(CDE use only)

Application #

No Child Left Behind Act of 2001
LOCAL EDUCATIONAL AGENCY PLAN

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

LEA Plan Information:

Name of Local Educational Agency (LEA): Capistrano Unified School District

County/District Code: 30-66464

Dates of Plan Duration (should be five-year plan):   January 1, 2011- December 31, 2015

Date of Local Governing Board Approval: January 11, 2011

District Superintendent: Dr. Joseph M. Farley

Address: 33122 Valle Road

City: San Juan Capistrano   Zip code: 92675

Phone: 949-234-9200   Fax: 949-496-7681

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

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

Dr. Joseph M. Farley

Printed or typed name of Superintendent   Date   Signature of Superintendent

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

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Background

The No Child Left Behind (NCLB) Act of 2001 embodies four key principles:
- stronger accountability for results;
- greater flexibility and local control for states, school districts, and schools in the use of federal funds
- enhanced parental choice for parents of children from disadvantaged backgrounds, and
- a focus on what works, emphasizing teaching methods that have been demonstrated to be effective.

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

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

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

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

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

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

5. **All students will graduate from high school.**

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

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

Since 1995, California has been building an educational system consisting of five major components:
- rigorous academic standards
- standards-aligned instructional materials
- standards-based professional development
- standards-aligned assessment

- an accountability structure that measures school effectiveness in light of student achievement.

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

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

Descriptions of the Consolidated Application, the Local Education Agency Plan, and the Categorical Program Monitoring

In order to meet legislative requirements for specific state and federal programs and funding, California currently employs four major processes: the Consolidated State Application, the Local Educational Agency Plan, the school-level Single Plan for Student Achievement, and Categorical Program Monitoring. **California is moving toward more closely coordinating and streamlining these processes to eliminate redundancies and make them less labor intensive for LEA's, while continuing to fulfill all requirements outlined in state and federal law**.

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

The Consolidated Application (ConApp)

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

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

The Single Plan for Student Achievement (School Plan)

State law requires that school-level plans for programs funded through the Consolidated Application be consolidated in a *Single Plan for Student Achievement (Education Code*

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

The Local Educational Agency Plan (LEA Plan)

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

Categorical Program Monitoring (CPM)

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

Development Process for the LEA Plan

LEAs must develop a single, coordinated, and comprehensive Plan that describes the educational services for all students that can be used to guide implementation of federal and state-funded programs, the allocation of resources, and reporting requirements. The development of such a plan involves a continuous cycle of assessment, parent and community involvement, planning, implementation, monitoring, and evaluation. The duration of the Plan should be five years. The Plan should be periodically reviewed and updated as needed, but at least once each year.

In developing the Plan, the LEA will review its demographics, test results, performance, and resources. Given that the majority of such information is readily available in the School

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

The LEA Plan can serve as a summary of all existing state and federal programs and establish a focus for raising the academic performance of all student groups to achieve state academic standards. In the context of this plan, improvements in instruction, professional development, course offerings, and counseling and prevention programs are means of achieving specific academic and support services goals for all groups of students, including identified under-performing student groups. **Federal law requires that school site administrators, teachers and parents from the LEA (which includes direct-funded charter schools) must be consulted in the planning, development, and revision of the LEA Plan**.

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

Step One: Measure the Effectiveness of Current Improvement Strategies

Analyze Student Performance
Conduct a comprehensive data analysis of student achievement, including multiple measures of student performance. Identify all relevant assessments and apply thoughtful analyses of current educational practices to establish benchmarks aimed at raising academic performance for all students, especially identified student groups.

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

Analyze Current Educational Practices, Professional Development, Staffing, and Parental Involvement

Identify, review, and analyze data and related information on factors such as educational practices, parent and community involvement, professional development, support services, and resources that have an impact on student learning.

Over the past several years, CDE has developed several self-assessment tools that schools and districts can use to evaluate these factors and others needed to support academic student achievement:
- The Academic Program Survey (APS) – school-level survey of status of implementation of the nine essential program components

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

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

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

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

Seek the input of teachers, administrators, councils, committees, and community members (e.g., school site council; school health council; committees for Limited English Proficient, state compensatory education, gifted and talented education, special education, etc.) The most effective plans are those supported by the entire LEA community. The integration of existing program plans, such as Immediate Intervention/Underperforming Schools Program, High Priority Schools Grant Program, Alternative Education Programs, Focus on Learning: Secondary School Accreditation, and others does not eliminate any program requirements. The combined process must include the requirements of every program involved.

Step Three: Develop or Revise Performance Goals

Using the five NCLB performance goals and indicators (see Appendix A), develop local performance targets that are: a) derived from school and student subgroup performance data and analysis of related, scientifically based educational practices; b) attainable in the period specified in this Plan and consistent with statewide targets for all students and subgroups; c) specific to the participants (i.e., students, teachers, administrators, paraprofessionals); and d) measurable.

Step Four: Revise Improvement Strategies and Expenditures

For **district-operated** programs, identify the participants, expected performance gains, and means of evaluating gains. Indicate specific improvements and practical monitoring of their implementation and effectiveness. For **school-operated programs**, summarize those same elements from approved *Single Plans for Student Achievement.*

Identify available resources. Aside from fiscal resources available through federal and state funding, programmatic resources are available on the CDE Web site at *http://www.cde.ca.gov.* The Consolidated Application provides funding for **district-operated programs** (including reservations from Title I for various purposes, Title II, Title IV, and Tobacco-Use Prevention) as well as for **school-operated programs** (including Title I, Parts A and D, Title III, Title V, School Improvement, Economic Impact Aid, and 10th Grade Counseling).

Step Five: Local Governing Board Approval

The LEA Plan must be approved by the local governing board prior to submittal to CDE. Ensure that all required signatures are affixed. All subsequent amendments should be approved by the local governing board and kept on file with the original LEA Plan.

Step Six: Monitor Implementation

To verify achievement of performance targets, monitor areas such as: a) assignment and training of highly qualified staff; b) identification of participants; c) implementation of services; d) provision of materials and equipment; e) initial and ongoing assessment of performance; and f) progress made toward establishing a safe learning environment.

The analysis of data (student, school-wide, support services, professional development) is part of the ongoing program monitoring and evaluation. When results are *not* as expected, it may be helpful to consider the following: a) How are performance targets and activities based on student performance and factual assessment of current educational practice? b) How educationally sound is the plan to help reach the targets? c) How timely and effectively is the plan being implemented? d) If the plan has not been implemented as written, what were the obstacles to implementation?

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

PLANNING CHECKLIST
FOR LEA PLAN DEVELOPMENT
(Optional)

✓	LEA Plan – Comprehensive Planning Process Steps
√	1. Measure effectiveness of current improvement strategies
√	2. Seek input from staff, advisory committees, and community members.
√	3. Develop or revise performance goals
√	4. Revise improvement strategies and expenditures
	5. Local governing board approval
	6. Monitor Implementation

FEDERAL AND STATE PROGRAMS CHECKLIST

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

	Federal Programs		State Programs
√	Title I, Part A		EIA – State Compensatory Education
√	Title I, Part B, Even Start	√	EIA – Limited English Proficient
	Title I, Part C, Migrant Education		State Migrant Education
	Title I, Part D, Neglected/Delinquent	√	School Improvement
√	Title II, Part A, Subpart 2, Improving Teacher Quality	√	Child Development Programs
√	Title II, Part D, Enhancing Education Through Technology		Educational Equity
√	Title III, Limited English Proficient	√	Gifted and Talented Education
	Title III, Immigrants		
	Title IV, Part A, Safe and Drug-Free Schools and Communities	√	Tobacco Use Prevention Education (Prop 99)
	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
√	Adult Education		School Safety and Violence Prevention Act (AB1113, AB 658)
√	Career Technical Education		Tenth Grade Counseling
√	McKinney-Vento Homeless Education		Healthy Start
√	IDEA, Special Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	21st Century Community Learning Centers	√	Other (describe): Cal-SAFE
√	Other (describe): McKinney-Vento ARRA		Other (describe):
√	Other (describe): Title 1 ARRA		Other (describe):

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	2009-10 District Carryovers	2010-11 District Entitlements	Current Year Direct Services to Students at School Sites ($)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	$1,033,256	$3,811,511	$4,118,052	85%
Title I, Part B, Even Start	0	$137,265	$137,265	100%
Title I, Part C, Migrant Education	0	0	N/A	N/A
Title I, Part D, Neglected/Delinquent	0	0	N/A	N/A
Title II Part A, Subpart 2, Improving Teacher Quality	$81,740	$1,110,128	$1,155,919	97%
Title II, Part D, Enhancing Education Through Technology	$25,966	$12,837	$37,633	97%
Title III, Limited English Proficient	$319,607	$541,000	$843,732	98%
Title III, Immigrants	0	0	N/A	N/A
Title IV, Part A, Safe and Drug-free Schools and Communities	$62,140	0	$60,266	97%
Title V, Part A, Innovative Programs – Parental Choice	0	0	N/A	N/A
Adult Education	0	$463,784	$463,784	100%
Career Technical Education	0	0	N/A	N/A
McKinney-Vento Homeless Education	0	$68,137	$66,082	97%
IDEA, Special Education	0	$8,547,898	$8,290,077	97%
21st Century Community Learning Centers	0	0	N/A	N/A
Other (describe) Title VII Indian Education Formula Grant Program	0	$81,095	N/A	N/A
Other (describe) Title 1 ARRA	$1,017,566	0	$864,931	85%
Other (describe) McKinney-Vento ARRA	$55,347	0	$53,678	97%
Other (describe) Title II - EETT ARRA	0	$500,000	$484,919	97%
TOTAL	$2,595,622	$15,273,655	$16,576,338	N/A

DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites ($)	Current Year Direct Services to Students at School Sites (%)
EIA – State Compensatory Education	0	0	N/A	N/A
EIA – Limited English Proficient	$1,363,780	$2,966,878	$3,681,059	85%
State Migrant Education	0	0	N/A	N/A
School and Library Improvement Block Grant	0	$2,780,993	$2,699,113	97%
Child Development Programs	0	$2,657,974	$2,577,804	97%
Educational Equity	0	0	N/A	N/A
Gifted and Talented Education	0	$368,513	$357,398	97%
Tobacco Use Prevention Education – (Prop. 99)	0	0	N/A	N/A
High Priority Schools Grant Program (HPSG)	0	0	N/A	N/A
School Safety and Violence Prevention Act (AB 1113)	0	$655,113	$635,353	97%
Tenth Grade Counseling	0	0	N/A	N/A
Healthy Start	0	0	N/A	N/A
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)	0	0	N/A	N/A
Other (describe) Cal-SAFE	$218,916	$199,640	405,931	97%
TOTAL	$1,582,696	$9,629,111	$10,356,658	N/A

Part II
The Plan

Needs Assessments
      Academic Achievement
      Professional Development and Hiring
      School Safety

Descriptions – District Planning

District Profile

Local Measures of Student Performance

Performance Goal 1

Performance Goal 2

Performance Goal 3

Performance Goal 4

Performance Goal 5

Additional Mandatory Title I Descriptions

Needs Assessment

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

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

Academic Performance
The needs assessment should include a focus on the academic areas highlighted in California's Performance Goals 1, 2, 3, and 5 (see Appendix A for a full listing of all of California's Performance Goals and Indicators), including:
   o   Statewide standards, assessment, and accountability
   o   Local assessments and accountability
   o   Coordination and integration of federal and state educational programs
   o   The LEA academic assessment plan

Teacher Quality
Another component of the needs assessment should examine local needs for professional development and hiring. LEA teachers and administrators should participate in this process to identify activities that will provide:
   o   teachers with the subject matter knowledge and teaching skills to provide all students the opportunity to meet challenging state academic achievement standards, and
   o   principals the instructional leadership skills to help teachers provide all students the opportunity to meet the state's academic achievement standards.

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

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

Descriptions – District Planning

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

Mission Statement

The Capistrano Unified School District, with support from our community, prepares students to achieve academic and personal success while becoming responsible citizens and lifelong learners.

Our Vision

Educated, responsible, and confident citizens succeeding in a global society.

District Profile

All staff in Capistrano Unified School District is committed to the belief that children will learn, that children will learn more today than yesterday, and that they will learn more tomorrow than today. The district's commitment to the more than 51,000 students entrusted to its care remains steadfast despite state funding difficulties and other challenges. Our commitment to instructional excellence drives the mission of our more than 4,200 employees.

Number of Schools	
Elementary Schools	36
K-8	2
Middle Schools	10
High Schools	6
Alternative Education	1
Adult Education	1
Exceptional Needs Facility	1
Total	**57**

Founded in 1965, Capistrano Unified encompasses 195 square miles in seven cities and a portion of the unincorporated area of Orange County. With 57 campuses, it is the largest employer in south Orange County. The district includes all or part of the cities of San Clemente, Dana Point, San Juan Capistrano, Laguna Niguel, Aliso Viejo, Mission Viejo and Rancho Santa Margarita, and the communities of Las Flores, Coto de Caza, Dove Canyon, Ladera Ranch, and Wagon Wheel.

Ethnic Composition	
White	64.9%
Hispanic	18.7%
Asian	5.3%
Filipino	1.6%
African American	1.3%
Amer. Indian/Alaska Native	0.3%
Pacific Islander	0.2%
Multiple/Declined to state	5.7%

The district is governed by a seven-member Board of Trustees, which generally meets monthly at the Capistrano Unified School District (CUSD) Education Center.

Number of Personnel	
Certificated Employees	2,231
Classified Employees	1,981
Total Number of Employees	**4,228**

After years of significant growth, Capistrano Unified has stabilized over the past five years.

- Commitment and focus to first best instruction for every instruction.
- The district's schools earned over 40 California Distinguished School recognitions and 2 National Blue ribbons recognitions – among the many honors awarded to CUSD.
- Innovative course adoptions include BioTechnology, Japanese, and Mandarin.
- Two-Way Language Immersion expansion to three elementary schools and one middle school.

Annual Budget (as of 2009-10 2nd Interim)	
General Fund:	
Unrestricted	$284.0 million
Restricted	$63.5 million
Total General Fund	$347.5 million
Other Funds	$81.7 million
Total District Budget Combined	**$429.2 million**

CUSD has seven Title I schools which are all school-wide programs. Of its 51,000 students, approximately 5,600 are identified as English language learners. CUSD staff prides itself in offering a stimulating and challenging learning environment to help all students meet high academic standards.

Local Measures of Student Performance

The Capistrano Unified School District (CUSD) strives to achieve high levels of learning for all students. To achieve this goal, CUSD educators constantly seek information and analyze data to improve teaching and learning. The pursuit has led to the development of a comprehensive assessment and accountability system that includes, and then extends beyond, state standards. Capistrano Unified staff believes that the district's accountability system should reflect a balance of annual testing data and ongoing formative classroom assessments linked to the curriculum. The accountability system also includes additional indicators associated with student success, such as student participation in extracurricular activities, teacher quality, parental involvement, and school safety. The district accountability system seeks to measure growth of learning over time for individual students and does not rely exclusively on averages of large groups of students. Lastly, this system drives the continuous improvement process to result in a constant focus on improving student learning.

The Capistrano Unified School District carefully aligns its comprehensive curriculum with the California State Standards and Frameworks. The district has made certain that its guidelines are clear as to the skills students should master at each grade level. A major instructional goal for CUSD is that "all students demonstrate competency in challenging subject matter, including English/ language arts, mathematics, science, social studies and the arts." The STAR testing system provides valuable information about how students are mastering grade level standards.

Capistrano Unified utilizes the Dynamic Indicators of Basic Literacy Skills (DIBELS) is administered to K – 5th grade students in our Title I elementary schools and K-2 in all elementary schools. The DIBELS assessment originated from the University of Oregon and offers primary teachers accurate and timely results to help create an instructional program designed to meet the individual needs of students. The assessment provides immediate feedback to teachers regarding how students are progressing in their goal to meet high standards and identifies at-risk students who need additional help.

Capistrano Unified also relies on the California High School Exit Exam (CAHSEE) for valuable information about students' basic skills. School staff analyzes CELDT results each year to monitor the language acquisition of English language learners. Lastly, CUSD staff has made common, formative assessments a focus at each school. Groups of teachers work together to develop these assessments that truly inform daily instruction in classrooms throughout the district.

The Title 1 schools use standards-based interim assessments to monitor student learning throughout the year. They are used to assist teachers in receiving immediate feedback on how their students are doing relative to their mastery of the California standards.

CUSD Summary of Assessment Results

STUDENT ACHIEVEMENT DATA

(LOCAL, STATE, AND FEDERAL MEASURES),

2009-10 SCHOOL YEAR

Local Assessments

DIBELS Measurements for Early Literacy Skills (Grades K-2): Annual data shows that most CUSD kindergarten, first grade, and second grade students meet or exceed benchmark goals on this measure of early literacy development and has surpassed the rate demonstrated in the previous year.

Interim Assessments (Grades K-12): Teacher-made and team developed assessments are given on a regular basis to assess student learning.

English Language Assessment Matrix (ELAM) (Grades K-5): CUSD assesses English Learners twice a year to measure progress in all domains. Data shows consistent progress in language development. Progress is communicated to parents in the fall and spring with report cards.

Stanford Foreign Language Oral Skills Evaluation Matrix (FLOSOM) (Grades K-12): The Stanford FLOSOM is an oral language observation tool used as necessary to determine student progress.

State/Federal Assessments

California Standards Test (CST): CUSD scored above the county and state in the percentages of students proficient or above in both language arts and mathematics at each grade level.

California High School Exit Examination (CAHSEE): Ninety-six percent of the class of 2009 passed both subtests of the California High School Exit Exam (CAHSEE). The District's pass rate continues to surpass that of the county and the state.

Academic Performance Index (API): Based on the results of achievement testing in the spring of 2009, the district API grew 21 points to a score of 857. Capistrano Unified is the only large unified school district statewide with an API growth score above 800. Seventy-five percent of district schools met both their own schoolwide API growth targets and their comparable improvement targets for all numerically significant subgroups. Eighty-three percent of CUSD schools are now at or above the state's target score of 800. Fifteen schools have attained API scores of over 900.

