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

Environments Conducive to Learning (Strengths and Needs):

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

Supports CUSD Strategic Plan Pillar 2: Safe and Healthy Schools and Strategy 4.1

STRENGTHS	NEEDS
- Progressive Discipline - SMART Team - Counseling - Safety Plans - PALS 40 Developmental Assets - PRYDE Juvenile Divergence - Facilities Modernization - LINK Crew - Saturday School - Professional Learning Communities - Alternative Suspensions (ATS) - Gang Reduction Intervention Partnership (GRIP) - School Attendance Review Board (SARB)	- Community Involvement - At Risk Programs - Alternative Educational Opportunity - Consistent Bully Policy - Staff Development: Dealing With At Risk Youth - Professional Learning Communities - Alternative placement for expelled middle school students

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.

Supports CUSD Strategic Plan Objective 2.1.1 and 4.1

ACTIVITIES
- Red Ribbon Week   - ATS   - SMART   "Every 15 Minutes"   40 Developmental Assets   - Character Counts   - Multi-cultural Fairs   - Truancy sweeps   - GRIP mentor program   - GRIP strike teams   "Is Your Teen At Risk"

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.

Supports CUSD Strategic Plan Strategy 4.1

STRENGTHS	NEEDS
 • Health & Safety Committee at each school • Prevention Coordinator at each school • CA Healthy Kids Survey • School Safety Plans • Emergency Response CD • District Emergency Operations Center • Mobile Command Vehicle • *Positive Action* Curriculum –Grades 4 & 5 • *Life Skills* Curriculum – Gr. 6-8 • CA Safe Schools Assessment • PBIS	 • Staff development for teachers to use Alcohol, Tobacco, and Other Drugs curriculum • Bullying program • Tolerance for diversity • Expand elementary school ATOD curriculum • Develop Transition Program from elementary school to middle school

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

Prevention Program Performance Indicators (4115(a)(1)(B)):
The LEA is required to establish a biennial goal for all of the performance indicators listed below. List specific performance indicators for each grade level served, and for each listed measure, as well as the date of, and results from, the baseline administration of the Healthy Kids Survey:

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: __5/__/_2005_ Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will **decrease** biennially by: 2%	5th 3% 7th 9 %	5th 2 % 7th 7 %
The percentage of students that have used cigarettes within the past 30 days will **decrease** biennially by: 3% unless @ 3%.	7th 3 % 9th 9 % 11th 25 %	7th 2 % 9th 6 % 11th 4 %
The percentage of students that have used marijuana will **decrease** biennially by: 2%	5th 1 % 7th 4 %	5th 1 % 7th 2 %
The percentage of students that have used alcohol within the past 30 days will **decrease** biennially by: 3%	7th 9% 9th 22 % 11th 40 %	7th 6 % 9th 19 % 11th 37 %
The percentage of students that have used marijuana within the past 30 days will **decrease** biennially by: 3%	7th 2 % 9th 8 % 11th 18 %	7th 1 % 9th 5 % 11th 15 %

The percentage of students that feel very safe at school will **increase** biennially by: 3%	5th 58 % 7th 25 % 9th 18 % 11th 23 %	5th 61 % 7th 28 % 9th 21 % 11th 26 %
The percentage of students that have been afraid of being beaten up during the past 12 months will **decrease** biennially by: 2%	7th 21 % 9th 20 % 11th 12 %	7th 19 % 9th 18 % 11th 10 %

<table>
<tr><td colspan="3" align="center">Truancy Performance Indicator</td></tr>
<tr>
<td>The percentage of students who have been truant will decrease annually by __2%__ from the current LEA rate shown here.
9788/51245
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.</td>
<td align="center">19%</td>
<td align="center">17%</td>
</tr>
<tr>
<td align="center">Protective Factors
Performance Measures
from the California Healthy Kids Survey</td>
<td align="center">Most recent date:
_5_/_1_/_05_
Baseline Data</td>
<td align="center">Biennial
Goal
(Performance
Indicator)</td>
</tr>
<tr>
<td>The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by: 3%</td>
<td>5th 66 %
7th 37 %
9th 27 %
11th 32 %</td>
<td>5th 69 %
7th 40 %
9th 30 %
11th 35 %</td>
</tr>
</table>

The percentage of students that report high levels of high expectations from a teacher or other adult at their school will **increase** biennially by: 3%	5th 64 % 7th 52 % 9th 41 % 11th 38 %	5th 67– % 7th 55_ % 9th 44 % 11th 41 %
The percentage of students that report high levels of opportunities for meaningful participation at their school will **increase** biennially by 3%	5th 12 % 7th 19 % 9th 13 % 11th 15 %	5th 15 % 7th 22 % 9th 16 % 11th 18 %
The percentage of students that report high levels of school connectedness at their school will **increase** biennially by 3 %	5th 55 % 7th 48 % 9th 43 % 11th 40 %	5th 58 % 7th 51 % 9th 46 % 11th 43 %

Other Performance Measures

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

LEA Specified Performance Measures (Process to Collect Data)	Performance Indicator Goal	Baseline Data
N/A		

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

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

Science-Based Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
BOTVINIS Life Skills Training	ATODV	6-8	11,834	2002	2002	2002
BOTVINIS Life Skills Training	ATODV	3,4,5	11,780	2007	2007	2007

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

Check each activity the LEA will implement as part of the comprehensive prevention program and provide all other information.

