

(CDE use only)
Application #

No Child Left Behind Act of 2001

LOCAL EDUCATION AGENCY PLAN

mail original and two copies to: **California Department of Education
School and District Accountability Division
1430 N Street, Suite 6208
Sacramento, California 95814-5901**

LEA Plan Information:

Name of Local Education Agency (LEA): Irvine Unified School District

County/District Code: **30 73650**

Dates of Plan Duration: **July 1, 2008 to June 30, 2013 (to be updated annually)**

Date of local governing board approval: **September 16, 2008**

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

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

Gwen E. Gross

Printed or typed name of Superintendent Date Signature of Superintendent

Carolyn McInerney

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

<i>Background.....</i>	<i>5-6</i>
<i>Descriptions of the Consolidated Application, the Local Educational Agency Plan, the Single Plan for Student Achievement, and the Categorical Program Monitoring Process</i>	<i>6-7</i>
<i>Development Process for the LEA Plan.....</i>	<i>8-10</i>
<i>LEA Plan Planning Checklist.....</i>	<i>11</i>
<i>Federal and State Programs Checklist.....</i>	<i>12</i>
<i>District Budget for Federal and State Programs.....</i>	<i>13-14</i>

<i>Needs Assessments.....</i>	<i>16</i>
<i>Academic Achievement</i>	
<i>Professional Development and Hiring</i>	
<i>School Safety</i>	
<i>Descriptions – District Planning.....</i>	<i>17</i>
<i>District Profile.....</i>	<i>18</i>
<i>Local Measures of Student Performance.....</i>	<i>19</i>
<i>Performance Goal 1.....</i>	<i>20-35</i>
<i>Performance Goal 2.....</i>	<i>36-43</i>
<i>Performance Goal 3.....</i>	<i>44-50</i>
<i>Performance Goal 4.....</i>	<i>51-65</i>
<i>Performance Goal 5.....</i>	<i>66-70</i>
<i>Additional Mandatory Title I Descriptions.....</i>	<i>71-80</i>

(continued)

<i>Assurances</i>	81-89
<i>Signature Page</i>	90
<i>Appendix</i>	
<i>Appendix A: California’s NCLB Performance Goals and Performance Indicators</i>	91-92
<i>Appendix B: Links to Data Web sites</i>	93
<i>Appendix C: Science-Based Programs</i>	94-96
<i>Appendix D: Research-based Activities</i>	97
<i>Appendix E: Promising or Favorable Programs</i>	98

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.

(Text of the legislation can be found at <http://www.cde.ca.gov/nclb/fr/>.)

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

:

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 Categorical Program Monitoring process, , 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 Categorical Program Monitoring

In order to meet legislative requirements for specific state and federal programs and funding, California currently employs four major processes: the Consolidated State Application, the Local Educational Agency Plan, the school-level Single Plan for Student Achievement, and Categorical Program Monitoring.

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 Educational Agency Plan (LEA Plan)

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

Categorical Program Monitoring (CPM)

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

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 should be five years. The Plan should be periodically reviewed and updated as needed, but at least once each year.

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

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

Step One: Measure the Effectiveness of Current Improvement Strategies

Analyze Student Performance

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.

Tables of data for your schools and district are available online:

- API Reports - <http://www.cde.ca.gov/ta/ac/ap>
- Standardized Testing and Reporting (STAR) data - <http://www.cde.ca.gov/ta/tg/sr>
- LEA Accountability Reports of Annual Measurable Achievement Objectives (AMAOs) for English learners - <http://www.cde.ca.gov/sp/el/t3/acct.asp>
- AYP Reports – <http://www.cde.ca.gov/ta/ac/ay>

Analyze Current Educational P 0 TD-.8Cfn/ Tc0 -.001.3(ogram)8.5(s areG(PD0 Tc()T1e Tc-.00 149.7uw, incS

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.

Over the past several years, CDE has developed several self-assessment tools that schools and districts can use to evaluate these factors and others needed to support academic student achievement:

- The Academic Program Survey (APS) – school-level survey of status of implementation of the nine essential program components
- District Assistance Survey (DAS) – district-level survey of status of implementation of nine essential program components
- Least Restrictive Environment Assessment – to examine educational practices for students with disabilities
- English Learner Subgroup Self Assessment (ELSSA) – to improve outcomes for English Learners

These tools can be found in the Virtual Library on the CDE web site at <http://www.cde.ca.gov/ta/lp/vl/improvtools.asp>.

(See Part II, Needs Assessment, for further details.)