No Child Left Behind Adequate Yearly Progress (AYP): In 2009, CUSD met 40 of 44 Adequate Yearly Progress criteria. CUSD did not meet AYP for English Learners and Students with Disabilities in English-Language Arts and Mathematics. In spite of significant growth in student achievement, nineteen schools did not make their AYP targets, due to subgroups of students not achieving proficiency, in the context of rising proficiency targets. Three CUSD schools fall under the "program improvement' category: Las Palmas, San Juan and Viejo Elementary schools. In 2010, CUSD went into "program improvement" as a district. The district completed the LEA Plan Addendum in 2010 as a result of being LEA PI Year One.

Meeting All Needs

Closing the Gap: English Learner Progress: Serving approximately 5,600 English Learner students, CUSD continues to implement programs to provide English learners appropriate curriculum and instruction designed to assist them in learning academic language and successful access to the core curriculum.

Special Education: Students with special needs demonstrate strong pass rates on the CAHSEE in comparison to other unified school districts. CAHSEE support classes are available to assist students with instruction to facilitate passing the exams.

Extending the Learning: GATE students in CUSD have extremely high performance with 99% proficient or advanced in English Language Arts and 92% proficient or advanced in mathematics.

Title 1 Academic Achievement: RH Dana Elementary School was awarded the California Department of Education Title 1 Academic Achievement Award for three consecutive years (2007, 2008, 2009) for exceeding Adequate Yearly Progress for two or more years and/or significantly closing the achievement gap among numerically significant subgroups.

College-Bound Indicators

SAT I: CUSD seniors in the class of 2009 had an average combined score of 1101. This mean score exceeded the Orange County combined score by 26 points and the California combined score by 93 points.

American College Test (ACT): CUSD students in the Class of 2009 achieved the highest composite score in the District's history, 24.5. Capistrano Valley High School scored 25.35, the highest score in the district.

"A-G" Requirements: The District UC/CSU "A-G" completion rate for graduates in the Class of 2009 was 42.76 percent. In Orange County, 40.74 percent of students completed the requirements and in California, 33.90% completed the requirements. The Board of Trustees has established a Major District Objective for 2009-10 to increase the number of students completing A-G requirements through the refinement of course options and placement criteria, and the implementation of systematic interventions.

Advanced Placement: The class of 2009 achieved an exam passage rate of 77% district-wide. Tesoro High School earned the highest pass rate with 82% of its AP students receiving a "3" or better on their AP exam.

International Baccalaureate (IB): Carl Hankey began implementation of an IB program for K-8 students in 2009. San Clemente and Capistrano Valley High Schools had outstanding results, each graduating IB Diploma recipients. Each school's mean grade on all administered tests surpassed that of the worldwide mean.

Golden Seal Diploma: Twenty-five percent of the students in the Class of 2010 achieved this prestigious award. The average for districts statewide is 3%.

ADDITIONAL INDICATORS OF SUCCESS

Teacher Quality: In 2009, the typical CUSD teacher working in CUSD had 10 years of teaching experience. Over half held master's degrees and thirteen completed doctoral programs. CUSD provides professional development and support to all teachers to enhance the quality of instruction for its students. The district is proud of the teacher leadership present at the district's 57 schools. Teachers continue to improve their practice by participating in peer coaching and are committed to providing best first instruction to their students and being a part of professional learning communities.

Student Health, Fitness, and Welfare: With an increased focus on fitness for life, CUSD has enhanced programs at all levels. This includes participation in a nutrition grant. Some secondary schools have established fitness centers. Several elementary and middle schools have active "marathon" clubs. The district's innovative fitness and wellness programs were recognized with the 2006 California School Board Association Golden Bell Award.

Student Safety: In 2006, CUSD was awarded a 4-year grant from the Federal Safe Schools/Healthy Students initiative. This grant provides funds that allow the district to enhance school safety and community partnerships and prepare for major disasters, including upgrades to the Emergency Operations Center.

Visual and Performing Arts: 4th and 5th grade elementary students participate in block music, band, orchestra, or choir. In addition, students have an opportunity to take visual and performing arts courses offered at the secondary level.

Parent and Community Involvement: CUSD continued its efforts to strengthen family and community involvement through parent education, enhanced communications, volunteerism, supplemental learning activities, and collaboration with the community.

Honors: CUSD now has 41 California Distinguished Schools and 11 National Blue Ribbon Schools. The district was also honored as a 2007 Golden Bell Winner for its Capistrano Autism Program. Other awards include RH Dana Elementary being named a Title 1 Academic Achievement school, Aliso Niguel High School being named a U.S. Dept. of Education New American High School, CUSD being named in 2006 as one of the Best 100 Communities for Music in America, and the American School Boards Association Magna Awards for Professional Development Academy and Voluntary Drug Testing at San Clemente High School.

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

Description of Specific Actions to Improve Education Practice in **Reading and Mathematics**	Persons Involved/ Timeline	Related Expenditures	**Estimated** Cost	Funding Source
1. **Alignment of instruction with content standards:** In addition to objectives outlined in CUSD Strategic Plan Strategy 3.1, the following will be done:	*Timeframe: 2011-2015*			
Utilize power standards in English language arts in grades K-12 and big ideas and essential questions in 6-8.	Education Services	N/A	N/A	N/A
Support teachers in the use of Comprehensive Writing Program with rubrics and anchor papers in K-12.	Site administrators	N/A	N/A	N/A
Revise and utilize district-wide literacy maps that embed the content standards and order instruction for grades K-8 in the areas of reading, writing, listening, and speaking.	Department and Grade level chairs	N/A	N/A	N/A
Ensure administrator understanding of key standards in reading for grade levels through administrator curriculum training meetings.	Lead teachers and Teachers On Special Assignment (TOSA's)	N/A	N/A	N/A
Facilitate articulation and alignment of curriculum through K-12 vertical teaming in language arts content standards (across grades and schools) during ACE Times.	Teachers, Coordinator BTSA	N/A	N/A	N/A
Investigate the transition to Common Core Standards, scheduled to take place in 2013-2014 and the effect on curriculum, assessment and instruction.	Department of Education Services (DES), Principals, Teachers on Special Assignment	N/A	N/A	N/A
Select schools participate in Benchmark Testing and Analysis	DES, Principals, Teachers	Consultant, Test costs	$17,400	Title 1, Title 1 ARRA

2. **Use of standards-aligned instructional materials and strategies:** CUSD Strategic Plan Pillar 3	*Timeframe: 2011-2015*			
Provide training in Balanced Literacy Program instruction model and the district-adopted text (Elementary: McGraw-Hill/Open Court, Middle School: Prentice Hall) as needed.	TOSA's, Teachers	Funds to purchase instructional materials & reprints	$400,000.00	IMFRP funds
Provide training in the adopted K-12 Reading Comprehension Strategies, Traits of Writing, and Balanced Literacy model that align with the state content standards and integrate research-based practices.	TOSAs, Teachers	N/A	N/A	N/A
Continue district-wide emphasis on academic literacy in grades K-12, including the integration of K-12 comprehension strategies across disciplines.	TOSA's, Teachers	N/A	N/A	N/A
Implement FastMath and Fraction Nation at AMAO 3 and Title 1 schools as a math intervention.	Math TOSA, Director, C & I, Exec. Dir., State & Fed., Title 1 Teachers and Principals	N/A	N/A	N/A
Contract with OCDE Librarian	DES, OCDE	Contract	$10,000	SLIBG
3. **Extended learning time:** CUSD Strategic Plan 3.1.4	*Timeframe: 2011-2015*			
Continue to offer the following extended learning time opportunities: • In-class interventions in literacy, including the use of flexible grouping for intensive direct instruction using research-based practices with a focus on English language learners	School sites TOSA, Principal, Teacher	Bilingual Instructional Assistants at AMAO 3 schools	$12,000 for 17.5/week - approximately 15 aides	EIA
• Support middle and high school reading intervention classes (Keystone for ELs, Keystone for Reading Workshop and Keystone for Directed Special	Middle and High school teachers, TOSAs	MS/HS TOSA for Intervention/Keystone curriculum support	$100,000	Title I ARRA EIA

		(new position)		
Education classes)				
Implement CAHSEE Support Classes emphasizing standards-based instruction in literacy necessary for the passage of the exit exam.	Director, Student Support and SD, APs of Guidance	N/A	N/A	Title II
Continue to provide opportunities for credit recovery.	DES, Principals, APs of Guidance, DES Math TOSA, Principals, Teachers	N/A	N /A	N/A
Implement FastMath and Fraction Nation at AMAO 3 and Title 1 schools as a math intervention.		N/A	N/A	N/A
Administrative support for Title 1 summer intervention programs	ETAP's	Additional Assignment	$27,000	Title 1

4. <u>Increased access to technology:</u>
 	
CUSD Strategic Plan 3.1.2
 	
Continue and expand access to technology with an emphasis on integrated technology applications designed to enhance literacy, including:
  ▪ Use of software for ELD
  ▪ Use of computers for reading software (i.e. Accelerated Reader, Scholastic SRI, etc.) designed to enhance academic literacy
  ▪ Integration of technology in content areas
  ▪ Explore technology enhanced instruction
	Timeframe: 2011-2015
	