Check	Activities	Program ATODV Focus	Target Grade Levels
X	After School Programs	ATODV	K-8
	Conflict Mediation/Resolution	V	1-12
	Early Intervention and Counseling	ATODV	6-12
	Environmental Strategies	T	9-12
X	Family and Community Collaboration	ATODV	K-12
	Media Literacy and Advocacy		
	Mentoring	ATODV	K-8
	Peer-Helping and Peer Leaders	ATODV	K-12
	Positive Alternatives	ATODV	9-12
X	School Policies	ATODV	K-12
	Service-Learning/Community Service		
	Student Assistance Programs	ATODV	9
	Tobacco-Use Cessation	T	
	Youth Development Caring Schools Caring Classrooms	ATODV	9-12

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

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

Supports CUSD Strategic Plan Objective 2.2.1

Promising Program name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
Gang Reduction and Intervention Partnership	Violence prevention	Elem. & Middle School	10,000	N/A	Ongoing	Fall 2007

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 Capistrano Unified School District (CUSD) has used the *Life Skills* curriculum for three years in grades 6-8. In 2004, Positive Action was purchased for grades 4 & 5 in each of the district's 38 elementary schools. In addition, funding from AB 1802 has provided classroom sets of Positive Action in grades 4 & 5 in five selected elementary schools. CUSD utilized CHKS and CSSA data to guide the selection process.

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, and other drug use and violence prevention program. Describe how the results of the evaluation will be used to refine, improve and strengthen the program.

Our evaluation will continue through the Healthy Kids Survey. Previously, we only surveyed grades 7, 9, and 11. Currently, Grade 5 has been added. Results will be used to help direct our focus in program implementation.

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.

Baseline data was collected in 2005 and program data has been collected in 2007, 2009, and 2010. The data are disseminated in several ways:

Parents & Community Members: Published in the Register and available on District website

CUSD Board: Formal Board Report

Faculty & Students: Site Prevention Coordinators

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])

- CUSD annually reviews the California Safe Schools Assessment, as well as, the suspension and expulsion rates
- Resources are allocated to all schools
- Regular meetings with the school Mobile Assessment Resource Team (Orange County Sheriff's Department / District Attorney) to identify and respond to school safety issues

Coordination of All Programs (4114 (d)(2)(A)):
Provide a detailed, but brief, explanation of how the LEA will coordinate SDFSC funded alcohol, tobacco, other drug and violence prevention programs with other federal state and local prevention programs.

A District Coordinator is assigned to monitor and supervise grant funded programs, including, TITLE IV, TUPE, SMART, Teen Pregnancy Program, SCPP, Twenty-first Century Learning, CAL Works, After School Program, and Carl Washington.

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 from all segments of the community are recruited to participate on decision making groups such as school site councils and safety committees

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.

Supports CUSD Strategic Plan Strategy 1.1

- Both Capistrano Valley High School and San Clemente High Schools are supported by the programs by the National Council on Alcoholism and Drug Dependence.
- CUSD offers the Cal-SAFE program for any pregnant secondary students who wish to enroll. In 2007-08, over 55 students participated in the program.
- A counselor is assigned to the program who provides education and tobacco cessation services
- CUSD works in conjunction with Mission Hospital to provide tobacco cessation support groups
- CUSD is part of the California State University and Orange County Department of Education Program

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

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

Position/Title	Full time equivalent
N/A	N/A

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.

Supports CUSD Strategic Plan Objectives 3.1.3, 3.1.4, and 3.3.1

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.1 (High School Graduates)	Supplemental classes in California High School Exit Examination (CAHSEE) ELA and CAHSEE Math at each comprehensive high school as well as at the alternative high school are offered to students who have not passed.	Twenty-six supplemental CAHSEE sections are provided.	Gail Richards, Interim Executive Director, Secondary

Kim Bailey, Director, Instructional Support and Staff Development

High School Principals, AP Guidance, Academic Advisors | Passage of the CAHSEE. Pass rate on CAHSEE for CUSD in 2010 was 92% in English Language Arts and 91% in math, compared to Orange County scores of 86% and 87% and CA scores of 81% and 81% respectively. | Title II |
| | Algebra 1 is offered in a one-year class as well as at a slower pace in a two-year sequence (Algebra 1A and Algebra 1B). | | Teachers | Completion of Algebra 1. | General Fund |
| 5.2 (Dropouts) | The current dropout rate for CUSD is 4.3% versus 10.4% in Orange County | 60 licenses per site | 2011-2015 | Dropout rate is due to students who leave | |

(Supports CUSD Strategic Plan Strategy 3.3)				
and 20.3% in California.			school and do not request records.	
APEX software licenses have been purchased for each comprehensive and alternative high school for Academic Intervention for credit recovery.	600 students	Gail Richards, Interim Executive Director, Secondary	Continue to lower drop-out rate.	Title II
Learning Center through Community Education and Serra High School provides after school and evening classes for credit recovery.		Bev DeNicola, Principal Adult and Community Education		Community Education/General Fund
Remediation plans are developed for credit deficient students that include a parent conference and action plan.	(June 2010 – of 69 non-grads, 56 completed requirements for high school diploma and 8 for adult education diploma)	High School Principals		General Fund
Students who do not meet graduation requirements by the end of their senior year are referred to Adult Education to continue to meet diploma requirements.		AP's Guidance		Adult Education/General Fund
Health and College and Career classes are offered in the summer as support for meeting graduation requirements.		Academic Advisors		General Fund
Fresh Start independent study program is offered to assist students in meeting graduation requirements.		Parents		General Fund
Serra Alternative High School is available which offers a lower credit requirement (190 vs. 220).		Students		General Fund

5.3 (Advanced Placement)	CUSD offers an average of 18 to 20 different Advanced Placement course titles at each of its six comprehensive high schools. Student participation is based on student performance in previous classes. Advanced Via Individual Determination (AVID) Program at each middle and high school to provide support and training for students to prepare them to enter into an AP course and to meet a-g requirements.	2011-2015 Gail Richards, Interim Executive Director, Secondary Michelle Benham, Executive Director, Assessment and Evaluation High School Principals AP Guidance Academic Advisors AVID Tutors	Increase AP participation especially with underserved subgroups. Continue to increase pass rate (77% in 2010)	General Fund General Fund Title 1

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.