Step Two: Seek Input from Staff, Advisory Committees, and Community Members

Seek the input of teachers, administrators, 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, Focus on Learning: Secondary School Accreditation, and others does not eliminate any program req-1.14IIThe i006 Tw[(- to05 i46(e)-.smun6[

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Identify 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 _____ (including reservations from Title I for various purposes, Title II, Title IV, and Tobacco-Use Prevention) as well as for _____ (including Title I, Parts A and D, Title III, Title V, School Improvement, Economic Impact Aid, and 10th Grade Counseling).

Step Five: 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. All subsequent amendments should be approved by the local governing board and kept on file with the original LEA Plan.

Step Six: Monitor Implementation

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.

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?

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

(Optional)

	1. Measure effectiveness of current improvement strategies
	2. Seek input from staff, advisory committees, and community members.
	3. Develop or revise performance goals

4. Revise improvement strategies and expenditures

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	\$324,183	\$1,476,956	\$1,530,968	85%
Title I, Part B, Even Start				
Title I, Part C, Migrant Education				
Title I, Part D, Neglected/Delinquent				
Title II Part A, Subpart 2, Improving Teacher Quality	\$39,003	\$517,955	\$473,414	85%
Title II, Part D, Enhancing Education Through Technology				

	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School
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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

also provide useful information in this area. The Survey is available at http://www.wested.org/pub/docs/chks_survey.html.

Descriptions – District Planning

Once local strengths and needs are identified as a result of examining and evaluating current district-level data, specific descriptions can be written of how program goals will be implemented to improve student academic achievement.

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, including grade levels and demographics of students served, in order to provide background and a rationale for the descriptions included in the LEA Plan.

(*other* than State-level assessments)

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

In Grades 2-11, there are a higher percentage of Chinese students scoring Proficient or Advanced in ELA than the percentage of “All Students” scoring Proficient or Advanced.

In Grades 2-11, there is a lower percentage of English Learners scoring Proficient or Advanced in ELA than the percentage of “All Students” scoring Proficient or Advanced.

In Grades 2-11, there are a lower percentage of Special Education students scoring Proficient or Advanced in ELA than the percentage of “All Students” scoring Proficient or Advanced.

In Grades 2-11, there are a lower percentage of African American and Hispanic students scoring Proficient or Advanced in ELA than the percentage of “All Students” scoring Proficient or Advanced. These two sub-groups represent students who perform significantly below most other sub-groups in ELA.

Approximately 94% of all 2006-2007 IUSD 10th, 11th, and 12th grade students have passed the ELA Section of the California High School Exit Exam.

2007 IUSD Literacy Performance Assessment shows 97% of 1st graders perform at or above grade level benchmarks for phonics skills; 86% of 1st graders perform at or above grade level benchmarks in fluency and comprehension skills.

2007 IUSD Literacy Performance Assessment shows 97% of 2nd graders perform at or above grade level benchmarks for phonics skills; 81% of 2nd graders perform at or above grade level benchmarks for fluency and comprehension.

All schools report in Single Site Plans that curriculum is aligned to content standards.

District-developed Literacy Performance Assessments are administered to students in grades K-3 three times each year (fall, winter, spring).

Summer school intervention programs are available for low-performing readers in grades 1-8.

CAHSEE intervention is offered at all high schools during the summer.

All middle and high schools offer reading intervention within the academic day as an elective course.

Thirteen Title 1 schools and three non-Title 1 secondary schools offer READ 180 intervention to 4-12 graders

All students grades 4 – 8 participate in online, standards-based assessment in reading a minimum of three times a year.

Teachers receive multiple professional development opportunities focused on grade level standards in reading.

Eight elementary schools will participate in Response to Instruction reading differentiation programs during the 2008-09 school year; seven more schools will receive training and begin implementation by the end of the 2008-09 school year.

All elementary and middle schools report implementation of collaborative practices to evaluate program effectiveness in reading practices and achievement.

Parents are offered opportunities for involvement through School Site Council, PTA, Parent Information Nights, Back to School Night, Open House, regular parent conferences, and site-based community activities.

Description of Specific Actions to Improve Education Practice in	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
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1. Alignment of instruction with content standards:

The district will take the following steps to align instruction with content standards:

Standards maps will be completed by each high school to ensure alignment between instructional materials and content standards.

There is a further need to ensure that the core curriculum at the high school allows all students the opportunity to learn all content standards in reading, particularly as they apply to reading in the content areas.

End-of year benchmarks and formative assessments will be developed that are aligned to the grade level content standards (Grades 3-6).

