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(Rev 12-07)  
California Department of Education  
School and District Accountability Division

(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

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**LEA Plan Information:**

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Name of Local Educational Agency (LEA): Cuyama Joint Unified School district

County/District Code: 42-75010

Dates of Plan Duration (should be five-year plan): January 2011 - 2016

Date of Local Governing Board Approval: May 8, 2014

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District (Interim) Superintendent: Les Imel

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

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

Les Imel

Printed or typed name of (Interim) Superintendent

Date

Signature of Superintendent



Richard Ray

Printed or typed name of Board President

Date

Signature of Board President

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## **Part I**

### **Background and Overview**

#### *Background*

*Descriptions of the Consolidated Application, the Local Educational Agency Plan, the Single Plan for Student Achievement, and the Categorical Program Monitoring Process*

*Development Process for the LEA Plan*

*LEA Plan Planning Checklist*

*Federal and State Programs Checklist*

*District Budget for Federal and State Programs*

## **Background**

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

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

(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 10<sup>th</sup> 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)**

✓	<b>LEA Plan – Comprehensive Planning Process Steps</b>
	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	
X	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
X	Title II, Part A, Subpart 2, Improving Teacher Quality		Child Development Programs
	Title II, Part D, Enhancing Education Through Technology		Educational Equity
	Title III, Limited English Proficient		Gifted and Talented Education
	Title III, Immigrants		Gifted and Talented Education
	Title IV, Part A, Safe and Drug-Free Schools and Communities		Tobacco Use Prevention Education (Prop 99)
	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ 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)
	21 <sup>st</sup> Century Community Learning Centers	X	Other (describe): After School Education and Safety (ASES)
X	Other (describe): Small Rural School Achievement		Other (describe):
	Other (describe):		Other (describe):

## DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A		85,498	79,291	92.74%
Title I, Part B, Even Start				
Title I, Part C, Migrant Education				
Title I, Part D, Neglected/Delinquent				
Title II Part A, Subpart 2, Improving Teacher Quality				
Title II, Part D, Enhancing Education Through Technology				
Title III, Limited English Proficient				
Title III, Immigrants				
Title IV, Part A, Safe and Drug-free Schools and Communities				
Title V, Part A, Innovative Programs – Parental Choice				
Adult Education				
Career Technical Education				
McKinney-Vento Homeless Education				
IDEA, Special Education				
21 <sup>st</sup> Century Community Learning Centers				
Other (describe) Small Rural Schools		18,928	18,928	100.00%
<b>TOTAL</b>				

## 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				
EIA – Limited English Proficient				
State Migrant Education				
School and Library Improvement Block Grant				
Child Development Programs				
Educational Equity				
Gifted and Talented Education				
Tobacco Use Prevention Education – (Prop. 99)				
High Priority Schools Grant Program (HPSG)				
School Safety and Violence Prevention Act (AB 1113)				
Tenth Grade Counseling				
Healthy Start				
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				
Other (describe) After School Education and Safety Program		38,148	35,669	92.74%
<b>TOTAL</b>				

## **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:

- Statewide standards, assessment, and accountability
- Local assessments and accountability
- Coordination and integration of federal and state educational programs
- 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:

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

### **School Safety and Prevention**

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

## **District Profile**

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

### **Mission Statement**

The Cuyama Joint Unified School District is dedicated to the ideals of academic excellence and to the personal and social development of our students. Academic integrity is fostered in a climate, which respects the unique needs of each individual as essential elements of the personal and social development of our student body. Our students will strive to develop a positive self-image, respect for the rights of others, and the ability to communicate effectively, think critically, meet challenges, and accept responsibility.

### **TENETS**

We believe....

- The primary focus of the school district and the community is the education of all students.
- That schools that produce successful students are those that provide a stimulating, safe and nurturing learning environment, hold high expectations for all students and staff and are supported by families and community.

### **Profile**

Cuyama Joint Unified School District is located in a small rural community located in the beautiful Cuyama Valley between Santa Maria and Bakersfield. The district serves a wide geographical area, ranging from small towns to ranches and farms throughout the valley.

The main sources of employment are agriculture, ranching, oil exploration, small business, and the Cuyama Joint Unified School District. Being one of the oldest elementary schools in the state, it enjoys a rich and colorful history. The present campus was built in the early 1950's by Atlantic Richfield to provide a school for employee's children. The campus sits on twenty acres, six miles outside the town, and is surrounded by agriculture fields.

The elementary school is one of two schools in the district.. Student enrollment is holding steadily to around 165-175 students. The school has a Superintendent/Principal, 9 certificated teachers, 3 instructional aides, 2 Response

to Intervention Instructional Aides, 1 part-time Testing Coordinator/Student Data Coordinator and 1 part time Migrant Aide. The staff has embraced this challenge and committed themselves to aligning the instructional program to the California State Standards/Common Core Standards.

The Santa Barbara County Education Office provides Special Education services. The Special Education staff includes a Resource and Special Day Class teacher, School Psychologist, Speech Therapist, School Nurse, and 4 Instructional Aides. All special education students are mainstreamed into content and elective classes. The school also provides an intensive English Language program daily.

One of the primary goals for the staff is to continue to include all parents in their child's education. We have a bilingual liaison that works closely with staff and parents to inform and include all parents in our school family and we have purchased headsets "No parent left behind" to use for translation.

At Cuyama Valley High School, enrollment has remained stable between 70 – 80 students. The high school has a part-time Counselor and 6 ½ Certificated Teachers. Santa Barbara County Education office provides special education services. The special Education staff includes a Resource Teacher, School Psychologist, Speech Therapist, School Nurse and 1 Instructional Aide. All special education students are mainstreamed into content and elective classes. The school provides an intensive English Language Learner program.

The high school has a modified A-B block schedule that offers a wide variety of classes from on-line college classes to vocational education and remedial classes.

Our staff, combined with the efforts of the governing board, principal and community, forms a team to ensure that students receive individual attention in small classes to provide an education that prepares them for the 21<sup>st</sup> century. To this end, the staff has been focusing its energy on creating an instructional plan that has aligned the high school curriculum to the California state standards and has embraced technology as a tool to support student learning. The staff is very proud of the last WASC accreditation. Several new classes have been introduced to support the school's continued efforts for student success. The remedial classes, as well as the ELD class, are designed to support student learning as they develop skills to be successful in the school's more rigorous classes.

Visitors will find that students are proud and respectful toward one another, the staff and visitors. Cuyama Valley High School has a very friendly student body.

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Students will respond when greeted, and when asked, their answers will be as candid as they are bold. Within our community of students are found fledgling scholars.

- **Local Measures of Student Performance**

(other than State-level assessments)

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

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

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

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

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

**Cuyama Joint Unified School District administers the following high-quality student academic assessments to assist students on meeting academic content/Common Core Standards:**

1. Curriculum imbedded assessments in state approved, district adopted core academic textbooks.
2. Santa Barbara County Co-Op Trimester Writing Assessment scored with ELA rubric and additionally, with an ELD rubric for EL students. Targeted instruction based on review of writing skills help to differentiate writing assignments for EL students and English only students.
3. Placement/progress assessments for Response to Intervention (RTI) grades K-8.
4. Placement/progress assessments for a variety of intervention programs including: Renaissance Learning Accelerated Reader (AR) and \*\*\*
5. ADEPT assessment and interventions for selected EL students scoring mid-Intermediate assist teachers in helping EL students make progress in speaking/listening abilities.

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

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

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline 2003 – Ongoing	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <ul style="list-style-type: none"> <li>• Through a collaborative process, CJUSD has fully adopted the California State Content Standards for Reading/Language Arts</li> <li>• Through a collaborative process, CVHS has fully adopted Reading/Language Arts content standards aligned with the California High School Exit Exam (CAHSEE).</li> <li>• The District will continue to select, purchase, and evaluate materials from the state adopted lists.</li> <li>• All teacher evaluations will be standards-based and aligned with the CA Teacher Credentialing process.</li> <li>• Content standards for each grade level will be prominently posted in every classroom.</li> <li>• Instructional practices that have been developed to support student learning of the CA State Standards/Common Core Standards will be used and reviewed annually.</li> <li>• Standards-based report cards will be used for grades K-5.</li> <li>• Annually, each site will use data from standards assessments to inform instruction.</li> <li>• The reading/language arts program (R/LA) will be evaluated annually and monitored for effectiveness and needed revisions.</li> <li>• CJUSD uses state approved reading/language arts textbooks, intervention programs, and supplemental materials.</li> <li>• Pacing guides have been adopted and will be used in the R/LA program.</li> </ul>	<p>Superintendent Teachers Response to Intervention (RTI) Instructional Aides</p>			

			Title I
2. Use of standards-aligned instructional materials and strategies:	<ul style="list-style-type: none"> <li>CJUSD currently uses the following state approved R/LA materials: Houghton Mifflin (Gr. 6-8); and Prentice Hall (Gr. 9-12)</li> <li>Pacing charts for R/LA have been adopted and will be implemented with annual evaluation and revisions as necessary.</li> <li>R/LA state approved intensive intervention programs will include: Early Success (Gr. 1-2), Soar to Success (Gr. 3-5), and SRA Corrective Reading (Gr. 6-8), CAHSEE Prep (Gr. 9-12), and Odyssey for all grades.</li> <li>The Response to Intervention Program (RTI) will be implemented.</li> <li>Remedial courses in R/LA will be available for students in grades 6-8.</li> <li>All middle school students will participate in oral language presentations in English, in alignment with state content/Common Core Standards and ELD standards.</li> <li>The Accelerated Reader Program (AR) is networked throughout the school.</li> <li>English Language Development (ELD) will be provided for all EL students at a minimum of 30 minutes per day supported by SDAIE strategies in the regular classroom.</li> <li>CVHS will use High Point as the ELD component along with supplemental materials to accommodate individual student needs.</li> <li>Instruction will be modified and assessed continually through grade level teacher analysis of student work.</li> <li>R/LA tutoring will be available during the school day.</li> <li>Trimester SB County Co-Op Writing Assessment (WA) will be administered to all students and scored with R/LA and ELD rubrics for EL students.</li> <li>A 15 min. SSR period will be integrated into all 2-8<sup>th</sup> grade classes.</li> </ul>	<p>Instructional materials, supplemental and intervention materials</p> <p>Teachers, Instructional Aides, RTI Instructional Aides</p> <p>Release time</p> <p>Materials</p> <p>Teachers</p> <p>ELD supplemental materials</p> <p>Teachers</p> <p>Teachers, Instructional Aides</p>	