Describe the measure of poverty that will be used to determine which schools are eligible for Title I funding in accordance with Section 1113, "Eligible School Attendance Areas."	
Identify one of the following options as the low-income measure to identify schools eligible for Title I funding: • Number of children in families receiving assistance under the Cal Works program; • Number of children eligible for Free/Reduced Price Lunch programs; • Number of children ages 5-17 in poverty counted by the most recent census data; • Number of children eligible to receive medical assistance under the Medicaid program; • Or a composite of the above.	Description of how the LEA is meeting or plans to meet this requirement: CSUD uses the number of children eligible for Free/Reduced Price Lunch Programs as its main low-income measure to identify schools eligible for Title I funding.
Describe how the low-income measure described above is used to rank and select schools to receive Title I funds • All schools with a 75% or above poverty level are funded • All other schools are funded by poverty ranking district wide or by grade span.	All schools with a 75% or above poverty level are Title I funded. All other schools are funded by poverty ranking (40% and above) district-wide.

Additional Mandatory Title I Descriptions
(continued)

Please provide a general description of the nature of the programs to be conducted by the LEA's schools under Sections 1114, "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/swinfo.asp*).	
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: • 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 under served 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	Description of how the LEA is meeting or plans to meet this requirement: Currently, CUSD has five elementary School-wide programs (Kinoshita, Las Palmas, San Juan, R.H. Dana, and Viejo), one middle school school-wide program (Marco Forster), and one high school school-wide program (Serra). All schools have completed the needs assessment inherent in completing the State Schoolwide program application. A focus of CUSD has been to ensure that the seven school-wide schools are staffed only with highly qualified teachers. CUSD has a district Parent Involvement Policy and each of these schools has a school level Parent Involvement Policy and a School-Parent Compact.

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.	CUSD utilizes multiple measures to identify Title I students at Targeted Assistance Schools. This year, CUSD does not have any TAS schools. CST data, classroom teacher recommendations, class performance, parent requests, and at-risk behavior are used to identify Title 1 students. Once identified, students are assessed and placed in an appropriate intervention program. Previously CUSD's Title I focus was on interventions, writing, and student engagement and currently, it is math skills, literacy, and parent involvement. Professional development and parent activities are aligned with this focus. CUSD coordinates educational services to provide students with all of the assistance for which they qualify. The Education Services Directors meet regularly to assure that services are coordinated and integrated. Title I programs in CUSD offer a host of coordinated educational services for students both inside and outside of the school. These include: • Interventions during the school day include *Early Reading Intervention, Early Intervention for Reading, Read Naturally,* and *Soar to Success.* • Extended learning opportunities (before/after school) – Tutorials and homework programs focus on reading, English language development, and mathematics for students struggling to reach grade level standards. • Instructional assistants – These paraprofessionals work directly with students struggling in either literacy or mathematics. Students are helped individually or in small groups under the supervision of a highly qualified teacher.

- Summer school – The district summer program in 2009 focused on students struggling to meet grade level standards. Small classes and highly trained teachers provided an intensive summer program to help students catch up. Due to funding cuts, the district summer program for 2010 has been eliminated, however, some Title 1 Principals are implementing site specific summer programs.
- Instructional materials purchases – Title I funds help schools to remain current and updated with their instructional materials as well as technology.
- Parent education/involvement activities – The Title I program reaches out to parents throughout the year with parent education activities as well as parent involvement activities. The district's Parent Involvement Policy and Administrative regulation outlines CUSD's requirements in outreach efforts. All Title 1 schools have English Language Advisory/Title 1 Parent Committees (ELAC). In addition, each school sends a representative to the District English Language Advisory Committee (DELAC). The Capistrano Affirms Family English (CAFÉ) program in CUSD has been recognized as one of the most outstanding parent education programs in the state of California and was awarded the prestigious CSBA Golden Bell award. In addition, the English Language Development department provides numerous opportunities for additional parent involvement (Parent Conference: 10 Education Commandments at Kinoshita). One percent of the total District Title 1 allocation is used for parent involvement activities related to the Family Resource Center (FRC) as well as parent workshops (Study Skills at RH Dana, Viejo, and Las Palmas and DELAC) .

2010-11 Title 1 Schools

School	Poverty Percentage (Percent change from 1/09-1/10)	API 2007	API 2008	API 2009	API 2010
Kinoshita ES Not in PI (Schoolwide)	94.7% (+.5)	661	704	754	760
San Juan ES PI Year 5 (Schoolwide)	87.9% (+9.2)	658	678	686	752
Viejo ES Not in PI (Schoolwide)	67.2% (+5.6)	781	807	779	774
R. H. Dana ES Not in PI (Schoolwide)	65.6% (-.4)	799	842	869	863
Las Palmas ES PI Year 5 (Schoolwide)	59.6% (-10.7)	721	718	790	785
Marco Forster MS Not in PI (Schoolwide)	61.5% (+11.5)	757	763	781	798
Serra High School Not in PI (Schoolwide)	66.4% (+25.2)	583	529	568	603

