 33 | NA |
| 3 | 76 | 9 | 62 | NA |
| 4 | 83 | 17 | 60 | NA |
| 5 | 74 | NA | 43 | 100 |
| 6 | 78 | 50 | 50 | 100 |
| 7 | 76 | 0 | 30 | 100 |
| 8 | 65 | 0 | 23 | 94 |

\* These percents of students scoring at proficient or advanced represent fewer than 10 students at each grade level. We will continue to address individual students needs as our EL population is very small.

*California English Language Development Test (CELDT) Number of Students District-wide*
*2002-2003*

| Grade | Beginning | Early Intermediate | Intermediate | Early Advanced | Advanced |
|-------|-----------|--------------------|--------------|----------------|----------|
| 2 | 2 | 2 | 0 | 3 | 0 |
| 3 | 0 | 0 | 4 | 0 | 0 |
| 4 | 1 | 1 | 4 | 2 | 0 |
| 5 | 0 | 0 | 0 | 5 | 0 |
| 6 | 0 | 0 | 1 | 1 | 1 |
| 7 | 1 | 0 | 1 | 0 | 3 |
| 8 | 2 | 2 | 1 | 1 | 1 |

Our district has 71 EL students with fewer than 10 at several grade levels. Ten students met the multiple measures required for reclassification. We continue to address individual needs, as this population is very small. The district has made incentives and training available to help teachers obtain ELD/SDAIE and CLAD certification. Eighty-six percent of the district's teachers are properly certified. We continue to offer training to ensure all staff are highly qualified to teach English language learners.

**The California Writing Test** at 4th and 7th grades 35% of 4th graders and 30% of 7th graders scored a 6 or above. However, these scores were a 10% or greater increase over the previous year. Systematic staff development in writing strategies over the next several years will address student needs that will be determined data analysis.

# Mathematics

In the area of mathematics we have adopted a single K-5 state approved program and a variety of programs at the middle school level to support different levels of the curriculum and to articulate with the high school math program. We have found the math standards challenging and have noticed a decline in our students' test scores. This has long-range implications for staff development to support teachers' content knowledge and instructional strategies in the area of mathematics. It may also indicate the need to explore additional materials or grouping practices for differentiating instruction for gifted and special needs students.

The percent of students scoring at the proficient or advanced levels in mathematics for 2002 were as follows for each of the grades 2-7: 66, 68, 75, 60, 64, 60. 88% of students in Algebra scored proficient/advanced, 54% in general math scored proficient/advanced.

### Math CST 2002 -- % of students scoring at or above proficiency

| Grade | All | EL | Sp Ed | GATE |
|---|---|---|---|---|
| 2 | 66 | 28 | 30 | NA |
| 3 | 68 | 18 | 60 | NA |
| 4 | 75 | 17 | 56 | 95 |
| 5 | 60 | 0* | 48 | 100 |
| 6 | 64 | 0* | 38 | 88 |
| 7 | 60 | 0* | 21 | 100 |
| 8 | 54 General Math | 0* | 25 | NA |
| 8 | 88 Algebra | 0* | NA | 94 |

\* These percents of students scoring at proficient or advanced represent fewer than 10 students at each grade level. We will continue to address individual student's needs as our EL population is very small.

## Professional Development and Hiring
Based on the Title II Staff Development Needs Assessment, the majority of teachers will meet the definition of highly qualified per NCLB. We do have 14% teachers at the middle school level who need to complete coursework to obtain a college degree in their assigned subject area. At both the elementary and middle school, 14% staff members do not have appropriate certifications for differentiating instruction for English Learners.

Staff development needs will be addressed using Title II Professional Development funds. ETF workshops and coursework provided through MCOE and local universities will all be used as service providers.

A second staff development survey was conducted based on staff's perceived need for training in standards alignment, intervention strategies, and content knowledge.

Staff at the elementary level requested training in accommodating special needs students as their top priority. Standards alignment, instructional strategies and, content knowledge in mathematics ranked 2nd. The third area recognized by K-5 staff was instructional strategies in science and methods for differentiating instruction for the gifted and talented student.

At the middle school level grades 6-8 teachers recognized need for staff development in technology integration into the regular instruction. They also recognized a need for methods differentiating instruction and personalizing instruction through small learning communities. These small learning communities are being developed by the staff in conjunction with their BASRC grant. These goals are consistent with Goal 4 All Students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Staff Development days and Wednesday early release days will be utilized to address these needs. Title II funds will support teacher training as related to NCLB.

Paraprofessionals
The Director of Human Resources has examined all college transcripts and for paraprofessionals including Title I paraprofessionals to ensure that all personnel meet the requirements of NCLB. All paraprofessionals have achieved the appropriate educational level and are qualified for these positions. Hiring practices are in place to ensure all future employees meet the requirements of NCLB.

Teachers
Hiring practices are in place for teachers hired after 2002 to have SB 395 (ELD/SDAIE), CLAD/BCLAD, LDS certification.

Principals/Administrators
Principals annually review the teachers' evaluation system based on the California Teaching Standards. Biannually all administrators receive training in teacher evaluation and strategies for remediation through Marin County Office of Education.

## School Safety and Prevention
The District has taken significant steps to continue to address the health and safety of our school communities including: students, families, and staff (classified, certificated, and administrative). During the current school year, the Comprehensive School Safety Plan was adopted by the Governing Board and the plan has been disseminated to each site, the district office, and additional copies for the School Nurse and the Director of Facilities and Maintenance.

The district's team approach for ensuring safe and effective environments for student learning includes district leadership: Director of Facilities and Maintenance, Director of Student Services, School Nurse, and Site Administrators. The district participates in the Marin County Emergency Council meetings and the Marin County School/Law Enforcement Partnership Agency. Current and updated information, best practices, resources, and problem solving are ongoing topics of discussion and action. At the local level, site based parent groups are involved with many activities, as well as, the steering committee level of the District Advisory Committee.

Needs assessment resulted in the purchase of new portable radio communication systems being purchased for all site and several district office personnel. Trainings have occurred on use of the equipment and we have conducted monthly tests of the new system. In addition, ongoing communication tests have been established between the district office and the Marin County Office of Education Command Center. New telephone systems have been purchased for several sites to maximize quick and easy access of phones from individual classrooms. The district coordinated the purchase and dissemination of disaster bin standardized supplies for all five sites. Individual parent clubs purchased updated first aid materials for all classroom emergency supply kits. Simulated search and serve evacuation drills were held at White Hill School and Manor School this year. A parent professional volunteer has coordinated SEMS (systematic emergency management systems) trainings at all school sites during the current school year. Plans are underway to plan and implement a training at the district office for district office employees. Mandated CPR and first aid training occurred this year for all certificated and classified personnel. The district employs a full time school nurse to assist in short and long term program planning and monitoring of students' physical needs. All mandated health screenings are implemented according to law.

The district has been actively involved for the past several years with major bond new construction projects and modernization activities at all school sites. The focus of these endeavors include health/safety issues, as well as, improving learning environments for all school sites. Facility improvements have focused on: classroom spaces, library spaces, technology infrastructure, multi-purpose rooms, administrative buildings, access issues, landscaping, parking lot safety and improvements, etc. Crossing guards are employed by the district for several school sites and the district participates in the "Safe Routes to School" program. Site newsletters often focus on "safety tips" for parents related to a wide variety of topics.

Each site has a Parent Handbook that addresses a variety of areas related to safe school environments: school discipline, dress codes, sexual harassment, etc. All site handbooks are currently in process of being updated by each site team. All schools coordinate their handbooks at the district level through Administrative Council meetings.

## *Descriptions – District Planning*

Extensive training was provided for BOT, SSCs, DAC, and ELAC & DELAC. Overview of the requirements of NCLB and the state and federal requirements of Con-App., Single Plan for Student Achievement, LEAP and CCR were all detailed. SSCs & school staffs have been instrumental in developing action plans to implement goal areas for student achievement. STAR test date and multiple measures were analyzed for areas of strength and areas of need. Recommendations are carried forward to the district level to design and support staff development to meet school site needs.

Annual revisions to the LEA Plan will make use of these site and district committees. Revisions will be based on data analysis, student achievement and surveys of parents, students and staff. The BOT is represented on each of the district level committees and approves the plan annually.

**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.

Through a collaborative, consensus seeking process involving community members, parents, staff, and student input, we have developed the Ross Valley School District student goals.

The mission of the Ross Valley School District is to provide the youth of our community an excellent education. We strive to create stimulating, innovative, risk taking and engaging classroom environments that accommodate the learning styles of all students. Or goal is to provide a system of education for students kindergarten through eighth grade which results in graduates who will be able to acquire and apply skills and knowledge; work cooperatively; be critical, creative, reflective thinkers; feel personally empowered; act responsibly, personally, socially, and globally; and love learning.

This year the Board has established goals to continue development of programs that are standards based and expand parental choice. The Board goals for 2002-2003 are
- to refine the student assessment process
- to enhance and expand differential instruction for all students
- to implement 6th grade Spanish in 2003-2004
- to implement a 6,7,8 integrated studies program in 2003-2004
- to expand the multiage program (MAP) by one class in 2003-2004
- to analyze gender performance issues

Additionally, to support the District's goal to ensure all students are provided a high-quality program, the District is a member of the Education Task Force (ETF), a collaborative of eleven-school districts (Bolinas-Stinson, Kentfield, Lagunitas, Larkspur, Mill Valley, Nicasio, Reed, Ross, Ross Valley, Sausalito Marin City, Tamalpais High School District, and the College of Marin). Through collaboration, ETF districts pool resources and share expertise to do work that would not be possible for our individual districts to perform on our own. Our shared mission is to meet the needs of all students with special attention to those who are most academically at-risk. ETF works together to ensure a curriculum continuum from kindergarten through twelfth grade. Our shared work includes an extensive professional development program, locally developed performance assessments, and curriculum articulation. This cooperation encourages the exchange of expertise, ideas and resources among districts and across grade levels.

## *Local Measures of Student Performance*
(*other* than State-level assessments)

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

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

    a) determine the success of students in meeting the State student academic achievement standards, and provide information to teachers, parents, and students on the progress being made toward meeting student academic achievement standards;

    b) assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving students to meet State student achievement academic standards and do well in the local curriculum;

    c) determine what revisions are needed to projects under this part so that such children meet the State student academic achievement standards; and

    d) identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments.

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

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

The district participates in the Education Task Force, a consortium of 11 districts on Southern Marin County for the purpose of establishing proficiency criteria, assessments & curriculum to ensure student success. Benchmarks have been developed to assess student achievement throughout the grades and ensure student proficiency. Exit exam proficiency must be met before students graduate from high school.

Students are assessed in reading at grade 3, writing at grades 4,6,7 and math at grades 4 and 7 using performance assessments based on state proficiency standards.

Teachers are provided with analysis of student performances for each assessment; intervention strategies are developed based on student areas of need. Parents are provided with student assessment data with rubrics and sample papers available on the ETF website.

Districts are also provided with cohort data in order to track progress over time. Disaggregated data for sub group is also analyzed for the ETF. Assessment from the Open Court English-Language Arts program are given at the end of each unit, grades 1-5. Student data is analyzed by site grade level teams and re-teaching or intervention strategies as needed.