	TIS Staff
		Staff to assist in instructional technology
		
		Max Labs
		
		Video equipment
		
		Computers and internet access
		
		itouch carts
			$ 600,000
			
			$22,000
			
			$120,000
				Project COMPEL
				
				Title II
				
				Title 1, Title 1 ARRA
				
				Title 1 ARRA
				
				Title 1, EIA, Title 1 ARRA

5. <u>Staff development and professional collaboration aligned with standards-based instructional materials:</u>
 	
CUSD Strategic Plan 3.1.1, 3.1.5, 3.2.1, and 3.1.6
 	
  ▪ ACE Time/Collaboration Time – teacher support teams in the implementation of collaborative inquiry using standards-based materials
  ▪ Continue to provide the BTSA program for new teachers.
  ▪ Provide ongoing training to teachers serving
	Timeframe: 2011-2015
	
	Teachers, Principals, TOSAs
	
	TOSAs, BTSA Coordinator
	
	TOSAs, Instructional
		Director, Student Support and Staff Development, Sr. Staff Sec., ELD TOSA's
		N/A
		
		Instructional Aides
			$250,000
			
			N/A
			
			See Above
				Title 1, Title II, EIA
				N /A
				
				See Above

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students with special needs in research-based interventions.	Aides, Teachers, Principals			
▪ Ongoing training for teachers serving students in a school readiness program (e.g. Preschool Programs, Learning Link, and Kindergarten Plus)	School Readiness	Substitutes	$110/day	Prop. 10
▪ Provide support and specialized training for teachers in the Two Way Immersion programs	TOSA, Principals	Substitutes TWI TOSA	$110/day $100,000/year	Title III, Title I
▪ Facilitate enhanced articulation and transition practices between elementary and middle school and middle to high school, with emphasis on curriculum articulation, powerful interventions, and support for at-risk students	TOSAs, Principals, Academic Advisors, APs of Guidance	N/A	N/A	N/A
▪ Math TOSA to support professional development and curriculum implementation.	TOSA	N/A	$100,000/year	Title II
▪ Train Title 1 Teachers in Direct Interactive Instruction	DES, Principals & teachers at Title I schools	ALS Consultant Substitutes	$2,000/day $110/day	Title I Title I ARRA
▪ Provide Title 1 teachers training in *Thinking Maps*	Teachers, Principals	Thinking Maps Trainers Substitutes	$1,100 per person $110/day	Title I Title I ARRA Title II
▪ Training for Title 1 teachers and administrators in SIOP.	Teachers, Principals, TOSA's	Consultant	$3,000/day	Title 1, Title 1 ARRA
▪ Implement Action Walks to examine student work and student perceptions of their learning to align school-wide standards-based instructional strategies.	Teachers, Principals	Consultant, Substitutes	$2,000/day $110/day	Title 1, Title 1 ARRA
▪ Advanced Placement Training	AP teachers	Conference costs, Subs	$8,000	SLIBG
▪ Professional development materials including books, supplies, and memos	DES, Principals, Teachers	Books, supplies, memos	$1,500	Title 1
6. <u>Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</u> CUSD Strategic Plan Pillar 1	*Timeframe: 2011-2015*			

Using existing vehicles in place at each site, provide ongoing information and outreach related to literacy through: 　▪　Parent newsletters 　▪　Individual student reports provided to parents following standardized testing and during parent-teacher and/or student led conferences in fall and spring 　▪　SARCS 　▪　GATE Parent meetings 　▪　School Site Council 　▪　DELAC/ELAC committees for English Language Development 　▪　Blackboard Connect Ed. 　▪　Parent information nights 　▪　Parent portals/SchoolLoop 　▪　Triannual/Annual IEP meetings 　▪　Progress reports 　▪　District and school site Parent Involvement Policy 　▪　District website 　▪　Parent Literacy Nights 　▪　PTSA and Parent Council Activities in support of literacy 　▪　Annual Title 1 parent meeting at all Title 1 sites 　▪　Established enhanced connections with community in the areas of literacy, including research-based practices, and web-based support for learning which includes publisher websites, monthly literacy tips, and exemplars for student writing, and other information. In addition, the district and each site Parent Involvement Policy provides guidelines and procedures. 　▪　Program Improve. Public School Choice Program Strengthen collaborative community partnerships through: 　▪　Expand parent involvement and education opportunities, including strategies for reaching underrepresented parent groups (CUSD Strategic Plan 1.1.2). 　▪　Identify best practices for effective use of volunteers	DES, Principals, Teachers, TOSA's, Bilingual Community Service Liaisons TIS, DES AP Guidance Academic Advisors Special Education staff Webmaster Title 1 Principals, Title 1 Teachers Exec. Dir. State and Fed., Principals, Teachers DES, Principals, Teachers, TOSA's	Bilingual Community Service Liaisons GATE TOSA's ELD Advisors Annual fee Parent Involvement materials, supplies, refreshments Bus transportation to non-PI schools	$ 200,000 $15,000 $109,000 $295,000	Title III/EIA Title 1, Title 1 ARRA, McKinney-Vento GATE EIA SLIBG Title 1, Title 1 ARRA Title 1

(CUSD Strategic Plan 1.1.3) - Ensure that public information is readily available, reliable, and timely. - Ensure accessibility of information for stakeholders through a variety of vehicles, including translation of information when appropriate (CUSD Strategic Plan 1.2.1). - Support and expand use of school websites that conform to a uniform standard to communicate meaningful information to students, parents, and staff (CUSD Strategic Plan 1.2.2). Promote a climate of courtesy, dignity, and mutual respect. - Create venues for two-way communication with stakeholders. - Regularly disseminate information regarding positive achievements of students, staff, and district (CUSD Strategic Plan 1.3.3).	DES Principals, TIS All district staff Principals, Chief Communications Officer			

7. **Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):** CUSD Strategic Plan Objective 1.1.2 Continue and expand the following auxiliary services to support students in literacy: • Early Literacy Training for Preschool Parents through the Preschool Program and Learning Link (0-5 services) • Kindergarten Plus (extended kindergarten day) • CAFÉ Program (supporting parents of English Learners) • Learning support services (including special education referrals and testing) • Language testing • Instructional Aides in classrooms • Capistrano USD Family Resource Center • Elementary to Middle School Articulation and Transition Services • CHOOSE parent training (home schooling option)	*Timeframe: 2011-2015* School Readiness staff YMCA Staff Adult Education staff Special Education DES Sites DES AP's Guidance Academic Advisors DES, CHOOSE Administrators, Teachers	Bilingual Community Services Liaisons, Preschool Teachers, Supervisor, Nurse, Speech Pathologist Recreation staff CAFÉ teachers Bilingual Community Services Liaisons Instructional Aides Bilingual Clerk, Counselors N/A	$300,000 $29-32/hr. $12,000/yr.; 17.5 hpw $150,000	Prop. 10, Title I & III, Parent donations Parent fees Adult Education, Title 1, Even Start EIA EIA Title 1, Medi-CAL, McKinney-Vento

8. Monitoring program effectiveness:
 	
CUSD Strategic Plan Objective 3.1.2
 	
Use a variety of student assessment data to determine program effectiveness and impact on student learning, including:
   o DIBELS Assessment information
   o Site-developed common assessments
   o Professional input
   o Student work samples and performance measures
   o STAR testing data, including specific measures on the CST, CMA, and CAPA
   o Common assessments at sites
   o Benchmark Exams
   o CAHSEE data
   o Annual Comprehensive Assessment Report
   o Data Director or Illuminate
	Timeframe:
	2011-2015
	
	DES, Principals, Teachers, TOSA's
		Executive Director, Assessment and Evaluation, Research/Evaluation Analyst, Intermediate Office Assistant	$230,000	Title I/Title 1
				ARRA
				SLIBG

Engage all sites in program improvements through the development of the Single Plan for Student Achievement	DES, Principals, School Site Council			
Continue implementation of Teacher Professional Growth and Evaluation system which integrates the use of program effectiveness measures	DES, Personnel, Principals, Teachers			
Provide ongoing training for classroom teachers to regularly assess students' mastery of standards by examining student work and conducting a variety of formative and summative assessments.	Principals, Teachers, TOSA's			
Implement Action Walks to examine student work and student perceptions of their learning.	Principals, Teachers			