Additional Mandatory Title I Descriptions (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. **Please note that multiple, educationally related criteria must be used to identify students eligible for services.** 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. • Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. • Include solely teacher judgment, parent interviews and dev. appropriate measures, if the district operates a preschool through grade 2 program with Title I funds.	Title I students are identified at Serra through CST scores. Secondary qualification occurs by meeting two of the following: class performance, teacher observation, parent request, at-risk behavior. In early October, students scoring Basic, Below Basic, or Far Below Basic in English Language Arts or Mathematics on the CST's are placed on the initial Title 1 list. Teachers review the list and any students who meet two of the above secondary qualification indicators can be added to the list. Title I intervention services are deployed to those students.
The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.	Homeless Education activities – This program helps to identify students and families living in homeless situations and ensure that each student's educational program remains as consistent as possible. Currently, CUSD has identified over 3,000 students as homeless. Title I Homeless funding pays for a Bilingual Clerk to assist with the identification of homeless families and provide support services such as backpack and school supply distribution, information and referral to district and community based resources such as shelters, food banks, and counseling. McKinney Vento funds have supported CUSD in providing transportation services including bus vouchers, mileage reimbursement, and district transportation, and links to district and community resources.
Services to children in a local institution for neglected or delinquent children and youth or attending a community day program.	N/A

ENROLLING STUDENTS EXPERIENCING HOMELESSNESS

2010 – 2011

The term "homeless children and youth" means individuals who lack a fixed, regular, and adequate nighttime residence... McKinney-Vento Homeless Assistance Act (Title X, Part C of the No Child Left Behind Act – Sec 725) Homeless children and youth includes –

i. Children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or similar reason; are living in motels, hotels, trailer parks, or camp grounds due to the lack of alternative accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;

ii. Children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;

iii. Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

iv. Migratory children who qualify as homeless for purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

EDUCATIONAL RIGHTS UNDER MCKINNEY-VENTO ACT

♦ Students must be enrolled in school immediately even without school records, immunization records, or a guardian. Homeless students can enroll in school without a fixed address and without any documents proving their address.

♦ Students may remain in the same school despite moving between shelters, hotels, and other accommodations as long as it is in their best interests.

♦ Students have the right to receive transportation to and from their "school of origin" (the school they attended when permanently housed or the school in which they were last enrolled).

♦ Students must also have access to appropriate preschool programs and special education services.

DETERMINATIONS OF HOMELESSNESS

♦ Determinations of homelessness should be made on a case-by-case basis. Assess the situation.

♦ In determining whether or not a child or youth is homeless, consider the relative permanence of the living arrangements.

♦ Doubled-up or living with a relative: Consider the following questions – Would a family be living on the street if they were not sharing housing with another family or living with a relative? In other words, can the family afford to live on their own and meet the expenses of housing, food, transportation, medical care and clothing? If families are doubled-up because of financial necessity, they meet the criteria for homelessness.

Additional Mandatory Title I Descriptions (continued)

Please describe the actions the LEA will take to assist in its low-achieving schools identified under Section 1116, "Academic Assessment and Local Educational Agency and School Improvement," as in need of improvement.

	Description of how the LEA is meeting or plans to meet this requirement:
If the LEA has a PI school(s), describe technical assistance activities the LEA will provide to help the PI school, such as the following: • Assistance in developing, revising, and implementing the school plan. • Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas. • Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI. • Assistance in analyzing and revising the school budget so the school's resources are used effectively.	CSUD provides technical assistance to our two Program Improvement (PI) schools that includes: • Assisting in revising the school plan based on needs assessment and focused goals. Each school develops three goals for each year. • Identifying district supported and proven intervention programs. District has created an intervention program website for schools to reference. • Meeting regularly with site administrators to analyze budget issues and annual/long term planning and staffing. • Providing ongoing, district-supported professional development. Each year the district hosts a Title 1 teacher institute and has supported teachers in receiving the AB 472 training with follow-up Passport training. • District assistance in implementing public school choice and supplemental educational services (free tutoring). • District School Liaison Team (DSLT) support for corrective actions and restructuring planning.

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."

Description of how the LEA is meeting or plans to meet this requirement:
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 education services.
In accordance with the CDE and NCLB requirements, the CUSD State and Federal Programs offices sends parents at PI schools a parent information letter in the Spring of each year (exception: Year 1 PI's are not yet identified). This letter explains the meaning of PI status and offers school choice with paid transportation. In October of each year, the CUSD State and Federal Programs office sends parents at PI schools an information letter regarding their right for their child to receive SES services and how to enroll. A reminder postcard for the second enrollment period is sent in December. Parent outreach to increase awareness about SES services is conducted through announcements at meetings such as DELAC and community events at locations such as San Juan Mission Basilica and Our Lady of Fatima.
Describe how the LEA will provide public school choice and supplemental educational services to eligible children, including the selection of the children to receive services.
CSUD implements public school choice, supplemental educational services, and corrective action as required in the NCLB Act. All students attending PI schools are offered public school choice and SES. Parents interested in participating in public school choice fill out a form indicating which school they would like to transfer to and if they would like transportation. The CUSD State and Federal Programs office notifies school sites and schedules the Transportation. Parents interested in supplemental educational services request an information handbook from their child's teacher or the office. After reviewing the SES providers, they return the enrollment form indicating their provider choices.   To date in 2009-10, 190 students participated in public school choice and 68 participated in supplemental educational services.

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Additional Mandatory Title I Descriptions (continued)

Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA-level staff in accordance with Section 1118, "Parental Involvement," and Section 1119, "Qualifications for Teachers and Paraprofessionals."	
	Description of how the LEA is meeting or plans to meet this requirement:
Describe the LEA's strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.	CSUD is fortunate to have a high number of applicants per teaching opening, thus allowing CUSD to selectively hire and retain highly qualified teachers and principals.
Describe the LEA's strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children's education.	CUSD coordinates resources and efforts to encourage parents to be involved in their child's education. CUSD has implemented the district Parent Involvement Policy, each school site's Parent Involvement Policy, and Parent-School Compacts. The implementation of each of these encourages and provides practicable ideas on how parents can get more involved. In addition, CUSD has provided district-supported parent involvement workshops and information. For 2009-10, a Study Skills workshop was presented at RH Dana, Viejo, Las Palmas and at the DELAC meeting and parent involvement materials were distributed to Title 1 schools and at the Parent Education Conference at Kinoshita.