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

| Description of Specific Actions to Improve Education Practice in Reading | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|---|---|---|---|---|
| *1  Alignment of instruction with content standards:* The district has adopted standards aligned programs in English Language Arts (ELA) as approved by the California Department of Education and teachers have participated in comprehension professional development to ensure thorough knowledge of research based instruction strategies. Assessment in reading is standards based and report cards are in place to let parents know how well their children are meeting the standards.<br>• Teachers will work in grade level teams to continue to align their practice and assessments to the standards.<br>• New teachers will participate in BTSA, which focuses on standards.<br>• Classroom projects, field trips and assemblies will be aligned with grade level standards.<br>• Teachers will identify the essential standards at grade level meetings and plan strategies to focus instruction. | Teachers<br>Administrators<br>Support staff<br>Volunteers Paraprofessionals<br><br>Ongoing | Personnel<br><br>Admin curriculum support<br>BTSA stipends<br><br>Found | $50,000<br><br><br>$25,000 | General fund<br><br><br>BTSA Stipends |
| *2.  Use of standards-aligned instructional materials and strategies:* The district has adopted standards –aligned instructional materials that are approved by the California Department of Education. Teachers apply research-based instructional strategies representing "best practices." Supplementary materials support the English Language Arts standards.<br>• Teachers new to the district will be provided specific training by mentor teachers in the use of the district adopted textbook.<br>• Teaches will regularly share best practice strategies and supplementary materials at grade level meetings.<br>• District will pilot and recommend for adoption reading series 6-8 | Administrators<br>Mentor teachers<br>Reading committee<br><br><br>Preschool Meetings<br>Ongoing | Reading instructional materials<br><br><br>Duplicating costs | $75,000<br><br><br>$1,000 | Instructional materials fund<br><br>General fund |

| Description of Specific Actions to Improve Education Practice in **Reading** | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|---|---|---|---|---|
| 3. *Extended learning time:* <br> The district will continue to provide a rich core program in the ELA for one hour in Kindergarten , 2½ hours in grades 1-3, and 2 hours in grades 6-8. <br> • Extended day sessions in reading will be offered through the Academic Intervention and Title I programs. <br> • The district will offer a summer school program for students at risk of not meeting standards in reading and math. <br> • Homework clubs at each site will provide extended learning time. <br> • Flexible scheduling (i.e. looping, extended day for small groups, etc) for Kindergarteners will provide continuity and extra instructional time. <br> • Double dose "reading instruction" for 1st and 2nd grade students who are at risk. | Coordinator <br> Title I & A1 <br><br> Teachers <br> Principals <br> Summer School personnel <br><br> Ongoing | <br><br><br> Hourly salary <br> No cost | $5,000 <br><br><br> $18,000 <br> $20,000 <br> $1,000 <br><br> $5,000 | Title I <br><br><br> Prom/Ret. <br> Title I Foundation <br> General fund <br><br> Title I |
| 4. *Increased access to technology:* <br> The RVSD is committed to increasing student access to technology as appropriate to support standards-based curricula currently in place in the district schools. <br><br> The district has worked to standardize the technology infrastructure and the technology available to students. For several years, teachers have been provided with instruction using the train-the trainer model. A proposal is before the Board to integrate the services of the Library and the Technology Committees into an Information Literacy Committee. This effort will increase as well as strengthen student access to technology and library services by allowing teachers, librarians and technology personnel to develop strategies and lessons utilizing technology. <br> • Increased use of software such as Reader Rabbit in the primary grades to reinforce and practice reading skills. <br> • Increased use of software to access support materials integrated with the reading programs currently in use in our district. <br> • Use of read-aloud software programs to support special needs-readers or writers. | Tech Committee <br> Library Committee <br> Tech Specialists <br> Library Specialists <br><br> Ongoing | Cost of software & licenses <br> Installation expenses <br> Hardware <br> Training | No cost <br> No cost <br> $10,000 <br> $1,500 <br><br> $5,000 | <br><br> Tech grant <br> Tech grant <br><br><br> Grant Title II <br> Part D |

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| • Individualization of programs for GATE students<br>• Continued maintenance of the library on-line catalogs, providing students with easy access to age-appropriate teacher or self-selected literature.<br>• Access to the catalogs of the County library, and of various state institutions of higher learning.<br>• Differentiated access for students of varying abilities is more easily supported using technology. Resources defined as appropriate for Middle School students may be available on Middle School computers, whereas that access would not be needed at the lower schools. By narrowing the resources to those age-appropriate, students experience more success and pleasure in reading the materials made available to them. | | | | |
| 5. *Staff development and professional collaboration aligned with standards-based instructional materials:*<br>• Staff development in Open Court Reading Program will be provided.<br>• BTSA Training will be provided to new teachers with activities that focus on the use of standards–based reading materials.<br>• Supplementary materials developed to support standards-based reading instruction will be shared at grade level meetings.<br>• Open Court coaches on staff will be available for district-wide grade level meeting consultation.<br>• Whenever the district adopts new standards-based reading materials, all teachers will participate in professional development related to their use | District trainers<br><br>Fall annually<br>Teachers<br>BTSA-SP | Consultant fees<br>Teacher stipend<br><br>BTSA stipend & other costs | $1,000<br>$5,000<br><br>$1,000 | Title II<br>BTSA<br><br>BTSA |

| Description of Specific Actions to Improve Education Practice in **Reading** | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|---|---|---|---|---|
| 6. *Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):*<br>• Each school will maintain a Site Council with staff, parent and community representatives. Each Council receives reports on overall student assessment results in reading, and communicates the results to the entire school community. Site Councils also contribute input on how to improve school reading programs.<br>• Each school will send each parent his/her student's individual assessment results, with an explanation of how to interpret them.<br>• Each parent will be invited to two parent conferences, at which teachers discuss the reading program and assessment results. | Site Council members / monthly meetings<br><br><br><br><br>School principals and secretaries / annually<br>Individual parents and teachers / fall and spring | No extra costs<br><br><br><br><br>School costs to mail test results<br><br>No extra costs | <br><br><br><br><br>$2000.00<br><br>$n/a | General Fund<br><br><br><br><br>General Fund |
| 7. *Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):*<br>• Title I aides will work in K-3 classrooms to assist teachers in helping students acquire reading skills.<br>• Early/late slip session schedule will provided 1:10 ratio in grades 1 and 2.<br>• Before or after school intervention classes in reading will be provided for grades 4-8.<br>• Summer school reading development courses will be provided for at risk students grade 2-7. | Paraprofessionals<br><br><br><br>Intervention teacher<br><br>Summer school staff | Salaries<br>No cost | $27,500<br><br><br><br>$13,000<br><br>$5,000 | Title I<br><br>General fund<br><br>Title I & General fund<br>Title I |

| Description of Specific Actions to Improve Education Practice in **Reading** | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
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| 8. *Monitoring program effectiveness:* | | | | |
| • The district board and administration will fully support the Public School Accountability Act. | Board & Superintendent/ongoing | No extra cost | N/A | |
| • The district will participate in all phases of the state's standards-based assessment system, including the California Standards Test. | Administrators and Teachers/ongoing | No extra cost | N/A | |
| • Test data and API results will be used to monitor programs and drive changes in instructional practice, when needed. | Administrators and Teachers/ongoing | No extra cost | N/A | |
| • Each site will have a Single Plan for Student Achievement, and the principal and Site Council have the responsibility for monitoring progress and making needed revisions. | Principals and Site Councils/ongoing | No extra cost | N/A | |
| • Classroom teachers will regularly assess students' mastery of standards buy examining student work; re-teaching occurs as needed. | Teachers / ongoing | No extra cost | N/A | |

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| 9. *Targeting services and programs to lowest-performing student groups:* <br> District assessments (multiple measures) of critical grade level standards are/will be used to identify and provide services for students performing significantly below grade level standards. Using the system delineated by the California Framework for English & Language Arts, all students will be categorized as <br><br> • Benchmark (at or above grade level) <br> • Strategic (in need of strategic support), or <br> • Intensive (in need of intensive intervention). <br><br> Specific intervention and support plans are/will be in place at each school in the district to insure that every student is receiving targeted instruction based on his/her assessed needs in reading and language arts. Grade level/department teams will meet regularly to evaluate progress monitoring data and revise/adapt program implementation based on evaluation of student work/assessment data/informal observation/etc. The district has/will have in place a "teacher/parent friendly" data management system (e.g. Edusoft) to provide targeted assessment data to inform and guide instruction. | Principals <br> Teacher <br> Support staff Parapro-fessionals | No extra cost | See #7 | Title I <br> General fund |
| 10. *Any additional services tied to student academic needs:* <br> The philosophy of the district is to link all appropriate services to assessed student needs in an integrated or seamless system of support. Teachers will regularly meet in grade level teams that may include various other professionals (e.g. counselor, speech & language specialist, reading coach) to create integrated service delivery plans as student needs dictate. Personnel outside the school are involved as appropriate such as; medical doctors, probation officers, psychologists, etc. to facilitate a coordinated approach to whatever services re required to support student success. | Ongoing <br> All school personnel | Student study team mailing, processing | N/A | N/A |

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

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

| Description of Specific Actions to Improve Education Practice in **Mathematics** | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|---|---|---|---|---|
| *1. Alignment of instruction with content standards:* <br><br> • Grade level standards aligned to State Content Standards have been identified at each grade level and are available to all staff, students, and parents. (All grade level content standards are available through District website.) <br><br> • Districts and the Education Task Force ensure opportunities for grade level and cross grade level articulation in order to ensure a continuous program. | Administrators <br><br><br><br><br> ETF Administrators Staff | <br><br><br><br><br><br> Stipend | <br><br><br><br><br><br> $1,500 | <br><br><br><br><br><br> General fund |
| *2. Use of standards-aligned instructional materials and strategies:* <br><br> • All classrooms have access to standards aligned, State approved textbooks and supplementary materials. Staff is provided time to identify best practices to use in the instruction. <br><br> • Professional development is provided to strengthen teachers content knowledge and use of standards aligned instructional materials (e.g.: AB466 Model: LUCI training). <br><br> • Teachers use assessment results diagnostically to address student needs. | Admin Staff <br><br><br> Teachers | State adopted text books <br><br><br> Course fees Stipends Consultants | $10,000 <br><br><br> $7,500 | I.M.F. RP <br><br><br> Title II Part A Marin community foundation |

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| *3. Extended learning time:*<br><br>• Students identified at risk in mathematics are provided support through small group instruction, assistance through instructional aides, and provided support programs taught by trained staff in intervention strategies. (e.g. Reading and Math Program)<br>• Extended day sessions in math will be offered through the Academic Intervention and Title I program.<br>• The district will offer summer school program for students at risk of not meeting standards in math.<br>• Homework club at each site will provide extended learning time. | Coordinators of Title I and Academic Intervention<br><br><br>Teachers<br>Principals<br>Summer School<br>Personnel | Hourly salary | $5,000 | Title I foundation<br><br><br>Promotion retention<br><br>Title I academic |
| *4. Increased access to technology:*<br><br>The RVSD is committed to increasing student access to technology as appropriate to support standards-based curricula currently in place in the district schools.<br><br>The district has worked to standardize the technology infrastructure and the technology available to students. For several years, teachers have been provided with instruction using the train-the trainer model. A proposal is before the Board to integrate the services of the Library and the Technology Committees into an Information Literacy Committee. This effort will increase as well as strengthen student access to technology and library services by allowing teachers, librarians and technology personnel to develop strategies and lessons utilizing technology.<br><br>• Students have opportunity to receive support through our computer labs and instructors. (Examples: second language)<br>• Classrooms are supported by computers, needed software, and internet access;(Examples: Microsoft Excel)<br>• Grant funds have allowed increased opportunity for professional development to support classroom intervention strategies.<br>• Teachers have access to technology to support their instructional program. Giving teachers the resources they need to integrate Mathematics and technology.<br>• Training teachers in the use software is integrated with the Mathematics programs currently in place in the district. | Tech committee<br><br>Tech specialist<br><br>Teachers<br>_____<br>Ongoing | Cost of software<br><br>Licenses<br><br>Hardware<br>Training | $1,500<br><br><br><br><br>$5,000 | Tech grant<br><br><br><br><br>Grant<br>Title II Part D |