		Categorical Funds
	Teachers Materials	
3. Extended learning time:	<p>All content teachers will focus on academic vocabulary development as one strategy to assist EL's in progressing toward English fluency and to assist all students in improved student achievement.</p> <p>charts, standards based report cards, and benchmark assessments will be used at the elementary level.</p> <p>all courses will be provided for grades 6-8.</p>	<p>Teacher, IA's Instructional Aides</p> <ul style="list-style-type: none"> <li>• Full day kindergarten class.</li> <li>• The After School Education and Safety Program (ASES) for grades K-8 will continue to provide academic support and enrichment activities.</li> <li>• Educational Field Trips</li> <li>• Teachers will be available to provide assistance in CAHSEE prep in R/LA and Math.</li> </ul>
		ASES grant Instructional Aides, Admin oversight, materials, transportation Categorical Funding

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <ul style="list-style-type: none"> <li>• Student access and time on computers will continue to increase through use of the computer lab at the high school, small lab in the library, computers in the classroom, Smart Boards, and ELMO's.</li> <li>• The Accelerated Reader Program (AR) is networked throughout the school and will be available for additional support.</li> <li>• High school students will participate in Senior Seminar class and produce a portfolio which shows competencies in technology.</li> </ul>	Teachers, students			Title I Title II
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <ul style="list-style-type: none"> <li>• Teachers will continue to participate in SB472 R/LA training in math to support Algebra I, II; General Math; and Geometry.</li> <li>• Teachers will receive on-going support, training, coaching in the use of District interventions and assessments.</li> <li>• Teacher collaboration will continue to focus on student work and technology.</li> <li>• Teachers and Instructional Aides will receive ongoing training/coaching on the EL program, ELD Standards, SDAIE strategies for classroom use and other identified needs to strengthen and accelerate EL student achievement to close the achievement gap</li> <li>• Teachers will continue to collaborate and train in the use of ELA/ELD rubrics in calibrating the trimester student writing assessment.</li> <li>• Continued training/coaching will be provided to help teachers use student assessments to increase students' assessed needs to develop reading/writing skills.</li> </ul>	Consultants, Teachers	Training costs, Release time, Substitutes, Materials, Consultants, Staff development trainers		Title I Title II General fund

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6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):	<ul style="list-style-type: none"> <li>Cuyama administrators and teachers will involve parents through: Parent Teacher Conferences, Monthly Newsletter, Open House, Back to School Night, Home visits, Phone calls.</li> <li>Cuyama will invite all parents to participate on the School Site Council (SSC) and the Parent Teacher Association.</li> <li>Parents are encouraged to volunteer in the classrooms and library.</li> <li>All parents of English Learners (EL's) will be invited to participate on the school English Learner Advisory Committee (ELAC) and the District level English Learner Advisory Committee (DELAC).</li> <li>Parents, teachers, and students will annually review and sign a School, Parent, and Student compact.</li> <li>State Standards/Common Core standards will be discussed and distributed to parents at the beginning of each school year. Translators are provided at school meetings and for parent teacher conferences as needed.</li> <li>Communications and materials to EL parents are translated into Spanish.</li> <li>Parents will receive the results of standardized assessment by mail.</li> <li>Parent/Community Events will be held to showcase academic subjects and student success.</li> <li>The District will maintain a website and newsletter which highlights school news and parent involvement opportunities.</li> <li>Key standards are displayed in classrooms for students use and understanding of the academic goals.</li> <li>The high school will sponsor parent information events for transition to high school (Eighth Grade Orientation)</li> </ul>	<p>Admin, Teachers, Parents, Students</p> <p>Parents, Administrator</p> <p>Advisory Committees</p> <p>Community Partners, Parents, Students</p> <p>Parents, Teachers, Administrator</p> <p>Admin, Teachers, Parents</p> <p>Extra time for meetings Copying costs</p> <p>Mailing costs, copying</p> <p>Copying</p>	Title III, General fund

7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):	<ul style="list-style-type: none"> <li>Partnerships with community-based agencies will provide supplemental services, i.e. counseling/mental health services.</li> <li>Cuyama admin. will continue to meet regularly with the local Sheriff and law enforcement agencies.</li> <li>Kindergarten Round-up for pre-registration of Kindergarten students will include development screening.</li> <li>Staff will coordinate with Head Start to provide a seamless transition from pre-school to Kindergarten.</li> <li>The high school will sponsor parent information events including a Senior Parent Night to explain the transition expectations to college and career options as well as a Job Fair.</li> </ul>	<p>County Agency Staff, Non-Profit Organizations, Law Enforcement</p> <p>Teachers, Substitutes</p> <p>Staff</p>	<p>Grants, In-Kind Partnerships</p> <p>Categorical Funds</p> <p>General Fund</p>
8. Monitoring program effectiveness:	<ul style="list-style-type: none"> <li>The administration will monitor the daily, weekly, and monthly use by time as well as by intended use to evaluate if the technology program is being used and meeting the needs of the teachers and students.</li> <li>Teachers will continue to evaluate the program and address issues quarterly.</li> <li>Intervention programs will continue to be evaluated and expanded to assist students who do not meet District and State academic standards.</li> <li>Input from District/School Advisory Councils will be used to evaluate programs and training needs to effectively advise the school sites and district leadership.</li> <li>Teachers will continue to analyze data from multiple measures for the purpose of guiding instruction.</li> <li>Sites will continue to monitor the R/LA pacing guides for alignment of the R/LA program to assessed student needs.</li> <li>A variety of assessments – annual, curriculum based, AR, reading and language arts interventions, and trimester writing assessment scored with the ELA and ELD rubrics</li> </ul>	<p>Administrator</p> <p>School Board</p> <p>Teachers</p> <p>None</p>	

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost
			Funding Source
<ul style="list-style-type: none"> <li>• will be used to measure student achievement and inform skill development/instruction.</li> <li>• Program effectiveness will be also monitored through an increased percentage of EL students being re-classified prior to graduation from Cuyama Elementary and an increasing percentage of EL students meeting state measures of progress toward English Proficiency</li> <li>• Program effectiveness will also be reflected in the continuing closing of the achievement gap.</li> <li>• Programs for higher-performing students will be monitored for increased opportunity to offer students a challenging curriculum including a combination of increased depth, breadth, acceleration, and higher level thinking skills commensurate with their abilities.</li> <li>• The EETT plan will continue to be monitored and revised as the technology needs and opportunities for innovation are realized in the District and classrooms..</li> </ul>	<p>Teachers, Administrator</p> <p>Continuing Implementation of Technology Plan plus revisions/additions</p> <p>Tech Consultant/SBCEO Tech Support</p>		

9. Targeting services and programs to lowest-performing student groups:	<ul style="list-style-type: none"> <li>Students will continue to be identified for interventions and targeted teaching through assessments, transcripts, parent and teacher recommendation.</li> <li>Students will be grouped into reading levels and receive differentiated and individualized small group instruction in R/LA.</li> <li>Specific academic achievement goals are set in the Single Plan for Student Achievement (SPSA).</li> <li>All students K-8 will be supported by RTI and the lowest performing students will receive Tier II interventions.</li> <li>English Learners will be closely monitored and work with the staff, tutors, parents to learn English as quickly and effectively as possible.</li> <li>Title I students are identified by multiple measures and teacher recommendation and provided supplemental materials, extended time in after school programs, and in the regular classroom.</li> <li>Teachers will continue to collaborate around student work and provide direct services to the lowest performing students to help them meet challenging District and State standards.</li> </ul>	<p>RTI Consultant, Teachers, Instructional Aides, Consultants Teachers</p> <p>RTI Consultant, Specialist Time</p>	<p>ASES Grant General Fund</p>

		General Fund, In-Kind Contributions
10. Any additional services tied to student academic needs:	Homeless Liaison Counselors, Community-Based Organizations, Tutors, Teachers	<ul style="list-style-type: none"><li>• SBCEO Homeless Liaison will coordinate with the district and provide support and needed services for homeless students.</li><li>• The Student Study Team (SST) will continue to provide support for interventions and the referral system for students/families.</li></ul>

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

**Planned Improvement in Student Performance in Mathematics**

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

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <ul style="list-style-type: none"> <li>The district has aligned all textbooks and supplemental materials to the standards and all new materials will also be aligned to the standards/Common Core.</li> <li>The district will continue to use pacing charts, benchmark assessments, and standards/Common Core Standards based report cards.</li> <li>Standards are posted in every classroom.</li> <li>The Principal will use the completed AB75 training to monitor the teaching of standards/Common Core Standards.</li> </ul>	District Admin	Instructional Materials		Categorical Funding
<p>2. Use of standards-aligned instructional materials and strategies:</p> <ul style="list-style-type: none"> <li>Teachers will monthly analyze current student work and benchmark assessments at staff development to ensure that students are mastering the Math standards.</li> <li>Teacher lesson plans will include Math Common Core standard being taught.</li> <li>Staff will continue to be trained in math intervention programs.</li> <li>Math and ELA tutoring will be held 3 days a week with qualified NCLB tutors.</li> <li>The Elementary school staff and students will be provided</li> </ul>		Materials and Release Time		

with developed benchmark assessments and data system to individualize and target Math instruction.	RTI Consultant	Materials	
<ul style="list-style-type: none"> <li>Remedial courses for students in grades 6-8 will be provided.</li> <li>Response to Intervention (RTI) will be provided to students as needed.</li> <li>Instructional strategies and dedicated time for math will be integrated into the school day.</li> <li>Cuyama ES currently following state approved math textbooks adopted in 2008-2009 – Harcourt Brace for K-5<sup>th</sup> and Prentice Hall for 6-8<sup>th</sup>.</li> <li>Cuyama HS uses textbooks which have been calibrated to the California Math Standards – Prentice Hall Algebra I, Merrill Algebra II and Geometry textbooks.</li> </ul>	Teachers/Admin		
<p>3. Extended learning time:</p> <ul style="list-style-type: none"> <li>The After School Education and Safety Program (ASES) for grades 2-8 will continue to provide academic support and enrichment activities..</li> <li>At Cuyama HS the master schedule will allow for a daily homework class supported by the teachers.</li> <li>Educational Field Trips.</li> <li>Teachers will be available to provide assistance in CAHSEE prep in R/LA and Math.</li> </ul>	<p>Teachers, Admin Tutors, Instructional Aides</p>	<p>ASES grant Tutors, Instructional Aides extra time, Admin oversight, materials Categorical funding Transportation, salary</p>	