9. **Targeting services and programs to lowest-performing student groups:**				
Supports CUSD Strategic Plan Objective 2.2.1	*Timeframe: 2011-2015*			
Continue the efforts in Title I and AMAO 3 schools serving the lowest-performing students to enhance services and programs for improvement in literacy, including:	DES			
▪ After school programs ▪ Highly trained learning support assistants	Title I and AMAO 3 Schools	Teachers Aides, Liaisons, Clerks	$41/hr. (includes benefit costs) $12-15k/yr. 17.5 hpw	Title I, EIA, Title III
▪ Summer school courses (as funding is available) ▪ Middle and high school reading sections and CAHSEE intervention classes.	Dir. Stu. Support/Staff Dev.	Teachers	$700,000	Title II
▪ SES services at Title 1 PI Year 2-5 schools	Exec. Dir. State and Fed., PI Principals, Teachers	Contracts with state-approved SES vendors	$381,151	Title 1
▪ AVID tutoring and staff development ▪	DES, Principals, Teachers	Tutors	$40,000	Title 1, Gift Acct.
▪ Support for Homeless students	Exec. Dir. State/Fed.	Bilingual Liaison, Sr. Staff Sec.	$68,000	McKinney-Vento
▪ Class Size Reduction Teachers ▪ Counselors – Intervention at High Schools and FRC	DES, Principals DES, Counselors	Teachers Counselors	$1,400,000 $750,000	Title 1, QEIA Gen. Fund and Title 1
▪ Assistant Principals and ETAP's	DES	Stipends		Gen. Fund
▪ Learning Link	Exec. Dir. Elem., School Readiness	Preschool Resource Teachers, Bilingual Comm. Liaisons, Nurse, Speech Path.	$300,000	Prop. 10, Title 1, Title III
▪ Tutoring and support for Indian Ed. students	Exec. Dir. State and Fed.; TOSA TOSA's, Teachers, Instructional Aides	Contract Resource Teacher	$36,000 $28,000	Indian Ed. Indian Ed.
Created a comprehensive district wide pyramid of interventions supporting all students, including those with identified special needs to increase student achievement in literacy. The intervention plan is a 3-tier model progressing toward a Response to Intervention (RTI) program.				
Supports CUSD Strategic Plan Objective 3.1.4				
▪ Provide teacher training and support in district approved research based interventions.		Substitutes	$110/day	EIA, Title 1
▪ Implement FastMath and Fraction Nation at AMAO 3 and Title 1 schools as a math intervention.	TOSA, Principals, Teachers	N/A	N/A	N/A

10. **Any additional services tied to student academic needs:** Supports CUSD Strategic Plan Objective 3.2 Continue to implement the following - PAR teacher support - Professional learning community efforts - Learning support services (e.g. Special Education) - BTSA/induction - AB 472 training (Tit1e 1) Supports CUSD Strategic Plan Objective 3.3 - Alternative Education Programs Supports CUSD Strategic Plan Objective 3.4 - Investigate CTE Career Technical Education Pathways	*Timeframe: 2011-2015* TOSA, Teachers, Principals, BTSA			

<table>
<tr>
<td colspan="2" style="text-align:center;">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.</td>
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Planned Improvement in Programs for LEP Students and Immigrants (Title III)
(Summarize information from district-operated programs and approved school-level plans)

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

Required Activities
 	
 1. *(Per Sec. 3116(b) of NCLB, this Plan must include the following:*
 a. *Describe the programs and activities to be developed, implemented, and administered under the subgrant;*
 b. *Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;*
 c. *Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:*
    ▪ *meeting the annual measurable achievement objectives described in Section 3122;*
    ▪ *making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B);*
    ▪ *annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1);*
 d. *Describe how the LEA will promote parental and community participation in LEP programs.*
	A. CUSD will use Title III funds to provide the following supplemental services to targeted EL students:
	
	 • Intervention programs (during the school day)
	   − Train personnel
	   − Purchase and develop intervention materials
	   − Utilize Resource Teachers to provide on-going professional development
	 • Support supplemental activities targeted to EL student needs
	   − Train personnel
	   − Purchase and develop research-based effective instructional materials
	   − Utilize technology-based instructional materials
	
	 B. CUSD plans to use Title III funds to help EL students meet the State's annual measurable achievement objectives by:
	 CUSD Strategic Plan Objective 3.1.5
	 • Develop interventions for EL students who are not making adequate progress
	   − Train personnel to provide intervention programs
	   − Purchase and develop supplementary materials
	   − Utilize Resource Teachers for elementary, middle, and high school on-going professional development
	   − Train Resource Teachers, Content Teachers, and Special Education Teachers who work with English Learners in research-based methodologies.
	
	  (continued)

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activities		• Provide on-going professional development and coaching to teachers in providing high-quality, standards based instruction in ELD, English language arts and content area instruction to EL students • Improve the district relational database system that collects and provides disaggregated data to schools and individual teachers on student academic growth and progress towards academic goals **C. CUSD is committed to monitoring the academic achievement of its EL students in the subject areas of ELD, ELA, and math. To ensure that EL students are making satisfactory progress. CUSD employs the following monitoring process:** *At the school sites:* • All EL student records (testing, copies of letters to parents, grades, etc.) are kept in a language development folder. The folder is updated regularly and accompanies the student as he/she changes schools. • An ELD Advisor is established at each site. The ELD Advisor meets once a month with personnel to discuss EL student progress and issues and meet once a month with the Director, Curriculum and Instructional Support to communicate site needs. • The site ELD Advisor is provided, gathers, and monitors EL student records, coordinates annual EL testing, advises teachers and the principal about EL student placement and groupings, monitors EL student progress and is a liaison for the teachers, EL Committee and principal. • Each school's Single Plan for Student Achievement addresses the language and academic needs of the EL students. • The principal monitors the EL student placement in classes and groupings, ensures appropriate teacher authorizations, visits classrooms regularly to monitor ELD and SDAIE lesson implementation, works with the ELD Advisor to schedule and attend ELAC meetings and ensures implementation of district plans to meet the language and academic needs of the EL students. • District TOSA's assist teachers, ELD Advisors and Principals in EL placement, issues regarding intervention, assessment, and progress monitoring of English Learners. *(continued)*

	Description of how the LEA is meeting or plans to meet this requirement.
Required Activities	- Reports, generated by the CUSD Director of Curriculum and Instructional Support and the Director of Assessment and Evaluation twice yearly, document the language and academic progress of each EL student towards goals. Information from these reports is used to determine the need for specific, targeted interventions. These reports are evaluated at the site and district levels. - For students in Two-Way Bilingual Immersion Programs, additional testing of the Language Assessment Matrix (LAM) will be provided and scores analyzed and monitored. **At the district level:** - All EL student information is recorded in a district database that is accessible to individual sites and ELD Advisors to input and download information. - The Director of Curriculum and Instruction attends regular meetings with site principals to discuss district and site level plans for language and academic instruction for EL students. - The Director of Curriculum and Instruction collaborates with each school yearly to monitor the implementation of the EL programs. At any time a difficult issue arises at the sites regarding program implementation, the Director of Curriculum and Instruction communicates with the administrator, and takes the necessary actions. Should a school experience difficulty in implementing the required EL services and interventions, the Director of Curriculum and Instruction and the site administration team will determine an "action plan" with agreed upon timelines for program implementation. - The Director of Curriculum and Instruction holds monthly meetings with site ELD Advisors to discuss issues regarding EL program implementation. - The Directors of Curriculum and Instruction and Assessment & Evaluation review the reports co-created by the site and district in regards to the EL students' language and academic progress three times a year in secondary and twice each year in elementary. These reports are analyzed for successful progress towards the agreed upon goals.

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

Required Activities	- The Assistant Superintendent of Education makes an annual report to the Board of Trustees on the language and academic progress of the EL students in the district. - District staff development is provided for administrative staff in the following areas:
	  – EL Master Plan
	  – Effective ELD and SDAIE strategies (for classroom observations)
	  – Diversity and Equity training - District wide training is provided for the teaching staff in the following areas:
	  – EL Master Plan components
	  – Standards-based instructional planning for ELD, ELA and math
	D. CUSD will use Title III funds to encourage and promote broad involvement of the parents of EL students and the community birth through age 22.
	
	Title III funds will: - Build capacity for strong parent involvement and student academic achievement through collaboration with the CUSD Family Resource Center, CUSD Learning Link, CUSD Adult School and the ELD Department. - Provide both written and oral translation in Spanish for parents who receive individual student assessment results and program descriptions according to legal requirements. - Provide classes for parents to develop skills, techniques and strategies to assist their children at home through CUSD Adult School and Family Resource Center. - Utilize "silent" oral translating machines for use at District ELAC and site ELAC meetings, along with parent trainings and events.

	Description of how the LEA is meeting or plans to meet this requirement.
Required Activities	2. *Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c) .* *The effectiveness of the LEP programs will be determined by the increase in:* • *English proficiency; and* • *Academic achievement in the core academic subjects*	**Title III funds will enhance the current instructional program for EL students by providing:** • ELD TOSA's will guide grade-level conversations regarding research-based scientifically proven methodologies and materials that meet identified EL student needs • Training for teachers in research-based methodologies for best practice in teaching English Learners • Provide intervention and purchase materials specific to English Learners. Instructional aides will be trained to assist in working with English Learners. Progress monitoring will occur and will drive decision-making regarding who will receive intervention services. • At the secondary level, an intervention curriculum will be implemented, teachers trained and TOSA's will be available to support implementation.