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| • Training teachers in the use of CLRN, the state's software and lesson plan clearinghouse. Trained teachers will be able to use this resource t find lessons and software that meet state standards. | | | | |
| 5. *Staff development and professional collaboration aligned with standards-based instructional materials:*<br><br>• Teachers will have access to ETF professional development standards-based professional development that links content knowledge with how to use standards aligned instructional materials.<br>• Middle School and High School teachers have aligned algebra program from grades 6-12 to ensure an articulated consistent program and readiness for the high school exit exam.<br>• Supplementary materials developed to support standards-based math instruction will be shared at grade level meetings.<br>• Whenever the district adopts new standard-based math materials, all teachers will participate in professional development related to their use.<br>• Teachers will attend follow up meetings that will be grade level meetings, classroom visitations, coaching, data analysis, and student specific problem solving to link student assessment data to instructional practice.<br>• Grade level and cross grade level meetings ensure student expectations and benchmarks toward achievement of the standards.<br>• Teachers share common benchmarks assessment scoring during which they identify program needs and improved instructional practices. | Administrators<br>Teachers<br>Consultants ETF staff | Stipends<br>Course fees release time | $1,000<br>$2,000 | Title II Part A |
| 6. *Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):*<br><br>• Parents are informed of all content standards and annual assessments through parent teacher conferences, the District website, Board meetings, parent education programs, etc. | Parents<br>Ongoing | No costs | | |

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| • Parents have access to ETF assessment materials and results through the ETF website.<br>• Staff provide opportunities to experience curriculum at Family Math Nights.<br>• Parents and students have internet access to homework support and parent information about the Middle School algebra program. | Administrators<br>Tech Specialists | No additional cost | | |
| *7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):*<br><br>• Kindergarten staff provide opportunities to meet with preschool staff and parents.<br>• Kindergarten meet prior to the school year to provide an introduction to the content of the kindergarten curriculum expectations.<br>• Close relationships are established between schools to ensure successful transitions for students both academically and socially.<br>• Fifth grade teachers meet with Middle School staff to identify specific students' needs.<br>• Because the high school is a separate district, we use both the Educational Task Force Area Councils and the staff to articulate programmatic transitions as well as identifying students at risk.<br>• A summer transition program between high school and middle school is provided for at risk students.<br>• A two year algebra transition program that bridges middle and high school is in place for students not yet ready for a one year algebra program. | K Teachers Administrators<br><br>K Teachers Administrators/January, Yearly<br><br><br>5th-6th grd team support staff/May, yearly<br>5 area council meetings/2003-2004<br><br>Summer school staff/Summer 2000<br>Math teachers/current | No costs<br><br>No costs<br><br><br>No costs<br><br>Substitute Costs<br><br>Release time<br><br><br>No additional cost<br><br>No additional cost | $450<br><br>$500 | Title II Part A<br><br>Title II Part A |
| *8. Monitoring program effectiveness:*<br><br>• STAR data is disaggregated by subgroups to identify areas for program improvement and students at risk (by site, previous teacher, present teacher, grade level, etc.)<br>• ETF math benchmark assessments administered in the fall at grades four and seven throughout southern Marin county provide diagnostic information to effect change in the current year.<br>• Early release days provide opportunity for analysis of data and teacher development of lessons to target at risk students.<br>• The school site reviews data to determine identified needs across grade levels. | Consultant Admin. Teachers/August – Sept annually<br>ETF staff teachers/fall 2003<br>Teachers/ Admin/throughout year 2003-2008<br>SSC/fall 2003 and annually | Consultant fees | $2,200 | General Fund |

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| *9. Targeting services and programs to lowest-performing student groups:*<br><br>• The District provides<br>   - the needed data for student identification<br>   - time for staff to meet to develop curriculum<br>   - funding for intervention program<br>• The Site provides a support program for these identified students.<br>   - Students are provided the needed short or long term inter-vention plan<br>   - Classroom assistants work with identified students indi-vidually or in small groups<br>• Student study teams provide consultation to parents & staff for additional support | Administrators/teachers<br>Support Staff<br>Paraprofessionals<br><br><br><br><br><br>SST & parents/<br>throughout year | Class reviews<br>Student study teams<br>Paraprofessional study teams | $7,000<br><br><br><br><br><br>$27,500 | Title I<br><br><br><br><br>School Improve-ment Program<br><br>General Fund |
| *10. Any additional services tied to student academic needs:*<br><br>• Sites have programs to help students support each other both aca-demically and socially. (Middle School WEB program, cross grade level buddies, homework support on websites, homework club)<br>• Counselors provide support to individual students and work with staff to assist in the success of students. | Ongoing<br><br><br><br>Counselors<br>All school personnel | No Cost<br><br><br><br>Salaries | $4,200 | Title V |

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

| Required Activities | Description of how the LEA is meeting or plans to meet this requirement |
|---|---|
| *1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:*<br><br>a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;<br><br>b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;<br><br>c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:<br><br>   • meeting the annual measurable achievement objectives described in Section 3122;<br><br>   • making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B);<br><br>   • annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1);<br><br>d. Describe how the LEA will promote parental and community participation in LEP programs. | • Students' English language proficiency is identified through the Home Language Survey and California English Language Development Test. (CELDT). Students identified as English Learners will be placed in a Structured English Immersion Classroom when they score below Intermediate and in an English Language Mainstream Program when they are considered to have reasonable knowledge of English.<br><br>• A program of English Language Development is provided to English learners and is designed to move students quickly to English proficiency in both social and academic contexts. Small group instruction focuses on listening, speaking, reading, and writing. Classroom teachers support student learning in areas of the core curriculum by the use of sheltered English and Specially Designed Academic Instruction in English (SDAIE) strategies in order to help them succeed in academic areas as they become proficient in English.<br><br>• An extended day program using research-based materials will provide academic support in reading and math.<br><br>• Schools will review and evaluate EL student progress in English proficiency and academics at the annual class review meetings, including progress toward meeting annual yearly progress.<br><br>• The district's catch up plan specifies performance expectation in both English language development and academic subject matter.<br><br>• The district will use the English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC) to promote parent involvement and community participation in the EL programs.<br><br>• Each school's Integrated Services Team will meet weekly to determine student progress and plan needed interventions. |

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| 2. *Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c).* <br> The effectiveness of the LEP programs will be determined by the increase in: <br> English proficiency; and <br> Academic achievement in the core academic subjects | The district has selected Open Court, a scientifically based and researched language arts program, for grades K-5. Grades 6-8 are piloting several state-adopted series. <br><br> Supplementary materials include the carefully researched Hampton Brown's <u>English at Your Command</u> and Wright Company's <u>Fast Track</u> remedial reading programs. |
| 3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel. <br>   a. Designed to improve the instruction and assessment of LEP children; <br>   b. Designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students; <br>   c. Based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills; <br>   c. Long-term effect will result in positive and lasting impact on teacher performance in the classroom. | • The district is committed to having all teachers certified in providing instruction to EL students. The Board of Trustees has adopted a policy to ensure certification as a prerequisite to hiring. Veteran teachers are continuing to receive course work and incentives to become certified. <br><br> • The district's staff development program will continue to focus on differentiated instruction, including assessment measures and instructional strategies for EL students. Staff surveys were used to determine the focus in developing this comprehensive plan, therefore resulting in a lasting impact on teacher performance in the classroom. |

| | Yes or No | If yes, describe: |
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| 4. Upgrade program objectives and effective instruction strategies. | No | |

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| **Allowable Activities** | 5. Provide –<br>  a. tutorials and academic or vocational education for LEP students; and<br>  b. intensified instruction. | **Yes or No**<br><br>No | **If yes, describe:** |
| | 6. Develop and implement programs that are coordinated with other relevant programs and services. | **Yes or No**<br><br>No | **If yes, describe:** |
| | 7. Improve the English proficiency and academic achievement of LEP children. | **Yes or No**<br><br>No | **If yes, describe:** |

| | Description of how the LEA is meeting or plans to meet this requirement |
|---|---|
| 8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –<br>o To improve English language skills of LEP children; and<br>o To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. | **Yes or No**<br><br>No | **If yes, describe:** |
| 9. Improve the instruction of LEP children by providing for –<br>o The acquisition or development of educational technology or instructional materials<br>o Access to, and participation in, electronic networks for materials, training, and communication; and<br>o Incorporation of the above resources into curricula and programs. | **Yes or No**<br><br>No | **If yes, describe:** |
| 10. Other activities consistent with Title III. | **Yes or No**<br><br>No | **If yes, describe:** |

Allowable Activities

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

| Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents. | Description of how the LEA is meeting or plans to meet this requirement. |
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| 1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):<br><br>  a.  the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program;<br>  b.  the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement;<br>  c.  the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction;<br>  d.  how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;<br>  e.  how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;<br>  f.  the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools;<br>  g.  in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; | **Plans to Notify and Involve Parents of Limited-English-Proficient Students**<br><br>• The district's EL Parent Notification Letter will be sent to parents not later than 30 days after beginning of the school year.  It includes:<br><br>  – The reasons for the child's identification as LEP<br><br>  – The level of English proficiency on the California English Language Development Test (CELDT)<br><br>  – The description of the program, Sheltered English Immersion or English Language Mainstream in which the student was placed, including the use of English in instruction.<br><br>  – The right that parents may request a waiver to have their child participate in an alternative program.<br><br>  – A description of district programs in which their child may participate.<br><br>• The district will develop a brochure for parents of EL students, which will be in both English and Spanish.  It will include:<br><br>  – the reasons their child was assessed in English proficiency<br><br>  – how the program in which their child is placed meets the child's needs and strengths<br><br>  – how the program will help their child learn English and meet age appropriate  academic achievement standards for grade promotion and graduation.<br><br>  – the exit requirements for the program.<br><br>  – how the program meets the objectives of the individualized education plan of students receiving special education services |

| | Description of how the LEA is meeting or plans to meet this requirement |
|---|---|
| h. information pertaining to parental rights that includes written guidance detailing – <br>    i. the right that parents have to have their child immediately removed from such program upon their request; and <br>    ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; <br>    iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA. | • The right of parents to have their child removed from a program. <br><br>• The right to decline a program or choose another program. <br><br>• The offer to assist parents in choosing among programs, if more than one is offered. |
| **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. | • The district's Annual Parent Notification form will be sent to parents of continuing LEP students not later than 30 days after the beginning of the school year. Parents of students enrolling after the beginning of the school year will receive notification within two weeks of placement in the program. |
| **LEA Parent Notification Failure to Make Progress** <br>If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs. | • The district's Schools Accountability Report Card will notify parents if the LEA fails to make progress on the annual measurable achievement objectives not later than 30 days after such failure occurs. |

## 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: |

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| | 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 Activities | 7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services: | Yes or No | If yes, describe: |

