

Application #	
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Elementary and Secondary Education Act/No Child Left Behind Act of 2001
LOCAL EDUCATIONAL AGENCY (LEA) PLAN

Please submit your completed revised LEA Plan by e-mail to LEAP@cde.ca.gov no later than **April 19, 2010**. Please indicate in the subject line of the e-mail: 1) the name of your LEA; 2) the Program Improvement Year; and 3) the name of the document attached (e.g., ZZZ Unified School District; PI Year 3; Revised LEA Plan).

LEA Plan Information:

Name of LEA: **San Miguel Joint Union School District**

County/District Code: **40-68825**

Dates of Plan Duration (should be up to three years): **May 1, 2010-June 30, 2013**

Date of Local Governing Board Approval: **April 29, 2010**

District Superintendent/Principal: **Dr. Curt Dubost**

Address: **1601 L Street**

City: **San Miguel**

State: **CA**

Zip: **93451**

Phone: **805 467-3216 x204**

Fax: **805 467-3410**

Certification: I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Plan/Plan Addendum/Action Plan are on file, including signatures of any required external providers, i.e., district assistance and intervention team and/or Title III regional lead. See Assurances on pages 63 – 71. Signatures are required on page 72.

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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 2013-14.**
- 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 2005-06, 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 adAsst 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 (LRE) – 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 on the CDE State Assessment Tools Web page at <http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp>.

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

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

Seek the input of teachers, administrators, councils, committees, and community members (e.g., school site council; school health council; committees for Limited English Proficient, state compensatory education, gifted and talented education, special education, etc.) The most effective plans are those supported by the entire LEA community. The integration of existing program plans, such as Immediate Intervention/Underperforming Schools Program, High Priority Schools Grant Program, Alternative Education Programs, Focus on Learning: Secondary School Accreditation,

and others does not eliminate any program requirements. The combined process must include the requirements of every program involved.

Step Three: Develop or Revise Performance Goals

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

Step Four: Revise Improvement Strategies and Expenditures

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

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

Step Five: Local Governing Board Approval

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

Step Six: Monitor Implementation

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

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

c) How timely and effectively is the plan being implemented? d) If the plan has not been implemented as written, what were the obstacles to implementation?

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

**PLANNING CHECKLIST
FOR LEA PLAN DEVELOPMENT
(Optional)**

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

FEDERAL AND STATE PROGRAMS CHECKLIST

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

Federal Programs		State Programs	
✓	Title I, Part A		EIA – State Compensatory Education
	Title I, Part B, Even Start	✓	EIA – Limited English Proficient
	Title I, Part C, Migrant Education		State Migrant Education
	Title I, Part D, Neglected/Delinquent		School Improvement
✓	Title II, Part A, Subpart 2, Improving Teacher Quality		Child Development Programs
✓	Title II, Part D, Enhancing Education Through Technology		Educational Equity
✓	Title III, Limited English Proficient		Gifted and Talented Education
	Title III, Immigrants		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 st Century Community Learning Centers	✓	Other (describe): ELAP
✓	Other (describe): ARRA Title I		Other (describe):
	Other (describe):	✓	Other (describe): ASES

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	\$1,139	\$66,188	\$64,391	95%
Title I, Part B, Even Start				
Title I, Part C, Migrant Education				
Title I, Part D, Neglected/Delinquent				
Title II Part A, Subpart 2, Improving Teacher Quality	\$0	\$23,470	\$22,446	95%
Title II, Part D, Enhancing Education Through Technology	\$0	\$608	\$608	100%
Title III, Limited English Proficient	\$0	\$14,004	\$13,729	98%
Title III, Immigrants				
Title IV, Part A, Safe and Drug-free Schools and Communities		\$1,657	—	—
Title V, Part A, Innovative Programs – Parental Choice	\$0	\$869	\$869	100%
Adult Education				
Career Technical Education				
McKinney-Vento Homeless Education				
IDEA, Special Education	\$0	\$99,434	\$94,463	95%
21 st Century Community Learning Centers				
Other (describe) ARRA Title I	\$15,060	\$18,406	\$32,006	95%
TOTAL				

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	\$30,957.11	\$80,813	\$108,515	97%
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 (HPSGP)				
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) ELAP	\$2,421.52	\$5,336	\$7,757	100%
ASES		\$120,000	\$114,000	95%
TOTAL				

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

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.

Why the prior LEA Plan failed to bring about increased Academic Achievement.

The San Miguel Joint Union School District is a two-school district - Lillian Larsen Elementary K-8, and Cappy Culver Elementary K-6. The district encompasses 200 square miles in San Luis Obispo and Monterey Counties. This includes the rural area around the historic mission town of San Miguel and the communities around Lake Nacimiento.

There is an enrollment of **554** students in grades K through 8. The ethnic distribution of the school is: **3 (0.5%)** American Indian, **287 (51.8%)** Hispanic, **244 (44%)** White, African American **3 (5%)**, Filipino **5 (9%)**, and **1.9%** Other. English Language Learners make up **26 % (144)** of student enrollment. Approximately **71%** of our students participate in free/reduced lunch program. San Miguel has a very mobile population; about **10%** of the students moved either in or out of the school at the present.

There are many reasons associated with the LEA Plan's failure to increase student academic achievement. These include declining enrollment, an increase in English learner population, inconsistent implementation by leadership, lack of monitoring assessment data, and inconsistent implementation of the LEA Plan.

In December 2002, SMJUSD our Superintendent/Principal left. Since that time we have experienced a turnover of four interim Superintendent/Principals. In July 2005, our most recent

Superintendent/Principal began his tenure. In March 2010, this Superintendent/Principal resigned. We are currently operating under the leadership of our long time Assistant Principal who is our Acting Superintendent/Principal through the end of the school year. This had led to inconsistent implementation of the LEA Plan as well as inconsistent monitoring of instruction.

From 2002-2009 SMJUSD experienced significant fluctuations in enrollment ranging from a low of 390 students in 2004 to the current high of 554 students. These fluctuations resulted in a significant loss of revenue through ADA jeopardizing the fiscal solvency of our district. Additionally, in that same period, our ELL population jumped from 21% of our student population to 36%. The increase in EL students is expected to well into the future as our attendance area is one of the only areas with affordable housing in our county, necessitating a new focus for our district.

Also during this time frame, weekly walk-throughs by administration were extremely diminished and inconsistent at best. Professional development regarding instructional techniques for all paraprofessionals working with EL students was not implemented plus there was a lack of meaningful staff development for teachers. The collection and analysis of assessment data did not occur. Couple this with the continuing financial constraints in the district brought on by decreased enrollment, deficit spending, and the continuing extreme state financial budget reductions, and we can explain why our district has been declining in every measure. For the last three years the SMJUSD has worked diligently on maintaining a 4% state mandated reserve. The District still continues to experience a certificated staff Reduction In Force (RIF), because fluctuating enrollment and the severe state budget cuts from 2008 thru 2010.

The San Miguel Joint Union School District wrote the original Local Education Agency Plan in 2000, revised it in 2005 and wrote an addendum to the plan in 2008 when we entered Program Improvement. It is the goal of San Miguel School District to develop and implement the strategies that are contained within this plan by the year 2013.

The LEA Plans and LEA Plan Addendum addressed the academic achievement levels of all students in the District as realized in our mission statement, which is as follows:

**“Achieving Excellence for All
We are dedicated to the belief that:
All students shall achieve world-class academic standards.
All staff shall achieve the standards of an effective school environment.
Through our successful endeavors we shall develop productive and responsible
citizens for our community.”**

San Miguel Joint Union School District provides the *potential* to combine the best things about being small; opportunities for leadership, recognition, and personal attention, with some of the best things that bigger districts offer; current materials, a comprehensive curriculum, ongoing staff development and program planning. The schools and district receive tremendous support from School Site Councils, school and district committees such as DELAC, ASES afterschool program, Parent Teacher Organization, Community Link, Resource Connection, Lions Club and parent/staff coaching of sports and dedicated volunteers. By working with all of these dedicated

stakeholders, we are confident that we will return San Miguel Joint Union School District to a place where students learn and grow to their fullest potential.

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.

San Miguel Joint Union School District is in the process of updating, revising, and implementing district wide diagnostic, formative and benchmark assessments to compliment the CST and CELDT summative assessments. Our current assessments are dated and implemented sporadically. The creation, implementation and monitoring of a district assessment calendar will accompany these new assessments. The formative assessments will be in place for the 2010-11 school year and are based upon the curriculum pacing guides currently being written.

- a) We had no updated district assessments used system wide. We began writing formative assessments linked to our curriculum pacing guides in March 2010. The information below reflects our progress since beginning this process in tandem with our DAIT Provider in March 2010:
Completed:
 - a. Grades 2-8 = mathematics pacing guides

- b. Grades 2-8 = mathematics formative assessments
- In the Process:
- a. Grades K-8 = RLA pacing guides
- To Do:
- a. Grades K-8 RLA formative assessments
 - b. Grades K-1 mathematics formative assessments
- b) Currently, SMJUSD is using the DIBELS assessment to as both a diagnostic and benchmark RLA assessment for K-6 students. It is administered in Sept, Dec, and May by the Special Education staff. Other assessments that are administered include:
- a. Grades 7-8 = MATT assessment in mathematics
 - b. Grades 2-8 = STAR Reading assessment in RLA
- c) We have identified numerous needed revisions regarding assessment of students to support their reaching and exceeding the State standards.
- a. Grades K-2 = DIBLES with analysis and implementation into instruction for all students
 - b. Grades K-2 = Running Record including comprehension analysis and implantation into instruction for all students
 - c. Grades 3-8 = San Diego Quick or other relevant assessment for all students to determine grade level reading ability
 - d. Grades 3-8 = Individual Reading Inventory including comprehension analysis and implementation into instruction for all students in grades 3-8 reading 2 grade levels below as assessed on the San Diego Quick assessment.
 - e. Identify appropriate diagnostic assessments for all K-8 students in mathematics
- d) Intervention triggers include
- a. Any K-8 grade student reading 2 grade levels below will be identified for intensive intervention
 - b. Any K-8 student reading 1 grade level below will be identified for strategic intervention
 - c. The same criteria will be put in place for mathematics once appropriate assessments are identified.

Lillian Larsen Elementary Corrective Action Status

Lillian Larsen Elementary School was identified as a Program Improvement school in the 2007-08 school year for failing to meet their AYP targets in RLA for the ELL subgroup. In 2008-09, the school advanced to PI YR 2 with the same subgroup and in 2009-10 advanced to PI YR 3 when the ELL, SES, and Hispanic subgroups did not meet the AYP targets in both math and RLA.

During the summer of 2010, the Interim Superintendent, with the approval of the Governing Board, made the following changes at Lillian Larsen School:

- 1. Replace the site administrator/Principal – Interim Superintendent/Principal will serve as the site administrator until a permanent replacement is located.*
- 2. Reassign the Asst Principal – Asst. Principal has been reduced to ¼ time at the non-Title One school*
- 3. Implement new curriculum – Intervention curriculum in both math and RLA purchased and implemented. The LEAP will provide further prioritization for the implementation and staff development of standards-aligned materials and training for all teachers and administrators.*
- 4. Utilize technical assistance available at COE as well as consultant who is an Approved DAIT Lead and follow their recommendations*
- 5. Add time to school day, within contracted guidelines – Between 25-45 minutes, depending on grade level, are added to the instructional day*
- 6. Any other major restructuring – Teacher collaboration time, student intensive and strategic interventions and daily ELD instruction aligned to each student's CELDT level have been added to the school day . Additionally, the hiring of a retired teacher to serve as a LEAP Specialist 2 days a week,*

and a 1/2 time ELL Specialist will provide expertise, in class support and modeling, and monitoring of the LEA Plan in every classroom.