Parents will be informed of their child's progress towards gaining proficiency of grade level or course specific reading

Description of Specific Actions to Improve Education Practice in	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. Extended learning time: Schools will offer additional support through before or after school programs, summer school, or the reconfiguration of instructional time during the student day to assist students in becoming proficient in the reading standards. High schools will add additional classes and programs as needed to support students so they can pass the CAHSEE in ELA.</p>	<p>Classroom teachers, READ 180 specialists, Title I teachers and aides High school teachers</p>	<p>Teachers</p>	<p>\$195,000 READ 180 <i>(Duplicated throughout document when referring to READ 180)</i> \$158,312 Extended Learning</p>	<p>Title I State and local funding</p>

Description of Specific Actions to Improve Education Practice in	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>All teachers in grades K-6 will participate in professional development regarding use of new LA adoption materials. Teams of grade level teachers will collaborate to design a pacing guide for implementation of new LA materials that ensures sufficient coverage of IUSD Essential Standards. New teacher training (BTSA or similar program) is required for all beginning teachers.</p> <p>All teachers in grades K-3 will participate in the Primary Literacy Project which is designed to teach “best practices” in literacy instruction.</p> <p>Teachers new to IUSD will be trained in the IUSD Early Intervention Reading Model which is designed to teach intervention strategies to teachers in Kindergarten and 1st grade.</p> <p>Middle and high schools will receive ongoing staff development in content area literacy.</p> <p>Pilot high school “best practices” for academic language proficiency</p>	<p>Textbook publishers/class-room teachers</p> <p>Selected teachers</p> <p>OCDE BTSA/new teachers</p> <p>New primary teachers</p> <p>K-1 staff</p> <p>District and school personnel</p>	<p>Stipends</p> <p>Materials</p>	<p>\$26,000 ELA Adoption Mat’ls</p> <p>\$580,500 BTSA</p> <p><i>(Duplicate of B-0 Tw[6.1ap</i></p>	

Description of Specific Actions to Improve Education Practice in	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): Summer school ELA skill development courses are offered to all students who have failed the ELA portion of the CAHSEE. Summer school courses are offered to students needing remediation in elementary school reading skills as they transition to middle school. Some elementary schools offer after-school interventions for students who are achieving below the Proficient performance level on the California Standards Tests. Parent and student orientation are offered as students transition from elementary to middle school and from middle school to high school. The IUSD website offers links to parent resources. ParentPortal allows parents online access to student data. Some elementary schools offer parent programs for transition from Grade 3 to Grade 4. Transition from preschool to elementary school</p>	<p>High school personnel Director of Elementary Ed Elementary and middle school principals District Tech Services Private providers and IUSD pre-school providers (Head Start, Gen. Child Care and Fee-based Montessori Program)</p>		<p>\$195,000 <i>(Duplicated throughout document when referring to READ 180)</i></p>	<p>State and local funding</p>
<p>8. Monitoring program effectiveness: The district's student information management system (Eagle) and Data Warehouse (Plato) is used to disaggregate data and inform schools of students in need of additional interventions. District personnel meet annually with principals and staff to review data and make recommendations for continued growth. Data from district-wide assessments is used to modify instructional practices and identify areas of need in terms of professional development. Each site will have a Single Plan for Student Achievement and the principal and Site Council will have the responsibility for monitoring progress and making needed revisions. Classroom teachers will regularly assess students' proficiency on grade level content standards in reading by examining student work done without assistance. Modifications and re-teaching occurs as needed.</p>	<p>Information Services/Coordinator of Program Services Curriculum Coordinators Principals Teachers</p>			<p>State and local funding</p>

Description of Specific Actions to Improve Education

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

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

Tables of Student Performance in Mathematics

GR	All Students	African American	Other Asian	Chinese	Filipino	Hispanic	Japanese	Korean	Vietnamese	White	EL	Spec Ed	Female	Male	Econ Disad
2	85	50	82	99	84	64	86	90	84	84	78	53	87	83	87

From 2002 through 2007, the overall percent of students scoring Proficient or Advanced cumulatively on the Algebra 2 CST remained the same at 58%.

From 2002 through 2007, the overall percent of students scoring Proficient or Advanced cumulatively on the High School Summative Test remained the same at 79%.

For students who have been in the Irvine Unified School District for 5 years, there is consistent data showing that the cohort of students in 9th grade improves from 5th grade through 8th grade as measured by the percentage of them Proficient or Advanced, and then decline in 9th grade.

For students who have been in the Irvine Unified School District for 5 years, there is consistent data showing that the cohort of students in 10th grade improves from 6th grade through 8th grade as measured by the percentage of them Proficient or Advanced, and then decline in 9th and 10th grade.