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/Timeline	Related Expenditures	Estimated Cost	Funding Source
4. Increased access to technology: <ul style="list-style-type: none"> <li>Student access and time on computers will continue to increase through use of the computer lab at the high school, small lab in the library, five classes have Smart Boards, and half of the classes have ELMO's.</li> <li>Staff member will assist in supporting the use of technology.</li> <li>The Accelerated Reader Program (AR) is networked throughout the school and will be available for additional support.</li> <li>High School students will participate in a Senior Seminar class and produce a portfolio which shows competencies in technology.</li> </ul>	Teachers, Students		EETT grant Title I	
5. Staff development and professional collaboration aligned with standards-based instructional materials: <ul style="list-style-type: none"> <li>Teachers will continue to participate in SB472 Math training.</li> <li>Teachers will receive on-going support, training, coaching in the use of District interventions and assessments.</li> <li>Teacher collaboration will continue to focus on student work and achievement in R/LA, Math, ELD, and use of technology.</li> <li>Teachers and Instructional Aides will receive on-going training/coaching on the EL program, ELD Standards, SDAIE strategies for classroom use and other identified needs to strengthen and accelerate EL student achievement to close the achievement gap.</li> <li>Teachers will continue to collaborate and train in the use of ELA/ELD rubrics in calibrating the trimester student writing assessment.</li> <li>Continued training/coaching will be provided to help teachers use student assessments to increase use students' assessed</li> </ul>	Teachers, Admin R/LA Teachers, Instructional Aides Consultants, Teachers	Training costs, Release time, Substitutes, Materials, Training Consultants, Staff Development Trainers  SB472 Title III  Consultant hours	Title I, General fund	

	needs to develop reading/writing skills.			
6.	Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): <ul style="list-style-type: none"> <li>Cuyama administrators and teachers will involve parents through: Program Orientations, Home visits, Phone calls, Open House, Back to School Night, Parent Teacher Conferences, Monthly Newsletter.</li> <li>Cuyama will invite all parents to participate on the School Site Council (SSC) and The Parent Club.</li> <li>Parents are encouraged to volunteer in the classrooms and library.</li> <li>All parents of English Learners (EL's) will be invited to participate on the school English Learner Advisory Committee (ELAC) and the District level English Learner Advisory Committee (DELAC).</li> <li>All parents of Title I students will be invited to parent meetings, invited to participate in the development of the school Title I Parent Policy, and receive Title I program information.</li> <li>Parents, teachers, and students will annually review and sign a School, Parent, and Student compact.</li> <li>State Standards/Common Core Standards will be discussed and distributed to parents at the beginning of each school year.</li> <li>Translators are provided at school meetings and for parent teacher conferences as needed.</li> <li>Communications and materials to EL parents are translated into Spanish.</li> <li>Parents will receive the results of standardized assessments by mail.</li> <li>Parent/Community Events will be held to showcase academic subjects and student success.</li> <li>The District will maintain a website and newsletter which highlights school news and parent involvement opportunities.</li> <li>Key standards are displayed in classrooms for students use and understanding of the academic goals.</li> <li>Parent ELA and Math nights will be implemented to improve</li> </ul>	Admin, Teachers, Parents, Students Parents, Administrator	Extra time for meetings, Copying costs Copying, Translation services Advisory Committees Community Partners, Parents, Students	Copying, Translation services Mailing costs, Copying Staff salaries, Materials, Supplies Materials Parents, Teachers, Administrator

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<ul style="list-style-type: none"> <li>parent's skills to help their children with academics.</li> <li>The High School will sponsor parent information events for transition to high school (Eighth-Grade Orientation).</li> </ul>	Admin, Teachers, Parents	<p>Grants, In-Kind Partnership</p> <p>Categorical funds</p>	
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <ul style="list-style-type: none"> <li>Partnerships with community-based agencies will provide supplemental services, i.e. counseling/mental health services, Child Abuse and Listening Mediation (CALM) services, tutoring, AODT services, suicide prevention/education, gang prevention.</li> <li>Cuyama admin will continue to meet regularly with the local Sheriff and law enforcement agencies.</li> <li>Kindergarten Round-up for pre-registration of Kindergarten students will include developmental screening.</li> <li>Staff will coordinate with Head Start to provide a seamless transition from pre-school to Kindergarten.</li> <li>The High School will sponsor parent information events including a Senior Parent Night to explain the transition expectations to college and career options as well as a Job Fair.</li> </ul> <p>8. Monitoring program effectiveness:</p> <ul style="list-style-type: none"> <li>Student progress will be monitored through the STAR program as well as through the benchmark assessments and reported to the Board annually.</li> <li>Teachers will continue to evaluate the program and address issues quarterly.</li> <li>Intervention programs will continue to be evaluated and expanded to assist students who do not meet District and State academic standards.</li> <li>Input from District/School Advisory Councils will be used to evaluate programs and training needs to effectively advise the school sites and district leadership.</li> </ul>	<p>County Agency Staff, Non-Profit Organizations, Law Enforcement</p> <p>Substitutes, Materials</p> <p>Teachers, Substitutes</p> <p>Staff</p> <p>General fund</p> <p>Administrator, School Board</p> <p>Teachers</p>		

	<p>• The Elementary School staff will be provided with developed benchmark assessments and data system to monitor their students in Math and progress on the CST to better individualize and target instruction.</p> <p>• Program effectiveness will be also monitored through an increased percentage of EL students being re-classified prior to graduation from Cuyama Elementary and an increasing percentage of EL students meeting state measures of progress toward English Proficiency.</p> <p>• Program effectiveness will also be reflected in the continuing closing of the achievement gap.</p> <p>• Programs for higher-performing students will be monitored for increased opportunity to offer students a challenging curriculum including a combination of increased depth, breadth, acceleration, and higher level thinking skills commensurate with their abilities.</p> <p>• The EETT plan will continue to be monitored and revised as the technology needs and opportunities for innovation are realized in the District and classrooms.</p> <p>• Pacing charts, benchmark assessments and standards based report cards will be utilized to ensure students are making progress on the achievement of Math standards.</p>
	<p>Specialists, Teachers, Admin</p> <p>Tech Consultant, SBCEO</p> <p>Continuing implementation of Technology Plan plus revisions/additions</p>
Description of Specific Actions to Improve Education Practice in Mathematics	<p>Persons Involved/ Timeline</p> <p>Related Expenditures</p> <p>Estimated Cost</p> <p>Funding Source</p>

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9. Targeting services and programs to lowest-performing student groups:	<ul style="list-style-type: none"><li>• Scaffolded classroom instructions will be provided to better meet the math needs of all students.</li><li>• Students will continue to be identified for interventions and targeted teaching through assessments, transcripts, parent and teacher recommendation.</li><li>• Specific academic achievement goals for Math will continue to be set in the Single Plan for Student Achievement (SPSA).</li><li>• All students K-8 will be supported by RTI and the lowest performing students will receive Tier II interventions.</li><li>• English Learners will be closely monitored and work with the staff, tutors, parents to learn English as quickly and effectively as possible.</li><li>• Title I students are identified by multiple measures and teacher recommendation and provided supplemental materials, extended time in after school programs, and in the regular classroom.</li><li>• Teachers will continue to collaborate around student work and provide direct services to the lowest performing students to help them meet challenging content standards/Common Core Standards.</li></ul>	Consultant, Specialist time	Title I ASES grant General fund
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		In-Kind Contributions Title I General Fund
10. Any additional services tied to student academic needs:	<ul style="list-style-type: none"><li>• SBCEO Homeless Liaison will coordinate with the district and provide support and needed services for homeless students.</li><li>• The Student Study Team (SST) will continue to provide support for interventions and the referral system for students/families.</li></ul>	Homeless Liaison counselors, Community-based Organizations, Tutors, Teachers

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

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

	Description of how the LEA is meeting or plans to meet this requirement.
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1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:
- Describe the programs and activities to be developed, implemented, and administered under the subgrant;