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## 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 |
|---|---|
| The district has hiring and staff development processes in place to support Title II, Part A moneys.<br>Strengths of the staff are:<br>• 99% of the current teachers are credentialed. 86% have received certification in ELD/SDAIE/CLAD.<br>• The district has provided opportunities and incentives for training in ELD/SDAIE and CLAD.<br>• The district collaborates with Dominican University and MCOE for teacher certification in CLAD and professional development opportunities<br>• The district has an active BTSA/PAR program.<br>• All content related professional development is standards based.<br>• Mentor teachers on staff are trained to provide staff development and coaching in the Open Court reading program and units of study in Math.<br>• There are board policies in place to hire teachers with properly authorized supplementary credentials (Special Education, English Learner.)<br>• All paraprofessionals meet required qualification as outlined for Title I.<br>• Student achievement data indicate teachers' strength in English Language Arts for K through 7th grade with 70% of students scoring at or above proficient level. At 8th grade, 64% of students are at or above proficient level.<br>• Title II survey indicates K – 5 teacher confidence in establishing safe and engaging classroom learning environments through Project-based learning, class meetings and group process; 4th and 5th grade teacher have received inservice integrating technology into the curriculum.<br>• Title II survey indicates 6-8 teachers are confident in their subject matter knowledge and instructional strategies. | Teachers must participate in scientific research based professional learning aimed at increasing their skills by promoting the success of all students by;<br>• Receiving training in current adoptions in reading/language arts and mathematics instruction<br>• Differentiating instruction for all learners including ELL, Special Education and GATE.<br>• Researching and applying multi-age instructional strategies to provide programs of choice and small learning communities.<br>• Through skilled support providers, build capacity and understanding of the *California Standards for the Teaching Profession*.<br><br>• Provide release time for observation and professional development activities for both support providers, beginning teachers and teachers requesting assistance in instruction and classroom environment.<br><br>Principals must participate in scientific research based professional learning aimed at increasing their skills at promoting the success of all students by:<br>• Developing a vision of learning that is shared and supported by the school community<br>• Nurturing and sustaining a school culture and instructional program conducive to student learning professional growth<br>• Collaborating with families and community members to mobilize resources<br>• Modeling a code of ethics and developing professional leadership capacity<br>• Understanding, responding to, and influencing the larger political, social, economic, legal and cultural context for education.<br>Due to an increased emphasis on closing the achievement gap, both new and veteran administrators benefit from coaching and mentoring, as they are the instructional leaders at their sites. Coaching and mentoring will be provided. |

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| • Administrators meet weekly to discuss action plans based on achievement results; administrators are provided models for programs and strategies to improve students achievement.<br><br>• Administrators meet biannually to discuss research regarding student achievement and characteristics of effective leadership. | Employ, train and maintain program support staff to ensure effective program implementation. |

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

| Please provide a description of: | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|---|---|---|---|---|
| 1. How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:<br><br>Administrators and teachers write action plans based on results from prior year STAR date and multiple measures by analyzing data for areas of strength and areas of need. Materials and strategies are implemented as determined by student need.<br><br>All teachers are trained in implementation of newly adopted English Language Arts (Open Court) and Mathematics (Harcourt) programs which are state adopted and based on the California Content Standards. Teachers new to the district or new to the grade level are provided training annually. Observation of master teachers and classroom observation and coaching are made available as needed.<br><br>The district participates in the Marin County Consortium for Beginning Teacher Support and Assessment program.<br><br>The district is a member of the Teacher Learning Cooperative (TLC) of the Marin County Office of Education. TLC courses are aligned with the State's Content Standards and teacher credentialing needs. | Administrators Teachers/Sept. annually<br><br><br>Trainers Teachers/Fall annually<br><br><br><br><br><br>Beginning Teachers Support Providers /ongoing<br><br>Teachers/ongoing | N/A<br><br><br><br>Trainer fee Release Time<br><br><br><br><br><br>Release Time<br><br><br><br>TCC membership | N/A<br><br><br><br>$1,000<br>$7,500<br><br><br><br><br>Depends on number of new teachers<br><br>$6,000 | N/A<br><br><br><br>Title II<br>Title II<br><br><br><br><br>Title II<br><br><br><br>Title I |
| 2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:<br><br>The activities of the TLC consortium support opportunities for all students to | | | Title II | |

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| learn through advancing scientifically based research on teacher quality. Individual differences in teachers' practices are significantly influenced by experience and content knowledge (Whitehurst, 2002). Subject matter knowledge is foundational to the Learning to Teach System. Teachers must make decisions and then reflect on those decisions to advance from novice to accomplished professional (Brubacher, Case, & Reagan, 1994). | | | | |
| • New teacher professional development provides specific, curriculum-focused and reform-centered professional development integral to effective instruction. The application of this new knowledge to classroom practice is accomplished through the collegial support of a veteran teacher (called Support Provider) and guided through a structured formative assessment process. | Curriculum committees, Superintendent, Assistant Superintendent, Principals | Stipend to curriculum committee $300/year | | Title II |
| • Addressing student learning outcomes, all program activities are rooted in scientifically based research on the key content and process components of high quality professional development situated in professional action to improve classroom instructional experiences (Darling-Hammond, 1998 & Guskey, 2000). | | | | |
| **Ongoing HQPD for all teachers** | | | | |
| The professional development program will meet the *California Standards for Professional Development*, which are based on NCLB's definition of high quality professional development. | | | | |
| Teachers will meet in study groups to learn how to apply Marzano's research-based *Classroom Instruction That Works*. (and/or Marzano's *What Works in Schools*). | Ongoing | | | |
| | | Books & Materials | $1,200 | Title II |
| Teachers will be trained in demonstration/feedback/coaching based on the California Standards for the Teaching Profession. | Ongoing | | | |
| Teachers engaged in Lesson Study read research and work with math researchers. | | Consultant | $1,000 | Title II |
| *Principals* The district administrative council will access the Marin County Office of Education and institutes of higher learning for information regarding successful research based practices and the principal's role in facilitating new learning. | Twice annually and ongoing | | | |
| | | Consultant | $1,500 | Title II |
| | | Books & Materi- | $500 | Title II |

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| Please provide a description of: | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|---|---|---|---|---|
| 3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students: | | | | |
| • The district will conduct formative assessments to measure the impact of the professional development program on specific under-performing student populations, i.e., how activities and resources apply to the special needs of these groups. | Data Management Personnel | Printing | $2,000 | Title II Title I |
| • All beginning teachers and Support Providers receive training opportunities to learn intervention strategies and to provide differentiated instruction to students who are identified as Below Basic and Far Below Basic on state assessments. | Data analysis Summer/fall | | | |
| • Learning to Teach Programs provide professional development on the use of student assessment data to determine student learning outcomes and to analyze their strategies in order to differentiate instruction. This process guides the teaching and learning cycle. | | | | |
| • Program standards require teachers to analyze student work and investigate the link between instructional planning, instructional strategies, and student outcomes. | | | | |
| **Ongoing HQPD for All Teachers** The district will conduct formative assessments to measure the impact of the professional development program on specific under-performing student populations, i.e., how activities and resources apply to the special needs of these groups. | Data Analysis | See #3 | | |
| All teachers will be offered opportunities to learn intervention strategies and to provide differentiated instruction to students who are identified as Below Basic and Far Below Basic on state assessments. | | | | |
| Remediation programs include Academic Intervention, Math Recovery (Count Me In Too) Homework Club and summer *School*. | | | | |

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| **Ongoing HQPD for All Principals:**<br><br>• Each site principal will review all student achievement data with the staff. The principal and staff will then develop measurable goals and benchmark assessments to measure student achievement throughout the year. Focus will be given to students in the bottom quintile. Students in the bottom quintile will be individually identified and appropriate intervention strategies developed. | | | | |
| 4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:<br><br>Administrators for each program will meet in the fall to review and coordinate professional development activities and calendars.<br>• Based on the district's needs assessment, professional development from funded programs will be coordinated into one comprehensive plan, which addresses teacher learning needs for assisting all students to meet or exceed state content standards.<br>• Activities will help teachers to integrate standards-based curriculum, instructional practice, assessment, classroom management, and partnerships with families and the community. All activities will be evaluated in terms of increased numbers of students reaching grade level standards.<br><br>*Ongoing HQPD for All Teachers*<br>Requirements from all funded programs will be coordinated into one comprehensive plan, which addresses teacher learning needs for assisting all students to meet or exceed state content standards.<br><br>Activities will help teachers to integrate standards-based curriculum, instructional practice, assessment, classroom management, and partnerships with families and the community. All activities will be evaluated in terms of increased numbers of students reaching grade level standards.<br><br>*Principals*<br>Requirements from all funded programs will be coordinated into one comprehensive plan, which addresses principals instructional leadership needs. | Director of Human Resources, Assistant Superintendent, Principals Fall/annually | No additional cost | | |
| 5. The professional development activities that will be made available to | | | | |

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| 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: | | | | |
| **First Priority:**<br>For teachers needing to obtain initial licensure, full participation in a state-approved Alternative Certification program.<br>• Pre Intern program for those teachers needing to meet subject matter competency. Included in this program will be subject matter preparation for all teachers needing to take the state subject matter exams.<br>• Internship program for those teachers needing to complete the Preliminary Credential who have demonstrated subject matter.<br>• Additional support for fully credentialed teachers needing to meet demonstrated subject matter competency; including those teachers needing to take the state subject matter examinations. | Director of Human Resources, Assistant Superintendent<br>Fall & ongoing<br><br>Teachers<br>Principals | | | |
| **Second Priority:**<br>• Full participation in a state-approved Induction Program that provides high quality professional development and leads to full certification in California. | Teachers<br>Principals | | | |
| **Third Priority:**<br>• Support for veteran teachers to meet subject matter competency and/or other licensure requirements such as CLAD, SB 395, or BCLAD.<br>• High quality professional development for veteran teachers (Support Providers) seeking to assist new teachers. Emphasis will include peer coaching and training in understanding the California Standards for the Teaching Profession, the state-adopted K-12 student content standards, and performance levels for students. Once trained, these highly qualified Support Providers will be available to provide classroom coaching to provide feedback to ALL teachers as they practice new instructional strategies. | Teachers<br>Principals | Stipends<br>Mileage<br>Course fees | $10,000 | Title II |
| Ongoing HQPD for All Teachers | | | | |
| Teacher collaboration time will focus on selecting benchmark assessments for key standards, review of student work, and planning for revising/reviewing/reteaching. | | | | |
| Staff Development Days will focus on practicing core research-based practices outlined in state-adopted materials for reading and or math, integration of technology and applied research based practices for differentiating instruction and establishing effective classrooms. | | | | |

Classroom coaching will be used to provide feedback to teachers as they practice new instructional strategies.

Principals
- Principals will be assessed on their leadership abilities using the California Professional Standards for Educational Leaders.