- 7. School Choice, Supplemental Services and mandated parental notifications – Continue with mandates while adding the appropriate marketing so that parents are informed about their options in such a manner as Back-to-School night or Open House.*

*Instructional Materials and Materials-Aligned Staff Development
Prioritization and Rationale*

In Feb 2010, there was an abrupt change in the LEA leadership. The LEA leadership structure put in place included 1 Principal/Superintendent, 1 Asst. Principal, and 1 ½ time Special Ed Administrator.

When the Superintendent resigned, the Asst. Principal was promoted to serve as the Interim Superintendent and a teacher with expertise in curriculum was promoted to serve as the Asst. Principal at Lillian Larsen Elementary School ¼ time. This is a 2 school district that had 1 full time district administrator, 1 ½ time district administrator, 1 ¼ time district administrator and a full time Business Manager. This structure was in place through the end of the 2009-10 school year.

In June 2010, the acting interim superintendent returned to his duties as a full time Asst. Principal and a part time, experienced, retired Superintendent was hired to lead the district through June 2011 or when a permanent Superintendent is hired. Additional administrative changes included extending the ¼ time Asst. Principal to full time.

The 2010-11 school year Administrative structure includes the leadership of the part time Interim Principal/Superintendent serving ½ time as the site administrator at Lillian Larsen while the Assistant Principal will be serving ¼ time as the site administrator at Cappy Culver. Two retired teachers serving as LEAP Specialists 2 days/week, one at each school site and 1 ¾ time ELL specialist have been hired to provide curriculum support to teachers and administrators. All of these assignments are interim positions for the 2010-11 school year only.

As a result of these, skeletal interim, temporary assignments, materials-aligned staff development will be delivered to all teachers and administrators through SB 472/430 training in RLA and math as part of the upcoming adoption process.

None of the teachers and administrators of San Miguel Joint Union School District have ever received materials-aligned staff development in either math or RLA. We recognize that this is a critical piece of the student achievement process. Our budget is qualified for the 2010 school year and the resources available to us are limited to the Title One professional development set aside funds and PI funding requiring us to prioritize our professional development implementation.

Prioritization of Professional Development:

- *2010-11 Intervention materials and staff development for all teachers and administrators in math and RLA*
- *2011-12 Core instructional materials and materials-aligned staff development for all K-6 teachers, 7-8 math teachers and administrators in mathematics (SB 472/430)*
- *2012-13 Core instructional materials and materials-aligned staff development for all K-8 teachers and administrators in RLA (SB 472/430)*

This will be assessed and evaluated monthly by the outside consultant and documented through the quarterly reporting mandated as part of the LEA Corrective Actions.

Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-14.

Planned Improvement in Student Performance in Reading

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

Yellow = 2010-11 Implement – Top Priority

Blue = 2011-12 Implement – 2nd Priority

Pink = 2012-13 Implement – 3rd Priority

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards: The District will take the following steps to align instruction with content standards:</p> <ul style="list-style-type: none"> Pacing guides that clearly describe the breadth and depth of the reading/language arts curriculum, aligned to essential standards, will be created and implemented with fidelity by each grade level. Site/District Administrators and all teachers will be knowledgeable of state content standards and skilled in the effective implementation of the State adopted instructional materials to meet state achievement targets. All site administrators will participate in SB 430 training 	<p>Superintendent/ Principal Asst Principal Consultant</p> <p>May 1, 2010 – create Aug 2010 – 2014</p> <p>Site Administration All Teachers</p> <p>Site Administration Summer 2012</p>	<ul style="list-style-type: none"> Consultant fees given as in-kind contribution from SLOCOE in 2009-10 school year 10 Substitutes x \$125/day to release teachers – create * 10 Substitutes x \$125/day to release teachers to observe peers – implement * <p>SB 430 & SB 472 RLA – \$600/cost for each teacher and \$2000 administrator in RLA for 40 hrs of state approved training plus 80 hours of follow up SB 430</p>	<p>\$1250 – create</p> <p>\$1250 – implement</p> <p>\$4,000</p>	<p>SLOCOE PI Funds –create</p> <p>ARRA PI Mandatory Set Aside for Professional Development – implementation</p> <p>Reimbursed by State funds</p>

<p><i>or its equivalent (40 hours instructional materials specific professional development program provided by a knowledgeable and experienced provider) and update their training with each new reading/language arts adoption</i></p> <ul style="list-style-type: none"> <i>District/site administration monitors and verifies an additional 40 hours of structured practicum for all administrators based on the implementation of the instructional materials and Essential Program Components</i> <i>All teachers will participate in SB 472 training or its equivalent (40 hours instructional materials specific professional development program provided by a knowledgeable and experienced provider) and update their training with each new adoption reading/language arts adoption</i> <ul style="list-style-type: none"> <i>District/site administration monitors and verifies an additional 80 hours of structured practicum for all teachers based on the implementation of the instructional materials and Essential Program Components</i> <p>Current Adoption: K-5 Houghton- Mifflin Reading 6-8 McDougal Littell The Language of Literature</p> <p>Intervention: K-5 Frontloading Houghton- Mifflin Reading 6-8 High Point</p> <p>RLA to be adopted in 2012-2013: K-8 RLA Adoption identified and approved by Board</p> <ul style="list-style-type: none"> Implement, assess and monitor student learning through teacher lesson plans that follow the Madeline Hunter lesson plan model. Administrators of instructional day program, afterschool program and preschool program, will 	<p><i>All Teachers Summer 212 Those unable to attend will be provided training during the 2012 school year and be provided a substitute</i></p> <p><i>Site Administration</i></p> <p><i>Professional development in Frontloading Aug2010 All Site Administrators and all Teachers</i></p> <p><i>Adoption Committee and Superintendent Selection and Board Approval by 2/2011</i></p> <p>Superintendent/Principal Asst Principal Consultant</p>	<p><i>SB 472</i></p> <p>3 days / lead teacher @ \$125/day 2 lead teachers to model and demonstrate in every teacher's classroom 1</p>	<p><i>\$20000</i></p> <p>\$375/lead teacher = \$750</p> <p>\$375/lead teacher =</p>	<p><i>Reimbursed by State funds</i></p> <p>Title I PI Mandatory Set Aside for Professional</p>
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<p>evaluate implementation using walkthroughs to observe coherent curriculum, instruction and assessment at the classroom level across grade levels PreK-8th grade, school sites, and time of instruction. (During instructional day or afterschool)</p>	<ul style="list-style-type: none"> • Aug – Sept 2010 – training and initial walkthroughs @ Cappy Culver and Lillian Larsen • Sept 2010 – June 2011 – modeling/demonstration lessons, peer coaching @ Cappy Culver and Lillian Larsen • Beginning 2011-2012 school year Modeling/demonstration lessons, peer coaching with Afterschool Program 	<p>time. Include Inst Asst</p> <ul style="list-style-type: none"> • 3 days / lead teacher @ \$125/day 2 lead teachers for peer coaching in every teacher’s classroom 1 time Include Inst Asst • 1 day of release time per teacher for peer observations Include Inst Asst • 6 days @ \$750/day for Consultant Fees for modeling/observations/coaching of lead teachers 3 days/lead teacher • 2 presenters (classroom teachers) preparation time at \$25 extra duty hourly rate for presenters @ 1 hr compensation for each hour presenting not to exceed 14 hours of preparation for each lead teacher • 3 hours for @ \$25 extra duty hourly rate for 2 lead teachers paid afterschool to demonstrate/model, coach each afterschool instructor/aide 1/month for 10 months 	<p>\$750</p> <p>\$2500</p> <p>\$4500</p> <p>7 hours of preparation for up to 2 full days of training x 2 presenters = approx \$850</p> <p>\$3000</p>	<p>Development</p> <p>Title I PI Mandatory Set Aside for Professional Development</p> <p>Title I PI Mandatory Set Aside for Professional Development DAIT Funds</p> <p>Title II</p> <p>ASES Extra Duty Funds</p>
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<ul style="list-style-type: none"> Definitions of mastery for each identified reading/language arts “essential” standard will be articulated through performance tasks, and formative assessments. Teachers will develop, pilot, implement, evaluate, and revise through cross-grade articulation, common quarterly benchmarks assessments for the key reading/language arts standards. Formative assessments will be gathered, monitored, and evaluated weekly by all teachers to monitor student learning. Curriculum, instructional strategies, interventions, and areas of professional development will be determined by data collected from formative, benchmark, and summative assessments. 	<ul style="list-style-type: none"> Beginning 2012-13 school year Modeling/ demonstration lessons. Peer coaching with Pre School Program <p>Superintendent/Principal Asst Principal</p> <p>August 25, 2010</p> <p>Superintendent/Principal Asst Principal</p> <p>June 2011</p> <p>Superintendent/Principal Asst Principal</p> <p>June 2011</p> <p>Superintendent/Principal Asst Principal</p>	<ul style="list-style-type: none"> 3 release days @ \$125/day for Kindergarten and Preschool teachers to collaboratively model, demonstrate, coach each other in preschool classroom Including Inst Aide <p>\$25 extra duty hourly rate for 1 teacher grades K-8 to create in RLA not to exceed 1 day / grade level / content area</p> <p>No anticipated costs Utilize early release Professional Learning Community Days</p> <p>\$25 extra duty hourly rate for Data Facilitator to gather and return weekly formative assessment data. Not to exceed 2 hours per week for 40 weeks</p> <p>No anticipated costs</p>	<p>\$375</p> <p>\$2500</p> <p>\$1200</p>	<p>Title I PI Mandatory Set Aside for Professional Development</p> <p>Title I PI Mandatory Set Aside for Professional Development</p> <p>Title I</p>
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<ul style="list-style-type: none"> All teachers will implement daily standards-based focus lessons with fidelity. 	<p>Superintendent/Principal Asst Principal</p> <ul style="list-style-type: none"> Aug – Sept 2011 – training and initial walkthroughs @ Cappy Culver and Lillian Larsen Sept 2011 – June 2012 – modeling/demonstration lessons, peer coaching @ Cappy Culver and Lillian Larsen 	<ul style="list-style-type: none"> 3 days / lead teacher @ \$125/day 2 lead teachers to model and demonstrate in every teacher’s classroom 1 time. Include Inst Asst 3 days / lead teacher @ \$125/day 2 lead teachers for peer coaching in every teacher’s classroom 1 time Include Inst Asst 1 day of release time per teacher for peer observations Include Inst Asst 	<p>\$375/lead teacher = \$750</p> <p>\$375/lead teacher = \$750</p> <p>\$2500</p>	<p>Title I PI Mandatory Set Aside for Professional Development</p> <p>Title I PI Mandatory Set Aside for Professional Development</p> <p>Title I PI Mandatory Set Aside for Professional Development</p>
<p>2. Use of standards-aligned instructional materials and strategies:</p> <ul style="list-style-type: none"> State adopted, locally board approved, standards-based reading/language arts instructional materials are used with fidelity on a daily basis in all classrooms. 	<p>Superintendent/Principal Asst Principal Consultant</p> <p>Aug 2010 – June 2011 with Consultant support</p> <p>Aug 2011 – 2014 Admin staff will conduct independently</p>	<ul style="list-style-type: none"> \$750 /day for 5 days Consultant Fees to instruct and support Administrative Team Utilize with fidelity State adopted, locally board approved, standards-based instructional materials in RLA Replacement costs of student texts and teacher ancillary materials <i>Fall 2012, purchase and implement with fidelity current State adopted, locally board approved, standards-based instructional</i> 	<p>\$3750</p> <p>No categorical funds will be utilized.</p> <p>No categorical funds will be utilized.</p>	<p>Title I PI Mandatory Set Aside for Professional Development DAIT Funds</p> <p>IMF funds</p> <p>IMF funds as they become available</p>