Required Activities	
<p>1.a.CJUSD will provide appropriate settings and services for Structured English Immersion (SEI-CELDT 1-3); English Language Mainstream (ELM-CELDT 3-5); and Waiver Alternative programs (if needed) in accordance with state and federal requirements. CJUSD will provide the following EL programs and activities.</p> <ul style="list-style-type: none"> <li>• Support for EL Mainstream students through the use of EL, supplemental materials used with CJUSD's state approved R/LA materials, Houghton Mifflin and Hampton Brown.</li> <li>• Differentiated instruction and supplemental EL materials for the R/LA state approved intensive intervention programs.</li> <li>• English Language Development (ELD) for all EL students through the combination of 30-minutes per day of explicit targeted instruction and curriculum in the English language which is supported by SDAIE/SIOP strategies by all classroom teachers.</li> <li>• Teacher's lesson plans will reflect strategies and specific 30 minute designated time for ELD instruction.</li> <li>• Teachers will regularly examine student work at staff meetings to ensure that expected progress is being made for all EL students.</li> <li>• Development of strategic academic vocabulary will be highlighted and pre-taught through the R/LA materials.</li> <li>• All staff will participate in the trimester SB County Co-Op on-demand writing assessment using ELA and ELD rubrics to gauge progress in ELD and state ELA standards.</li> <li>• Teachers will provide targeted skills teaching as determined by writing assessment analyses.</li> <li>• Collaboration of teachers and instructional aides to targeted needed skills to support EL student growth.</li> <li>• Testing Coordinator will provide student CELDT information and strategies to move students from Intermediate to Early Advance.</li> </ul> <p>1.b. CJUSD will use General fund, Title III, and Title I funds to help EL students meet all annual objectives by providing:</p> <ul style="list-style-type: none"> <li>• Training for all teachers designed to improve the quality of instruction to EL students</li> <li>• Coaching and monitoring of the EL program elements will be provided by the Administration.</li> <li>• Attendance at specialized EL trainings, i.e. CELDT training and EL Accountability Institute.</li> <li>• Parent Involvement support through ELAC/DELAC meetings and programs with translation of all materials and on-site translation.</li> <li>• Teachers and Administration will focus on all students who have remained at the Intermediate Level on the CELDT for over two years.</li> </ul>	

	<p>c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <ul style="list-style-type: none"> <li>▪ meeting the annual measurable achievement objectives described in Section 3122;</li> <li>▪ 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);</li> </ul> <p>d. Describe how the LEA will promote parental and community participation in LEP programs</p>	<p>1.c. Schools/sites will be held accountable for English Learners meeting objectives through the annual review of achievement data, the SPSA process, SST process, and LEAP review and adoption. Support for accountability is provided through the following:</p> <ul style="list-style-type: none"> <li>• Monitoring of R/LA, ELD, and Math goals for EL students will be outlined in the SPSA.</li> <li>• Staff training days/early release time will be used for analysis of data and assessment of needed skills.</li> <li>• Coaching will be provided by the teachers implementing 30-minute ELD.</li> </ul> <p>1.d. CJUSD will provide a broad spectrum of parent involvement activities that are accessible to parents of English learners which include:</p> <ul style="list-style-type: none"> <li>• Invitation of all EL parents to serve on the site and district English Learner Advisory Committees (ELAC/DELAC).</li> <li>• Invitation to participate on the School Site Council (SSC) and that oversee the development of the SPSA and provides program support and input.</li> <li>• Parent Conferences.</li> <li>• Parenting programs including parent outreach through the school's Community Relations Liaison to educate parents on strategies to support the learning of their students.</li> <li>• Translators at all meetings and nearly all materials and notices sent to parents.</li> <li>• Parent and community involvement of all parents are outlined under Goal 1-5.</li> </ul> <p>2. The design of the EL program emphasizes development of academic language, fluency and literacy in English along with access to standards-based curriculum. Data on all English Learners are reviewed and disaggregated by the administrator and teachers prior to the start of the school year which enable teachers to analyze the achievement of English Learners and make program adjustments, as needed. Analyses of this data have shown a need to improve the delivery of ELD instruction and SDAIE support through improving program implementation across the school district. CJUSD will use the following to support full implementation and high quality language instruction:</p> <ul style="list-style-type: none"> <li>• Frequent analysis of data of the EL student population on the curriculum-embedded assessments and supplemental materials.</li> <li>• Continued implementation and training of SDAIE/SIOP strategies in academic content areas</li> <li>• Use of classroom rosters of EL students by CELDT proficiency level including the skill areas to facilitate on-going differentiation of instruction.</li> </ul>
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Required Activities	Description of how the LEA is meeting or plans to meet this requirement.
<p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p> <ul style="list-style-type: none"> <li>a. designed to improve the instruction and assessment of LEP children;</li> <li>b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;</li> <li>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;</li> <li>d. long term effect will result in positive and lasting impact on teacher performance in the classroom.</li> </ul>	<p>High quality professional development figures prominently in CJUSD's continuing efforts to increase academic achievement for all students including English Learners and other significant sub-populations of students. A staff development day is scheduled by staff/administrator covering the most pertinent areas of need, but always enhances standards-based, research-based curriculum and intervention implementation. Time has been built into the instructional calendar to create staff development every Monday afternoon for 75 minutes.</p> <p>Annual professional development/coaching on the Co-Op Trimester Writing Assessment which utilizes a R/LA rubric and ELD rubric for scoring and analyzing student writing is provided by the Co-Op Director and EL Consultant.</p> <p>All content teachers are focusing on academic vocabulary development in an effort to assist EL's in progressing toward English fluency and subject specific vocabulary.</p> <p>ELD standards are utilized along with supplemental EL materials for adopted curriculum to assist EL students to progress as rapidly and effectively as possible.</p> <p>Staff and administration use data from multiple assessments to set EL program goals and to fully implement the Title III Improvement Plan.</p>
Allowable Activities	
<p>4. Upgrade program objectives and effective instruction strategies.</p>	<p><b>Yes or No</b>    <b>If yes, describe:</b></p> <p>Yes              The professional development day and the Monday 75 minute staff development periods are designed for staff to collaborate on effective instruction strategies through creating plans, pacing charts, analyzing data (group and student), reviewing student work, and collaboration on meeting the assessed needs of students.</p>

Allowable Activities			
		Description of how the LEA is meeting or plans to meet this requirement.	
		Yes or No	If yes, describe:
5.	Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.	Yes	Additional tutorial support and academic vocabulary development is included in the ASEs afterschool program. Intensified instruction is provided during the 30 minutes per day – Literacy Academy, designed to accommodate the student's individual skill level and ability.
6.	Develop and implement programs that are coordinated with other relevant programs and services.	Yes	CJUSD uses their categorical funds – Title III, Title I to provide broad based services to English Learners. EL students receive reinforcement and tutorials through the ASEs after school program.
7.	Improve the English proficiency and academic achievement of LEP children.	Yes	Improvement efforts are detailed in the SPSA for each school and in the Title III Improvement Plan/LEAP.

Description of how the L.E.A is meeting or plans to meet this requirement.			
		Yes or No	If yes, describe:
8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –	<ul style="list-style-type: none"> <li>○ To improve English language skills of LEP children, and</li> <li>○ To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.</li> </ul>	Yes	Bilingual liaison works closely with staff and parents to inform and include all parents in the school family. There is an active parent outreach approach at CJUSD. Transportation and other support services are provided to parents to participate on school/district advisory committees. Translated materials and the use of translators/headsets provide significant access and parent outreach.
9. Improve the instruction of LEP children by providing for –	<ul style="list-style-type: none"> <li>○ The acquisition or development of educational technology or instructional materials</li> <li>○ Access to, and participation in, electronic networks for materials, training, and communication; and</li> <li>○ Incorporation of the above resources into curricula and programs.</li> </ul>	Yes	If yes, describe:  See Goal 1-4
10. Other activities consistent with Title III.		No	If yes, describe:

**Allowable Activities**

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

<b>Parents of Limited-English-Proficient students must be notified:</b> The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.	<p><b>Required Activity</b></p> <p>Description of how the LEA is meeting or plans to meet this requirement.</p> <p>CJUSD will continue to inform parents as outlined by the legal authority and regulations.</p> <p>Should an initial assessment (first in US schools) occur at Cuyama Joint Unified School District, parents will receive written and oral explanation of the following information:</p> <ul style="list-style-type: none"> <li>• CELDT results, with explanation of the child's current level.</li> <li>• Primary language assessment results.</li> <li>• Description of available programs for English Learners (Structured English Immersion, Waiver Alternative or English Language Mainstream), including instructional methodologies and material to be used.</li> <li>• Recommended program placement based on assessment results.</li> <li>• Requirements for reclassification to R-FEP.</li> <li>• Description of IEP services, if applicable, and how they are integrated with EL program services.</li> <li>• Parental right to refuse primary language instruction and waive Structured English Immersion placement.</li> </ul> <p>Parents of EL students will be informed in writing annually of the above information plus the following, within the first 30 days of schools:</p> <ul style="list-style-type: none"> <li>• Current placement of student.</li> <li>• Student's academic achievement including results of CELDT, CST, and other standardized and placement tests.</li> </ul> <p>Additional performance goals within the SB County Co-Op will be outlined in the Co-Op EL Master Plan. Nearly all district and site communication occurs in both English and Spanish. Ongoing communication occurs at both sites regarding the achievement of English Learners, available programs, parent outreach efforts, and appropriate parental support.</p>
<p>1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):</p> <ol style="list-style-type: none"> <li>a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program;</li> <li>b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement;</li> <li>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;</li> <li>d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;</li> <li>e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;</li> <li>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;</li> <li>g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;</li> </ol>	

Required Activity	Description of how the LEA is meeting or plans to meet this requirement.
<p>h. information pertaining to parental rights that includes written guidance detailing –</p> <ul style="list-style-type: none"> <li>i. the right that parents have to have their child immediately removed from such program upon their request; and</li> <li>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;</li> <li>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.</li> </ul>	<p><b>Note:</b> Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p> <p><b>LEA Parent Notification Failure to Make Progress</b>  If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p> <p>Parents are notified when the district does not make adequate progress on one or more of the objectives in the EL Accountability Report.</p>

### Plans to Provide Services for Immigrants

IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e) ).		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities		Yes or No	If yes, describe:
1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:	No		
2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:	No		
3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	No		

		<b>Yes or No</b>	<b>If yes, describe:</b>
	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	No	
	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:	No	
	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:	No	