- Professional development activities will be based on individual principal needs. These HQPD activities may include:.
- Communicating feedback to teachers for instructional improvement.
- Additional training on specific walk-through observations focused on instruction for English language learners.

| Please provide a description of | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|---|---|---|---|---|
| 6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy: 25% of Title II Part D funds together with grants, the district Foundation and general fund moneys will be used to train teachers to integrate technology into the curricula. It is our belief that Staff Development is crucial to implementing a meaningful Technology program in the Ross Valley School District. Though self-selected staff development opportunities have been supported in the past, and should continue to be supported, the need for a systemic, focused staff development program is clear. Staff Development Goals are as follows: | | | | |
| • District must provide training on the use of hardware and on District supported software suites to ensure that teachers are technologically literate and can model use of software, hardware and peripherals using best practices both in technology and delivery of information, in order to support student goals in technology | Media specialist, Tech assistants Teachers / ongoing | Coaching, Tech Support Planning | $1,000 | Title II Part D |

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| • Every teacher and administrator must take the CTAP2 assessment annually in order for support staff to monitor progress, and to target areas of demonstrated need<br>• Staff Development must be focused in areas of demonstrated need, per the CTAP2 Assessments.<br>• Staff Development opportunities must be offered to support the District's and the teachers' curricular, technological, and productivity goals, with Language Arts, and progressing through Math and Science curriculum integration.<br>• Middle school and district office staff to be trained in the use of Power School student information software<br><br>Based on the CTAP2 assessments, Staff Development opportunities will focus on helping staff to integrate technology into their instructional planning, as well as to help them become more familiar with their classroom and personal computers. This will raise their level of comfort with the use of technology in general. This goal is well-supported by research finding that the greater the level of technological comfort an individual teacher has, the more likely it is that they will integrate technology successfully in to their curricula, and raise student achievement in that curricular area. | Teachers Admin.<br>Spring annually<br><br><br>Media specialist<br>Administrators<br>Ongoing<br><br>Consultants, teachers &<br>district office staff<br>Fall 2003 | No cost<br><br><br><br>Release time<br><br><br>Fees | No cost<br><br><br><br>$2,000<br><br><br>$750 | <br><br><br><br>Title II<br>Part A<br><br>Title II<br>Part D |
| 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.):<br>Increasing Student Access to Technology<br><br>Staff Development is planned for the fall of 2003. This will increase student access by<br>• Giving teachers the resources they need to integrate Mathematics and technology<br>• Training teachers in the use of software which is integrated with the Mathematics programs currently in place in the district<br>• Training teachers in the use of CLRN, the state's software and lesson plan clearinghouse. Trained teachers will be able to use this resource to find lessons and software which meet state standards<br>• Staff development is to be planned and carried out by the Information Literacy Committee, utilizing outside resources and instructors as needed | Information Literacy<br>Committee<br>Media Specialist<br>Tech Specialist<br>Consultants<br>Fall 2003 & ongoing | Consultants fee | $5,000<br><br><br>$750<br><br><br>$1,000 | SRTG Grant middle school<br>Title II Part D<br><br>Title II Part A |

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| Increasing access to technology may be used to support reading in the following ways:<br>• Increased use of software such as Reader Rabbit in the primary grades to reinforce and practice reading skills<br>• Increased use of software to access support materials integrated with the reading programs currently in use in our district<br>• Use of read-aloud software programs to support special needs-readers or writers<br>• Individualization of programs for GATE students<br><br>The formation of the Information Literacy Committee has as a primary goal the support of a love of reading in our district. Technology may be used to support this goal in the following ways:<br>• Continued maintenance of the library card catalogues, providing students with easy access to age-appropriate teacher or self-selected literature.<br>• Access to the catalogues of the County library, and of various state institutions of higher learning<br>• Differentiated access for students of varying abilities is more easily supported using technology. Resources defined as appropriate for Middle School students may be available on Middle School computers, whereas that access would not be needed at the lower schools. By narrowing the resources to those age-appropriate, students experience more success and pleasure in reading the materials made available to them | Information Literacy Committee<br>Administration<br>Ongoing<br><br><br><br><br><br><br>Library Media Specialist<br>Library Specialist<br>Ongoing | Cost of software<br><br><br><br><br><br><br><br><br>No additional cost<br><br><br><br>Hardware | $5,000 | Foundation Special Ed funds<br>General fund<br>GATE<br><br><br><br><br><br><br><br><br><br><br><br><br>SRTG Grant Foundation |
| 8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:<br><br>The structure of the district supports collaboration and inclusion of all stakeholders. Each school has Site Council that oversees development and implementation of the Single Plan for Student Achievement. The District Advisory Committee, with parent representatives from each site council, a representative of the Board of Trustees, teaching staff and administrators, reviews and offers recommendations regarding consolidated programs, School Safety Funds and Professional development plans for the school year. The District English Language Advisory Committee also participates on this committee. The LEAP program requirements were reviewed by the Board of Trustees and the District Advisory Committee. The committee was presented with background information and provided input for the development of the LEAP. Future revisions to | PTAs<br>SSCs<br>ELAC/DELAC<br>DAC<br>Board of Trustees<br>Administrators<br>Ongoing timeline | Meeting costs | $300 | General fund |

the LEAP will involve site councils, DAC, DELAC, school and district level staff and the Board.

| Please provide a description of: | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
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| 9. How the LEA will provide training to enable teachers to:<br>• Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency;<br>• Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn;<br>• Involve parents in their child's education; and<br>• Understand and use data and assessments to improve classroom practice and student learning.<br><br>Teacher collaboration time will focus on selecting benchmark assessments for key standards and joint review of student work, including planning for addressing diverse student needs, student behavior management, and working with families.<br><br>Staff Development Days will focus on practicing research-based practices used in standards-based materials in lowest achievement areas to address the special needs of students with disabilities, different learning styles, limited English proficiency, gifted and talented.<br><br>Staff Development opportunities will provide intensive, focused professional learning on how to accelerate students in the lowest-performing groups. Teachers will engage in daily guided practice and coaching in one or more of the following: English/language arts, English language development, and mathematics.<br><br>The district will ensure that principals receive training in classroom observations on instructional strategies that meet the diverse needs of all students. In addition principals will be trained in effective ways to provide support for teachers. | Principals Teachers Counselors School Psychs<br><br>Consultants<br><br><br>TLC, MCOE teachers, Administrators Resource Teachers Mentor teachers<br><br>Assistant Superintendent | Fees Stipends<br><br><br>Fees<br><br><br>Class fees Stipends<br><br><br><br>Consultants | $500<br><br><br><br>$5,000<br><br><br>$10,000 | Title II Part A<br><br><br><br>Title II Part A<br><br><br>Title II Part A |
| 10. How the LEA will use funds under this subpart to meet the requirements of | | | | |

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| Section 1119:<br><br>• Provide release time or other designated time for new teachers to meet with Support Providers | Paraprof. Teachers | Release time | | |
| • Support/released time for those fully credentialed teachers needing to meet subject matter competency or other licensure requirements such as CLAD, SB 395 or BCLAD. (e.g. subject matter or test preparation for all teachers needing to take the state subject matter or CLAD examinations) | Principals<br>Ongoing | Class fees<br>Certification fees | $20,000 | Title II Part A |
| • The district will provide incentives and scholarships for paraprofessionals for continuing educational opportunities to the requirements to be highly qualified. | | Stipends | $4,000 | Title II Part A |
| • Provide opportunities for principals to attend HQPD focused on improving instructional leadership skills. | | | $2,500 | Title I Part A |

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| Performance Goal 4: *All students will be educated in learning environments that are safe, drug-free, and conducive to learning.* |
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## Environments Conducive to Learning (Strengths and Needs):

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

| STRENGTHS | NEEDS |
|---|---|
| ◆ *The district and each site has a Comprehensive School Safety Plan that was adopted by the Board of Education that includes: systematic emergency management systems (SEMS), child abuse reporting, suspension and expulsion policies, procedures for notifying teachers of dangerous pupils, sexual harassment policy, school wide dress codes, procedures for safe ingress to/from school, discipline policies, and hate crime policies. Crisis Response Plans are available at each site for earthquakes, intruder on campus, terrorism alerts, fire, bomb threats, emergency evacuations, search and rescue activities, etc.*<br>◆ *Simulated evacuation drills have been conducted during the current year at White Hill Middle School, Wade Thomas School, and Manor School. Trainings have been conducted at all sites by a Volunteer Emergency Coordinator for staff members.*<br>◆ *Standardized disaster bin materials have been purchased for all school sites and have been placed in each site's disaster bins; they contain required supplies needed in an emergency.*<br>◆ *Classroom emergency supply kits have been fully stocked at each site for each classroom.*<br>◆ *Portable strollers have been purchased for physically challenged students to allow for timely exits from campus in emergency situations.*<br>◆ *The District Safe School Committee activities are conducted by the District Advisory Council (DAC), which includes representative staff and parents from each campus. Agenda items include implementation and evaluation of student supports that are conducive to learning.*<br>◆ *A new portable radio communication system has been purchased for the district office and each site to allow for effective communication in site/student* | ○ *Broader student representation and involvement is needed in school governance and activity planning.*<br>○ *The Bullyproofing Program needs to be implemented at the other elementary schools, in addition to Brookside and Wade Thomas Schools.*<br>○ *Homework needs to include parent-student activities that communicate educational values and respect for family heritage.*<br>○ *Increased access to interpreters is needed for school activities such as back to school night, PTA meetings and other assemblies.*<br>○ *After-school activities need to be broadened to attract at-risk students.*<br>○ *Staff needs ongoing training to maximize the use of technology in their lesson plans.*<br>○ *Diversity activities are not sufficiently integrated into learning activities.*<br>○ *CHKS data should be analyzed and utilized in forming annual objectives and help direct future activities.* |

*emergencies.*

- *The Director of Maintenance and the Director of Student Services attend the Marin County Emergency Council meetings on a routine basis; policies and procedures are shared with the district and site staff.*
- *The Director of Student Services attends the School/Law Enforcement Partnership Meetings at the Marin Ccounty Office of Education. Resource data and crime information and statistics are shared with each district on a countywide basis and regional area.*
- *The district employs a full time nurse to meet the physical needs of students; she conducts mandated health screenings for hearing, vision, scoliosis, immunizations, etc. In addition, she implements a family life program for students and families; provides health resource information to students, families, and staff; and supports positive health curriculum in the district.*
- *All certificated and classified staff received CPR and first aid training this past September as part of mandated staff development activities.*
- *The district has a strongly enforced and well-publicized progressive discipline policy and student code of conduct.*
- *The district has a comprehensive counseling program that offers services such as, individual or group counseling, "Special Friends" counseling support for first graders, pre-vocational counseling, academic counseling, special needs counseling, short term counseling, crisis referrals; etc. throughout the district. Counseling services are provided through: a full time counselor and counseling interns at the middle school, a school psychologist and psychology interns at the elementary school, and a contracted agency: Bay Area Counseling Resources. The district employs two full time school psychologists that support students' psychological needs.*
- *Parents receive a site school newsletter in which safety and prevention programs are analyzed and summarized periodically.*
- *Students have access to an array of support services such as homework clubs, conflict resolution, academic intervention programs, early bird/late bird reading groups, peer helpers, and a summer school program of remedial, enrichment, and special education services.*
- *Every school maintains an up-to-date library with trained library-media staff.*
- *All schools have educational access to technology; most schools have access in individual classrooms, and some have computer labs. The District Tech-*