Additional Mandatory Title I Descriptions (continued)

Coordination of Educational Services	
In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.	
Describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as: a. Even Start b. Head Start c. Reading First d. Early Reading First e. Other preschool programs f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities. Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.	Description of how the LEA is meeting or plans to meet this requirement: One of the most important features of the Title I program is the coordination of educational services for students and their families. This coordination will be accomplished in the following ways: • The CUSD Preschool program will work closely with the director of the Title I program to continue to ensure a smooth transition between preschool and Kindergarten. The Open Court curriculum helps align these two programs. • The Learning Link School Readiness Assessment and Interactive Center is supported with Title 1, Title III and Prop. 10 funding to promote early literacy and numeracy, parent outreach and involvement, and identification and intervention of early delays. • QEIA Grant–Kinoshita has the QEIA grant. This program provides valuable funds to assist Kinoshita in implementing ongoing training, lowering class size and provide support for teachers and parents. • English Language Learner program will be coordinated with the Title I program by having the directors of each program work closely together to align efforts. At the school site, the Title I Lead Teacher and the ELD Advisor are encouraged to

communicate often since many times they are working with the same students and families.

- Migratory children – Migrant students are identified at all CUSD schools with school personnel learning who at their site fit this identification. Title I services are automatically extended to migrant students at Title I schools.
- Indian students – All Indian education students who qualify for Title I services are provided them at the appropriate school sites.
- Homeless and immigrant children – The Homeless Liaison/Title I Executive Director identify students in homeless situations and provide Title I services and support. Title I funds are set aside to help homeless students not attending a Title I school. Homeless students are identified in the beginning of the year and provided with Title I Homeless support if they are in need.
- Students with disabilities – These students are examined in a case-by-case basis for services.

CUSD coordinates educational services to provide students with all of the assistance for which they qualify. The Education Services Directors meet weekly to ensure coordinated and integrated services.

Appendix A: Title I Student Selection Criteria

Students are identified for the Title I program through primary and secondary criteria measures. The Title I legislation requires students to be identified through "multiple and objective assessment criteria." Title I students need to be identified based on a minimum of two criteria. These criteria measures are as follows:

Primary Assessment Criteria

1. **Standardized Tests:** Any student who scores Basic, Below Basic, or Far Below Basic on the California Standards Test is eligible to participate in the Title I program.

Secondary Assessment Criteria

To be identified through secondary assessment criteria, a student must qualify in at least two of the following categories:

1. **Classroom Performance:** Any student who shows or has a past history of poor classroom grades (C- and below).

2. **Teacher Observation:** Any student who is recommended for the program by a teacher who has worked with that student for a minimum of two months.

3. **Parent Request:** Through a parent-teacher-administrator conference, if a parent expresses concern for their child's progress in math and/or reading, that child is eligible for Title I.

4. **At-Risk Behavior:** If a student has shown a pattern of truancy, absences, not turning in homework, and/or behavior problems.

Appendix B: CUSD Parent Involvement Policy

PARENT/GUARDIAN INVOLVEMENT - Instruction BP 6020(a)

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that continued parental involvement in the education of children contributes greatly to student achievement and conduct. The positive link between student achievement and the support of parents of the teaching and learning process is indisputable. Parents/guardians can directly affect academic success by reinforcing their children's motivation and commitment to education. Additionally, the District shall include parent/guardian involvement strategies as a component of instructional planning through various school sites and parent advisory councils, parent/teacher conferences, and parent education activities.

The Superintendent or designee shall work with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in district and school activities; advisory, decision-making, and advocacy roles; and activities to support learning at home.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so. The Superintendent or designee will work to build each schools' and parents' capacity for strong parental involvement through assistance, materials, parent education, staff education, program coordination, and other activities.

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent involvement efforts, including, but not limited to, input from parents/guardians and school staff on the adequacy of parent involvement opportunities and barriers that may inhibit parent/guardian participation.

Title I Schools

Each year the Superintendent or designee shall identify specific objectives of the district's parent involvement program for schools that receive Title I funding. He/she shall ensure that parents/guardians are consulted and participate in the planning, design, implementation, and evaluation of the parent involvement program. The Superintendent or designee shall ensure coordination and technical assistance to assist schools in planning and implementing effective parent involvement activities to improve student achievement.

The Superintendent or designee shall ensure that the district's parent involvement strategies are jointly developed with and agreed upon by parents/guardians of students participating in Title I programs. Those strategies shall establish expectations for parent involvement and describe how the district will carry out each activity.

The Superintendent or designee shall consult with parents/guardians of participating students in the planning and implementation of parent involvement programs, activities, and regulations. He/she will conduct, with parent/guardian involvement, an annual evaluation of the content and effectiveness of the parent involvement policy. The Superintendent or designee also shall involve parents/guardians of participating students in decisions regarding how the district's Title I funds will be allotted for parent involvement activities.

The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent involvement policy. He/she will ensure coordination and integration of parent involvement strategies developed under Title I with other categorical programs.

Title 1 and Non-Title I Schools

The Superintendent or designee shall develop and implement strategies applicable to each school that does not receive federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children, including, but

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not limited to, strategies describing how the district and schools will address the purposes and goals described in Education Code 11502.

In order to engage parents/guardians positively in their children's education, the Superintendent or designee shall ensure that staff members at each school:

1. Help parents/guardians develop parenting skills and provide home environments that support their children's academic efforts and their development as responsible members of society.