**Allowable Activities**

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

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

**Summary of Needs and Strengths for Professional Development**

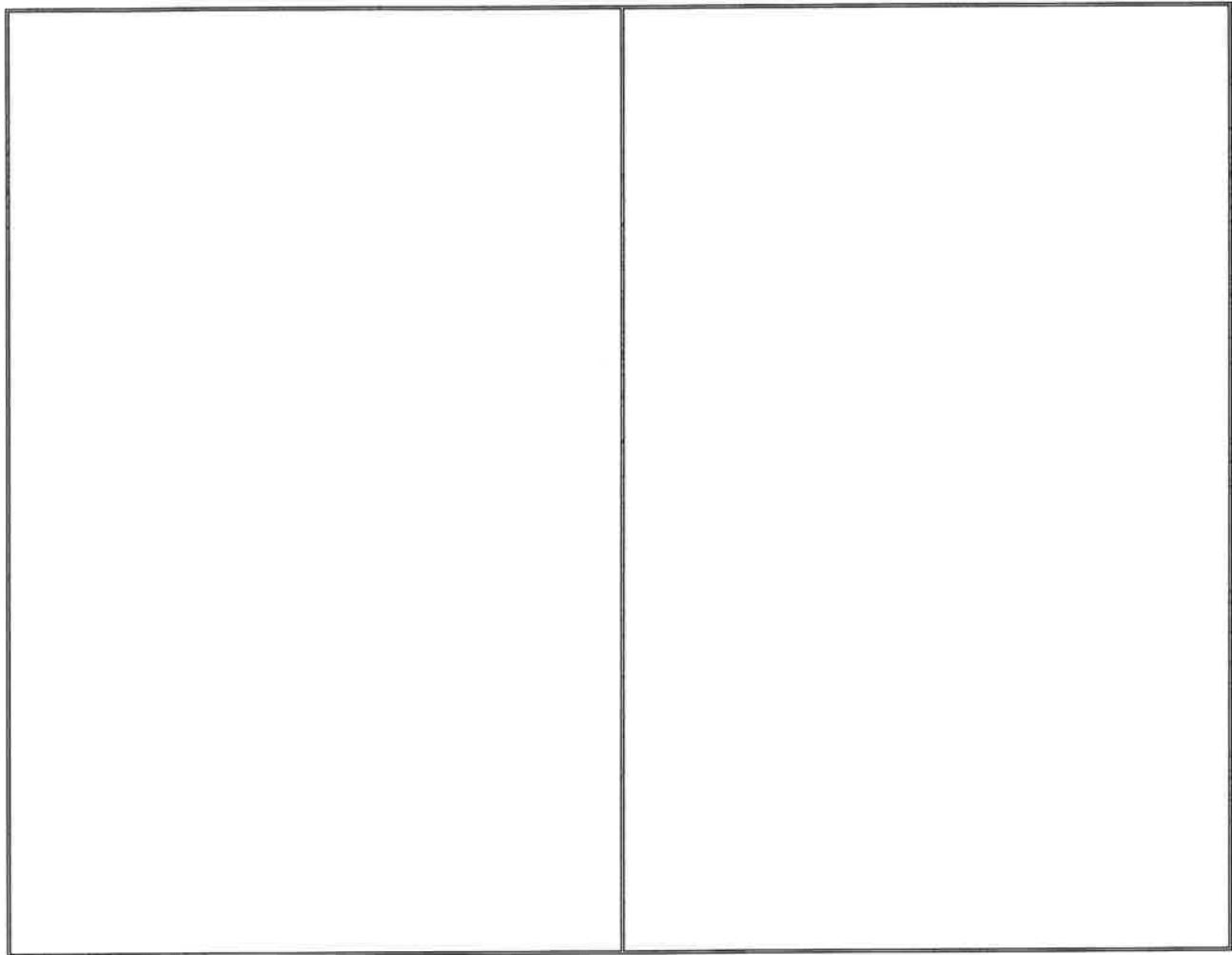
Based on a needs assessment of teacher data for your district, include a narrative that describes areas of needed professional development and areas where adequate professional development opportunities exist.

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

STRENGTHS	NEEDS
100% of the K-5 staff and two teachers in the middle grades have completed SB472 training which provided the knowledge/skills to implement a strong standards-based R/L/A program.	Since Cuyama is such a rural and geographically isolated district, it is difficult to utilize outside resources or to send staff to pertinent training. Lack of substitutes impacts the capability to attend SBCEO, county and regional meetings to a great extent.
Staff and administration determine yearly professional development foci and have spent quality time/training/coaching on writing, ELD, etc.	Intensive staff development and ongoing coaching to fully implement ELD for 30 minutes in all classrooms and provide supplemental services in the EL program.
Staff has been trained in intervention programs including RTI.	Continued monitoring of PD plan by the staff and administration to determine current and future needs and meet the goals of the SPSA, LEAP, and Program Improvement plans.

The Cuyama Elementary School has nine certificated teachers. All teachers are working within their area of competence, have met the criteria for being highly qualified, and have their CLAD certification.

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

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

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <p>The plan for Professional Development (PD) will be established by the collaboration of Admin and staff. PD will be aligned to academic contact/Common Core Standards, ELD standards, and outlined in the SPSA to be consistent with the LEAP and Program Improvement plans.</p> <p>District and site PD goals will focus on providing staff with knowledge and skills needed to prepare students to meet or exceed grade level academic standards/Common Core Standards. PD will include formalized trainings, site meetings, and teacher collaboration designed to insure effective instruction to help students meet increased performance levels. PD time will include 75 minutes set aside on Monday afternoons.</p> <p>Differentiated training will provide skills to continue to close the achievement gaps and provide challenging programs for all students.</p>	<p>Admin, Teachers, Instructional Aides, Parents, Consultants</p> <p>Release time, Substitutes, Mileage, Travel trainers</p>		<p>Title I, General Fund</p>	
<p>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</p> <p>Admin and staff will review all programs, trainings and services based on the collection and monitoring of student achievement data.</p> <p>Decisions for programmatic changes will be based on this review of data from multiple sources and the goals set out in the SPSA.</p>	<p>Admin, Teachers and Consultants</p>	<p>Release time, Subs, Mileage, Trainers,</p>	<p>Title I, General Fund</p>	

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The differentiated needs of English only, English Learners (EL's), SPED, and high achieving students will be addressed. Emphasis will be placed on practices with the greatest impact of accelerating and sustaining learning for low-performing students, closing the achievement gap, and providing appropriately differentiated curriculum for high performing students.	Consultants, Coaching

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <p>Teachers are expected to analyze student work and investigate the link between instructional planning, strategies, and student outcomes. The PD focus will be to help teachers use student assessment data to determine student learning outcomes and to analyze strategies to differentiate instruction. Ongoing assessment of student achievement will be monitored by the Administration. PD activities will be reviewed and evaluated based on – impact on student achievement, effective use of standards based materials and strategies, and the level of coaching and ongoing support.</p> <p>There will be ongoing PD programs in the district for: RTI, R/LA and Math programs, CAHSEE prep technology, ELD standards and academic content/Common Core Standards. There will be content area updates for new and reassigned teachers and Instructional Aides.</p> <p>High school teachers and administration will participate in ongoing training to identify appropriate standards and create instructional lesson plans to increase the first time pass rate on the CAHSEE.</p>	<p>Admin and Staff</p> <p>Release time, Subs, Mileage</p> <p>Title I Intervention Program training</p> <p>Data support</p> <p>Admin and high school teachers</p>		<p>Title I, General Fund, ASES grant</p> <p>Training, Coaching, Targeted coaching</p> <p>Admin and Staff</p>	
<p>4. How the LEA will coordinate professional development activities that authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <p>Administration and staff will work collaboratively to facilitate PD activities that support attaining/maintaining Highly Qualified Teacher status. All PD will be coordinated and based on achieving/exceeding high academic standards/Common Core Standards using resources from multiple programs grants, and collaborative partnership to ensure academic success for all students.</p> <p>Targeted PD for teachers of EL's, SPED, and Title I students supports the data analyses and specialized needs to provide differentiated instruction/support for all students.</p>	<p>Specialists, Teachers, Coaches, Consultants, Community Partners</p>			

<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <p>PD activities may include:</p> <ul style="list-style-type: none"> <li>Systemic ELD training and EL content support.</li> <li>Coaching and mentoring for academic core and intervention programs.</li> <li>Data driven instruction.</li> <li>Technology training.</li> <li>Training for understanding and teaching special populations.</li> <li>Parent Education to support academic success.</li> <li>Common Core Standards training and integration into the core curriculum.</li> <li>Special populations training.</li> </ul> <p>Admin and the SSC will be monitoring how PD activities are made available to all teachers and soliciting information according to the changing needs of the teachers and IA's as new programs, curriculum adoptions and regulations of the ESEA Reauthorization and adoption of Common Core Standards.</p>	<p>Admin and Staff Bi-lingual Liaison</p> <p>Intervention Program training, Consultants, Specialists</p>	<p>Release time, Mileage, Subs</p>	<p>Title I, EIA, General Fund</p>
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Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <p>Cuyama Joint Unified School District will continue to provide Level I and Level II CTAP PD as part of the EETT Plan.</p>	<p>Staff</p>			
<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part</p>				

From Goal 1-4 Student access and time on computers will continue to increase through use of the computer lab at the high school, small lab in the library, five classes have Smart Boards, and half the classes have ELMO's. The Accelerated Reader Program (AR) is networked throughout the school and will be available for additional support. High School students will participate in a Senior Seminar class and produce a portfolio which shows competencies in technology.	Teachers, Students Materials, Staff Support		
Please provide a description of:  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:  PD is on-going and addresses current district and site needs.	Admin and staff.	Persons Involved/ Timeline	Related Expenditures Estimated Cost Funding Source
9. How the LEA will provide training to enable teachers to: <input type="checkbox"/> 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; <input type="checkbox"/> Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; <input type="checkbox"/> Involve parents in their child's education; and <input type="checkbox"/> Understand and use data and assessments to improve classroom practice and student learning.	IE's, SPED Teachers, Parents, Teachers, Translators, Advisory Committees, Parent Club	(listed under individual points)	(listed under individual points)

	Admin., Staff	
10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:	CJUSD will annually plan and review the use of professional development monies to ensure that students are taught by highly qualified teachers. HQT will be continually provided opportunities to strengthen skills and participate in PD that supports the District's goals and promotes achievement of all students. The district only hires NCLB compliant paraprofessionals.	