*nology Plan is attached.*

- *The district offers home and hospital services and is coordinated by the Director of Student Services.*
- *One of the district's adopted goals for the school year focuses on differentiated instruction and multiple measures for all students. Extensive staff development has taken place in this area.*
- *Dress codes and discipline policies at each site are indicated in the Site Parent & Student Handbooks.*
- *The district has administered the CA. Healthy Kids survey during the 2001-2002 school year.*
- *Suspension and expulsion information for the district is monitored by the Director of Student Services.*
- *Gender access has been an identified board goal during the past school year; statistics related to male and female performance in schools has been reviewed and analyzed.*
- *A bullyproofing program has been piloted at Brookside elementary school and Wade Thomas school during the past year.*
- *White Hill Middle School has a "parents on campus" program during lunchtime and recess; they, also, have an "adult mentoring" program and a full time time Student Activities Coordinator.*
- *Each site has a student assistance team designated as "Integrated Services Team" (IST) that monitors students' physical, social, emotional, intellectual, and psychological needs. In addition, Student Study Team processes exist at each site that, also, includes student and parent, as appropriate.*
- *Each elementary site implements "grade level screening" meetings to focus on teacher concerns related to individual students.*
- *The district has implemented major construction and modernization projects at each site to meet staff and student needs, resulting in effective physical learning environments.*
- *"Visitors on campus" signs have been purchased at each site for posting.*
- *The district has participated in the CA SAFE SCHOOLS ASSESSMENT program for the past several years. Local data is now submitted to the Marin County Office of Education.*

## 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.

- *White Hill school provides access to certificated counselor and counseling intern staff. A credentialed school psychologist provides individual counseling services at Brookside Upper campus. Social skills groups for special education students are conducted at Brookside Upper and Lower sites by a credentialed school psychologist. Credentialed counseling psychologist and interns provide counseling services at Manor and Wade Thomas schools. A "special friends" counseling program is provided at Brookside Lower campus.*

2) *Two full time School Psychologists provide crisis intervention and counseling referrals at each of the five sites. Special Education students in need of mental health assessments are referred to the Community Mental Health system for assessment and needed services, through the IEP (Individual Education Plan) process.*

3) *The district employs a full time nurse to provide mandated health services, family life education services, and health related curriculum. The nurse monitors excessive absences due to illness. The nurse is on the safety subcommittee of the District Advisory Council. She attends trainings throughout the county and region, as appropriate.*

4) *The district employs 2.6 FTE speech and language therapists to provide needed assessment and therapy services.*

5) *The district and each school have a Safe School Plan.*

6) *The district supports youth asset development through a wide variety of integrated curriculum activities that include: project based learning, cooperative learning, alternative programs, leadership activities, student assemblies, award recognition, etc.*

7) *The district has a strongly enforced and well-publicized progressive discipline policy and student code of conduct. See attached Parent Handbooks for each site.*

8) *Each school has a parent teacher association or parent club; parents are represented on the site council of each campus, the district Round Table Committee that includes each site club and the district foundation "YES" membership, and the District Advisory Council (DAC)*

9) *All students have access to personalized assistance and learning support via differentiated instruction, ELL strategies, after-school homework clubs, and after-school athletics programs.*

10) *Each site has a school based child care center in operation with before school and after school care programs. In addition, there is a community based childcare center that has received state and national recognition for their outreach to the Hispanic community; the center is the Fairfax San Anselmo Children Center.*

11) *Every school maintains an up-to-date library with trained library-media staff.*

12) *All schools have educational access to technology; most schools have access in individual classrooms, and some have computer labs. See attached District Technology Plan.*

13) *The district provides a Home and Hospital program for students who are unable to attend the comprehensive campuses.*

14) *Family/School partnerships are in strong evidence with many site and district based Fundraising events; such as: Octoberfest at Brookside Lower, Winter Faire at Manor, Lapathon at Wade Thomas, YES Foundation Pledge Drive and annual GALA auction event, etc.*

15) *Service learning and community service includes student participation in: fundraising activities for the homeless and families in need.*

16) *Elementary Schools promote a theme for the month and use the front office area to promote positive youth asset development.*

17) *The Board of Trustees offers quarterly recognition of student, staff, and community members who demonstrate significant contributions to the school or district community.*

18) *Facilities are kept in good repair through district support, parent club support, and family or community volunteers. The district employs a full time Director of Facilities and Maintenance and daytime and night custodial staff, building managers, and groundskeepers.*

19) *The district employs a full time student activity coordinator at White Hill Middle School.*

20) *A Director of Student Services is employed by the district; supporting special education students and programs, counseling services, health services, school safety and other areas, as appropriate.*

21) *The district foundation, YES, donates generously to our libraries. A partnership with Golden Gate Com-*

*puter Society provides technical support for technology instruction.*
22) *Three part time district-wide computer specialists assist all schools in student projects and computer maintenance. Technology supplements core curriculum in all areas.*
23) *Conflict resolution strategies are taught to students in the fourth and fifth grades.*
24) *Special programs include ELL services, Academic Intervention programs, GATE services, and Title I services.*
25) *"Bullyproofing" program has been piloted at two elementary sites; staff and parent communication is a vital part of the process; the school psychologists are taking a lead in the program implementation.*
26) *Students with excessive unexcused absences receive family notification letters and/or SARB (school attendance review board) referrals, according to policy.*
27) *Special Education students whose behavior interferes with their learning or other students' learning receive a functional assessment and plan as part of the IEP (Individual Education Plan) process.*

## 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 |
|---|---|
| 1. *The topics of drugs, alcohol, tobacco and safety occur through the Family Life program and in teacher developed lessons.* | [Samples:] |
| 2. *Students may participate in leadership opportunities through Student Council at each site.* | II. *Data from the CHKS shows a need for : a) additional efforts to stop bullying and harassing behaviors at 4th-8th grades, b) activities to increase students' sense of meaningful participation at school and influence school climate* |
| 3. *A parent evening is planned for each Spring which focuses on: discipline issues including safety issues on drugs, alcohol, tobacco and violence.* | III. *Ongoing staff development is needed to implement research-validated curriculum and to successfully engage students in dialog and decision making.* |
| 4. *RED RIBBON week is celebrated with Classroom and site presentations, videos, poster contests, and site banners displaying RED RIBBON week. Materials from the American Cancer Society are shared.* | IV. *Staff development is needed in the area of bullying prevention and anger management strategies for students at all schools.* |
| 5. *The Drake Area Council, a group composed of staff persons from elementary and middle school feeder districts to Tamalpais High School District, meet six times a year to discuss student discipline, support* | V. *The district needs to create a plan to institutionalize the annual evaluation and updating of Safe School Plans.* |

and plan for transition to high school for at risk students.

6. Assemblies have been offered at the elementary schools by community agencies that focus on tobacco use, influence of the media, and refusal skills. Classes study the human body and respiratory system with focus on abstaining from tobacco use at the middle school level.

7. "Tobacco Free" signs are posted at all school sites. District Tobacco Free policy is in effect within the district at all sites.

8. The principals participate in the countywide network in which issues such as student safety, drugs and alcohol are discussed and programs and activities shared.

9. School agendas have anti-drug messages.

10. Sites subscribe to *WEEKLY READER*, which contains articles with anti-drug messages

11. YES Foundation Plays and afterschool Classes are offered for students.

12. Character Education activities are implemented at each site.

13. UNICEF fundraisers take place at sites.

14. Peer tutors and buddy classes are offered for student support at elementary sites.

15. The Safe School Plan is developed through a collaborative process.

16. The district Safe Schools Committee as part of the District Advisory Committee includes staff representation from each campus and parents and community partners to plan, evaluate and refine activities.

17. Crisis response plans have been completed and communication technology has been upgraded.

18. A system is in place to identify truancy and provide early intervention counseling.

19. Alternatives to out of school suspensions are utilized at all sites to reduce the amount of school time missed for individual students.

VI. Elementary schools need to implement a research-based tobacco use prevention curriculum in 4<sup>th</sup>-6<sup>th</sup> grades.

VII. Data from CHKS and CSSA and discipline records need to be analyzed for use in developing annual goals and objectives and curriculum implementation.

| 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:

[Note to District: Your most recent CHKS is your reference for most of the baseline data. For secondary schools, the baseline data for most of the risk behaviors will be found in your CHKS Core Module Report, Table 9. Protective Factors baseline data will be found in the Secondary School's Resiliency Module Report in Table 1, on page 7. The baseline for the "school connectedness" performance indicator is the same as for "total external assets in the school environment". Elementary Schools will find this data in tables throughout the CHKS report. If your district did not do the CHKS, or did not do the Resiliency Module, call West Ed and schedule the administration of the CHKS for next Fall (or no later than 6/30/04). List that date as the survey date for the Baseline Data in the first column. If you do not have CHKS data, write N/A, do not list any other baseline data in this column. The baseline dates for the risk-factors may differ from the baseline date for the protective factors.

You can adopt new biennial goals for each of the performance indicators. You may also want to refer to the performance indicators you designated in the 1999/2000 Consolidated Application, but you are not obligated to stay with those goals. The Biennial Goal is the number of percentage points that you intend to change over a two-year period. For secondary schools, if your baseline prevalence is well below the state averages you may list modest goals of one or two percentage points. Otherwise goals to reduce risk behaviors by three to five percentage points (minimum) are more appropriate. For elementary schools there is no published comparable statewide data. However, if your baseline percentages are very small, it is reasonable to set modest goals for change. If a prevalence rate is 1% or 0% you can set a goal of no change to simply maintain that good position.

Elementary school CHKS Report language varies slightly from the secondary reports. Please note that for the first risk behavior performance indicator, to arrive at the percentage that "ever used cigarettes." combine the percentage points for students who answered "ever tried a puff" and those that answered "smoked a whole cigarette." On the sixth risk behavior performance indicator, to arrive at the percentage of students that feel "very safe" combine the percentage points for students who answered "some of the time" and those that answered "most of the time." On the next performance indicator, to arrive at the number of students that have been afraid of being beaten up ..." combine the percentage points for students who answered "1 time" and those that answered "2 or more times." Truancy according to Ed. Code 48260.5 is defined as the number of students who have

three or more unexcused absences of more than 30 minutes in one school year.