For students who have been in the Irvine Unified School District for 5 years, there is consistent data showing that the cohort of students in 11th grade improves from 7th grade through 8th grade as measured by the percentage of them Proficient or Advanced, and then decline in 9th grade through 11th grade.

In Grades 2-6, there are a higher percentage of Chinese, Japanese, Korean, and Vietna

Description of Specific Actions to Improve Education Practice in

Description of Specific Actions to Improve Education Practice in	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>formative assessments so that the results can be used to inform instruction and provide remediation when necessary. Utilize software to analyze data for the purposes of modifying instructional strategies and finding more effective ways to have students learn grade level content standards.</p>				
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials: Professional development activities are part of a cohesive, intensive classroom-focused program that provides content knowledge and pedagogy skills to improve the quality of mathematics instruction and student performance. Data regarding student performance will be analyzed and the results will guide professional development activities in math. Teachers will provide input regarding their own professional development needs so that they can instruct mathematics more effectively and thereby improve student performance. Whenever the District adopts new standards-based instructional materials in math, all teachers will participate in professional development related to their use.</p>	<p>District Teaching Staff Education Services Staff Curriculum Coordinators Classroom Teachers</p>			<p>State and Local Funding Title II</p>

Description of Specific Actions to Improve Education Practice in	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): Each parent is informed of the student’s individual assessment results on district-wide placement tests (Middle School Placement Test and Algebra Placement Test). Parent information nights are offered as needed at various sites by the school principal and/or curriculum coordinator to inform parents about the district math program. Parents are invited to assist district staff with setting annual Continuous Improvement Efforts in all curricular areas, including mathematics.</p>				

Description of Specific Actions to Improve Education Practice in	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>achieving at below the Proficient performance level on the California Standards Tests. Parent and student orientation are offered as students transition from elementary to middle school and from middle school to high school. The IUSD website offers links to parent resources.</p>	<p>Services Staff</p>			
<p>8. Monitoring program effectiveness: The district’s student information management system (Aries) and district-purchased software is used to disaggregate data and inform schools of students in need of additional interventions. Data from district-wide assessments is used to modify instructional practices and identify areas of need in terms of professional development. Each site will have a Single Plan for Student Achievement and the principal and Site Council will have the responsibility for monitoring progress and making needed revisions. Classroom teachers will regularly assess students’ proficiency on grade level content standards in math by examining student work done without assistance. Modifications and re-teaching occurs as needed.</p>	<p>Information Services Staff Curriculum Coordinator/Math TOSA Principals School Site Council Classroom Teachers</p>		<p>\$40,000 <i>(Duplicated throughout document when referring to Math TOSA)</i></p>	<p>Federal Title II State and Local Funding</p>

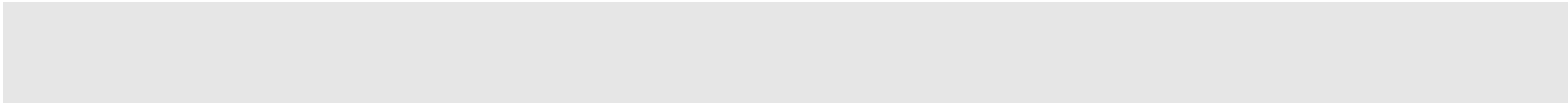
Description of Specific Actions to Improve Education Practice in

Description of Specific Actions to Improve Education Practice in	
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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.

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

	Description of how the LEA is meeting or plans to meet this requirement.
Required Activities	<ol style="list-style-type: none">1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:<ol style="list-style-type: none">a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:<ul style="list-style-type: none">• meeting the annual measurable achievement objectives described in Section 3122;• making adequate yearly progress for limited-



		Description of how the LEA is meeting or plans to meet this requirement.
Allowable Activities	4. Upgrade program objectives and effective instructional strategies.	

		Description of how the LEA is meeting or plans to meet this requirement.
Allowable Activities	<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –</p> <ul style="list-style-type: none"> ○ To improve English language skills of LEP children; and ○ To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. 	Yes

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activity	<ul style="list-style-type: none"> h. information pertaining to parental rights that includes written guidance detailing – <ul style="list-style-type: none"> i. the right that parents have to have their child immediately removed from such program upon their request; and ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA. 	
<p>Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>		
<p>If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>		<p>To date, none of IUSD’s schools has ever failed to meet the Title 3 AMAOs. If that were to occur, however, we have draft letters ready to be completed with situation-specific information. In the event of a failure to meet AMAOs, those completed letters would be mailed to the parents of all EL students at the site involved within the 30 day time line.</p>

IF the LEA is receiving or planning to receive Title III

	<p><u>IF</u> the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>	
	<p>5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:</p>	<p>Yes</p>	<p>Instructional Assistants are provided in the Newcomer classes, grades K to</p>

By 2005-06, all students will be taught by highly qualified teachers.