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

**Environments Conducive to Learning (Strengths and Needs):**

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

STRENGTHS	NEEDS
<p>The belief that students come first and expecting the best from students form the basis of the learning environment.</p> <p>Programs of academic and personal goals that emphasize student responsibility.</p> <p>The discipline policy is based on philosophy that is: Education, Consistent, Progressive, Fair (and that the consequence is appropriate for the behavior), and Respectful.</p> <p>Improved facilities including new ADA compliant restrooms, new play area equipment for the primary and middle grades, new basketball and volleyball courts for the middle school program, additional computers for the classrooms, colorful murals on exterior walls promoting healthy lifestyles, and new bulletin boards.</p> <p>Interventions to support increased attendance to prevent drop-outs.</p> <p>SST implemented a strategy that district transportation services are used to bring parents to school to work with their children.</p>	

**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

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designed to address students' barriers to learning (e.g. attendance and behavior). Include a copy of the LEA's code of conduct or policy regarding student behavior expectations.

**ACTIVITIES**

The SST process and RTI tiered interventions that address student needs.

ASES after school tutorial and support program.

Sports programs.

Access to teachers and staff for academic assistance and tutoring.

**Needs and Strengths Assessment (4115(a)(1)(A) ):**

Based on data regarding the incidence of violence and alcohol, tobacco, and other drug use in the schools and communities to be served, and other qualitative data or information, provide a list of the LEA's strengths and needs related to preventing risk behaviors.

STRENGTHS	NEEDS
Cuyama is rural and isolated. Most families, school staff, business owners, and law enforcement know each other and provide support to the school district when needed and as general practice.  Students have a strong connection with the schools and staff which promotes school connectedness.  Sixteen suspensions were reported at the high school and twenty-one truant students or 28% for 2012-13.	Strategies and training for bullying related behaviors.  Gang prevention training.  Strategies to lower suspensions and truancies.

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

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

**Prevention Program Performance Indicators (4115(a)(1)(B) ):**

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

<b>Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey</b>	<b>Most Recent Survey date: ____ / ____ Baseline Data</b>	<b>Biennial Goal (Performance Indicator)</b>
The percentage of students that have ever used cigarettes will <b>decrease</b> biennially by:	5 <sup>th</sup> — % 7 <sup>th</sup> — %	5 <sup>th</sup> — % 7 <sup>th</sup> — %
The percentage of students that have used cigarettes within the past 30 days will <b>decrease</b> biennially by:	7 <sup>th</sup> — % 9 <sup>th</sup> — % 11 <sup>th</sup> — %	7 <sup>th</sup> — % 9 <sup>th</sup> — % 11 <sup>th</sup> — %
The percentage of students that have used marijuana will <b>decrease</b> biennially by:	5 <sup>th</sup> — % 7 <sup>th</sup> — %	5 <sup>th</sup> — % 7 <sup>th</sup> — %
The percentage of students that have used alcohol within the past 30 days will <b>decrease</b> biennially by:	7 <sup>th</sup> — % 9 <sup>th</sup> — % 11 <sup>th</sup> — %	7 <sup>th</sup> — % 9 <sup>th</sup> — % 11 <sup>th</sup> — %
The percentage of students that have used marijuana within the past 30 days will <b>decrease</b> biennially by:	7 <sup>th</sup> — % 9 <sup>th</sup> — % 11 <sup>th</sup> — %	7 <sup>th</sup> — % 9 <sup>th</sup> — % 11 <sup>th</sup> — %

The percentage of students that feel very safe at school will <b>increase</b> biennially by:	<b>5<sup>th</sup></b> — % <b>7<sup>th</sup></b> — % <b>9<sup>th</sup></b> — % <b>11<sup>th</sup></b> — %	<b>5<sup>th</sup></b> — % <b>7<sup>th</sup></b> — % <b>9<sup>th</sup></b> — % <b>11<sup>th</sup></b> — %
The percentage of students that have been afraid of being beaten up during the past 12 months will <b>decrease</b> biennially by:	<b>7<sup>th</sup></b> — % <b>9<sup>th</sup></b> — % <b>11<sup>th</sup></b> — %	<b>7<sup>th</sup></b> — % <b>9<sup>th</sup></b> — % <b>11<sup>th</sup></b> — %
<b>Truancy Performance Indicator</b>		
The percentage of students who have been truant will <b>decrease</b> annually by _____ from the current LEA rate shown here.	_____ %	_____ %
NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.		
<b>Protective Factors Performance Measures from the California Healthy Kids Survey</b>		<b>Most recent date: ____/____</b> <b>Baseline Data</b>
The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will <b>increase</b> biennially by:	<b>5<sup>th</sup></b> — % <b>7<sup>th</sup></b> — % <b>9<sup>th</sup></b> — % <b>11<sup>th</sup></b> — %	<b>5<sup>th</sup></b> — % <b>7<sup>th</sup></b> — % <b>9<sup>th</sup></b> — % <b>11<sup>th</sup></b> — %
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will <b>increase</b> biennially by:	<b>5<sup>th</sup></b> — % <b>7<sup>th</sup></b> — % <b>9<sup>th</sup></b> — % <b>11<sup>th</sup></b> — %	<b>5<sup>th</sup></b> — % <b>7<sup>th</sup></b> — % <b>9<sup>th</sup></b> — % <b>11<sup>th</sup></b> — %

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The percentage of students that report high levels of opportunities for meaningful participation at their school will <b>increase</b> biennially by:	5 <sup>th</sup> — % 7 <sup>th</sup> — % 9 <sup>th</sup> — % 11 <sup>th</sup> — %	5 <sup>th</sup> — % 7 <sup>th</sup> — % 9 <sup>th</sup> — % 11 <sup>th</sup> — %
The percentage of students that report high levels of school connectedness at their school will <b>increase</b> biennially by:	5 <sup>th</sup> — % 7 <sup>th</sup> — % 9 <sup>th</sup> — % 11 <sup>th</sup> — %	5 <sup>th</sup> — % 7 <sup>th</sup> — % 9 <sup>th</sup> — % 11 <sup>th</sup> — %

### 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

**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

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

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

<b>Check</b>	<b>Activities</b>	<b>Program ATODV Focus</b>	<b>Target Grade Levels</b>
	After School Programs		
	Conflict Mediation/Resolution		
	Early Intervention and Counseling		
	Environmental Strategies		
	Family and Community Collaboration		
	Media Literacy and Advocacy		
	Mentoring		
	Peer-Helping and Peer Leaders		
	Positive Alternatives		
	School Policies		
	Service-Learning/Community Service		
	Student Assistance Programs		
	Tobacco-Use Cessation		

Category	Activities	Program ATODV Focus	Target Grade Levels
	Youth Development Caring Schools Caring Classrooms		
	Other Activities		

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

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

Promising Program name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date

**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.

**Evaluation and Continuous Improvement (4115 (a)(2)(A)):**

Provide a description for how the LEA will conduct regular evaluations of the effectiveness of the LEA's alcohol, tobacco, other drug use and violence prevention program. Describe how the results of the evaluation will be used to refine, improve and strengthen the program.

**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.

**Mandatory Safe and Drug Free Schools and Communities (4114(d)(2)(E) ):**

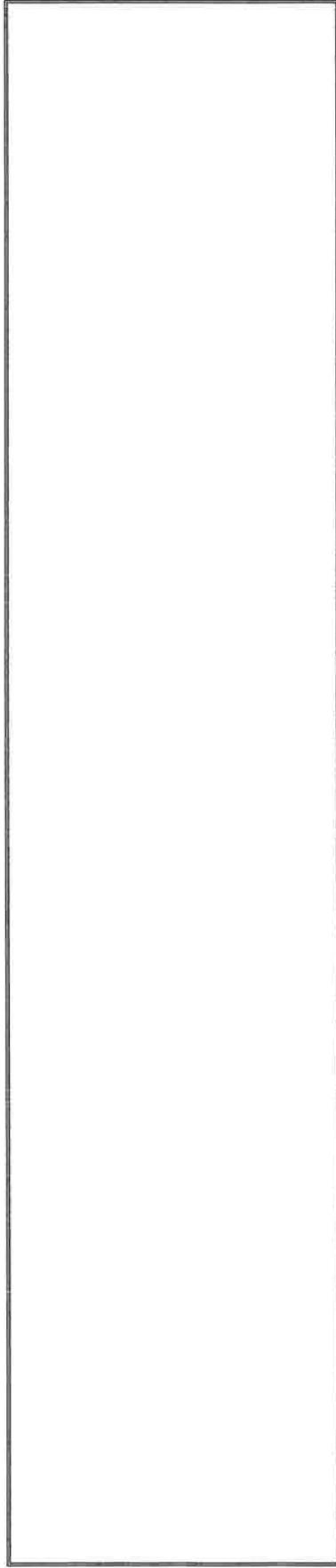
Briefly describe how SDFSC funded program services will be targeted to the LEA's schools and students with the greatest need.  
(Section 4114 [d][3])

Cuyama Joint Unified School District did not participate in SDFSC or TUPE programs, so did not participate in the California Healthy Kids Survey. SDFSC funds were utilized under Rural Education Achievement Program (REAP) flexibility. The remainder of Goal 4 is N/A. The District will participate in the California Healthy Kids survey in 2014-15.