Required Activities	3. *Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.* a. *designed to improve the instruction and assessment of LEP children;* b. *designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;* c. *based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills;* d. *Long term effect will result in positive and lasting impact on teacher performance in the classroom.*	**In order for administrators, teachers, parents and the community to meet the needs of EL students at all proficiency levels, they must participate in a comprehensive standards-based staff development program. Title III funds will be used to design a staff development plan that will promote:** Supports CUSD Strategic Plan Objective 3.1.5 • A vast repertoire of strategies for literacy instruction (Project GLAD) • Research-based best practices for reading comprehension • Ability to systematically identify/develop resources for differentiating instruction in teaching reading, writing, listening and speaking (Project GLAD) • An understanding of the role of assessment in guiding and evaluating instructional and programmatic practices • The ability to design and implement formal and informal assessments • The ability to use classroom data to differentiate instruction and evaluate the efficacy of instruction The Staff Development plan will provide extensive, on-going, training and coaching for teachers who teach English Learners, specifically on the ELA standards, ELD standards, California content standards, district standards-based curricula and adopted materials, and standards-based instruction and materials. Title III funds will be used to hire staff developers, pay stipends to teachers, and/or pay for substitutes in order that teachers receive scientifically-based, research-based strategies training which specifically includes those strategies which meet the needs of EL students such as: • SIOP • Project GLAD • Curriculum planning ELD/ELA connections; Differentiated instruction; Grouping models; Standards-based lesson planning, backward mapping design; Subject matter projects

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		Description of how the LEA is meeting or plans to meet this requirement.
Allowable Activities	4. *Upgrade program objectives and effective instruction strategies.*	**Yes or No** Yes	**If yes, describe:** **Collaborate with stakeholders at least 4 times a year to:** Supports CUSD Strategic Plan Objective 1.2 • Review intervention programs for elementary • Monitor intervention programs for secondary • Research/implement a professional development program for all teachers • Review disaggregated data • Evaluate student progress • Determine the efficacy of programs for EL students utilizing the CPM and self-assessment documents provided from the State.

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

Allowable Activities	5. *Provide –*
	  a. *tutorials and academic or vocational education for LEP students; and*
	  b. *intensified instruction.*
		Yes or No
		
		Yes
			If yes, describe:
			
			Supports CUSD Strategic Plan Objective 2.2.1 and 3.1.4
			
			CUSD will provide an intensive intervention curriculum that will focus on the specific needs of identified EL students, at sites based on the academic and linguistic needs of their EL students in order to assist them in developing English language proficiency, high levels of academic proficiency, and in meeting redesignation and graduation criteria. Specific areas of focus include improvement of reading fluency, reading comprehension, and word analysis and vocabulary development. The Intervention program will be designed to support and complement the students' regular English Language Arts/English Language Development and core content instructional program.
			
			In addressing the needs of the identified students, the Title III Intervention program will use consistent, research-based, systematic instruction to:
			• facilitate the acquisition of new knowledge and vocabulary expressed in higher levels of reading and writing
			• allow students to read and comprehend fiction and textual materials
			• enjoy reading
			• engage in meaningful reading and writing
			• do expository, narrative, response to literature and persuasive writing (based upon grade-level ELA standards and grade-span ELD standards)
			
			Instruction will be designed and adapted using information from on-going formal and informal assessment of each student's strengths and needs.
			
			Title III funds can be used to pay for an intervention teacher and/or instructional aides and district resource teachers at sites where one is needed.

			Description of how the LEA is meeting or plans to meet this requirement.
Allowable Activities	6. *Develop and implement programs that are coordinated with other relevant programs and services.*	**Yes or No** Yes	**If yes, describe:** Using Title III funds, a variety of programs will be developed to extend the regular instructional program and focus on the needs of EL students. The following collaborative programs will be coordinated to meet each student's identified needs: • Current, existing intervention programs • EIA
			Description of how the LEA is meeting or plans to meet this requirement.
	7. *Improve the English proficiency and academic achievement of LEP children.*	**Yes or No** Yes	**If yes, describe:** CUSD plans to develop and implement a comprehensive model of instruction and assessment that will provide administrators, ELD Advisors, and teachers: Supports CUSD Strategic Plan Strategy 3.1 • A vast repertoire of strategies for literacy instruction • "Scientifically-based, research-based best practices" for reading comprehension • The ability to systematically identify and develop resources for differentiating instruction in the teaching of reading, writing, listening and speaking • An understanding of the role of assessment in guiding and evaluating instructional and programmatic practices • The ability to design and implement formal and informal assessments • The ability to use classroom data to differentiate instruction and evaluate the efficacy of instruction Through extensive, on-going, training and coaching for administrators and teachers at all levels our EL students will demonstrate improvement in English proficiency and academic achievement.

		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	8. *Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –* o *To improve English language skills of LEP children; and* o *To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.*	**Yes or No** Yes	**If yes, describe:** CUSD is committed to providing parents of English Learners access to community participation programs, family literacy services, parent outreach and training activities to English Learners and their families for the purpose of improving language development and academic achievement and to provide information to at-risk students. Supports CUSD Strategic Plan Objectives 1.1.2 and 2.2.2 • Learning Link, birth to age 5 parent outreach program that focuses on teaching parents how to promote literacy with their children • Collaborate with CUSD adult Education to implement a parent program that assists in the navigation of the school system in the United States, which will lead to academic achievement (10 Commandments) • Provide "10 Commandments" to parent leaders by parent leader at DELAC meetings.
		Description of how the LEA is meeting or plans to meet this requirement.	

		Yes or No	If yes, describe:
Allowable Activities	9. Improve the instruction of LEP children by providing for – o The acquisition or development of educational technology or instructional materials o Access to, and participation in, electronic networks for materials, training, and communication; and o Incorporation of the above resources into curricula and programs.	Yes	Title III funds will be used to help fund the development of a website for the District's ELD Department that will provide links to Project GLAD, Orange County Department of Education, the California State Department of Education, West-Ed and will include listings of: Supports CUSD Strategic Plan Objective 1.2.2 • Adult ELD classes • Parent orientation classes • Other parent education classes • Program descriptions of services offered at each site • Information about parent rights Video clips of: • Research-based instructional practices by grade level and content area This website will make available parent letters in Spanish as well as English.

		Yes or No	If yes, describe:
	10. *Other activities consistent with Title III.*	N/A	

Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.	Description of how the LEA is meeting or plans to meet this requirement.
Required Activity — 1. *LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):* a. *the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program;* b. *the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement;* c. *the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction;* d. *how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;* e. *how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;* f. *the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools;* g. *in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;*	**Upon registration of their student, and annually thereafter, parents will receive a written explanation of the following information:** Supports CUSD Strategic Plan Objective 1.3.1 a. The reasons for the identification of their child as EL and in need of services (Home Language Survey response, score on initial CELDT test) b. The child's level of English proficiency and how it was assessed (explanation of CELDT level, and explanation of CELDT exam), and the status of the student's academic achievement. (For "annual" EL students, it is important to record CST and/or other academic information, GPA, and results of other district assessments) c. The method of instruction the student will receive (program description that includes information on time in ELD and materials to be used, and authorization of teacher) d. How this program is designed to meet the needs of the child (design based on CPM requirements, research, past successful experiences) e. How this program design helps their child learn English (emphasis on ELD component, training of teachers) f. Specific exit requirements (what are the redesignation criteria) and expected rate of promotion and graduation if student participates in this program. (If student is an under-schooled newcomer, he/she may need more instructional time to catch up with his/her peers.) g. If the student has a disability, state how the services prescribed by the IEP work together with the program in which the student is enrolled to maximize his/her learning experiences.

Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.	Description of how the LEA is meeting or plans to meet this requirement.

Required Activity
 	
h. *information pertaining to parental rights that includes written guidance detailing –*
    i. *the right that parents have to have their child immediately removed from such program upon their request; and*
    ii. *the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available;*
    iii. *the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.*
	h. Parental rights provide parents to request a mainstream English program for their child but not to waive services and/or bilingual language assessment. Parents may also request for their child an alternative program such as Alternative Bilingual or Primary Language/Instruction Program.
	
	Title III funds will be used to hire Bilingual Community Services Liaisons at the district and school sites who will be available to parents to ensure full understanding of this information.
	
	Furthermore in CUSD:
	• While the student is being assessed, the parents receive a personal, private interview with a bilingual Spanish liaison. At this time they will receive a detailed explanation of the procedures and EL program placement options. When testing is completed, parents receive their child's scores, the rationale for identification as EL or FEP, and an explanation of their child's suggested program placement. Complete detailed explanation of all program information and parent rights are given in translated form, both orally and in writing.
	• Following initial placement, progress is formally evaluated at two intervals during the year, and parents are informed in writing of their child's scores (report cards) and any changes in program or classification.
	• Site ELAC and District DELAC meetings focus on informing parents about instructional programs and how they can support their child's academic achievement.
	• Annual parent notification, taking place within 30 days of the beginning of each school year, includes detailed complete program descriptions, options, and parent rights. Back to School Nights, held within the first 30 days of school, are designed to provide translated information to parents. Bilingual teachers are available for individual mini-conferences with parents with concerns or questions. These meetings may also serve to provide a forum for parents of EL children to share their recommendations for program design and goals.

Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.	Description of how the LEA is meeting or plans to meet this requirement.
Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.	For students who enroll after the beginning of the school year, this process will take place within 30 days of being placed in a language program.
LEA Parent Notification Failure to Make Progress *If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.*	If the District or site fails to make its AYP, all parents will be notified of such failure in writing in a language they understand no later than 30 days after such failure occurs. Bilingual Lisisons will make phone calls to parents with a follow-up written letter to answer any questions the parents may have and to inform them of their option to choose another school within the district. More than one general meeting will also be held for all parents to explain the AYP and the lack of school progress and options. Child care, refreshments, and translation will be provided.