For the last section "Other Performance Measures", include any specific objectives for which you are collecting data, for example objectives from TUPE competitive grants or School Community Policing Grants. You do not have to list additional objections.]

| Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey | Most Recent Survey date: __/__/__ Baseline Data | Biennial Goal (Performance Indicator) |
|---|---|---|
| The percentage of students that have ever used cigarettes will **decrease** biennially by: | 5<sup>th</sup> _0_ %<br>7<sup>th</sup> _19_ % | 5<sup>th</sup> __ %<br>7<sup>th</sup> _1_ % |
| The percentage of students that have used cigarettes within the past 30 days will **decrease** biennially by: | 7<sup>th</sup> _11_ %<br>9<sup>th</sup> __ %<br>11<sup>th</sup> __ % | 7<sup>th</sup> _3_ %<br>9<sup>th</sup> __ %<br>11<sup>th</sup> __ % |
| The percentage of students that have used marijuana will **decrease** biennially by: | 5<sup>th</sup> _0_ %<br>7<sup>th</sup> _12_ % | 5<sup>th</sup> __ %<br>7<sup>th</sup> _1_ % |
| The percentage of students that have used alcohol within the past 30 days will **decrease** biennially by: | 7<sup>th</sup> _14_ %<br>9<sup>th</sup> __ %<br>11<sup>th</sup> __ % | 7<sup>th</sup> _1_ %<br>9<sup>th</sup> __ %<br>11<sup>th</sup> __ % |
| The percentage of students that have used marijuana within the past 30 days will **decrease** biennially by: | 7<sup>th</sup> _12_ %<br>9<sup>th</sup> __ %<br>11<sup>th</sup> __ % | 7<sup>th</sup> _1_ %<br>9<sup>th</sup> __ %<br>11<sup>th</sup> __ % |
| The percentage of students that feel very safe at school will **increase** biennially by: | 5<sup>th</sup> _98_ %<br>7<sup>th</sup> _94_ %<br>9<sup>th</sup> __ %<br>11<sup>th</sup> __ % | 5<sup>th</sup> _1_ %<br>7<sup>th</sup> _1_ %<br>9<sup>th</sup> __ %<br>11<sup>th</sup> __ % |

| | | |
|---|---|---|
| The percentage of students that have been afraid of being beaten up during the past 12 months will **decrease** biennially by: | 7th _20_ %<br><br>9th __ %<br><br>11th __ % | 7th _1_ %<br><br>9th __ %<br><br>11th __ % |

| | | |
|---|---|---|
| **Truancy Performance Indicator** | | |

| | | |
|---|---|---|
| The percentage of students who have been truant will **decrease** annually by __.01__ from the current LEA rate shown here.<br><br><br>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. | __.02__ % | __.01__ % |

| Protective Factors<br>Performance Measures<br>from the California Healthy Kids Survey | Most recent date:<br>__/__/__<br>Baseline Data | Biennial Goal<br>(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: | 5th _86_ %<br><br>7th _N/A_ %<br><br>9th __ %<br><br>11th __ % | 5th _1_ %<br><br>7th __ %<br><br>9th __ %<br><br>11th __ % |
| The percentage of students that report high levels of high expectations from a teacher or other adult at their school will **increase** biennially by: | 5th _66_ %<br><br>7th _N/A_ %<br><br>9th __ %<br><br>11th __ % | 5th _3_ %<br><br>7th __ %<br><br>9th __ %<br><br>11th __ % |

| The percentage of students that report high levels of opportunities for meaningful participation at their school will **increase** biennially by: | 5th ___16_ % <br> 7th ___ % <br> 9th ___ % <br> 11th ___ % | 5th ___3_ % <br> 7th ___ % <br> 9th ___ % <br> 11th ___ % |
|---|---|---|
| The percentage of students that report high levels of school connectedness at their school will **increase** biennially by: | 5th ___59_ % <br> 7th ___ % <br> 9th ___ % <br> 11th ___ % | 5th ___3_ % <br> 7th ___ % <br> 9th ___ % <br> 11th ___ % |

## Other Performance Measures

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

| LEA Specified Performance Measures <br> _____ <br> (Process to Collect Data) | Performance Indicator Goal | Baseline Data |
|---|---|---|
|  |  |  |

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

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

| Science-Based Program Name | Program ATODV Focus | Target Grade Levels | Target Population Size | Purchase Date | Staff Training Date | Start Date |
|---|---|---|---|---|---|---|
| *Caring School Communities*<br><br>*Or*<br><br>*Second Step* | A, D, V<br><br><br>V | K-6<br><br><br>K-8 | 60%<br><br><br>60% | 8/04<br><br><br>8/04 | Fall 04<br>Spring 05 | 6/05 |
| *Project Alert* | *A, T, D* | *6-8* | 60% | 8/04 | Fall 04<br>Spring 05 | 6/05 |
| | | | | | | |

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

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

| Check | Activities | Program ATODV Focus | Target Grade Levels |
|-------|-----------|---------------------|---------------------|
| X | After School Programs | ATODV | K-8 |
| X | Conflict Mediation/Resolution | V | 4-5 |
| X | Early Intervention and Counseling | ATDV | K- 3 |
| | Environmental Strategies | | |
| X | Family and Community Collaboration | ATDV | K-8 |
| X | Media Literacy and Advocacy | ATDV | 5-8 |
| X | Mentoring | ATDV | 6-8 |
| X | Peer-Helping and Peer Leaders | ATDV | K-8 |
| X | Positive Alternatives | ATDV | K-8 |
| X | School Policies | ATDV | K-8 |
| X | Service-Learning/Community Service | ATDV | 6-8 |
| X | Student Assistance Programs | ATDV | K-5 |
| X | Tobacco-Use Cessation | T | 6-8 |

| Check | Activities | Program ATODV Focus | Target Grade Levels |
|-------|-----------|---------------------|---------------------|
| | Youth Development<br>Caring Schools<br>Caring Classrooms | | |
| | Other Activities | | |

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

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

| Promising Program name | Program ATODV Focus | Target Grade Levels | Target Population Size | Purchase Date | Staff Training Date | Start Date |
|---|---|---|---|---|---|---|
| *The District Health & Safety Committee will be reviewing and piloting programs based on CHKS results and selected from appendix C and make recommendations for implementation by June 30, 2005.* | A, T, D, V | K-8 | | TBD | | |
| | | | | | | |
| | | | | | | |

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

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

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

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

*The District Health & Safety Committee will be reviewing and piloting programs based on CHKS results and selected from appendix C and make recommendations for implementation by June 30, 2005.*

**Evaluation and Continuous Improvement (4115 (a)(2)(A) ):**
Provide a description for how the LEA will conduct regular evaluations of the effectiveness of the LEA's alcohol, tobacco, other drug use and violence prevention program. Describe how the results of the evaluation will be used to refine, improve and strengthen the program.

The district will conduct biennial analysis of its CHKS data and performance indicators as well as an annual analysis of CSSA data, disciplinary referrals and the Safe School Plans (and each site's annual objectives). The district will also continue with triennial meetings of the Safe School Committee and share information with the School Site Councils. Results of these analysis and meetings will be used to update the Safe School Plan objectives for each site, to refine performance indicators, to identify gaps in programs or services, to improve and strengthen programs, and to direct policy changes. School sites will place an emphasis on incorporating the resiliency data (that comes from the CHKS) into their annual objectives.

## 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.

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*Data Collection Timeline:*

- *Baseline CHKS data was collected in the Spring of 2002 and progress data will be collected in the Spring of 2004, 2006, and 2008.*
- *Safe School Plans with measurable objectives exist for each school site and are reviewed and updated annually.*
- *CSSA data was collected annually, but the report form has been suspended for 2002/03. Raw data continues to be collected.*
- *The district and school sites will comply with the UMIRs collection data system when it is established by CDE.*

---

*Reporting Timeline:*

1. *The Safe Schools Committee will develop an analysis of all data sources on an annual basis in the spring.*
2. *A written report, incorporating the performance indicators from the CHKS, will be developed bi-annually, spring.*
3. *A summary of the report will be presented to the Site Council, the District Board of Education and placed on the district's web-site in the fall.*
4. *Summary information will be made available to parents and community partners through the school accountability report card, and in the school newsletters annually, in the fall.*

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## 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])

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*The district defines the highest need students as students who receive Title I services, are English Language Learners, have received a discipline citation and are performing below standards. CHKS school-level reports, disciplinary referrals and academic records will be reviewed to design strategies for school sites.*

---

*The following services are directed to students with greatest needs:*

1. *Early identification and intervention services*
2. *After-school activities that focus on academic tutoring and opportunities to participate in non-academic creative and athletic activities*
3. *A referral system for family counseling and support services*
4. *Youth development projects such as service learning and youth peer-helpers*

## 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.

*Coordination will take place between the Co-Chairs of the School Safety Team and the District Advisory Committee; in addition coordination will occur through the following processes: Cabinet Level, Administrative Council Level, and other committees, as applicable. In this district, the Assistant Superintendent coordinates the integration of programs with the support of other administrative and support team staff.*

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

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

*Parents are involved in our district at many levels, such as on the Safe School Committee and the School Site Councils, as well as volunteers in the classroom and after school. Parents are recruited from all ethnic and socioeconomic groups in our district to be representatives on the above committees. Back to School Night, Parent club meetings, and parent involvement activities are held throughout the year. Parents are actively involved in programs such as Red Ribbon Week. Regular communications through the parent newsletters inform parents of issues and report out survey results yearly.*

**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.

*Once the district identifies pregnant minors or minor parents they will meet with the counselor from their school. The counselor assesses what services are needed, including whether the minor uses tobacco or has family members who use tobacco products. The counselor will ensure that the following services are provided.*

*Students in a K-8 school may be referred the high school or community based organization for services (with case management provided by the K-8 school counselor.)*

**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 section104420 [b][3])

| Position/Title | Full time equivalent |
|---|---|
| School Counselor | .0288 |

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

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

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

| Performance Indicator | Activities/Actions | Students Served | Timeline/ Person(s) Involved | Benchmarks/ Evaluation | Funding Source |
|---|---|---|---|---|---|
| 5.1 (High School Graduates) | | | | | |
| 5.2 (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.

Schools in which the percentage of children from low-income families is at least as high as the percentage of low-income families served by the LEA as a whole are identified as Title I schools. Those schools are rank ordered according to percentage of recipients of free and reduced lunch. Funds are allocated according to most need.

> 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.

Students at risk of failing to meet the state's academic achievement standards on the basis of the district's multiple measures and STAR assessments in Language Arts and Mathematics in grades 3-8 are eligible to receive Title I services. Students in grades 2 and below may be selected on the basis of district multiple measures, teacher judgment and parent interviews. Class reviews, which include teachers, administrators, and pupil services personnel, are conducted each fall to identify eligible students. Parent information meetings are held each fall to explain the program and invite parent participation. Student study teams are held with parent participation.

> 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.

Subject areas served include K-8 reading and math. The Title I Teacher/Coordinators administer the program. Students are served in the following ways:

- Extended day program: Title I students in grade 2-8 are invited to participate in before and/or after school classes in their targeted subject areas. These classes are taught by credentialed teachers, supported by the Title I/Coordinator, and meet 2-3 hours per week.

- In the classroom: Title I aides work in the classrooms. The Title I Teacher/Coordinator trains aides in strategies for working with identified students. Teachers utilize their aides to work with individual students or small groups. At the middle school, Title I students are clustered for ELA and math instruction to maximize teacher contact and assistance from Title I aide.

- Reading Clubs: Third, fourth and fifth grade students are offered extra support in "Reading Clubs", which meet three or four times per week. The Title I Teacher, with aide support, teaches identified Title I students, giving them access to the core curriculum as well as additional work on decoding, sight words, comprehension, and fluency.

Students identified as homeless are offered the same services. Transportation is provided as needed.

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

The district will analyze test scores prior to the beginning of the school year to determine whether the school is making annual yearly progress. Results will be publicized through staff meetings, parent newsletters and superintendent's parent updates. If a school is identified for program improvement for 2 consecutive years the LEA will notify parents not later than the first day of the school year.

The LEA shall provide the school with an opportunity to present school level data and supporting evidence if the school believes the proposed program improvement identification is in error. The LEA will make the final determination within 30 days and make the decision.

To assist low achieving school, areas of need will be identified and specific staff development using trainer-of-trainers and coaching model will be designed and implemented.

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

Students enrolled in the school will be provided the option to transfer to another school in the LEA, not identified for program improvement, which may include Charter Schools. Priority will be given to the lowest achieving children from low-income families.

Funds for transportation and supplemental education services in the amount of not more than 20% of Title I allowable funds will be designated to support students who elect to transfer under this provision.

STAR data from Title I schools will be analyzed to identify areas of need in language arts and mathematics.

Title I coordinator and the Title II professional development personnel will analyze data and develop staff training opportunities based on the Title II staff development survey and identified multiple measures at the Title I schools. Workshop series, inservice opportunities, peer observation and coaching will be provided as appropriate.