2. Inform parents/guardians that they can directly affect the success of their children's learning and provide them techniques and strategies that they may use to improve their children's academic success and help their children in learning at home.

3. Initiate consistent and effective two-way communication between the home and school so that parents/guardians may know when and how to help their children in support of classroom learning activities.

4. Offer training for employees that fosters effective and culturally sensitive communication with the home, including training on how to communicate with non-English speakers and how to give parents/guardians opportunities to assist in the instructional process both at school and at home.

5. Encourage parents/guardians to serve as volunteers in the schools, attend student performances and school meetings, and participate in site councils, advisory councils and other activities in which they may undertake governance, advisory and advocacy roles.

6. Include parents in helping schools plan and implement effective program improvement activities to improve student achievement.

7. Ask parents to be involved in annually evaluating the content and effectiveness of the parent involvement policy and use this evaluation to plan more effective parent involvement activities.

The Governing Board recognizes that notifications are essential to effective communication between the school and the home. The Superintendent or designee shall send students and parents/guardians all notifications required by law, including notifications about their legal rights, and any other notifications he/she believes will promote parental understanding and involvement.

Notifications to parents/guardians shall be written both in English and in the family's primary language when so required by law. Whenever an employee learns that a student's parent/guardian is for any reason unable to understand the district's printed notifications, the principal or designee shall work with the parent/guardian to establish other appropriate means of communication.

The Board encourages parents/guardians to serve as volunteers, guest speakers, consultants and tutors in the schools and to attend student performances and school meetings.

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:
    o 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
    o is enforcing the operation of such technology protection measure during any use of such computers by minors; and
    o 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.
    o 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 Have 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

_____

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

Intended program outcomes and target grade levels. See research for proven effectiveness

Name	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Across Ages	4 to 8	x	x	x		x	C,
All Stars™	6 to 8	x	x	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				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			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	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	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	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			x	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	x	x		C
Social Competence Promotion Program for Young Adolescents (SCPP-YA)	5 to 7			x	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		x	x		C
Houston Parent-Child Development Program	Parents					x	C
Multisystemic Therapy	Parents			x	x		B, C, E
Nurse-Family Partnership	Parents		x		x		B, C,
Parenting Wisely	Parents				x		C,

Program	Target						Codes
Preparing for the Drug Free Years	Parents (4 to 7)	x	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		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
	Getting Results Part I, page 127-129
Early Intervention and Counseling	Getting Results Part I, page 72
	Getting Results Part I, page 100-101
	Getting Results Part I, page 106-107
Environmental Strategies	Getting Results Part I, page 73-75
	Getting Results Part II, page 47-48
	Getting Results Part II, page 76-79
	Getting Results Part II, page 89-94
Family and Community Collaboration	Getting Results Part I, page 104-105
	Getting Results Part II, page 26-28
	Getting Results Part II, page 33
Media Literacy and Advocacy	Getting Results Part II, page 45
	Getting Results Update 3, page 22-24
Mentoring	Getting Results Part I, page 49
Peer-Helping and Peer Leaders	Getting Results Part I, page 104-106
	Getting Results Update 3, page 43-45
Positive Alternatives	Getting Results Part I, page 79-81
	Getting Results Part I, page 104-106
	Getting Results Part I, page 108-109
School Policies	Getting Results Part I, page 66-72
	Getting Results Part II, page 22-23
Service Learning/Community Service	Getting Results Part I, page 81-83
	Getting Results Part II, page 46-47
Student Assistance Programs	Getting Results Part I, page 89-90
Tobacco-Use Cessation	Getting Results Part II, page 28
	Getting Results Part II, page 42-43
	Getting Results Part II, page 72-74
Youth Development/Caring Schools/Caring Classrooms	Getting Results Part I, page 121-123
	Getting Results Part I, page 136-137
	Getting Results Part II, page 28
	Getting Results Update 1

APPENDIX E

Promising or Favorable Programs

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

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

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

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

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

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

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			x			C
Aggression Replacement Training	School				x		D
Aggressors, Victims, and Bystanders	6 to 9				x		D
Al'sPal's: Kids Making Healthy Choices	Pre K to 2				x		D
Baby Safe (Substance Abuse Free Environment) Hawaii	Families	x	x	x			C
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	Level						Category
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

Pillar 1: Community Relations

We believe that effective community relations value and reflect:

- **Integrity**
- **Transparency**
- **Accessibility**
- **Accuracy**
- **Consistency**

- **Collaboration**
- **Trustworthiness**
- **Timeliness**
- **Respect**

Vision:

The district establishes effective community relations through which collaborative partnerships are fostered and valued between and among the school district, parents, school-connected organizations, municipalities, and the greater community. Information is readily available, reliable, and timely. Partners work together to support student learning in a climate of courtesy, dignity and mutual respect.

Strategic Initiatives:

- **Strategy 1.1: Strengthen collaborative community partnerships**
  2010-11 Objectives:
  - 1.1.1. Establish Community Partnership committee charged with:
    - Reinforcing, encouraging and enhancing facility use agreements with communities/cities
    - Sharing of resources
    - Identifying and addressing common goals
  - 1.1.2. Expand parent involvement and education opportunities, including strategies for reaching underrepresented parent groups.
  - 1.1.3. Identify best practices for effective use of volunteers
  - 1.1.4. Implement annual focus groups to obtain feedback/input regarding progress toward meeting district goals.
  - 1.1.5. Establish regular meetings between the district and municipalities.

- **Strategy 1.2: Ensure that public information is readily available, reliable, and timely.**
  2010-11 Objectives:
  - 1.2.1. Ensure accessibility of information for stakeholders through a variety of vehicles, including translation of information when appropriate.
  - 1.2.2. Support and expand use of school websites that conform to a uniform standard to communicate meaningful information to students, parents, and staff.