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.

All K-3 teachers are trained in Primary Literacy strategies
All K-3 teachers are trained in assessments of primary literacy skills
All 4-6 grade teachers are trained in writing strategies to meet grade level standards
All K-6 teachers received training in the use of adopted Social Science materials
New teachers receive district orientation and training through BTSA program
All K-3 teachers receive training in strategies for class size reduction
All teachers assigned to teach ELD or academic core content are CLAD/SDAIE certificated
All K-6 teachers have standards-based instructional materials for every student in mathematics and language arts
All 7-8 teachers have standards-based instructional materials for every student in mathematics and language arts
A minimum of 4 teachers in grades 5 and 6 has been trained as math specialists at each elementary school site.
All K-8 teachers have received training on standards-based instruction in mathematics

Secondary level teachers need training in

By 2005-06, all students will be taught by highly qualified teachers.

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

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State’s challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <p>The district’s Curriculum Coordinators, Curriculum Council and Principal groups will conduct yearly informal professional needs assessment of teachers to determine professional development priorities for the following year.</p> <p>These priorities are focused on criteria for highly qualified teachers and trends in data on formative and summative assessments of student progress in relation to State content and academic achievement standards.</p> <p>School and district professional development goals will be created to assist district teaching staff to move toward proficiency in standards for all students.</p> <p>Professional development activities will be designed and selected based on staff strengths and needs in relation to student achievement results.</p>	<p>Coordinators, principals/on- going TOSAs/on-going</p>	<p>Stipends</p>	<p>\$65,600 <i>(Duplicated throughout document when referring to Title II TOSAs)</i></p>	<p>Title II State and local funding</p>
<p>2. How the activities will be based on a review of scientifically based research</p>				

development that is both coherent and differentiated based on teacher effectiveness and assignment.

<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <p>The district’s Curriculum Coordinators, Curriculum Council, and Principal groups will ensure that professional development activities are coordinated to address staff needs in assisting all students to become proficient on State academic achievement standards.</p> <p>Activities will be designed to help teachers instruct a standards based curriculum, integrate standards-based instructional materials, improve instructional practices related to standards, assess and understand the strengths and needs of the student populations in their classes, and provide additional support for those students not yet achieving proficiency on the content standards.</p> <p>Classroom management, interventions, and working with students’ families, and other topics required by funding sources will be addressed within the context of ensuring that all students become proficient on State content and academic achievement standards.</p> <p>Each site submits a Single Plan for Student Achievement for review by Coordinators, Director of Elementary Education, and Superintendent. This Single Plan defines the professional development plans for each site and allows the district to coordinate activities and support.</p>	<p>Coordinators, principals, Curriculum Council/ongoing</p>			<p>State and local funding</p>
<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <p>Teachers will receive training focusing on coordinating the teaching and assessing of essential standards in the strands/subject matter areas of most needed improvement.</p> <p>Teacher collaboration time will focus on selecting and implementing formative assessments for essential standards, joint review of student work on selected assignments, and planning for revising/reviewing/re-teaching/moving on.</p> <p>Staff development days will focus on practicing core research-based practices used in the standards-based materials in the strands/subject matter areas of most needed improvement.</p> <p>Principals’ professional development will combine the leaders’ roles in</p>				

particularly students in the lowest-performing groups in the district. New teachers will be assigned mentors in the form of BTSA Support Providers and will participate in staff development designed to meet the needs of beginning teachers.

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
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7. How students and teachers will have increased access to technology; and

Please provide a description of:

Persons Involved/

All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

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).

<p>Project Success early intervention program Interagency and community collaboration Grant funding sources District Policy relating to suspensions and/or expulsions for ATODV violations Tobacco Cessation and Alternative to Suspension Program School Attendance Review Board (SARB) Timely Notification of Attendance Irregularities to Parents Consistent Attendance Procedures Across School Sites SROs and campus security Athletic programs Comprehensive K-12 Health Curriculum, including science-based alcohol, tobacco, other drug, and violence prevention lessons In-kind resources from agencies and community Youth Development programs at middle and high school level</p>	<p>Opportunities for students to have a voice in school climate issues and decision-making need to be increased to improve school bondedness. Opportunities for staff to learn school-based strategies to enhance students’ protective factors need to be continued and increased. All staff need to be accountable for planning and implementation of positive school learning environments, in coordination with district initiatives. Needed health services should be increased to support health-impaired students. Elementary physical education instruction needs be enhanced to promote lifelong wellness for all students. Address support plan for pregnant and parenting teens. Increased emphasis on decreasing overall truancy rates, including period absences (partial day).</p>
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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.