<ul style="list-style-type: none"> State adopted, locally approved, standards-based reading/language arts intervention materials for strategic and intensive interventions are purchased and used with fidelity on a daily basis in all classrooms. 	<p>Superintendent/Principal Asst Principal Consultant</p> <p>Aug 2010 – June 2011 with Consultant support</p> <p>Aug 2011 – 2014 Admin staff will conduct independently</p>	<p><i>materials in RLA</i></p> <ul style="list-style-type: none"> No anticipated additional Consultant fees. Services will be included with Admin instruction & support listed above Utilize with fidelity standards-based intervention materials in RLA Replacement costs of student texts and teacher ancillary materials <i>Fall 2012, purchase and implement with fidelity current State adopted, locally board approved standards-based intervention materials in RLA</i> 	<p>No categorical funds will be utilized.</p> <p>No categorical funds will be utilized.</p>	<p>IMF Funds</p> <p>IMF funds as they become available</p>
<ul style="list-style-type: none"> Utilize established collaboration time for communication between support staff including instructional aides, afterschool staff, and when appropriate, preschool staff regarding the needs of high priority students including ELL's and SWD. Appropriate instructional strategies and support will be coordinated through these collaboration meetings. 	<p>Superintendent/Principal Asst Principal Consultant</p> <p>Aug 2010 – June 2011 with Consultant support</p>	<p>No Anticipated Costs Consultant fees included in above costs</p>		

<ul style="list-style-type: none"> LEA establishes/revises district-wide assessment calendar that includes formative, benchmark, and summative assessments in reading/language arts. LEA provides training and ongoing support for district/site administrators, teachers, and appropriate support staff on use of the adopted data analysis system. 	<p>Aug 2011 – 2014 Admin staff will conduct independently</p> <p>Superintendent/Principal Asst Principal Consultant</p> <p>Aug 25, 2010</p> <p>Superintendent/Principal Asst Principal Data Facilitator Student Services Coord</p>	<p>No Anticipated Costs Consultant fees included in above costs</p> <ul style="list-style-type: none"> 2 presenters (Data Facilitator & SS Coord) preparation time at \$25 extra duty hourly rate for presenters @ 1 hr compensation for each hour presenting not to exceed 3 hours of preparation for each presenter 	<p>3 hours of preparation for 1 early release day of training x 2 presenters = \$180</p>	<p>Title II, Part A</p>
<p>3. Extended learning time:</p> <ul style="list-style-type: none"> District/site administrators schedule sufficient, priority, uninterrupted core instructional time and/or classes in reading/ language arts during the school day of: <ul style="list-style-type: none"> 60 minutes in kindergarten 150 minutes at grades 1-3 120 minutes at grades 4-6 120 minutes at the middle school level District/site administrators schedule sufficient, priority, uninterrupted strategic intervention time and/or classes in reading/ language arts using the state-adopted, locally board approved ancillary materials provided in the adoption during the school day of: 	<p>Superintendent/Principal Asst Principal Consultant</p> <p>Superintendent/Principal Asst Principal Consultant</p>	<p>No anticipated fees Consultant fees given as in-kind contribution from SLOCOE in 2009-10 school year</p> <p>No anticipated fees Consultant fees given as in-kind contribution from SLOCOE in 2009-10 school year</p>		

<ul style="list-style-type: none"> • 30 minutes in K-6 • 30-45 minutes (or one period) in grades 7-8 <p><i>Definitions of strategic students by grade level:</i></p> <ul style="list-style-type: none"> • Strategic students are defined as demonstrating proficiency of reading/language arts standards within one grade levels and are unable to master grade-level standards. • Strategic students are assessed and need additional time beyond the core. • For ELL and SWD strategic students, the support is an additional time/period to pre/re-teach concepts • Strategic students with occasional trouble with day-to day grade level standards instruction are to receive additional targeted differentiated instruction using the core ancillary materials to support their achievement of grade-level skills and concepts. • For kindergarten through grade eight, the SBE-adopted core materials and the core ancillary materials will serve as the predominant instructional program • District/site administrators schedule sufficient, priority, uninterrupted intensive intervention time and/or classes in reading/ language arts using the state-adopted, locally board approved intervention materials during the school day of: <ul style="list-style-type: none"> • 150-180 minutes in grades 4-8 <p><i>Definitions of intensive students by grade level:</i></p> <ul style="list-style-type: none"> • Intensive students are defined as demonstrating proficiency of RLA standards two or more years below grade-level standards. • Intensive students are assessed and need additional time beyond the core. • For ELL intensive students, the support is embedded within the ELL program. (Avenues, High Point) <ul style="list-style-type: none"> • District/Site administrators schedule time outside of the school day using ASES afterschool program and Targeted Intervention Program provided by Lillian Larsen teachers. 	<p>Superintendent/Principal Asst Principal</p>	<ul style="list-style-type: none"> • No anticipated fees for scheduling of program 		
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<ul style="list-style-type: none"> Students will be identified through district formative assessments Students will be monitored every 4-6 weeks and recommended for exit using district benchmark assessments Instructional materials will be selected and implemented from the state-adopted intervention list 	<p>Consultant Regional Afterschool Lead from VCOE District ASES Coord District Afterschool Program Liaison</p> <p>2009-10- schedule time 2010-11- coordinate unified afterschool delivery model</p> <p>2011-12- implement unified afterschool delivery model</p>	<p>time. Consultant fees given as in-kind contribution from SLOCOE in 2009-10 school year</p> <ul style="list-style-type: none"> Liaison Stipend ASES Coordinator Afterschool aides 3 hours/day for 180 days 4 teachers 3 hours / week for 40 weeks @ \$25 extra duty hourly rate for targeted intervention in RLA 	<p>\$4000 \$30,705 \$45,608</p> <p>\$14,400 RLA</p>	<p>EIA ASES funds</p> <p>Title I</p>
<ul style="list-style-type: none"> District/Site administrators schedule time outside of the school day calendar for Spring Break Intersession. <ul style="list-style-type: none"> Students will be identified through district formative assessments Students will be assessed at the end of the session to determine growth Instructional materials will be selected and implemented that focus on test taking strategies 	<p>Superintendent/Principal Asst Principal</p> <p>Spring Break 2011</p>	<ul style="list-style-type: none"> 2 teachers 4.5 hours / day for 5 instructional days plus 1 prep day @ \$25 extra duty hourly rate 2 instructional aides 4.5 hours/day for 5 instructional day @ hourly rate 	<p>\$1620</p> <p>\$510</p>	<p>Title I</p> <p>Title I</p>
<ul style="list-style-type: none"> District/Site administrators schedule time outside of the school day calendar for Summer School. <ul style="list-style-type: none"> Students will be identified through district formative assessments Students will be assessed at the end of the session to determine growth Instructional materials from the state-adopted 	<p>Superintendent/Principal Asst Principal</p> <p>Summer 2010 if funds available</p>	<ul style="list-style-type: none"> 2 teachers 4.5 hours / day for 20 instructional days plus 4 prep days @ \$25 extra duty hourly rate 2 instructional aides 4.5 hours/day for 5 	<p>\$6480</p> <p>\$2040</p>	<p>EIA</p> <p>EIA</p>

<p>intervention list will be selected and implemented that focus on remediation of essential standards</p>		<p>instructional day @ hourly rate</p> <ul style="list-style-type: none"> • Intervention materials from approved list 	<p>\$2000</p>	<p>Title I</p>
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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: The district will take the following steps to increase access to technology:</p> <ul style="list-style-type: none"> Teachers and students will use the San Luis Obispo Educational Technology Center portal. Focus on formative assessment creation, implementation, and analysis <ul style="list-style-type: none"> Create common district formative assessments All teachers implement use of common district formative assessments on a weekly basis District processes common district formative assessments on a weekly basis All teachers and Afterschool ASES Coordinator analyze common district formative assessments weekly to inform instruction All teachers modify classroom, intervention and afterschool instruction based on district formative assessment analysis. District/site process analyze summative assessments including CST and CELDT within 10 days of receipt from state 	<p>Superintendent/Principal County CTAP Coord Data Facilitator 2010-2014</p> <p>Superintendent/ Asst Principal Data Facilitator Student Services Coord 2010-11 school year 2011-12</p> <p>Superintendent/ Asst Principal Student Service Coordinator EL Coordinator July 1, 2010</p>	<p>ETC Portal Consortium fees</p> <p>Process described in Goal 1 part 1</p> <p>Process described in Goal 1 part 1</p> <p>No anticipated costs</p>	<p>\$600</p> <p>Costs outlined in Goal 1 part 1</p> <p>Costs outlined in Goal 1 part 1</p>	<p>Title II, Part D</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>The district will take the following steps to provide staff</p>				

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>development and professional collaboration:</p> <ul style="list-style-type: none"> • District/site administrators will create, implement and monitor a comprehensive LEA professional development plan aligned with district priorities/goals and state mandated curriculum for all administrators, teachers, instructional support staff, afterschool and preschool personnel. • District/site administrators, all teachers, all instructional support staff, all afterschool staff and all preschool staff will engage in ongoing, intensive professional development based upon needs identified through data analysis of CELDT, CST, District formative, benchmark and summative assessments, observations and classroom walkthroughs. • Teachers, Administrators and all instructional support staff including preschool and afterschool personnel will participate in staff development to analyze and evaluate data generated from statewide and locally developed assessments in reading and writing. • Teachers, Administrators and all instructional support staff including preschool and afterschool personnel will participate in calibration of student work with standards-based benchmarks, based on the performance tasks identified by each grade level • District/site administrators, all teachers, all instructional support staff, all afterschool staff and all preschool staff will participate in ongoing staff development through Professional Learning Communities to address the implementation of the curriculum calendar, effective strategies for teaching students the rigorous, academic content standards and opportunities for professional development related to student achievement goals and 	<p>Superintendent/Principal Consultant June 30, 2010</p> <p>Superintendent/Principal Asst Principal Consultant Aug 2010-2014 Begin intensive professional develop with teaching/instructional aide staff</p> <p>Aug 2010 – instructional aides</p> <p>Aug 2011 – afterschool staff</p> <p>Aug 2012 - Preschool staff</p>	<p>Consultant fees given as in-kind contribution from SLOCOE in 2009-10 school year</p> <p>Consultant fees included in services described in goal 1 sections 1 and 2</p> <p>Part of early release PLC's Extra duty pay for inst. aides, afterschool & preschool staff</p>	<p>Consultant fees included in services described in goal 1 sections 1 and 2</p> <p>\$41,000 inst. aides</p> <p>\$1360 Afterschool aides</p> <p>\$950 Preschool staff</p>	<p>Title I mandatory PI Set Aside for Professional Development - Inst Aides</p> <p>ASES Professional Development funds – Afterschool aides</p> <p>Title I mandatory PI Set Aside for Professional Development - Preschool Staff</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>outcomes.</p> <ul style="list-style-type: none"> All site administrators will participate in SB 430 training or its equivalent (40 hours instructional materials specific professional development program provided by a knowledgeable and experienced provider) and update their training with each new reading/language arts adoption <ul style="list-style-type: none"> District/site administration monitors and verifies an additional 40 hours of structured practicum for all administrators based on the implementation of the instructional materials and Essential Program Components All teachers will participate in SB 472 training or its equivalent (40 hours instructional materials specific professional development program provided by a knowledgeable and experienced provider) and update their training with each new adoption reading/language arts adoption <ul style="list-style-type: none"> District/site administration monitors and verifies an additional 80 hours of structured practicum for all teachers based on the implementation of the instructional materials and Essential Program Components District/site administrators, teachers, and appropriate support staff will continue training on the SOAR program <p><i>Using existing time allocations and union contracts, the District Superintendent will create an instructional day schedule that enables collaboration between Special Education, ELL Specialist, LEAP Specialists and other relevant instructional support personnel to collaborate a minimum of once a week, during the school day, regarding student progress and instructional needs.</i></p>	<p><i>Site Administration Summer 2012</i></p> <p><i>All Teachers Summer 2012 Those unable to attend will be provided training during the 2012 school year and be provided a substitute</i></p> <p><i>Site Administration</i></p> <p><i>Superintendent 2010</i></p>	<p><i>Process described in goal 1</i></p> <p><i>Process described in goal 1 part 1</i></p> <p>NA</p>	<p><i>Costs outlined in Goal 1 part 1</i></p> <p><i>Cost outline</i></p> <p><i>Costs outlined in goal 1 part 4</i></p> <p>NA</p>	