- **Strategy 1.3: Promote a climate of courtesy, dignity, and mutual respect.**
  2010-11 Objectives:
  - 1.3.1. Create venues for two-way communication with stakeholders.
  - 1.3.2. Strengthen use of parliamentary procedure at formal meetings.
  - 1.3.3. Regularly disseminate information regarding positive achievements of students, staff, and district.

Pillar 2: Safe and Healthy Schools

We believe that every school should value and reflect an environment that:

- **Is clean and operational**
- **Fosters a positive school climate that is conducive to student learning**
- **Meets students' unique health needs**
- **Is prepared for disasters and emergencies**
- **Provides adequate student supervision**
- **Partners with families and the surrounding community to ensure student health and safety**
- **Models good nutrition and fitness habits**

Vision:

All schools utilize positive behavior support systems to create environments that are welcoming and conducive to student learning. Staff to student ratios support effective student supervision. The district and its schools work in partnership with parents, agencies, and community resources to positively impact student health and safety. All facilities are clean, modernized, and embed up-to-date technology. Disaster/crisis preparation and response procedures are well-defined and articulated, and adequate resources are allocated.

Strategic Initiatives:

- **Strategy 2.1: Support the implementation of positive behavior systems in all schools.**

  2010-11 Objectives:
  - 2.1.1. Establish a district-wide network/communication vehicle in support of site behavior systems that encourages collaboration and the exchange of ideas and resources.

- **Strategy 2.2: Enhance community partnerships in support of student health and safety.**

  2010-11 Objectives:
  - 2.2.1. Expand district programs that provide early identification and intervention for at-risk students.
  - 2.2.2. Provide information and training that helps parents to recognize and address at-risk behaviors in their children.
  - 2.2.3. Maintain district interagency Student Safety and Welfare Council.
  - 2.2.4. Foster multi-agency collaboration in programs to support positive learning environments.

- **Strategy 2.3: Maintain and modernize all school facilities and infrastructures to ensure a safe and healthy environment for all students.**
  2010-11 Objectives:
  - 2.3.1. Refine and monitor standards for maintenance to ensure consistency across sites.
  - 2.3.2. Prioritize upgrades for health office and nutrition facilities.

- **Strategy 2.4: Sustain and refine district and school emergency preparedness.**
  2010-11 Objectives:
  - 2.4.1. Continue participation in the multi-agency Emergency Response training.
  - 2.4.2. Continue to build district and site capacity in National Incident Management System (NIMS) protocols.
  - 2.4.3. Maintain the Emergency Communication System (monthly radio tests, repeater maintenance, Connect-Ed system) and drill processes.
  - 2.4.4. Build capacity for implementing the District Emergency Operations Center (EOC).

- **Strategy 2.5: Expand the district's ability to meet the health and nutrition needs of all students**
  2010-11 Objectives:
  - 2.5.1. Explore appropriate alternatives for staffing health services that increase efficiency and effectiveness, while ensuring adequate coverage of students with critical health needs.
  - 2.5.2. Refine district Student Wellness Policy through a collaborative effort among teachers, administrators, students, parents, and community partners.

Pillar 3: Academic Achievement & Enrichment

We believe that every student should receive an educational program that reflects:

- **A focused, rigorous curriculum designed to yield high levels of learning for all students**
- **Highly effective instructional practices across all schools and classrooms**
- **Balanced curricular offerings that support and engage all students**

- **A collaborative system of support that addresses their unique learning needs**
- **Multiple pathways leading to post high school success**
- **The development of lifelong learners, problem solvers, and collaborators**
- **A partnership between home and school in support of student learning**

Vision:

Working within a professional learning community, all staff members collaborate to deliver effective, differentiated instruction that maximizes student learning and closes the achievement gap. The curriculum clearly and consistently targets skills and concepts considered essential for proficiency, and extends beyond academics to impact lifelong learning, enrichment, and personal success. Instruction fosters high level thinking through the use of individual and group problem-solving experiences. Schools strive to engage all students in the school community. Educators collect, analyze, and utilize a variety of data to inform classroom, school, and program decisions. Parents are informed and work in partnership with staff to optimize student learning.

Strategic Initiatives:

- **Strategy 3.1: Align instruction, assessment, and interventions to achieve high levels of learning, and close the gap for underperforming student groups.**

  2010-11 Objectives:
  - 3.1.1. Deliver professional development and develop additional resources to support the implementation of an aligned curriculum, including the teaching of power standards, standards-based grading and reporting, and the use of formative assessments.
  - 3.1.2. Provide ongoing training and support in the use of data to increase student learning.
  - 3.1.3. Continue to increase the completion rate of UC/CSU subject A-G requirements.
  - 3.1.4. Establish a Response to Intervention and Instruction (RtI^2) Task Force to define a districtwide intervention framework and identify guidelines for site development and implementation.
  - 3.1.5. Provide targeted professional development and support the use of effective instructional strategies that positively impact the learning of English Learners and Special Needs students.
  - 3.1.6. Support the implementation of the mathematics and science curriculum, with particular focus on the development of student inquiry and problem-solving.

- 3.1.7. Establish a homework task force to review current research related to the effective use of homework, gather data on current practice, and make recommendations to revise current policy.

- **Strategy 3.2: Refine implementation of the Professional Learning Communities model, in which collaborative teams focus on high levels of learning for all.**
  2010-11 Objectives:
  - 3.2.1. Provide leadership team training on the critical aspects of Professional Learning Communities.
  - 3.2.2. Assist sites to evaluate their progress in the PLC model, and provide support and assistance to increase their level of implementation.
  - 3.2.3. Expand the accessibility and use of data warehousing to assist schools' analysis of student learning.