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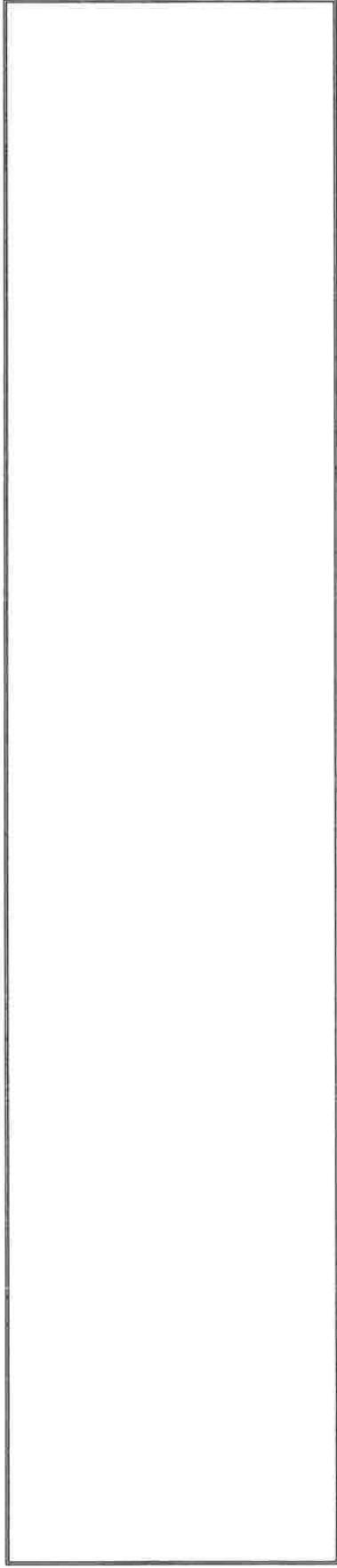
**Coordination of All Programs (4114 (d)(2)(A)):**

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.



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

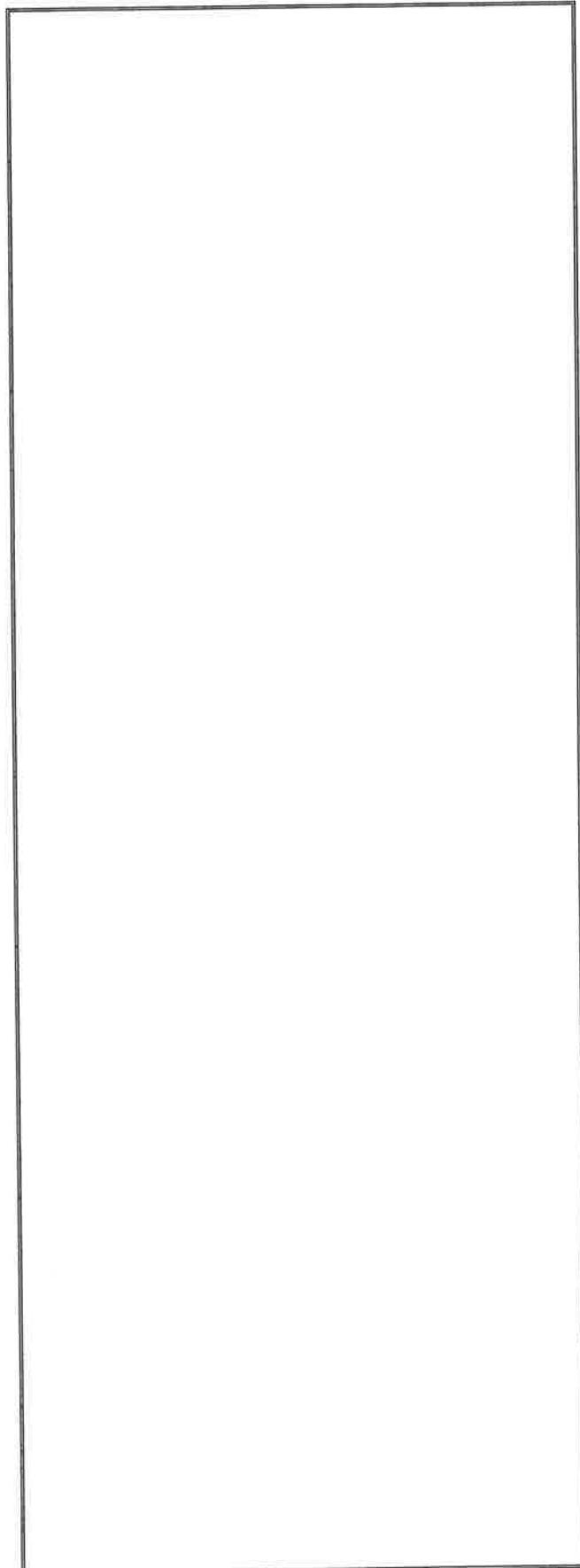
Provide a brief, but detailed, description of the parent involvement and describe the parent notification procedures used to meet requirements under NCLB Title IV, Part A – SDFSC program.



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**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.



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**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

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

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

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

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
<b>5.1 (High School Graduates)</b>	<p>SPSA identifies goal to increase first time passage of CAHSEE.</p> <p>CAHSEE Standards are identified and targeted.</p> <p>Continued support and ELD for EL's.</p> <p>Increasing numbers of middle school students are taking Algebra.</p> <p>Computer based courses supplement direct instruction to provide access to credit recovery or acceleration.</p>				
<b>5.2 (Dropouts)</b>	Interventions to increase attendance to prevent dropouts.				

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<b>5.3</b> <b>(Advanced Placement)</b>						
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## 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.

<p>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."</p>	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Identify one of the following options as the low-income measure to identify schools eligible for Title I funding:</p> <ul style="list-style-type: none"> <li>• Number of children in families receiving assistance under the CalWorks program;</li> <li>• Number of children eligible for Free/Reduced Price Lunch programs;</li> <li>• Number of children ages 5-17 in poverty counted by the most recent census data;</li> <li>• Number of children eligible to receive medical assistance under the Medicaid program;</li> <li>• Or a composite of the above.</li> </ul>	<p>Cuyama Joint Unified School District will use the number of children eligible for Free/Reduced Lunch programs as the low income measure to calculate the percent of students qualifying as low income. Schools will be funded by Title I based on the number of low income students on each of the two campuses by a per pupil amount.</p>
<p>Describe how the low-income measure described above is used to rank and select schools to receive Title I funds</p> <ul style="list-style-type: none"> <li>• All schools with a 75% or above poverty level are funded</li> <li>• All other schools are funded by poverty ranking district wide or by grade span.</li> </ul>	<p>The District is under 1000 students and is not subject to ranking requirements. The elementary and high school receive Title I funding.</p>

## Additional Mandatory Title I Descriptions (continued)

<p>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 <a href="http://www.cde.ca.gov/sp/sw/rt/">http://www.cde.ca.gov/sp/sw/rt/</a>; for Targeted Assistance go to <a href="http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp">http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp</a> ).</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>
<p>For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Effective methods and instructional strategies based on scientifically-based research.</li> <li>• Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.</li> <li>• Proven strategies that address the needs of historically underserved students, low achieving students, and those at risk of not meeting state standards.</li> <li>• Instruction by highly qualified teachers and strategies to attract and keep such teachers.</li> <li>• High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff.</li> <li>• Strategies to increase parental involvement.</li> <li>• Assistance to preschool children in transitioning from early</li> </ul>	<p>N/A</p>

	<p>childhood programs to elementary school programs.</p> <ul style="list-style-type: none"><li>• Timely and effective additional assistance to students who experience difficulty mastering state standards.</li></ul> <p>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:</p> <ul style="list-style-type: none"><li>• Effective methods and instructional strategies based on scientifically-based research.</li><li>• Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.</li><li>• Strategies that minimize removing children from the regular classroom during regular school hours for instruction.</li><li>• Instruction by highly qualified teachers.</li><li>• Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff.</li><li>• Strategies to increase parental involvement.</li></ul>	A wide variety of programs, strategies, intervention opportunities, targeted instructional practices within the Single Plans for Student Achievement (SPSA) help each school identify and help those students who are at risk of failing to meet the state standards/Common Core standards.. See goals 1-5.
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## Additional Mandatory Title I Descriptions (continued)

<p>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. <b>Please note that multiple, educationally related criteria must be used to identify students eligible for services.</b> 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.</p>	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</p> <ul style="list-style-type: none"> <li>• Identify children who are failing or most at risk of failing to meet the state academic content standards.</li> <li>• Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades.</li> <li>• Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds.</li> </ul>	<p>Multiple measures are used to identify students which will receive Title I/SCCE services – annual state assessment data, grade level curriculum assessments, student work (i.e. writing assessment with ELA/ELD rubric scores for EL’s), teacher recommendation for primary students based on teacher collaboration around student work and observation, and parent input.</p>
<p>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.</p>	<p>No homeless students have been identified at CJUSD. If homeless students are enrolled, they would receive all the interventions and services all students receive as well as specific identified needs. Support will also be given by SBEQ Homeless Liaisons as needed.</p>
<p>The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.</p>	<p>N/A</p>

## 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:	Cuyama Joint Unified School District is a small, rural (REAP) school district. The LEA and schools work together as a unit. The administrator keeps complete data on student progress and works with staff on analyzing and using the data or targeted instruction.
<p>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:</p> <ul style="list-style-type: none"><li>• Assistance in developing, revising, and implementing the school plan.</li><li>• Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas.</li><li>• 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.</li><li>• Assistance in analyzing and revising the school budget so the school's resources are used effectively.</li></ul>	The school budgets are similarly coordinated at the administrative level.

**Additional Mandatory Title I Descriptions  
(continued)**

Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, “Academic Assessment and Local Educational Agency and School Improvement.”	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 services.	Parents are notified of the school’s identification as PI per the stated requirements. The isolated and rural nature of the district with other school districts from 60-80 miles in each direction (and in some different counties) do not make Choice a viable alternative that Cuyama parents are interested in exercising.
	Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	Supplemental services are offered as required.

## 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:  All Cuyama Elementary teachers are highly qualified. Due to the small nature of the high school, it is difficult for staff to cover all required academic core subjects without teaching outside their certified area.
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.	Parent involvement and efforts to assist in their children’s education is documented until Goals 1,2,3 are met. All parents are encouraged to be involved and assistance is given to help them have the knowledge and skills to work with their students to improve academically.
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.	