From 1999 (baseline) to 2007, CHKS data for ATOD use and violence is as follows:

Alcohol			
7 th	8	4	-4
9 th	22	12	-10
11 th	40	26	-14
Cigarettes			
7 th	2	1	-1
9 th	9	5	-4
11 th	25	10	-15
Marijuana			
7 th	1	1	0
9 th	6	6	0
11 th	22	12	-10
Methamphetamine / Amphetamines			
7 th	n/a	n/a	n/a
9 th	3	4	+1
11 th	5	6	+1
Psychedelics			
7 th	n/a	n/a	n/a
9 th	4	3	-1
11 th	7	7	0
Feel very safe at school			
7 th	26	37	+11
9 th	27	37	+10
11 th	30	42	+12
Ever belonged to a			

	— —	
The percentage of students that feel very safe at school will biennially by:	5 th _88_ % 7 th _37_ % 9 th _37_ % 11 th _42_ %	5 th _0_ % 7 th _1_ % 9 th _2_ % 11 th _2_ %
The percentage of students that have been afraid of being beaten up during the past 12 months will biennially by:	7 th _19_ % 9 th _13_ % 11 th _10_ %	7 th _2_ % 9 th _1_ % 11 th _1_ %
<p>The percentage of students who have been truant will annually by <u>1%</u> from the current LEA rate shown here.</p> <p>NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5 (students with an unexcused absence of more than 30 minutes on 3 or more days), and dividing that total by the CBEDS enrollment for the same school year.</p> <p><i>Truancy data reflected in the 2003 LEAP used a truancy calculation that did not include the partial day absence [period absences] criteria, and therefore, resulted in a much lower truancy rate for that period.</i></p> <p>*Data reflects truancy rates as reported in 2008-09 Conn App, Part 1 for all IUSD school sites K-12 with a CBEDS enrollment date of October 2007.</p>	<u>28.85*</u> %	<u>2</u> %
	— —	
The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will biennially by:	5 th _81_ % 7 th _44_ % 9 th _34_ % 11 th _40_ %	5 th _1_ % 7 th _2_ % 9 th _1_ % 11 th _1_ %

	— —	
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will biennially by:	5 th _89_ % 7 th _60_ % 9 th _45_ % 11 th _46_ %	5 th _1_ % 7 th _2_ % 9 th _2_ % 11 th _2_ %
The percentage of students that report high levels of opportunities for meaningful participation at their school will biennially by:	5 th _17_ % 7 th _22_ % 9 th _20_ % 11 th _23_ %	5 th _2_ % 7 th _2_ % 9 th _2_ % 11 th _2_ %
The percentage of students that report high levels of school connectedness at their school will biennially by:	5 th _68_ % 7 th _67_ % 9 th _59_ % 11 th _54_ %	5 th _1_ % 7 th _1_ % 9 th _1_ % 11 th _1_ %

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.

N/A		

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.

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.

	After School Programs	ATODV	6-8
	Conflict Mediation/Resolution	V	K-12
	Early Intervention and Counseling	ATODV	K-12
	Environmental Strategies	AT	7-12

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.

CHKS data collection started in 1999 and a new baseline for CHKS data was established in 2001-02. Progress data has been, and will continue to be, collected biennially, covering the performance indicators.

To assess the delivery of specific prevention programs, post-test information on changes in knowledge, attitudes and intentions will be collected throughout the school year.

Staff and parents will complete satisfaction surveys when they receive prevention and intervention services.

West Ed will analyze CHKS results and develop a written report every two years. The summary will be given to district principals, the Board of Education, and the Irvine Prevention Coalition, and be placed on the web site for public access by June 2008, 2010 and 2012.

IUSD's Guidance Resources department and Irvine Police Department will summarize program needs and results and report to the Irvine Prevention Coalition annually. Summary information also will be made available to parents through newsletters, newspaper articles and/or social marketing media throughout the year.

The IPC Coordinating Committee will meet annually to analyze existing data and input from stakeholders to refine the program as needed.

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])

IUSD defines the highest need students as those who have emotional or mental health problems, have received a discipline referral, are performing below standards, and who lack resources for success in school. The following services are funded for students with the greatest need.

- 1) Early identification and intervention services by district st

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.

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.

Currently, pregnant minors are typically identified by school counselors or staff. A referral is made to the school nurse, who assesses what services are needed, including whether the minor uses tobacco. The nurses provide limited case management and refer the students to either a pregnant minor program or other related support services such as the School Readiness Nurse, Raise Foundation and/or Project Success for follow-up and case management. Referrals to the American Lung Association, TUPP or a community agency will be made for smoking cessation if appropriate.