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>The district will take the following steps to involve staff, parents and community members:</p> <ul style="list-style-type: none"> Precise, standard-based information will be shared with students and parents through the use of report cards, progress reports, test results, assignment/homework to answer the questions: <ul style="list-style-type: none"> What standards are being covered? How are the students meeting those standards? Parents and community members will be invited to continue to actively support events and school activities through materials and organization/coordination of programs to include reading i.e. Reading is Fundamental, Read Across America, etc. District administration will maintain a school site council at each site with staff, parent, and community representatives. Each Council will receive reports on overall student assessment results in reading. Each Site Council will continue to contribute input on how to improve school reading programs and revise school goals and spending in the SPSA accordingly. All teachers will conference with parents within the first two months of school to review students' individual assessment 	<p>Site Administration All Teachers</p> <p>Superintendent/Principal Beginning May1, 2010</p> <p>2010-2014</p> <p>Fall 2010-2014</p>	<ul style="list-style-type: none"> Translators for parent events @ apporx 11.34/hour for all events including but not limited to parent conferences, Back to School Night, Open House, etc Translators for all written correspondence @ approx 11.34/hour for all correspondences including but not limited to notes home from teachers, newsletters, report cards and comments Printing costs \$1000 Stipend for School Site Coordinator x 2 <p>Translators detailed earlier in Goal 1 section 6</p>	<p>\$1000</p> <p>\$2000</p> <p>\$500</p> <p>\$1000</p> <p>\$1000</p> <p>Costs detailed earlier in Goal 1 section 6</p>	<p>Title 1 Mandatory PI Set Asides for Parent Involvement</p> <p>Title 1 Mandatory PI Set Asides for Parent Involvement</p> <p>EIA</p> <p>Title I – Lillian Larsen General Fund – Cappy Culver</p> <p>General Fund</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>results with an explanation of how to interpret results and achievement goals based on reading/language arts standards.</p> <ul style="list-style-type: none"> District/site administrators will create, implement and monitor a district 2-way communication plan utilizing technology incorporating school and classroom websites, structures and tools for sharing information, gathering input from staff, community, parents, and students. District/site administrators, all teachers, all support staff, all preschool staff and all afterschool program staff will establish a strong connection between home and school through newsletters in both Spanish and English disseminated at the same time, Back-to-school nights, and Open House, etc. Provide capability to enable parents and students to access Accelerated Reader from their homes or other remote location Provide capability for Power School information to be accessed to parents at their home or other remote location to enable parents to access academic progress reports, report cards and teacher interaction San Miguel Resource Connection – Masters at their Trade is a non-profit community organization that provides enrichment programs to students after school and during the school day focused on the arts, sciences, and other areas where community members have expertise. <ul style="list-style-type: none"> Parent input is critical in the decision making process of San Miguel Resource Connection 	<p>Superintendent/Principal Tech Lead Teacher Fall 2011-2014</p> <p>Superintendent/Principal ASES Coord Preschool Admin May 1, 2010-2014</p> <p>Superintendent/Principal Fall 2012</p> <p>Superintendent/Principal /Student Services Coordinator Fall 2012</p> <p>Superintendent/Principal Asst Principal ASES Coordinator SMRC Lead</p>	<p>Consultant fees for webpage development</p> <p>Translators detailed earlier in Goal 1 section 6</p> <p>Consultant fees for remote access</p> <p>Consultant fees for remote access</p> <p>No anticipated costs</p>	<p>\$30,000 in 2011</p> <p>Costs detailed earlier in Goal 1 section 6</p> <p>Costs detailed above 2012</p> <p>Costs detailed above 2012</p>	<p>Title 1 Mandatory PI Set Asides for Parent Involvement</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <ul style="list-style-type: none"> SARB, ASES afterschool program, Migrant education program, 	<p>Superintendent/Principal</p>	<p>No anticipated costs</p>		

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>California State Preschool and Family Literacy Preschool programs will work collaboratively through the Student Study Team process to support all students served within the district.</p> <ul style="list-style-type: none"> • Provide families with referrals for additional services through partnership agencies including medical and counseling services through Community Health Center (CHC), Women’s Shelter and county Drug and Alcohol Services. 	<p>SLOCOE Preschool Director ASES Coordinator Regional Migrant Lead</p> <p>Superintendent/Principal Asst Principal Assigned Counselors</p>	<p>No anticipated costs</p>		
<p>8. Monitoring program effectiveness:</p> <p>The district Board of Education and administration fully supports the Public School Accountability Act and will take the following steps to monitor program effectiveness:</p> <ul style="list-style-type: none"> • The district participates in all phases of the state’s standard-based assessment system, including the California Standards Test, CMA, CAPA, and CELDT. • San Miguel Joint Union School district will use the LEA Plan as the single comprehensive plan, appended to include current data, analysis an devaluation and annual improvement goals in reading/ language arts • All teachers will share student assessment results and student work samples at/and across grade levels and with all instructional support staff including preschool and afterschool staff when appropriate, to help determine next instructional steps • Multiple assessments (diagnostic, formative benchmark, and summative) will be used throughout the school year to determine students’ achievement levels in reading/language arts 	<p>Governing Board Superintendent/Principal Asst Principal</p> <p>May 1, 2010 – 2014</p>	<p>Process described in Goal 1 Section 1 and 2</p>	<p>No anticipated costs</p>	

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>so that each student or group of students can be offered a structured program leading to the attainment of all of the essential core content standards</p> <ul style="list-style-type: none"> • These assessment results will be used for all intervention placement • Structured, facilitated, job-embedded time will set aside to analyze the results of the student assessments in order to plan focused instruction • Teachers will evaluate the usefulness of all assessments currently in place and suggest that those that do not yield useful information are discontinued; assessment gaps will be addressed through the revision/development of new measures • District-wide assessments in language arts, reading and writing will be given four times during the school year in grades K-8 • Disaggregated statewide test scores will be analyzed and evaluated at the beginning of the school year to include CST, CMA, CAPA and CELDT 				

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>The district will take the following steps to target services and programs to the lowest-performing student groups:</p> <p><u>Economically Disadvantaged/Title I</u></p> <ul style="list-style-type: none"> • SED students will receive the school district’s fully implemented core curriculum, using state approved, Board adopted reading/language arts standards-aligned materials. • Students will be supported within the regular classroom utilizing strategies supported through a tiered intervention model by increasing instructional effectiveness and providing differentiated support. <ul style="list-style-type: none"> • Students in need of strategic intervention will be supported with up to 45 minutes of additional instructional time using ancillary materials from the core reading/language arts adoption. • Students in grades 4 – 8 need of intensive reading/language arts intervention will be supported from 2.5 – 3 hours daily in addition to the core reading/language arts instruction using intervention materials from the state adopted list. • On-going assessment of student progress toward meeting standards will be scheduled through the use of assessment calendars: summative assessment completed in May and at the end of each trimester, formative assessment-completed weekly for all students, and daily assessment through classroom work used to monitor students at-risk of not meeting standards. 	<p>Superintendent/Principal Asst Principal Consultant</p> <p>May 1, 2010 – 2014</p>	<ul style="list-style-type: none"> • Consultant fees to support / direct implementation of LEAP with District Administration for 2010-11 school year • Instructional Aides for in class/push in support 	<p>3 days/month x 10 months @ \$750/day = \$22,500</p> <p>17 aides x 3.75 hours @ approx \$11.34/per hour x 184 days = \$133,018 – no benefits included</p>	<p>DAIT Funds</p> <p>Title I</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • IEP goals and objectives will be measurable and standards-aligned in the corresponding core subject grade level area bases on assessed student need. • The Student Study Team will consult on the progress of each individual student with and IEP or 504 plan as well as those enrolled in intensive intervention programs monthly throughout the school year to evaluate and determine next steps for the student. • Consultation between the regular classroom teacher, specialists, instructional aides, and Afterschool Coordinator will occur weekly to monitor progress, evaluate and adjust elements of service and instruction. • LEA ensures that students with disabilities have access to grade level core instruction in reading/language arts within the general education setting with appropriate supports and accommodations based on assessed need. • Students with disabilities receive grade level standards-based core curriculum in the general education classroom setting to the maximum extent appropriate • Flexible grouping strategies will be employed according to the students' needs and achievement, and the instructional tasks presented. <p><i>All Administrators and Specialists will engage and complete training provided by SELPA on the implementation of programs for students with disabilities.</i></p>	<p>August 2012-June 2013</p>	<ul style="list-style-type: none"> • Administration for 2010-11 school year • Instructional Aides for in class/push in support <p>• Training costs Stipend costs for Specialists</p>	<p>9 aides x 3.75 hours/day x 184 days=\$70,421- no benefits included</p> <p>\$500 2 x \$300/day = \$600</p>	<p>Title One Mandatory Set Aside</p>
<p>10. Any additional services tied to student academic needs:</p> <p>Supplements to strategies in the standards-based materials include the <u>WRITE PATH CURRICULUM</u> (by AVID) IN THE FOUR CONTENT AREAS:</p> <ul style="list-style-type: none"> • Reading/Language Arts 	<p>Superintendent/Principal Asst Principal Consultant Regional AVID Director</p>	<p>Consultant fees to support / direct implementation of LEAP with District Administration for 2010-11 school year</p>	<p>Consultant fees identified above</p>	

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • Mathematics • History/Social Sciences and • Science <p>These materials with content specific lessons that emphasize the critical reading and writing in the above content areas. Specifically in reading text in these content areas, scientifically supported classroom techniques are introduced through writing, inquiry (questioning) and collaboration. These materials emphasize the literacy skills as well as content skills. Students are taught to access prior knowledge through identifying similarities and differences: graphic organizers, analyzing media, and looking for patterns. They visualize and read for a specific purpose by utilizing quickwrites, interactive notes (including Cornell notes), and levels of questioning, metacognitive thinking and paraphrasing. Students' efforts are reinforced and recognized through nonlinear practice such as Socratic Seminar, fish bowl discussions, reciprocal teaching. Utilizing nonlinguistic representations (graphic organizers), students monitor comprehension through charts and graphs showing cause, effect, and classification. Then also demonstrate their synthesis of knowledge through mandalas, tableaux, and other nonverbal representation. Finally, students monitor and adjust through collaboration with peers, conducting metacognitive journals and reflecting on their new knowledge.</p>	<p>AVID Coordinator</p>	<ul style="list-style-type: none"> • AVID Coordinator Stipend 	<ul style="list-style-type: none"> • \$3000 	<p>Title I</p>

Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-14.