Plans to Provide Services for Immigrants

IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	1. *Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:*	**Yes or No** Yes	**If yes, describe:** Title III funds will be used to provide an extensive program of parent outreach and training. These sessions will be conducted in the targeted language and at various locations throughout the District. Child care, refreshments and transportation will be provided. Additional parent outreach will include: Supports CUSD Strategic Plan Objective 2.2.2 • 10 Commandments • Padres Promotores

IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	2. *Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:*	**Yes or No** No	**If yes, describe:**

IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	*3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;*	**Yes or No** No	**If yes, describe:**

IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	*4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:*	**Yes or No** No	**If yes, describe:**

IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	5. *Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:*	**Yes or No** No	**If yes, describe:**

IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	6. *Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:*	**Yes or No** No	**If yes, describe:**

IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	7. *Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:*	**Yes or No** No	**If yes, describe:**

A focus on learning for all: • All teachers participate in collaborative teams focused on student learning, meeting at least once weekly. Ongoing implementation of a professional learning community's model. • Ongoing professional development on standards-based instruction (district-wide and site-embedded) is supported through a number of structures and the district's professional learning community emphasis. Identified and rolled out "power standards" and is in process of supporting content area teams to design backward planned units that incorporate those prioritized standards and monitor their attainment. • The district employs an integrated approach for the development and implementation of professional growth goals based upon student data, and an ongoing emphasis on the development of professional learning communities. • There is a high degree of comprehensive support and professional development for beginning teachers. (BTSA/Induction) *A focus on closing the gap:* • Many teachers, particularly those serving students with special needs and in Title I schools, have received extensive training in research-based literacy instruction (SB472) and the use of standards-based materials. • Provided extensive training in strategies for working with English Learners (AB2913, GLAD strategies, Academic Language) to K-12 teachers and	*Leadership* • The district needs ongoing leadership training (principals and teacher leaders) in the analysis of data, design and implementation of intervention programs, facilitating collaboration, and guiding the work of teams toward high levels of learning for all students. *Curriculum Alignment and implementation of standards-based curriculum* • Sites need support in the analysis and use of both formative and summative assessment as it relates to the improvement of student learning. • Teacher teams need support in the use of backward planning to design and implement units focused on prioritized (power) standards *Implementation of best practices across all schools* • There continues to be a need for support with implementation of best practices, particularly in the areas of student engagement, fidelity to core program instruction, and formative assessment *Strategies for special needs students/closing the gap* • Sites have an ongoing need to implement systematic academic and behavioral interventions for students in all grades, including those designated as having special needs leading to a districtwide "Response to Intervention" model. • Support needed to effectively implement strategies for closing the gap for significant subgroups (i.e. English Learners and Special Education students) in literacy and mathematics.

administrators.

- Schools' Single Plans for Student Achievement (SPSA) at each site embed collaborative goals focused upon increased student achievement based upon student assessment data. Action plans that include embedded professional development are created and implemented by grade level and department teams.

- CUSD is a nationally-recognized center for GLAD (Guided Language Acquisition Design) Training and other EL authorization professional development.

- Integrated technology training and ongoing support has been made available at the elementary and middle school site level (e.g. EETT grant - Write Away); each school has a lead teacher (Site Technology Coordinator) for technology.

Leadership Training and Support:
- The district has implemented ongoing professional development for administrators, highlighting leadership and continuous improvement in student achievement, including data-driven decision making through a professional learning communities model.

Training of Paraeducators:
- Many paraeducators participate in training specific to interventions for students, strategies for working with special needs (i.e. behavior/autism) and other areas.
- The district has implemented a Paraeducator career ladder training program provides in-depth training (45 hours) to classified instructional employees/ instructional assistants.

- Additional training in the area of Writing and other areas if academic literacy (i.e. academic language /vocabulary) for K-12.

- Ongoing training on student interventions leading to passage of the CAHSEE

- Refinement of professional development programs for paraprofessionals, particularly those working with special needs students

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

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. *How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:* Supports CUSD Strategic Plan Objective 3.1.1 Using assessment data to steer its design, Capistrano Unified School District provides its professional development with results in mind, and focuses on increased student achievement along the content area standards. In the context of a professional learning community model, all professional development activities are aligned to the California Content Standards and support increased student achievement. Both site-based embedded professional development and district-wide training is used. Additionally, individuals who are in the induction program receive training and support in standards-based instruction through the CUSD BTSA/Induction program. Most recently, professional development funds have been used to align district curriculum and assessments to the state academic content standards. In 2007-2008, the district had a cadre of expert teachers identify its "power standards" in K-12 core academic areas. Following the identification of those power standards, the district implemented a "trainer of trainers" model to review the power	Director, Staff Development Site Administrators District Resource Teachers	Additional assignments Trainer stipends Materials Substitutes	$500,000 per year	Professional Block Grant, EIA Funds Title I Funds Title II Funds

standards and provide practice in the "unwrapping process. In 2008-2009, sites were provide with support and training to embed power standards in backward planned units that integrated the use of common formative and summative assessments and trained teachers in their use in order to increase student learning. In addition, the process by which teachers participate in the development of their learning team goals and subsequently their school's Single School Plan includes the use of student data from both the state's content standards assessments (CST's), as well as more specific content area measures (e.g. DIBELS). From this data, school teams develop action plans within which are specific professional development activities designed to result in increased student achievement. Areas of needs are prioritized and from these topics, series/strands of trainings are developed and implemented. Each school's single plan includes an examination of student achievement data, and goals/actions designed to increase identified areas of need. Additionally, the district has utilized intensive standards-based training for all teachers serving Title I and Special education students (SB472) in language arts and mathematics (Title I only). In the past, the district utilized its Staff Development Block Grant to fund additional pay assignments for professional development provided to teachers outside of the instructional calendar. Due to categorical flexibility this practice has been suspended, however, districwide professional development has been provided in specific areas as needs (e.g. mathematics). In addition, every site continues to use its embedded professional learning time to work collaboratively toward increased student achievement (ACE time). The district has also designed and employed a standards-based report card in Grades K-5.				

2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement: All professional development will be designed to address students' needs utilizing research-based practices. In addition, through the use of effective professional development design (i.e. backward planning based upon student needs), the district and individual sites will implement adult learning activities that will be evaluated on the basis of their impact on student learning Examples of this focus can be seen throughout its systematic approach to professional development. Since 1998, Capistrano Unified has placed a high degree of emphasis on all teachers in Grades K through 12 becoming competent in the area of literacy instruction based on research that correlates student achievement with increased academic literacy. Every district teacher participates in literacy instruction training. Over 10 years ago, the district designed a 45 hour Reading Instruction Certificate (RIC) based on research-based practices in literacy. Through the RIC Certificate Program, teachers receive training to provide direct instruction strategies emphasizing phoneme awareness, phonics, spelling, and vocabulary, as well as additional training in the use of assessment. In addition, the district adopted a Balanced Literacy Model (elementary) and Academic Literacy (secondary) which embed key strategies for reading comprehensions, effective writing traits, and word study. Furthermore, the adopted texts have demonstrated links to scientifically-based research. In addition, the district has identified key programs and strategies that are strongly support by research, and has placed significant emphasis on the strategic implementation with monitoring of fidelity.	Directors, Instructional Support and Staff Development, Curriculum & Instruction Executive Director, State and Federal Programs	Trainer stipends Materials Substitutes	See Reading and Math Section Goals	See Reading and Math Section Goals

3. *How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:* Using current student achievement data from multiple sources, each school developed an annual single school plan designed to promote continuous improvement in student achievement. These plans specify SMART goals for each grade level or major department in the areas of literacy and mathematics. Action plans are developed for each area, specifying collaborative learning activities (i.e. embedded professional development) and aligning them to the targeted outcomes. Every teacher in every school participates in the process as part of their learning team. They specifically develop action plans to address the needs of students who are not learning at grade level, including ongoing interventions within class and after school. These site level actions are monitored as the district examines student learning on a longitudinal basis using multiple measures to monitor needs throughout the district.	District level support Site administrators School Learning Community teams	See Reading and Math Section Goals	See Reading and Math Section Goals	See Reading and Math Section Goals
4. *How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:* Supports CUSD Objectives 3.1.1 and 3.1.5 All professional development activities will be coordinated to avoid duplication and provide consistent emphasis on increased student achievement. All professional development activities, including district-wide and site-based embedded learning, will be structured to support the improvement of teacher quality and	District level support Site administrators School learning teams	See Reading and Math Section Goals	See Reading and Math Section Goals	See Reading and Math Section Goals

student learning. The sites' Single Plans for Student Achievement (SPSA) and the district's Major District Objectives, both of which are based upon student learning data, will continue to serve as the guide for the design and implementation of professional development activities.

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
5. *The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:* CUSD will continue to design and implement learning activities to all teachers and administrators using the following learning vehicles: • Weekly Collaboration of Learning Community Teams • Professional Development Academies/After-school staff development activities focused on high need areas • Site-based staff development activities including site coaching by content area experts when available • Embedded professional development with collaborative learning teams • ACT Meetings (Administrative Curriculum Training) • Ongoing support and training for new administrators, department chairs, and grade level leads • University Partnerships for advanced degrees, including administrative credentialing Key areas for training will include: • Specific training for content area teachers in academic	District level support people Site administrators School Learning Community teams	See Reading and Math Section Goals	See Reading and Math Section Goals	See Reading and Math Section Goals

language development/SDAIE

- Specific training for strategies in mathematics instruction

- Specific training of teachers working with students with special needs, including English Learners and Special Education students, in order to close the achievement gap in literacy and numeracy

These areas will be supported through a number of vehicles, including direct training, coaching, and embedded professional development. Throughout each will be threaded content on formative assessment, data analysis, and working collaboratively to support student learning.