Additional Mandatory Title I Descriptions  
(continued)

<b><i>Coordination of Educational Services</i></b>	Description of 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. Head Start	Staff will coordinate with Head Start to provide a seamless transition from pre-school to Kindergarten.  Compare to programs listed on Page 12 of the LEA Plan to determine if all active programs have been addressed.

## **Part III** **Assurances and Attachments**

*Assurances*

*Signature Page*

*Appendix*

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

*Appendix B: Links to Data Web sites*

*Appendix C: Science-Based Programs*

*Appendix D: Research-based Activities*

*Appendix E: Promising or Favorable Programs*

## **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.

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- 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 4<sup>th</sup> and 8<sup>th</sup> 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.

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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.

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32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.
33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

## TITLE II, PART A

34. The LEA, hereby, assures that:

- The LEA will target funds to schools within the jurisdiction of the local educational agency that:
  - (A) **have the lowest proportion of highly qualified teachers;**
  - (B) **have the largest average class size; or**
  - (C) **are identified for school improvement under section 1116(b).**
- The LEA will comply with section 9501 (regarding participation by private school children and teachers).
- The LEA has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.
- The LEA will assure compliance with the requirements of professional development as defined in section 9101 (34).

## TITLE II, PART D

35. The LEA has an updated, local, long-range, strategic, educational technology plan in place that includes the following:
  - Strategies for using technology to improve academic achievement and teacher effectiveness.
  - Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
  - Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
  - Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
  - Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.

- A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
  - A description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.
  - A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
  - Innovative delivery strategies – a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
  - A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
  - Collaboration with adult literacy service providers.
  - Accountability measures – a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.
  - Supporting resources – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.
36. The LEA must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.
37. **Any LEA that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) hereby assures the SEA** that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:
- has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and
  - is enforcing the operation of such technology protection measure during any use of such computers by minors; and
  - has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.
  - Any LEA that does receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

**TITLE III**

38. The LEA assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education-related community groups, nonprofit organizations, and institutions of higher education in developing the LEA Plan.
39. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.
40. The LEA is complying with Section 3302 prior to, and throughout, each school year.
41. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.
42. The LEA has based its proposed plan on scientifically based research on teaching limited-English-proficient students.
43. The LEA ensures that the programs will enable to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.
44. The LEA is not in violation of any State law, including State constitutional law, regarding the education of limited-English-proficient students, consistent with Sections 3126 and 3127.

**TITLE IV, PART A**

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

- Security procedures at school and while students are on the way to and from school.
  - Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.
  - A crisis management plan for responding to violent or traumatic incidents on school grounds.
  - A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
    - Allows a teacher to communicate effectively with all students in the class.
    - Allows all students in the class to learn.
    - Has consequences that are fair, and developmentally appropriate.
    - Considers the student and the circumstances of the situation.
    - Is enforced accordingly.
50. The application and any waiver request under section 4115(a)(3) (to allow innovative activities or programs that demonstrate substantial likelihood of success) will be available for public review after submission of the application.
- TITLE IV, PART A, SUBPART 3**
51. The LEA assures that it has, in effect, a written policy providing for the suspension from school for a period of not less than one year of any student who is determined to have brought a firearm to school or who possesses a firearm at school and the referral of a student who has brought a weapon or firearm to the criminal or juvenile justice system. Such a policy may allow the Superintendent to modify such suspension requirement for a student on a case-by-case basis.
- TITLE V, PART A**
52. The LEA has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents of children attending elementary schools and secondary schools in the area served by the LEA, with teachers and administrative personnel in such schools, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the LEA.
53. The LEA will comply with this Part, including the provisions of section 5142 concerning the participation of children enrolled in private nonprofit schools.
54. The LEA will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.
55. The LEA will annually evaluate the programs carried out under this Part, and that evaluation:
  - will be used to make decisions about appropriate changes in programs for the subsequent year;

- will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and
- will be submitted to the SEA at the time and in the manner requested by the SEA.

#### **New LEAP Assurances**

56. Uniform Management Information and Reporting System: the LEA assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in the format prescribed by CDE. That information will include:
- (i) truancy rates;
  - (ii) the frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;
  - (iii) the types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and
  - (iv) the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107-110)
57. Unsafe School Choice Policy: the LEA assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. The LEA will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of schools that have been designated “persistently dangerous” in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107-110.)

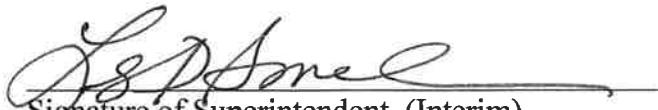
#### **Other**

58. The LEA assures that a minimum of 95% of all students and a minimum number of students in each subgroup (at both the school and district levels) will participate in the state’s assessments program.

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## SIGNATURE PAGE

Les Imel  
Print Name of Superintendent (Interim)

  
Signature of Superintendent (Interim)

4/10/2014  
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/epsy/blueprints/model/overview.html>> (University of Colorado: Blueprints)

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

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Olweus Bullying Prevention	K to 8			x	x	x	x	x	B, C, E
Positive Action	K to 12			x	x	x	x	x	C, D,
Project ACHIEVE	Pre-K to 8			x	x	x	x	x	A, C, E
Project ALERT	6 to 8			x	x	x	x	x	A, C, D, E
Project Northland	6 to 8			x	x	x	x	x	A, B, C, D, E
Project PATHÉ	9 to 12			x	x	x	x	x	B, E
Project SUCCESS	9 to 12			x	x	x	x	x	C,
Project Toward No Drug Abuse (TND)	9 to 12			x	x	x	x	x	C,
Project Toward No Tobacco Use (TNT)	5 to 8			x	x	x	x	x	A, C, D, E
Promoting Alternative Thinking Strategies (PATHS)	K to 6			x	x	x	x	x	A, B, C, D,
Protecting You/Protecting Me	K to 5			x	x	x	x	x	C,
Quantum Opportunities	9 to 12			x	x	x	x	x	B, E
Reconnecting Youth	9 to 12			x	x	x	x	x	A, C, E
Responding in Peaceful and Positive Ways	6 to 12			x	x	x	x	x	C, D, E
Rural Educational Achievement Project	4			x	x	x	x	x	C
School Violence Prevention Demonstration Program	5 to 8			x	x	x	x	x	C
Second Step	Pre-K to 8			x	x	x	x	x	A, C, D,
Skills, Opportunities, and Recognition (SOAR): Seattle Social Development Project:	K to 6			x	x	x	x	x	B, C, D, E
SMART Leaders	9 to 12			x	x	x	x	x	C
Social Competence Promotion Program for Young Adolescents (SCPP-YA)	5 to 7			x	x	x	x	x	C
Start Taking Alcohol Risks Seriously (STARS) for Families	6 to 8			x	x	x	x	x	C
Students Managing Anger and Resolution Together (SMART) Team	6 to 9			x	x	x	x	x	C, D,
Too Good for Drugs	K to 12			x	x	x	x	x	C
<b>Community and Family-based Programs</b>									
Intended program outcomes and target setting. See research for proven effectiveness									
Name	Target Population	Alcohol	Tobacco	Drugs	Violence	Violence	Youth Dev.	Website	
Big Brothers Big Sisters	Community						x	B, E	
Brief Strategic Family Therapy	Families			x	x	x		B, C,	
CASA/START	Community			x	x	x		B, C, D,	
Communities Mobilizing for Change								C	
Creating Lasting Family Connections	Community								
Families And Schools Together (FAST)	Families (6 to 12)	x	x	x	x	x	x	A, C, D,	
Family Development Research Project	Families								
Family Effectiveness Training	Families								
Family Matters	Families								
FAN (Family Advocacy Network) Club	Families			x	x	x	x	x	C
Functional Family Therapy	Families	x	x	x	x	x	x	x	B, E
Home-Based Behavioral Systems Family Therapy	Families			x	x	x	x	x	C
Houston Parent-Child Development Program	Parents			x	x	x	x	x	C
Multisystemic Therapy	Parents			x	x	x	x	x	B, C, E
Nurse-Family Partnership	Parents			x	x	x	x	x	B, C,
Parenting Wisely									C,

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

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

<b>Promising or Favorable Programs</b>							
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
AI'sPal's: Kids Making Healthy Choices	Pre K to 2				x		D
Baby Safe (Substance Abuse Free Environment) Hawaii	Families	x	x	x			C
Basement Bums	6 to 8		x				A
Be a Star	K to 6					x	C
Behavioral Monitoring and Reinforcement	7 to 8			x	x		C
Bilingual/Bicultural Counseling and Support Services	Communities	x		x			C
Bully Proofing Your School	K to 8				x		B
CAPSLE (Creating a Peaceful School Learning Environment)	K to 5				x		B
Club Hero	6					x	C
Coca-Cola Valued Youth Program (CCVYP)	School					x	B
Colorado Youth Leadership Project	7	x				x	C
Comer School Development Program (CSDP)	School					x	B
Earlscourt Social Skills Group Program	K to 6					x	B
Effective Black Parenting Program (EBPP)	Families				x		B
Facing History and Ourselves	7 to 12				x		D
Family Health Promotion	Families	x	x	x		x	C
FAST Track	1 to 6				x		B
Get Real About Violence	K to 12				x		C
Growing Healthy	K to 6	x	x	x			D
Intensive Protective Supervision Program	Community				x		B
Iowa Strengthening Families Program	Family	x					B
Kids Intervention with Kids in School (KIKS)	6 to 12	x	x	x	x	x	C
Let Each One Teach One	Mentoring					x	D
Linking the Interests of Families and Teachers (LIFT)	1 to 5				x		B, C, D
Lion's Quest Working Toward Peace	5 to 9				x		D
Massachusetts Tobacco Control Program	7 to 12		x				C
Michigan Model for Comprehensive School Health Education	K to 12	x	x	x			D

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