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: The District will take the following steps to align instruction with content standards:</p> <ul style="list-style-type: none"> Pacing guides that clearly describe the breadth and depth of the mathematics curriculum, aligned to essential standards, will be created and implemented with fidelity by each grade level. Site/District Administrators and all teachers will be knowledgeable of state content standards and skilled in the effective implementation of the State adopted instructional materials to meet state achievement targets. All site administrators will participate in SB 430 training or its equivalent (40 hours instructional materials specific professional development program provided by a knowledgeable and experienced provider) and update their training with each new reading/language arts adoption <ul style="list-style-type: none"> District/site administration monitors and verifies an additional 40 hours of structured practicum for all administrators based on the implementation of the instructional materials and Essential Program 	<p>Superintendent/Principal Asst Principal Consultant</p> <p>May 1, 2010 – create Aug 2010 – 2014</p> <p>Site Administrators</p> <p>Site Administrators Summer 2011</p>	<ul style="list-style-type: none"> Consultant fees given as in-kind contribution from SLOCOE in 2009-10 school year 10 Substitutes x \$125/day to release teachers – create * 10 Substitutes x \$125/day to release teachers to observe peers – implement * <p>SB 430 & SB 472 for math \$600 /cost for each teacher and administrator \$2000 for Mathematics for 40 hrs of state approved training for administrators</p> <p>SB430</p>	<p>\$1250 – create</p> <p>\$1250 – implement</p> <p>\$4000</p>	<p>SLOCOE PI Funds –create</p> <p>ARRA PI Mandatory Set Aside for Professional Development – implementation</p> <p>Reimbursed by the State</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> Implement, assess and monitor student learning through teacher lesson plans that follow the Madeline Hunter lesson plan model. Administrators of instructional day program, afterschool program and preschool program, will evaluate implementation using walkthroughs to observe coherent curriculum, instruction and assessment at the classroom level across grade levels PreK-8th grade, school sites, and time of instruction. (During instructional day or afterschool) 	<p>Superintendent/Prin. Asst Principal</p> <ul style="list-style-type: none"> Aug – Sept 2011 – training and initial walkthroughs @ Cappy Culver and Lillian Larsen Sept 2011 – June 2012 – modeling/demonstration lessons, peer coaching @ Cappy Culver and Lillian Larsen <p>Beginning 2012-2013 school year Modeling/demonstration lessons, peer coaching with Afterschool Program</p>	<ul style="list-style-type: none"> 3 days / lead teacher @ \$125/day 2 lead teachers to model and demonstrate in every teacher’s classroom 1 time. Include Inst Asst 3 days / lead teacher @ \$125/day 2 lead teachers for peer coaching in every teacher’s classroom 1 time Include Inst Asst 1 day of release time per teacher for peer observations Include Inst Asst 2 presenters (classroom teachers) preparation time at \$25 extra duty hourly rate for presenters @ 1 hr compensation for each hour presenting not to exceed 14 hours of preparation for each lead teacher 3 hours for @ \$25 extra duty hourly rate for 2 lead teachers paid afterschool to demonstrate/model, coach each afterschool instructor/aide 1/month for 10 months 	<p>\$375/lead teacher = \$750</p> <p>\$375/lead teacher = \$750</p> <p>\$2500</p> <p>7 hours of preparation for up to 2 full days of training x 2 presenters = approx \$850</p> <p>\$3000</p>	<p>Title I PI Mandatory Set Aside for Professional Development</p> <p>Title I PI Mandatory Set Aside for Professional Development</p> <p>Title II, Part A</p> <p>ASES Extra Duty Funds</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> Definitions of mastery for each identified mathematics “essential” standard will be articulated through performance tasks, and formative assessments. Teachers will develop, pilot, implement, evaluate, and revise through cross-grade articulation, common quarterly benchmarks assessments for the key mathematics standards. Formative assessments will be gathered, monitored, and evaluated weekly by all teachers to monitor student learning. Curriculum, instructional strategies, interventions, and areas of professional development will be determined by data collected from formative, benchmark, and summative assessments. 	<ul style="list-style-type: none"> Beginning 2012-13 school year Modeling/ demonstration lessons. Peer coaching with Pre School Program Superintendent/Principal Asst Principal May 1, 2010 Superintendent/Principal Asst Principal June 2011 Superintendent/Principal Asst Principal June 2011 Superintendent/Principal Asst Principal 	<ul style="list-style-type: none"> 3 release days @ \$125/day for Kindergarten and Preschool teachers to collaboratively model, demonstrate, coach each other in preschool classroom Including Inst Aide \$25 extra duty hourly rate for 1 teacher grades K-8 to create in Mathematics not to exceed 1 day / grade level / content area No anticipated costs Utilize early release Professional Learning Community Days \$25 extra duty hourly rate for Data Facilitator to gather and return weekly formative assessment data. Not to exceed 2 hours per week for 40 weeks No anticipated costs 	<ul style="list-style-type: none"> \$375 \$2500 \$1200 	<ul style="list-style-type: none"> Title I PI Mandatory Set Aside for Professional Development Title I PI Mandatory Set Aside for Professional Development Title I

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
	<p>Superintendent/Principal Asst Principal</p> <ul style="list-style-type: none"> Aug – Sept 2012 – training and initial walkthroughs @ Cappy Culver and Lillian Larsen Sept 2012 – June 2013 – modeling / demonstration lessons, peer coaching @ Cappy Culver and Lillian Larsen 	<ul style="list-style-type: none"> 3 days / lead teacher @ \$125/day 2 lead teachers to model and demonstrate in every teacher’s classroom 1 time. Include Inst Asst 3 days / lead teacher @ \$125/day 2 lead teachers for peer coaching in every teacher’s classroom 1 time Include Inst Asst 1 day of release time per teacher for peer observations Include Inst Asst 	<p>\$375/lead teacher = \$750</p> <p>\$375/lead teacher = \$750</p> <p>\$2500</p>	<p>Title I PI Mandatory Set Aside for Professional Development</p> <p>Title I PI Mandatory Set Aside for Professional Development</p> <p>Title I PI Mandatory Set Aside for Professional Development</p>
<p>2. Use of standards-aligned instructional materials and strategies:</p> <ul style="list-style-type: none"> State adopted, locally board approved, standards-based mathematics instructional materials are used with fidelity on a daily basis in all classrooms. 	<p>Superintendent/Principal Asst Principal Consultant</p> <p>Aug 2010 – June 2011 with Consultant support</p> <p>Aug 2011 – 2014 Admin staff will conduct independently</p>	<ul style="list-style-type: none"> \$750 /day for 5 days Consultant Fees to instruct and support Administrative Team identified in Goal 1 RLA Section 2 Utilize with fidelity State adopted, locally board approved, standards-based instructional materials in Math Replacement costs of student texts and teacher ancillary materials <i>Fall 2011 purchase and implement with fidelity current Core State adopted, locally board approved,</i> 	<p>No additional consultant fees</p> <p>No categorical funds will be utilized.</p> <p>No categorical funds will be utilized.</p>	<p>IMF funds</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> State adopted, locally approved, standards-based math intervention materials for strategic and intensive interventions are purchased and used with fidelity on a daily basis in all classrooms. Utilize established collaboration time for communication between support staff including instructional aides, afterschool staff, and when appropriate, preschool staff regarding the needs of high priority students including ELL's and SWD. 	<p>Superintendent/Principal Asst Principal Consultant</p> <p>Aug 2010 – June 2011 with Consultant support</p> <p>Aug 2010 – 2014 Admin staff will conduct independently</p> <p>Superintendent/Principal Asst Principal Consultant</p>	<p><i>standards-based instructional materials in Math</i></p> <ul style="list-style-type: none"> No anticipated additional Consultant fees. Services will be included with Admin instruction & support listed in Goal 1 RLA Section 2 Utilize with fidelity standards-based intervention materials in Math Replacement costs of student texts and teacher ancillary materials <i>Summer 2010 purchase and implement with fidelity current State adopted, locally board approved, standards-based intervention materials in Math</i> <p>No Anticipated Costs Consultant fees included in above costs</p>	<p>\$8000</p> <p>No categorical funds will be utilized.</p>	<p>Lottery</p> <p>IMF</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Appropriate instructional strategies and support will be coordinated through these collaboration meetings.</p> <ul style="list-style-type: none"> LEA establishes/revises district-wide assessment calendar that includes formative, benchmark, and summative assessments in reading/language arts. LEA provides training and ongoing support for district/site administrators, teachers, and appropriate support staff on use of the adopted data analysis system. 	<p>Aug 2010 – June 2011 with Consultant support</p> <p>Aug 2011 – 2014 Admin staff will conduct independently</p> <p>Superintendent/Principal Asst Principal Consultant</p> <p>Aug 25, 2010</p> <p>Superintendent/Principal Asst Principal Data Facilitator Student Services Coord</p>	<p>No Anticipated Costs Consultant fees included in above costs</p> <p>As identified in Goal 1 RLA Section 2, 2 presenters (Data Facilitator & SS Coord) preparation time at \$25 extra duty hourly rate for presenters @ 1 hr compensation for each hour presenting not to exceed 3 hours of preparation for each presenter</p>	<p>Costs detailed in Goal 1 RLA Section 2</p>	<p>Title II, Part A</p>
<p>3. Extended learning time:</p> <ul style="list-style-type: none"> District/site administrators schedule sufficient, priority, uninterrupted core instructional time and/or classes in mathematics during the school day of: <ul style="list-style-type: none"> 30 minutes in kindergarten 60 minutes at grades 1 – 6 50 – 60 minutes (or one period) at grades 7 – 8 District/site administrators schedule sufficient, priority, uninterrupted strategic intervention time and/or classes in mathematics using the state-adopted, locally board approved ancillary materials provided in the adoption during the school day of: <ul style="list-style-type: none"> 15 – 30 minutes in K-6 30 – 60 minutes (or one period) in grades 7-8 	<p>Superintendent/Principal Asst Principal Consultant</p> <p>Superintendent/Principal Asst Principal Consultant</p>	<p>No anticipated fees Consultant fees given as in-kind contribution from SLOCOE in 2009-10 school year</p> <p>No anticipated fees Consultant fees given as in-kind contribution from SLOCOE in 2009-10 school year</p>		