This plan was enhanced by development of a “search-and-serve” plan that includes in-service of high school counselors, assistant principals and high school nurses, and case management by the School Readiness Nurse Practitioner on a quarterly follow-up basis with each high school staff.

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

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All students will graduate from high school.

About Dropouts:

IUSD experiences a very low dropout rate; the dropout rate fo

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.

	*Parent Conferences	9-12	Annual: Students, Parents, Teacher Advisors, Conferences	Increased communication and understanding	District
	*Academic Advising Course selection and placement	9-12	Semi-annual: Counselors Teachers	Increased understanding of post high school college and career pathways.	District & State Categorical
	*Individual Advising	9-12	As needed: Counselors, Teacher Advisors	Improved course selection/ placement	District
	*Individual Counseling personal/social academic career	9-12	As needed: Counselors	Increased awareness of grad requirements/4-year plan	State Categorical SB813 AB1113 Grant Lottery
	Group Counseling And Advising	9-12	Annual: classroom visitations Counselors	Awareness of grad. req.’s/4- year plan/goals/decision making/post secondary/careers	Same
	*Block Schedule 80 credit option	9-12	Annual: Counselors Teacher Advisors	Same	District & Categorical

	*Monitoring Student Grades	9-12 with D/F grades	Bi-quarterly: Project Success Team: Administrators, Psychologist, Counselors, Teachers, Support Staff	Opportunity to remediate/ earn credits Increased retention/ Improved grades	Project Success
	*Monitoring Student Truancies	9-12 truants	Weekly: Project Success Team: Administrators, Psychologist, Counselors, Teachers, Support Staff	Increased retention/ Improved attendance	Same
	Grade Level Inservice	9-12	Annual: Teacher Advisors, Counselors		District & State Categorical
	Parent Information Sessions: 8 th Grade College Night Juniors	8 th 9-12 11	Annual: Counselors, Administrators Support Staff	Training for annual conference and advising	District & State Categorical
	*Grad Checks	11	Annual: Counselors	Increased awareness/ parent involvement/ transitions/ course selection/grad req's/ higher education	State Categorical SB813 AB1113 Grant Lottery
	*Grad Checks Evaluation letters and transcripts to parents	12	Fall, Winter, Spring, June Counselors	Increased awareness/ retention/ grad req's/ at risk	District & State Categorical
	*Timely Referral to Alternative Education	9-12	EOP Schedule: Counselors, Alternative Education Staff	Increased awareness/retention/ grad req's/at risk	District & State Categorical

	*9 th semester option	All who meet req's	Summer/Fall Counselors Alternative Education Staff	Increased number of graduates	District & State Categorical
	*Summer school	All	Summer Counselors Teachers, Support Staff	Increased number of graduates	District & State Categorical
	Fall Goal-Setting Conferences/ Spring Scheduling Conferences	All	Teacher Advisors	Increased opportunities to remediate/earn credit Increased number of graduates	District & State Categorical

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 indica

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

	Description of how the LEA is meeting or plans to meet this requirement:
<p>For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:</p> <ul style="list-style-type: none"> • A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards. • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Proven strategies that address the needs of historically underserved students, low achieving students, and those at risk of not meeting state standards. • Instruction by highly qualified teachers and strategies to attract and keep such teachers. • High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff. • Strategies to increase parental involvement. • Assistance to preschool children in transitioning from early 	IUSD has no Title 1 Schoolwide Programs (SWP)

childhood programs to elementary school programs.

- Timely and effective additional assistance to students who experience difficulty mastering state standards.

For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State's challenging academic standards. The description should include activities such as:

- Effective methods and instructional strategies based on scientifically-based research.
- Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.
- Strategies that minimize removing children from the regular classroom during regular school hours for instruction.
- Instruction by highly qualified teachers.
- Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff.
- Strategies to increase parental involvement.

Our Title 1 funds supplement IUSD's basic program of instruction to ensure that we do not supplant with these categorical funds. Based on the profiles of the students at each school site, the faculty and local stakeholders have developed individualized programs of support and instruction. These site interventions include the following:

- Summer school class for entering Kindergarteners to ensure readiness to learn
- Implementation of Read 180, a standards-based reading intervention for grades 4-8
- Special grouping and/or tutoring to help low performiTD.0003 TReah4 T

(continued)

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

Description of how the LEA is meeting or plans to meet this requirement:

Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:

- Identify children who are failing or most at risk of failing to meet the state academic content standards.
- Identify children who are failing or most at risk of failing to meet the state academic content standards.