6. *How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:* District office support staff and resource teachers will work with school site administrators and teachers to provide training to teachers to help them integrate technology into their daily lessons. The Site Technology Coordinator (STC) program will continue to be expanded and assist in this effort.	District level support people Site administrators School learning teams	See Reading and Math Section Goals	See Reading and Math Section Goals	See Reading and Math Section Goals
7. *How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of*	District level support people Site administrators	See Reading and Math Section Goals	See Reading and Math Section Goals	See Reading and Math Section Goals

technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.): The district has developed its Technology Plan with a focus on the strategies outlined through CTAP. Using the school site's technology plan as a guide, including the administrator and classified employees. Library/Media personnel also receive training through the district's TIS department and Instructional Media Center. In addition, all district administrators and teachers have access to ongoing training and support through the district's Technology Training Center, the Professional Development Academy, and the offerings through Orange County Department of Education. Additionally the district has implemented Project COMPEL and Write Away, both of which place significant emphasis on the integration of technology to support and enhance student learning within core curriculum areas.	School learning teams Technology Lead Teachers Technology Instructional Support			
8. *How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:* Each school site engages in the Single School planning process which examines student achievement data and designs activities, including professional development, that are aligned with specific and measurable goals. As part of this process, input from all stakeholders is utilized, and includes parent surveys, focus groups, interviews, and other forms of input.	District level support people Site administrators School learning teams School Site Council Curriculum Action Group	See Reading and Math Section Goals	See Reading and Math Section Goals	See Reading and Math Section Goals
9. *How the LEA will provide training to enable teachers to:* □ *Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency;* □ *Improve student behavior in the classroom and identify*	District level support Staff Site administrators School learning teams	See Reading and Math Section Goals	See Reading and Math Section Goals	See Reading and Math Section Goals

early and appropriate interventions to help all students learn; ☐ *Involve parents in their child's education; and* ☐ *Understand and use data and assessments to improve classroom practice and student learning.* All curriculum and professional development activities are designed to ensure that the needs of <u>all</u> students are addressed, that teachers are empowered with powerful teaching strategies to meet diverse needs based upon current assessment information, and that parents are empowered in the process of educating their children. For several years, there has been significant emphasis placed on teachers' completion of SDAIE training in order to effectively address the needs of English Learners. The district has the distinction of being a Center for GLAD (Guided Language Acquisition Design) Training thus assisting other districts. The district has created a task force to identify a long-range plan for its Response to Intervention (RTI) implementation. The district also received a federal grant providing teachers of special needs students with intensive professional development in the area of literacy (SETPD). District-wide efforts have examined further ways in which the unique needs of learners can be addressed through quality professional development. The Positive Behavior Interventions and Support (PBIS) training was in response to assessed needs, and has been successfully implemented at the majority of schools within the district.	School Site Council			
10. How the LEA will use funds under this subpart to meet the requirements of Section 1119: Title II funds will be used to support teachers to become highly qualified and prepared for instruction.	Personnel staff and Education Services staff	Trainings Paperwork to trace teacher credentials	$100,000	Title I Title II

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 %

Truancy Performance Indicator		
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.	19%	17%
Protective Factors **Performance Measures** **from the California Healthy Kids Survey**	**Most recent date:** **_5_/_1_/_05_** **Baseline Data**	**Biennial Goal** **(Performance Indicator)**
The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will **increase** biennially by: 3%	5th 66 % 7th 37 % 9th 27 % 11th 32 %	5th 69 % 7th 40 % 9th 30 % 11th 35 %

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. 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).	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 Teachers	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. Completion of Algebra 1.	Title II 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. APEX software licenses have been purchased for each comprehensive and alternative high school for Academic Intervention for credit recovery. Learning Center through Community Education and Serra High School provides after school and evening classes for credit recovery. Remediation plans are developed for credit deficient students that include a parent conference and action plan. 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. Health and College and Career classes are offered in the summer as support for meeting graduation requirements. Fresh Start independent study program is offered to assist students in meeting graduation requirements. Serra Alternative High School is available which offers a lower credit requirement (190 vs. 220).	600 students (June 2010 – of 69 non-grads, 56 completed requirements for high school diploma and 8 for adult education diploma)	Gail Richards, Interim Executive Director, Secondary Bev DeNicola, Principal Adult and Community Education High School Principals AP's Guidance Academic Advisors Parents Students	school and do not request records. Continue to lower drop-out rate.	Title II Community Education/General Fund General Fund Adult Education/General Fund General Fund General Fund 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."	
	Description of how the LEA is meeting or plans to meet this requirement:
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.	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;* for Targeted Assistance go to *http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp*).

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

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.

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

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 <u>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))</u> 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 <u>does</u> receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

TITLE III

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

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

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

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

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

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

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

TITLE IV, PART A

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

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

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

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

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

    - Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.

- Security procedures at school and while students are on the way to and from school.

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

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

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

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

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

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

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

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

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

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

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

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

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

<u>New</u> 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

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					C
Good Behavior Game	1 to 6				x		B, C
High/Scope Perry Preschool Project	Pre-K				x	x	B, C, E
I Can Problem Solve	Pre-K				x		A, B, D
Incredible Years	K to 3				x	x	B, C,
Keep A Clear Mind	4 to 6	x	x				A, C,
Leadership and Resiliency	9 to 12					x	C,
Botvin's LifeSkills™ Training	6 to 8	x	x	x	x		A, B, C, D, E
Lions-Quest Skills for Adolescence	6 to 8					x	D, C, E
Minnesota Smoking Prevention Program	6 to 10		x				A, D, E

Olweus Bullying Prevention	K to 8				x		B, C, E
Positive Action	K to 12	x	x	x	x	x	C, D,
Project ACHIEVE	Pre-K to 8				x	x	A, C, E
Project ALERT	6 to 8	x	x	x			A, C, D, E
Project Northland	6 to 8	x		x			A, B, C, D, E
Project PATHE	9 to 12					x	B, E
Project SUCCESS	9 to 12	x	x	x			C,
Project Toward No Drug Abuse (TND)	9 to 12	x	x	x	x		C,
Project Toward No Tobacco Use (TNT)	5 to 8		x				A, C, D, E
Promoting Alternative Thinking Strategies (PATHS)	K to 6				x		A, B, C, D,
Protecting You/Protecting Me	K to 5	x					C,
Quantum Opportunities	9 to 12					x	B, E
Reconnecting Youth	9 to 12	x		x	x	x	A, C, E
Responding in Peaceful and Positive Ways	6 to 12				x	x	C, D, E
Rural Educational Achievement Project	4				x		C
School Violence Prevention Demonstration Program	5 to 8				x		C
Second Step	Pre-K to 8				x		A, C, D,
Skills, Opportunities, and Recognition (SOAR): Seattle Social Development Project:	K to 6	x			x	x	B, C, D, E
SMART Leaders	9 to 12			x			C
Social Competence Promotion Program for Young Adolescents (SCPP-YA)	5 to 7			x			C
Start Taking Alcohol Risks Seriously (STARS) for Families	6 to 8	x					C,
Students Managing Anger and Resolution Together (SMART) Team	6 to 9				x		C, D,
Too Good for Drugs	K to 12	x	x	x	x		C

Community and Family-based Programs							
Intended program outcomes and target setting. See research for proven effectiveness							
Name	Target Population	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Big Brothers Big Sisters	Community					x	B, E
Brief Strategic Family Therapy	Families			x			B, C,
CASASTART	Community			x	x		B, C, D,
Communities Mobilizing for Change	Community	x					C
Creating Lasting Family Connections	Families (6 to 12)	x		x		x	A, C, D,
Families And Schools Together (FAST)	Families				x		C,
Family Development Research Project	Families				x		C
Family Effectiveness Training	Families				x		C,
Family Matters	Families	x	x				C
FAN (Family Advocacy Network) Club	Families			x		x	C
Functional Family Therapy	Families	x		x	x		B, E
Home-Based Behavioral Systems Family Therapy	Families				x		C
Houston Parent-Child Development Program	Parents					x	C
Multisystemic Therapy	Parents			x	x		B, C, E
Nurse-Family Partnership	Parents		x				B, C,
Parenting Wisely	Parents				x		C,

Program	Target						Codes
Preparing for the Drug Free Years	Parents (4 to 7)	x		x		x	A, B, C, D,
Project Star (Students Taught Awareness and Resistance): Midwestern Prevention Project	Community	x	x	x			B, D, C, E
Schools and Families Educating Children (SAFE Children)	Families					x	C
Stopping Teenage Addiction to Tobacco	Community		x				C
Strengthening Families Program	Families (4 to 6)	x		x	x	x	A, C, D,

APPENDIX D

Research-based Activities (4115 (a)(1)(C)):
The LEA must designate and list the research-based activities (strategies and activities developed by the LEA to supplement the science-based programs listed above) selected from below:

Research-based Activities	
Activities	**Research Summaries Supporting Each Activity:**
After School Programs	Getting Results Part I, page 77-78
Conflict Mediation/Resolution	Getting Results Part I, page 63-65 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

Program	Grade						Type
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