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><i>Definitions of strategic students by grade level:</i></p> <ul style="list-style-type: none"> • Strategic students are defined as demonstrating proficiency of mathematics standards within one grade levels and are unable to master grade-level standards. • Strategic students are assessed and need additional time beyond the core. • For ELL and SWD strategic students, the support is an additional time/period to pre/re-teach concepts • Strategic students with occasional trouble with day-to day grade level standards instruction are to receive additional targeted differentiated instruction using the core ancillary materials to support their achievement of grade-level skills and concepts. • For kindergarten through grade eight, the SBE-adopted core materials and the core ancillary materials will serve as the predominant instructional program. <ul style="list-style-type: none"> • District/site administrators schedule sufficient, priority, uninterrupted intensive intervention time and/or classes in mathematics using the state-adopted, locally board approved intervention during the school day of: <ul style="list-style-type: none"> • 15-30 minutes grades 4-6 • 30-60 minutes (or up to one period) for grades 7-8 • For districts using the 2001 SBE adoptions: • District/Site administrators schedule time outside of the school day using ASES afterschool program and Targeted Intervention Program provided by Lillian Larsen teachers. <ul style="list-style-type: none"> • Students will be identified through district formative assessments • Students will be monitored every 4-6 weeks and recommended for exit using district benchmark assessments • Instructional materials will be selected and implemented from the state-adopted intervention list 	<p>Superintendent/Principal Asst Principal Consultant</p> <p>Superintendent/Principal Asst Principal Consultant Regional Afterschool Lead from VCOE District ASES Coord District Afterschool Program Liaison</p> <p>2009-10- schedule time 2010-11- coordinate unified afterschool delivery model</p>	<p>No anticipated fees for scheduling of program time. Consultant fees given as in-kind contribution from SLOCOE in 2009-10 school year</p> <ul style="list-style-type: none"> • No anticipated fees Consultant fees given as in-kind contribution from SLOCOE in 2009-10 school year • ASES Coord Salary described in Goal 1 RLA, Section 3 • 4 teachers 3 hours / week for 40 weeks @ \$25 extra duty hourly rate for targeted intervention in math 	<p>Costs as detailed in Goal 1 RLA, Section 3</p> <p>\$14,440</p>	<p>ASES funds</p> <p>Title I</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> District/Site administrators schedule time outside of the school day calendar for Spring Break Intersession. <ul style="list-style-type: none"> Students will be identified through district formative assessments Students will be assessed at the end of the session to determine growth Instructional materials will be selected and implemented that focus on test taking strategies District/Site administrators schedule time outside of the school day calendar for Summer School. <ul style="list-style-type: none"> Students will be identified through district formative assessments Students will be monitored and recommended for exit using district benchmark assessments Instructional materials from the state-adopted intervention list will be selected and implemented that focus on remediation of essential standards 	<p>2011-12- implement unified afterschool delivery model Superintendent/Principal Asst Principal</p> <p>Spring Break 2011</p> <p>Superintendent/Principal Asst Principal</p>	<ul style="list-style-type: none"> 2 teachers 4.5 hours / day for 5 instructional days plus 1 prep day @ \$25 extra duty hourly rate 2 instructional aides 4.5 hours/day for 5 instructional day @ hourly rate 2 teachers 4.5 hours / day for 20 instructional days plus 4 prep days @ \$25 extra duty hourly rate 2 instructional aides 4.5 hours/day for 5 instructional day @ hourly rate Intervention materials from approved list 	<p>\$1620</p> <p>\$510</p> <p>\$6480</p> <p>\$2040</p> <p>\$2000</p>	<p>Title I</p> <p>Title I</p> <p>EIA</p> <p>EIA</p> <p>Title I</p>
Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <p>The district will take the following steps to increase access to technology:</p> <ul style="list-style-type: none"> Teachers and students will use the San Luis Obispo Educational Technology Center portal. Focus on formative assessment creation, implementation, and analysis 	<p>Superintendent/Principal County CTAP Coord Data Facilitator 2010-2014</p> <p>Superintendent/Principal Asst Principal</p>	<p>See Goal 1 RLA, Section 4</p>		

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> District create common district formative assessments All teachers implement use of common district formative assessments on a weekly basis District processes common district formative assessments on a weekly basis All teachers and Afterschool ASES Coordinator analyze common district formative assessments weekly to inform instruction All teachers modify classroom, intervention and afterschool instruction based on district formative assessment analysis. District/site process analyze summative assessments including CST and CELDT within 10 days of receipt from state 	<p>Data Facilitator Student Services Coord</p> <p>2010-11 school year</p> <p>2011-12</p> <p>July 1, 2010</p>	<p>No anticipated costs</p>		
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>The district will take the following steps to provide staff development and professional collaboration:</p> <ul style="list-style-type: none"> District/site administrators will create, implement and monitor a comprehensive LEA professional development plan aligned with district priorities/goals and state mandated curriculum for all administrators, teachers, instructional support staff, afterschool and preschool personnel. District/site administrators, all teachers, all instructional support staff, all afterschool staff and all preschool staff will engage in ongoing, intensive professional development based upon needs identified through data analysis of CELDT, CST, District formative, benchmark and summative assessments, observations and classroom walkthroughs. Teachers. Administrators and all instructional support staff including preschool and afterschool personnel will participate in staff development to analyze and evaluate data generated from statewide and locally developed assessments in mathematics 	<p>Superintendent/Principal Asst Principal Consultant</p> <p>June 30, 2010</p> <p>See Goal 1, RLA, Section 5</p> <p>See Goal 1, RLA, Section 5</p>	<p>See Goal 1 RLA, Section 5</p> <p>See Goal 1 RLA, Section 5</p> <p>See Goal 1 RLA, Section 5</p>		

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> Teachers, Administrators and all instructional support staff including preschool and afterschool personnel will participate in calibration of student work with standards-based benchmarks, based on the performance tasks identified by each grade level District/site administrators, all teachers, all instructional support staff, all afterschool staff and all preschool staff will participate in ongoing staff development through Professional Learning Communities to address the implementation of the curriculum calendar, effective strategies for teaching students the rigorous, academic content standards and opportunities for professional development related to student achievement goals and outcomes. All site administrators will participate in SB 430 training or its equivalent (40 hours instructional materials specific professional development program provided by a knowledgeable and experienced provider) and update their training with each new reading/language arts adoption <ul style="list-style-type: none"> District/site administration monitors and verifies an additional 40 hours of structured practicum for all administrators based on the implementation of the instructional materials and Essential Program Components All teachers will participate in SB 472 training or its equivalent (40 hours instructional materials specific professional development program provided by a knowledgeable and experienced provider) and update their training with each new adoption math adoption <ul style="list-style-type: none"> District/site administration monitors and verifies an additional 80 hours of structured practicum for all teachers based on the implementation of the instructional materials and Essential Program Components District/site administrators, teachers, and appropriate support staff will continue training on the SOAR program 	<p>See Goal 1, RLA, Section 5</p> <p>See Goal 1, RLA, Section 5</p> <p><i>Site Administration Summer 2011</i></p> <p>Site Administration See Goal 1 Part 1</p> <p><i>All Teachers Summer 2011 Those unable to attend will be provided training during the 2011 school year and be provided a substitute</i></p> <p>Superintendent/Principal Asst Principal Data Facilitator Student Services Coord</p>	<p>See Goal 1, RLA, Section 5</p> <p>See Goal 1, RLA, Section 5</p> <p><i>SB 430 training for math– \$4000/cost for administrator in Mathematics for 40 hrs of state approved training plus 80 hours of follow up</i></p> <p><i>SB 472 for math – \$20000 for all teachers for 40 hrs of state approved training plus 80 hours of follow up</i></p> <p>Process described in Goal 1 part 5</p>		

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>The district will take the following steps to involve staff, parents and community members:</p> <ul style="list-style-type: none"> • Precise, standard-based information will be shared with students and parents through the use of report cards, progress reports, test results, assignment/homework to answer the questions: <ul style="list-style-type: none"> • What standards are being covered? • How are the students meeting those standards? • Parents and community members will be invited to continue to actively support events and school activities through materials and organization/coordination of programs to include reading i.e. Reading is Fundamental, Read Across America, etc. • District administration will maintain a school site council at each site with staff, parent, and community representatives. Each Council will receive reports on overall student assessment results in reading. Each Site Council will continue to contribute input on how to improve school reading programs and revise school goals and spending in the SPSA accordingly. • All teachers will conference with parents within the first two months of school to review students' individual assessment results with an explanation of how to interpret results and achievement goals based on reading/language arts standards. • District/site administrators will create, implement and monitor a district 2-way communication plan utilizing technology incorporating school and classroom websites, structures and tools for sharing information, gathering input from staff, community, parents, and students. • District/site administrators, all teachers, all support staff, all preschool staff and all afterschool program staff will establish a strong connection between home and school through newsletters 	<p>Superintendent/Principal Beginning May1, 2010</p> <p>2010-2014</p> <p>Fall 2010-2014</p> <p>2010-2014</p> <p>Superintendent/Principal Tech Lead Teacher</p> <p>Fall 2011</p> <p>Superintendent/Principal ASES Coord Preschool Admin</p>	<p>See Goal 1 <i>RLA</i>, Section 6</p> <p>See Goal 1 <i>RLA</i>, Section 6</p> <p>See Goal 1 <i>RLA</i>, Section 6</p> <p>See Goal 1 <i>RLA</i>, Section 6</p> <p>See Goal 1 <i>RLA</i>, Section 6</p> <p>See Goal 1 <i>RLA</i>, Section 6</p>		

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>in both Spanish and English disseminated at the same time, Back-to-school nights, and Open House, etc.</p> <ul style="list-style-type: none"> • Provide capability to enable parents and students to access Accelerated Reader from their homes or other remote location • Provide capability for Power School information to be accessed to parents at their home or other remote location to enable parents to access academic progress reports, report cards and teacher interaction • San Miguel Resource Connection – Masters at their Trade is a non-profit community organization that provides enrichment programs to students after school and during the school day focused on the arts, sciences, and other areas where community members have expertise. <ul style="list-style-type: none"> • Parent input is critical in the decision making process of San Miguel Resource Connection 	<p>May 1, 2010-2014</p> <p>Superintendent/Principal Fall 2012</p> <p>Superintendent/Principal Fall 2012</p> <p>Superintendent/Principal Asst Principal ASES Coord SMRC Lead</p>	<p>See Goal 1 <i>RLA</i>, Section 6</p> <p>See Goal 1 <i>RL</i>, Section 6</p> <p>See Goal 1 <i>RLA</i>, Section 6</p>		
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <ul style="list-style-type: none"> • SARB, ASES afterschool program, Migrant education program, California State Preschool program will work collaboratively through the Student Study Team process to support all students served within the district. • Provide families with referrals for additional services through partnership agencies including medical and counseling services through Community Health Center (CHC), Women’s Shelter and county Drug and Alcohol Services. 	<p>Superintendent/Principal SLOCOE Preschool Director ASES Coord Regional Migrant Lead</p> <p>Superintendent/Principal Asst Principal Assigned Counselors</p>	<p>See Goal 1 <i>RLA</i>, Section 7</p> <p>See Goal 1 <i>RLA</i>, Section 7</p>		
<p>8. Monitoring program effectiveness:</p> <p>The district Board of Education and administration fully supports the Public School Accountability Act and will take the following steps to monitor program effectiveness:</p> <ul style="list-style-type: none"> • The district participates in all phases of the state’s standard-based assessment system, including the California Standards 	<p>Governing Board Superintendent/Principal Asst Principal</p> <p>May 1, 2010 – 2014</p>	<p>See Goal 1 <i>RLA</i>, Section 8</p>		