(continued)

Please describe the actions the LEA will take to assist in

(continued)

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

Describe the process for parent notification of the school’s identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.

Description of how the LEA is meeting or plans to meet this requirement:

All IUSD Title 1 schools have met their annual AYP targets. Therefore, IUSD has no schools identified for Program Improvement.

However, in the event that one or more of the Title 1 schools are identified for Program Improvement in the future, district staff would facilitate site staff to:

For any school required to provide school choice:

Notify all parents in writing via mailed letter immediately upon notification of PI school choice status that the school has been identified for PI, spell out the rationale for the identification, the consequences and the steps the school will take to remedy the situation relative to achievement data. Notify all parents in writing via the same mailing that school choice entitles them to transfer to another public school in the district not a PI school. The letter will, furthermore, inform the parents that transportation from the PI school to their school of choice will be provided by the district. In the letter a general face-to-face meeting date for the site leadership to answer parent’s questions will be announced. A form for parents to complete and return to the PI school indicating their decision to transfer will be enclosed in the mailing with a due date indicated after the general meeting.

Assurances

Signature Page

Appendix

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

Appendix B: Links to Data Web sites

Appendix C: Science-Based Programs

Appendix D: Research-based Activities

Appendix E: Promising or Favorable Programs

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.

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

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.
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.

34. The LEA, hereby, assures that:

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

- 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).

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

- 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.

_____ 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.

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

- Security procedures at school and while students are on the way to and from school.
 - Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.
 - A crisis management plan for responding to violent or traumatic incidents on school grounds.
 - A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
 - Allows a teacher to communicate effectively with all students in the class.
 - Allows all students in the class to learn.
 - Has consequences that are fair, and developmentally appropriate.
 - Considers the student and the circumstances of the situation.
 - Is enforced accordingly.
50. The application and any waiver request under section 4115(a)(3) (to allow innovative activities or programs that demonstrate substantial likelihood of success) will be available for public review after submission of the application.
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.
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 eval in sucg0rpareinai

- 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.
-

Gwen E. Gross, Ph.D.
Print Name of Superintendent

Signature of Superintendent

Date

On May 30, 2002, the California State Board of

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>

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)

	Intended program outcomes and target grade levels. See research for proven effectiveness			
Name	Grade	Alcohol	Tobacco	Drugs

Lions-Quest Skills for Adolescence	6 to 8						D, C, E
Minnesota Smoking Prevention Program	6 to 10						A, D, E
Olweus Bullying Prevention	K to 8						B, C, E
Positive Action	K to 12						C, D,
Project ACHIEVE	Pre-K to 8						A, C, E
Project ALERT	6 to 8						A, C, D, E
Project Northland	6 to 8						A, B, C, D, E
Project PATHE	9 to 12						B, E
Project SUCCESS	9 to 12						C,
Project Toward No Drug Abuse (TND)	9 to 12						C,
Project Toward No Tobacco Use (TNT)	5 to 8						A, C, D, E

Multisystemic Therapy	Parents						B, C, E
Nurse-Family Partnership	Parents						B, C,
Parenting Wisely	Parents						C,
Preparing for the Drug Free Years	Parents (4 to 7)						A, B, C, D,
Project Star (Students Taught Awareness and Resistance): Midwestern Prevention Project	Community						B, D, C, E
Schools and Families Educating Children (SAFE Children)	Families						C
Stopping Teenage Addiction to Tobacco	Community						C
Strengthening Families Program	Families (4 to 6)						A, C, D,

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

<i>Research-based Activities</i>	
	<i>Research Summaries Supporting Each Activity:</i>
After School Programs	Getting Results Part I, page 77-78
Conflict Mediation/Resolution	Getting Results Part I, page 63-65 Getting Results Part I, page 127-129
Early Intervention and Counseling	Getting Results Part I, page 72 Getting Results Part I, page 100-101 Getting Results Part I, page 106-107
Environmental Strategies	Getting Results Part I, page 73-75 Getting Results Part II, page 47-48 Getting Results Part II, page 76-79 Getting Results Part II, page 89-94
Family and Community Collaboration	Getting Results Part I, page 104-105 Getting Results Part II, page 26-28 Getting Results Part II, page 33
Media Literacy and Advocacy	Getting Results Part II, page 45 Getting Results Update 3, page 22-24
Mentoring	Getting Results Part I, page 49
Peer-Helping and Peer Leaders	Getting Results Part I, page 104-106 Getting Results Update 3, page 43-45
Positive Alternatives	Getting Results Part I, page 79-81 Getting Results Part I, page 104-106

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