Title II funds, as well as allowable Title I funds, will be used to support these efforts. The County consortium will also provide series of trainings throughout the year based on Title II survey results.

A coordinated program begins with early identification of a student at the fall Class Review followed by a Student Study Team. Classroom teachers, specialists and administrators coordinate efforts through the Integrated Services Team (IST) from initial diagnosis through remediation to the point where students can function independently and successfully in the regular classroom. The Student Study Team process includes all appropriate school personnel, parents, and additional support personnel as deemed necessary to better understand a student's needs. A thorough assessment plan is designed for the student to determine areas of need and eligibility for program placement. Staff members who implement each program for the student (Title I, Special Ed, LEP, counselor and site administrator) meet on a weekly basis at each school site in IST to review and update the academic progress of the multifunded students. These team meetings are designed specifically to ensure program coordination for multifunded students and to ensure that all the professionals are knowledgeable and able to contribute to strategic program decision based on the complete picture of the students' educational needs. Staff specialists attend parent

conferences and confer with classroom teachers on a regular basis about multi-funded students. Communication forms have been designed to maintain regular communication between the Specialists and classroom teachers.

Regular education classroom teachers and specialists are provided with training in effective instructional strategies which support special needs of students. Through the County consortium, Title II funding is used to support teacher training. Title IV and V supports a counseling program for at-risk students that includes support for teachers in conflict management and class meetings. The SELPA and Teacher Learning Cooperative also provide teacher training in areas specified by district according to Title II Professional Development surveys. Analysis of data is also used to design staff development.

For multifunded students, adopted programs are supplemented with additional materials appropriate for each student's remediation and enrichment. A homework lab is available for Title I students to receive additional after-school support. Title I funds also support an after-school tutoring program for students with academic needs. Non-Title I schools are offered homework lab through an extended day program funded by the district's foundation. EIA funds also support after-school homework lab for ELL students at the middle school level.

# Part III
# Assurances and Attachments

*Assurances*

*Signature Page*

*Appendix*

# ASSURANCES

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

## GENERAL ASSURANCES

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

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

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

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

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

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

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

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

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

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

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

**TITLE I, PART A**

The LEA, hereby, assures that it will:

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

12. If the LEA receives more than $500,000 in Title I funds, it will allow 1% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.

13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.

14. Provide technical assistance and support to schoolwide programs.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## TITLE I, PART D – SUBPART 2

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

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

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

## TITLE II, PART A

34. The LEA, hereby, assures that:

- The LEA will target funds to schools within the jurisdiction of the local educational agency that:
  **(A) have the lowest proportion of highly qualified teachers;**
  **(B) have the largest average class size; or**
  **(C) are identified for school improvement under section 1116(b).**

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

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

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

## TITLE II, PART D

35. The LEA has an updated, local, long-range, strategic, educational technology plan in place that includes the following:
- Strategies for using technology to improve academic achievement and teacher effectiveness.

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

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

- Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.

- Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.

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

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

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

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

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

- Collaboration with adult literacy service providers.

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

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

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

37. **Any LEA that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5) ) hereby assures the SEA that the LEA** will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:
   - has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and
   - is enforcing the operation of such technology protection measure during any use of such computers by minors; and
   - has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.
   - Any LEA that does receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

## TITLE III

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

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

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

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

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

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

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

## TITLE IV, PART A

45. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).

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

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

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

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

    - Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.
    - Security procedures at school and while students are on the way to and from school.

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

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

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

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

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

## TITLE IV, PART A, SUBPART 3

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

## TITLE V, PART A

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

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

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

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

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

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

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

## New LEAP Assurances

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

    (i) truancy rates;
    (ii) the frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;
    (iii) the types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and
    (iv) the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107-110)

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

## Other

58. The LEA assures that a minimum of 95% 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

Pat Davis
_____
Print Name of Superintendent

_____
Signature of Superintendent

_____
Date

# APPENDIX A

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

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

## California's NCLB Performance Goals and Performance Indicators

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# APPENDIX B

*Links to Data Web sites*

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

- Academic Performance Index (API)
  < http://www.cde.ca.gov/psaa/api/index.htm >

- California Basic Educational Data System (CBEDS)
  < http://www.cde.ca.gov/demographics/coord/ >

- California English Language Development Test (CELDT)
  < http://www.cde.ca.gov/statetests/celdt/celdt.html >

- California High School Exit Exam (CAHSEE)
  < http://www.cde.ca.gov/statetests/cahsee/eval/eval.html >

- California Standardized Test (CST)
  < http://www.cde.ca.gov/statetests/index.html >

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

- School Accountability Report Card (SARC)
  < http://www.cde.ca.gov/ope/sarc/ >

- Standardized Testing and Reporting (STAR) Program
  < http://www.cde.ca.gov/statetests/star/index.html >

# APPENDIX C

## Science-Based Programs

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

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

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

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

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

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

## School-Based Programs

| Name | Grade | Alcohol | Tobacco | Drugs | Violence | Youth Dev. | Website |
|---|---|---|---|---|---|---|---|
| | | Intended program outcomes and target grade levels. See research for proven effectiveness | | | | | |
| Across Ages | 4 to 8 | x | x | x | | x | C, |
| All Stars™ | 6 to 8 | x | x | x | | | A, C, D, E |
| ATLAS (Athletes Training and Learning to Avoid Steroids) | 9 to 12 | x | | x | | | A, B, C, D, |
| Border Binge Drinking Reduction Program | K to 12 | x | | | x | | C, |
| Child Development Project/Caring School Community | K to 6 | x | | x | x | x | A, B, C, D, E |
| Cognitive Behavioral Therapy for Child Sexual Abuse | Families | | | | x | | C |
| Cognitive Behavioral Therapy for Child Traumatic Stress | Families | | | | x | | C |
| Coping Power | 5 to 8 | | | x | x | | C |
| DARE To Be You | Pre-K | x | | x | x | x | A, C, |
| Early Risers Skills for Success | K to 6 | | | | x | | C, |
| East Texas Experiential Learning Center | 7 | x | x | x | x | x | C |
| Friendly PEERsuasion | 6 to 8 | x | | | | | C |
| Good Behavior Game | 1 to 6 | | | | x | | B, C |
| High/Scope Perry Preschool Project | Pre-K | | | | x | x | B, C, E |
| I Can Problem Solve | Pre-K | | | | x | | A, B, D |
| Incredible Years | K to 3 | | | | x | x | B, C, |
| Keep A Clear Mind | 4 to 6 | x | x | | | | A, C, |
| Leadership and Resiliency | 9 to 12 | | | | | x | C, |
| Botvin's LifeSkills™ Training | 6 to 8 | x | x | x | x | | A, B, C, D, E |
| Lions-Quest Skills for Adolescence | 6 to 8 | | | | | x | D, C, E |
| Minnesota Smoking Prevention Program | 6 to 10 | | x | | | | A, D, E |

| Name | Target Population | Alcohol | Tobacco | Drugs | Violence | Youth Dev. | Website |
|---|---|---|---|---|---|---|---|
| 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:

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

# APPENDIX E

| Promising or Favorable Programs | | | | | | | |
|---|---|---|---|---|---|---|---|
| Either the United States Department of Education's Expert Panel, the University of Colorado's Center for the Study and Prevention of Violence, or the Center for Substance Abuse Prevention has identified the programs listed below as producing a consistent positive pattern of results (CSAP) or have evidence of a deterrent effect (Blueprints) but otherwise did not match all of the criteria established by these agencies to be identified as an exemplary or model program. The code in the last column of the chart provides a quick reference indicating which web sites have information specific to each program. | | | | | | | |

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 |
| Basement Bums | 6 to 8 | | x | | | | A |
| Be a Star | K to 6 | | | | | x | C |
| Behavioral Monitoring and Reinforcement | 7 to 8 | | | x | x | | C |
| Bilingual/Bicultural Counseling and Support Services | Communities | x | | x | | | C |
| Bully Proofing Your School | K to 8 | | | | x | | B |
| CAPSLE (Creating a Peaceful School Learning Environment) | K to 5 | | | | x | | B |
| Club Hero | 6 | | | | | x | C |
| Coca-Cola Valued Youth Program (CCVYP) | School | | | | | x | B |
| Colorado Youth Leadership Project | 7 | x | | | | x | C |
| Comer School Development Program (CSDP) | School | | | | | x | B |
| Earlscourt Social Skills Group Program | K to 6 | | | | | x | B |
| Effective Black Parenting Program (EBPP) | Families | | | | x | | B |
| Facing History and Ourselves | 7 to 12 | | | | x | | D |
| Family Health Promotion | Families | x | x | x | | x | C |
| FAST Track | 1 to 6 | | | | x | | B |
| Get Real About Violence | K to 12 | | | | x | | C |
| Growing Healthy | K to 6 | x | x | x | | | D |
| Intensive Protective Supervision Program | Community | | | | X | | B |
| Iowa Strengthening Families Program | Family | x | | | | | B |
| Kids Intervention with Kids in School (KIKS) | 6 to 12 | x | x | x | x | x | C |
| Let Each One Teach One | Mentoring | | | | | x | D |
| Linking the Interests of Families and Teachers (LIFT) | 1 to 5 | | | | x | | B, C, D |
| Lion's Quest Working Toward Peace | 5 to 9 | | | | x | | D |
| Massachusetts Tobacco Control Program | 7 to 12 | | X | | | | C |
| Michigan Model for Comprehensive School Health Education | K to 12 | x | x | x | | | D |

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

# Ross Valley School District Timeline

## Revised December 16, 2003

| 1. | Nov. 18, 2003 | Planning Meeting to determine scope and agree to timeline. *Board is given binders with information to be used throughout the search.* Sample interview questions would be provided under separate cover. |
| | Dec. 1 – 3, 2003 | Adviser will meet with individual board members to gather input regarding criteria desired of new superintendent. |
| | Dec. 5, 2003 | Board sub-committee approves content of brochure (alternative). |
| 2. | Dec. 22, 2003 | Mailing date for brochure. |
| 3. | Feb. 27, 2004 | Applications close (date extended from Feb. 6, 2004). *This allows ample time for advertising and for candidates to apply for the position.* |
| 4. | Mar. 4 or 5, 2004 | Paperscreening. |
| 5. | Mar. 8 - 19, 2004 | Screening committee performs reference checks, and board reviews applications. *Board is given copies of each candidate's application, and the original files are also available for individual board member review.* |
| 6. | Mar. 25, 2004 | Board receives screening committee report from adviser, and determines candidates to interview. **(CLOSED SESSION)** |
| 7. | Mar. 26, 2004 | Candidates notified and interviews scheduled. *Interview questions and copies of candidates' materials are copied for interview packets.* **(CLOSED SESSION)** |
| 8. | Apr. 22 - 24, 2004 | Interviews conducted by board. **(CLOSED SESSION)** |
| 9. | Apr. 24, 2004 | Board determines candidates for second-level interviews. **(CLOSED SESSION)** |
| 10. | To be determined | Board conducts second-level interviews. *Adviser begins to notify unsuccessful candidates.* **(CLOSED SESSION)** |
| 11. | To be determined | Board makes tentative selection of top candidate. **(CLOSED SESSION)** |
| 12. | To be determined | Board visits community of top candidate. *Facilitated by adviser.* |
| 13. | To be determined | Board selects new superintendent. |
| 14. | To be determined | Board takes action to hire superintendent and introduce to community. |

ExecutiveSearchServices