- **Strategy 3.3: Develop and refine alternative programs for students.**
  2010-11 Objectives:
  - 3.3.1. Refine and expand programs that provide alternative pathways to high school graduation and credit recovery.
  - 3.3.2. Expand the CHOOSE program to include 9th grade.

- **Strategy 3.4: Increase opportunities for and participation in coursework aligned to career pathways.**
  2010-11 Objectives:
  - 3.4.1. Identify areas for expansion of Career Technical Education (CTE) pathways within the district's course of study.
  - 3.4.2. Identify additional CTE courses that meet eligibility for articulation with community colleges.
  - 3.4.3. Provide training and informational resources to staff, students, and parents regarding the availability of CTE pathways leading to higher learning opportunities and employability.

- **Strategy 3.5: Increase student engagement and connectedness within schools.**
  2010-11 Objectives:
  - 3.5.1. Provide an educator networking vehicle that enables secondary schools to share best practices for engaging students and building community.
  - 3.5.2. Implement a districtwide awareness campaign that highlights the benefits of students' involvement in extracurricular activities.
  - 3.5.3. Conduct district and site-based student focus groups to elicit input regarding student engagement.

Pillar 4: Character Development

We believe that school cultures, structures, and practices should promote:

- Integrity
- Respect
- Service to others
- Leadership skills

- Acceptance of differences/diversity
- Responsibility to self and others
- Problem-solving/decision making
- Citizenship

Vision:

A common curriculum is embedded and delivered to students in support of character development. A culture exists at every school that engages students in the process of promoting respect, acceptance, and ethical conduct. Districtwide networks exist to enable sharing of best practices. Community partnerships exist and work collaboratively to recognize and support exemplary character.

Strategic Initiatives:

- **Strategy 4.1: Identify a universal curriculum of character-related skills and concepts.**

  2010-11 Objectives:
  - 4.1.1. Establish a teacher task force for each grade configuration (i.e. K-5, 6-8, 9-12) charged with identifying a set of skills and concepts related to character development and curriculum links for their instruction.
  - 4.1.2. Establish a subcommittee charged to study the potential impact that would be created by requiring community service hours for secondary students.
  - 4.1.3. Define and deliver anti-bullying instruction at all schools.

- **Strategy 4.2: Establish a network to share best practices among schools related to the promotion of character development, including engagement of students in the process.**

  2010-11 Objectives:
  - 4.2.1. Identify critical groups of teachers to launch Year 1 networking activities, including those serving students through the PAL program, Link Crew, and other service-oriented programs.
  - 4.2.2. Obtain input from students through the use of focus groups.

- **Strategy 4.3: Establish community partners in support of development and recognition of character indicators.**

  2010-11 Objectives:
  - 4.3.1. In conjunction with the district Collaborative Partnership Committee, identify specific goals related to support of character development/citizenship.
  - 4.3.2. Promote school involvement with student government opportunities (e.g. Model UN, YMCA Model Legislature and Model Court).

Pillar 5: Effective Operations

We believe that district operations support the delivery of service to students and should reflect:

- **Fiscal soundness**
- **Effective communication and collaboration**
- **Positive employer/employee relations**

- **Efficiency and clarity of processes**
- **An infrastructure that builds capacity for best practices**

Vision:

All facets of the district work collaboratively to achieve district's vision for its schools and students. There are collaborative processes and effective systems for to ensure effective interdepartmental communications and efficient use of resources. An adequate infrastructure exists that enables the delivery of best practice in work flow and instruction. Response to requests is timely. Decisions are made with input of those they affect. Sites and district leaders are equipped to guide continuous improvements.

Strategic Initiatives:

- **Strategy 5.1: Ensure clear lines of communication and information across departments.**

  2010-11 Objectives:
  - 5.1.1. Publish "who to contact" information for each department and function.
  - 5.1.2. Enhance cross-departmental vehicles for decision-making and communication.

- **Strategy 5.2: Enhance efficiency of systems across departments.**

  2010-11 Objectives:
  - 5.2.1. Explore "paperless" systems of requisitions and work orders, which would allow for an expedited process and enable initiators to track progress toward completion.
  - 5.2.2. Establish an on-demand system for training site and district personnel in updated procedures and guidelines related business and personnel operations.
  - 5.2.3. Consolidate meetings or use alternative delivery systems for information.

- **Strategy 5.3: Enhance capacity of formal and informal leaders.**

  2010-11 Objectives:
  - 5.3.1. Provide site administrator training related to budget development and monitoring.
  - 5.3.2. Implement low-cost strategies to build site administrator capacity, including the enhancement of the Teaching Assistant Principal (TAP) program, administrative credential cohorts, and leadership team training.

Pillar 5: Effective Operations (continued)

- **Strategy 5.4: Reduce non-essential expenditures and increase budgetary enhancements.**

  2010-11 Objectives:
    - 5.4.1. Continue to identify low-cost alternatives for materials and supplies.
    - 5.4.2. Continue seeking grant opportunities and avenues for revenue enhancement.

- **Strategy 5.5: Enhance technology infrastructure to support site and department efficiency and best practices.**

  2010-11 Objectives:
    - 5.5.1. Upgrade hardware at E-Rate eligible school sites.
    - 5.5.2. Upgrade human resource and finance software system.
    - 5.5.3. Standardize wireless configurations (Phase 1) across district.
    - 5.5.4. Develop a replacement plan for antiquated hardware.
    - 5.5.5. Continue to identify grant and federal funding to support objectives related to instructional technology.
    - 5.5.6. Improve processes and tools for collecting, managing, and reporting student information.