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Test, CMA, CAPA, and CELDT.</p> <ul style="list-style-type: none"> • San Miguel Joint Union School district will use the LEA Plan as the single comprehensive plan, appended to include current data, analysis an devaluation and annual improvement goals in mathematics • All teachers will share student assessment results and student work samples at/and across grade levels and with all instructional support staff including preschool and afterschool staff when appropriate, to help determine next instructional steps • Multiple assessments (diagnostic, formative benchmark, and summative) will be used throughout the school year to determine students' achievement levels in reading/language arts so that each student or group of students can be offered a structured program leading to the attainment of all of the essential core content standards • These assessment results will be used for all intervention placement • Structured, facilitated, job-embedded time will set aside to analyze the results of the student assessments in order to plan focused instruction • Teachers will evaluate the usefulness of all assessments currently in place and suggest that those that do not yield useful information are discontinued; assessment gaps will be addressed through the revision/development of new measures • District-wide assessments mathematics will be given four times during the school year in grades K-8 • Disaggregated statewide test scores will be analyzed and evaluated at the beginning of the school year to include CST, CMA, CAPA and CELDT 		<p>See Goal 1 RLA, Section 8</p> <p>See Goal 1 RLA, Section 8</p> <p>See Goal 1 RLA, Section 8</p> <p>See Goal 1 RLA, Section 8</p> <p>See Goal 1 RLA, Section 8</p> <p>See Goal 1 RLA, Section 8</p> <p>See Goal 1 RLA, Section 8</p> <p>See Goal 1 RLA, Section 8</p>		

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>approved ELD intervention program.</p> <ul style="list-style-type: none"> EL students in need of intensive EL intervention will receive support of up to 2.5 – 3 hours embedded into their reading/language arts intervention time. Each EL student will receive the core curriculum through differentiated instruction designed to meet the student’s individual needs and, when necessary and available, with primary language support. Each EL student will participate in the fully implemented state approved and locally adopted reading/language arts program based upon on-going systematic assessment to determine student’s level of development; flexible grouping to match student needs with instructional level; and research-based programs, curriculum and strategies. <p><i>As no administrators at the site or district level have undergone SDAIE training nor do they have authorization to instruct EL Learners, the following training will be completed -</i></p> <ul style="list-style-type: none"> <i>All Administrators and Specialists will engage in and complete training 2 day training provided by McREL in Classroom Instruction That Works by Jane Hill</i> <p><u>Special Education</u></p> <ul style="list-style-type: none"> Students eligible for special education services will be identified through the use of specific qualifying diagnostic assessments IEP goals and objectives will be measurable and standards-aligned in the corresponding core subject grade level area bases on assessed student need. The Student Study Team will consult on the progress of each individual student with and IEP or 504 plan as well as those enrolled in intensive intervention programs monthly throughout the school year to evaluate and determine next steps for the student. Consultation between the regular classroom teacher, specialists, instructional aides, and Afterschool Coordinator will occur weekly to monitor progress, evaluate and adjust elements of service and instruction. LEA ensures that students with disabilities have access to grade 	<p><i>See Goal 1 RLA, Section 9</i></p> <p>Superintendent/Principal Consultant Special Ed Dept</p> <p>Fall 2010-2014</p>	<p><i>See Goal 1 RIA, Section 9</i></p>		

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>level core instruction in reading/language arts within the general education setting with appropriate supports and accommodations based on assessed need.</p> <ul style="list-style-type: none"> • Students with disabilities receive grade level standards-based core curriculum in the general education classroom setting to the maximum extent appropriate • Flexible grouping strategies will be employed according to the students' needs and achievement, and the instructional tasks presented. <p><i>All Administrators and Specialists will engage and complete training provided by SELPA on the implementation of programs for students with disabilities.</i></p>	<p><i>See Goal 1 RLA Section 9</i></p>	<p><i>See Goal 1, RLA Section 9</i></p>		
<p>10. Any additional services tied to student academic needs:</p> <p>Supplements to strategies in the standards-based materials include the <u>WRITE PATH CURRICULUM</u> (by AVID) IN THE FOUR CONTENT AREAS:</p> <ul style="list-style-type: none"> • English/Language Arts • Mathematics • History/Social Sciences and • Science <p>Students take Cornell notes, record learnings in interactive notebooks, use KWL charts, learning logs, and other various graphic organizers, inquire through Bloom's Taxonomy, and participate in Socratic Seminars and reciprocal thinking.</p>	<p>Asst Principal Consultant Regional AVID Director AVID Coordinator</p>	<p><i>See Goal 1, RLA Section 10</i></p>		

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.
Required Activities	<p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <p>a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;</p> <p>b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;</p> <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"> • Meeting the annual measurable achievement objectives described in Section 3122; • Making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)); • Annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1)); <p>d. Describe how the LEA will promote parental and community participation in LEP programs.</p>	<p>1a. San Miguel Joint Union School District will use Title III funds to provide the following programs and activities:</p> <p>Title III programs and activities will be developed, implemented and administered through a Title III Consortium. The Title III Consortium has developed a budget to support the following:</p> <ul style="list-style-type: none"> • Whole staff utilization of Jane Hill’s researched based strategies identified in <i>Classroom Instruction That Works for EL’s</i>. • Teachers are trained and monitored on implementation of the Madeline Hunter lesson plan design • Implement Avenues and High Point ELD programs for 30 minutes daily. <p>1b. The San Miguel Joint Union School District currently provides the following basic instructional services to students identified as English Learners:</p> <p><u>Access to Content/Core Curriculum:</u></p> <p>K-8 EL students who have been assessed on the CELDT and found as English Learners (CELDT levels 1-5) receive instruction in ELD from a highly qualified, EL authorized certificated teacher. Access to core curriculum is provided through SDAIE methodologies, and practices based on research in second language acquisition and literacy.</p> <p>EL students receive access to the core content through differentiated instruction designed to meet the individuals’ needs, and when necessary and available primary language support is provided.</p>

EL students who do not make sufficient progress in acquiring English proficiency receive targeted, intensive intervention during the school day, in addition to the basic core instructional program, congruent with their assessed student need, using state adopted, locally board approved intervention materials.

1c. Accountability for funding will occur in the following manner:

- Focus on summative Avenues and High Point unit assessments, implementation, and analysis
- All teachers implement use of summative Avenues and High Point unit assessments at the end of each unit.
- All teachers and Afterschool ASES Coordinator, during early release days, analyze common summative Avenues and High Point unit assessments to inform instruction
- All teachers modify classroom, intervention and afterschool instruction based on summative Avenues and High Point unit assessments analysis.

1d. District and site administrators communicate with parents in a language they can understand in a timely manner information on academic proficiency levels, grade level standards, data reporting for standardized testing for STAR program and CELDT, local assessments, available interventions in reading / language arts and mathematics for students needing assistance and strategies for supporting the academic achievement of students.

- A district wide system is in place to facilitate the two-way flow of information between parents and teachers/administrators
- A district wide system is in place to instruct parents on how to interpret student report cards, state reposts on standardized exams, and district assessments so that parents can understand the extent to which their children are meeting standards.
- A district wide system is in place to inform all parents of English learners of the student’s identification as an EL, redesignation criteria, and a student’s annual progress towards attaining these criteria, and a student’s annual progress toward attaining these criteria. In addition, parents are informed of student’s proficiency level as measured by the CELDT, the benefit in receiving ELD instruction, and the programs specific redesignation criteria.
- The district actively solicits the participation of EL parents/families and considers their input into decisions impacting the education of their students.

Required Activities	<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c) .</p> <p>The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none">• English proficiency; and <p>Academic achievement in the core academic subjects</p>	<p>2. See 1c. Above</p>
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Required Activities	<p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p> <ol style="list-style-type: none"> a. designed to improve the instruction and assessment of LEP children; b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students; c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills; d. long term effect will result in positive and lasting impact on teacher performance in the classroom. 	<p>3. In order for administrators and teachers to meet the needs of EL students at all proficiency levels, they must participate in a comprehensive standards-based professional development program.</p> <p>The professional development will incorporate all adults who have responsibility for instruction or instructional support on the campus and will include:</p> <ul style="list-style-type: none"> • Knowledge of metacognitive and metalinguistic skills through which EL students are taught • The ability to design and implement differentiated, standards-based instruction in all academic areas, and how this interacts with the socioeconomic, cultural, and linguistic diversity within the school community • Strategies to indentify potential interference between primary language and English • A vast repertoire of strategies for literacy instruction • Scientifically-based, research-based best practices for literacy • The ability to systematically identify and develop resources for differentiating instruction in the teaching of reading, writing, listening, and speaking • An understanding of the role of assessment in guiding and evaluating instruction • The ability to design and implement formal and informal assessment • The ability to use classroom data to differentiate instruction and evaluate the efficacy of instruction <p>The professional development will provide extensive, ongoing training for all teachers, instructional support staff both during the instructional day and before and after school, and administrators at all levels.</p> <p>Title III funds will be used to hire trainers and staff developers, pay stipends to teachers and/or pay for substitutes in order that teachers receive scientifically-based, research-based strategies that meet the needs of EL students such as:</p> <ul style="list-style-type: none"> • Jane Hill Training or other EL strategic instructional support • CELDT Training • Site Visitations • Cultural Proficiency
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Allowable Activities	4. Upgrade program objectives and effective instruction strategies.	<u>Yes or No</u>	<p>If yes, describe:</p> <p>4. All K-8 teachers will provide daily ELD instruction to their students using the locally board approved materials and program objectives and assessments. Instruction will be provided daily. All core instruction will include both content objectives (Math, RLA, Science, History/Social Science) AND English Language objectives. These will be reviewed by site/district administration weekly.</p>
Allowable Activities	5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.	<u>Yes or No</u>	<p>If yes, describe:</p> <p>5a. Tutorials: San Miguel Joint Union School District will provide strategic and intensive interventions in RLA and mathematics based upon the assessed academic needs of students both during the school day and afterschool.</p> <p>AVID is used as a model of effective tutorials for the instructional day.</p> <p>5b. Intensified instruction will be provided through strategic and intensive interventions for EL’s.</p>
	6. Develop and implement programs that are coordinated with other relevant programs and services.	<u>Yes or No</u>	<p>If yes, describe:</p> <p>6. The San Miguel Joint Union School District provides an after school academic support program for EL students at no charge. The program also provides an opportunity to interact with native English speakers in a natural environment.</p>
	7. Improve the English proficiency and academic achievement of LEP children.	<u>Yes or No</u>	<p>If yes, describe:</p> <p>7. The San Miguel Joint Union School District ACES provides additional support and instruction to improve the English proficiency and academic achievement of EL students during the regular academic day through hands on, meaningful and relevant activities connected to the CA state standards.</p>

		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families – <ul style="list-style-type: none"> ○ To improve English language skills of LEP children; and ○ To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. 	<u>Yes</u> or No	If yes, describe: 8. The San Miguel Joint Union School District will actively solicit the input and participation of the DELAC and Migrant Committees to enhance the community participation regarding family literacy, parent outreach and training activities including: <ul style="list-style-type: none"> • English language skills • Active participation in their children’s education
	9. Improve the instruction of LEP children by providing for – <ul style="list-style-type: none"> ○ The acquisition or development of educational technology or instructional materials ○ Access to, and participation in, electronic networks for materials, training, and communication; and ○ Incorporation of the above resources into curricula and programs. 	<u>Yes</u> or No	If yes, describe: 9. Embedded in the regular curricular program during the school day and afterschool are: <ul style="list-style-type: none"> • Read Naturally • Rosetta Stone • Accelerated Reader • Success Maker • Thompson Gale • ETC Portal • California Streaming
	10. Other activities consistent with Title III.	<u>Yes</u> or <u>No</u>	If yes, describe:

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

<p>Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.</p>	<p style="text-align: center;">Description of how the LEA is meeting or plans to meet this requirement.</p>		
<p>Required Activity</p>	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):</p> <ul style="list-style-type: none"> a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; b. the child’s level of English proficiency, how such level was assessed, and the status of the student’s academic achievement; c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; h. information pertaining to parental rights that </td> <td style="width: 50%; vertical-align: top;"> <p>1. LEA informs parents of the following: SMJUSD will update and implement the EL Mater Plan within 60 days of LEA Plan approval (June 31, 2010 and revisited each year thereafter) to detail in a comprehensible and understandable format for parents, each of the components listed below including but not limited to...</p> <ul style="list-style-type: none"> a. Reasons for identification, In our EL Master Plan, page 10 dated May 2005, our policy was the following: <p style="margin-left: 20px;">“Upon registration, parents will be asked to complete a Home Language Survey. This survey may trigger initial assessment based on the first three questions of the HLS. The survey will then be filed in the student’s cumulative folder.”</p> <p style="margin-left: 20px;">SMJUSD will review this policy (and the policies stated below) within 60 days, prior to June 31, 2010 and annually after that, to determine the level of implementation by the sites. All office personnel and clerical support staff will be trained in correct implementation and monitoring of this procedure.</p> b. Child’s English proficiency level, how the level was assessed... In our EL Master Plan, pages 10-11 dated May 2005, our policy was the following: <p style="margin-left: 20px;">“Trained staff will administer the CELDT to all new students with a home language other than English to determine the student’s English proficiency.”</p> <p style="margin-left: 20px;">“Trained staff who are proficient in English and the primary language will administer a primary language assessment and any applicable parallel tests to determine a student’s primary language proficiency.”</p> <p style="margin-left: 20px;">SMJUSD will review this policy within prior to June 31, 2010 and annually after that, to include language that adds a description of what the status of their student’s academic achievement is, and to determine the level of implementation by the sites. 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All administrators, teachers and instructional support staff will be trained in correct implementation and monitoring of this</p>
<p>1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):</p> <ul style="list-style-type: none"> a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; b. the child’s level of English proficiency, how such level was assessed, and the status of the student’s academic achievement; c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; h. information pertaining to parental rights that 	<p>1. LEA informs parents of the following: SMJUSD will update and implement the EL Mater Plan within 60 days of LEA Plan approval (June 31, 2010 and revisited each year thereafter) to detail in a comprehensible and understandable format for parents, each of the components listed below including but not limited to...</p> <ul style="list-style-type: none"> a. Reasons for identification, In our EL Master Plan, page 10 dated May 2005, our policy was the following: <p style="margin-left: 20px;">“Upon registration, parents will be asked to complete a Home Language Survey. This survey may trigger initial assessment based on the first three questions of the HLS. The survey will then be filed in the student’s cumulative folder.”</p> <p style="margin-left: 20px;">SMJUSD will review this policy (and the policies stated below) within 60 days, prior to June 31, 2010 and annually after that, to determine the level of implementation by the sites. All office personnel and clerical support staff will be trained in correct implementation and monitoring of this procedure.</p> b. Child’s English proficiency level, how the level was assessed... In our EL Master Plan, pages 10-11 dated May 2005, our policy was the following: <p style="margin-left: 20px;">“Trained staff will administer the CELDT to all new students with a home language other than English to determine the student’s English proficiency.”</p> <p style="margin-left: 20px;">“Trained staff who are proficient in English and the primary language will administer a primary language assessment and any applicable parallel tests to determine a student’s primary language proficiency.”</p> <p style="margin-left: 20px;">SMJUSD will review this policy within prior to June 31, 2010 and annually after that, to include language that adds a description of what the status of their student’s academic achievement is, and to determine the level of implementation by the sites. All administrators, teachers and instructional support staff will be trained in correct implementation and monitoring of this</p> 		

Required Activity	<p>includes written guidance detailing –</p> <ul style="list-style-type: none"> i. the right that parents have to have their child immediately removed from such program upon their request; and ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA. 	<p>procedure.</p> <ul style="list-style-type: none"> c. Method of instruction...In our EL Master Plan, page 15 and dated may 2005, our policy regarding the methods of instruction was the following: <p><i>This section describes the placement of English learners in an English Language classroom/program unless a Parent Exception Waiver has been granted for an alternative program.</i></p> <ul style="list-style-type: none"> • <i>Structured English Immersion Program (SEI)</i> • <i>English Language Mainstream Program</i> • <i>Transitional English Program</i> <p><i>Structured English Immersion Program</i></p> <p><i>The Structured English Immersion Program at Lillian Larsen School will serve those students at CELDT levels 1-3. Students will receive rigorous instruction on the core content areas from CTC-authorized teachers of “teachers in training”, using state-approved instructional materials and research-based strategies to deliver English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE). Selected methodologies will appropriately match each student’s level of language proficiency according to CELDT.</i></p> <p><u>Goal</u></p> <p><i>Intensive English Language Development at each student’s language level with strategies to help students maintain grade level competency is the goal for students who possess less than reasonable fluency.</i></p> <p><u>Components</u></p> <p><i>Students will receive the following services based on the results of multifaceted assessments:</i></p> <ul style="list-style-type: none"> • <i>Students with less than reasonable fluency will be grouped/clustered together in Structured English Immersion. Student may be grouped in a variety of ways that include self-contained classrooms, team teaching or grade-level grouping.</i> • <i>Daily systematic English Language Development (ELD)</i> • <i>Academic instruction provided through Specially Designed Academic Instruction in English (SDAIE)</i> • <i>Use of district adopted standards and English core curriculum materials</i> • <i>Use of state-approved English Language Development standards</i>
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- *Not less than 75% of instruction in English*

As evidenced in our Curriculum Audit, this policy is not currently in effect nor is it completely in compliance. As with the other policies in this section, SMJUSD will review, revise and implement this policy within 60 days of LEA Plan approval (June 31, 2010) and revisit it annually thereafter.

- d. How educational program will meet the strengths and needs of the child...
In our EL Master Plan, page 14 dated May 2005, our policy was the following:

IMPLEMENTATION

Program of Structured English Immersion

- *The Structured English Immersion Program at Lillian Larsen School will serve those students at CELDT levels 1-3. Students will be taught by an authorized teacher (CLAD, BCLAD, LDS, SB1969, SB395), using state-approved materials and research-based strategies to deliver English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE). Selected methodologies will appropriately match each student's level of language proficiency according to CELDT.*
- *Students with less than reasonable fluency will be grouped/clustered together in Structured English Immersion.*

English Language Mainstream Program

- *The English Language Mainstream Program at Lillian Larsen School will serve those students at CELDT level 4-5. Students will be taught by an authorized teacher (CLAD, BCLAD, LDS, SB1969, SB395), using state-approved materials and research-based strategies to deliver English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE). Selected methodologies will appropriately match each student's level of language proficiency according to CELDT.*
- *Students with reasonable fluency, CELDT scores of 4 or 5, will be grouped together in an English Language Classroom with reclassified and/or native English language speakers.*

As evidenced in our Curriculum Audit, this policy is not currently in effect nor is it completely in compliance. As with the other policies in this section, SMJUSD will review, revise and implement this policy within 60 days of LEA Plan approval (June 31, 2010) and revisit it annually thereafter.

Required Activity		<p>e. How program will specifically help their child learn English... In our EL Master Plan, pages 18-20 dated May 2005, our policy was the following:</p> <p style="text-align: center;">IMPLEMENTATION</p> <p>English Language Development</p> <ul style="list-style-type: none"> • <i>In all programs options, each EL receives daily ELD lessons based on the Student's identified language level.</i> • <i>The Lillian Larsen ELD program utilizes standards, curriculum, state approved materials and appropriate assessment measures to ensure EL students are making significant progress.</i> • <i>The CELDT test is administered annually to each EL to determine growth until the student is reclassified to Fluent English Proficiency (R-FEP) status.</i> • <i>Each student will review the progress of EL students annually to determine the effectiveness of their school program and will describe activities, resources and areas for improvement in their school level plans.</i> • <i>Lillian Larsen School will monitor and report the progress of ELs to evaluate whether students are meeting annual ELD and grade level academic standards.</i> • <i>Teachers providing ELD must possess CLAD, BCLAD or the equivalent certification. Teachers who are currently in training for appropriate certification may provide ELD.</i> <p>English Language Development</p> <ul style="list-style-type: none"> • <i>When there are an insufficient number of certified teachers at the site, a team teaching approach may be utilized in order to meet this instructional requirement for students.</i> <p>Access to the Core Curriculum</p> <ul style="list-style-type: none"> • <i>The site will monitor the progress of EL students to determine program effectiveness. Achievement data will be reviewed annually and at set times during the year to ensure that each program is meeting its goals and objectives. Program evaluations will include standardized testing and performance-based assessments in accordance with state guidelines and district policy.</i> • <i>The site offers Structured English Immersion and English Language.</i> • <i>Students with less than reasonable fluency will receive grade level content through Specially Designed Academic Instruction in English (SDAIE).</i> • <i>Students who possess reasonable fluency receive grade level content through Specially Designed Academic Instruction in English (SDAIE).</i>
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Required Activity

- *Additional interventions are provided to recoup any academic deficits, which have been incurred by English learners as a result of language barriers. Details are described within the school site plan.*
- *The site will monitor the progress of ELs to determine program effectiveness. Achievement data will be reviewed annually and at set times during the year to ensure that each program is meeting its goals and objectives. School level plans will describe goals, objectives, and activities.*

As evidenced in our Curriculum Audit, this policy is not currently in effect nor is it completely in compliance. In the fall of 2009, a state-adopted ELD program was purchased and selected staff received training. As with the other policies in this section, SMJUSD will review, revise and implement this policy within 60 days of LEA Plan approval (June 31, 2010) and revisit it annually thereafter.

f. Specific exit criteria... In our EL Master Plan, pages 24-26 dated May 2005, our policy was the following:

- *English learners are reclassified as R-FEP when they are able to comprehend, speak, read, and write English well enough to receive instruction in the regular program and make academic progress at a level substantially equivalent to those students of the same age or grade whose primary language is English. These proficiencies shall be assessed by means of the following criteria: (Education Code 52164.6)*
 - *The student has been enrolled in an English Learner Instructional Program for at least one year.*
 - *California Standards Test – English-Language Arts – Scaled Score at or above 350 (Proficient Level)*
 - *CELDT overall score 4-5*
 - *Listening/Speaking Level 4 or Above*
 - *Reading Level 4 or Above*
 - *Writing Level 4 or Above*
 - *Teacher Evaluation and Consultation*
 - *Grades/Student Work/Tests*
 - *SOLOM Score 19 or Above*
 - *Parent Opinion and Consultation*
- *The school site will monitor the progress of students meeting part of the reclassification criteria and develop action plans to support potential areas needing remediation.*
- *The site shall base a decision to reclassify students grades 1-2 on CELDT*

Required Activity

results, teacher evaluation, parent consultation, and other pertinent grade appropriate assessment results. It is recommended that kindergarten students who have been identified as English learner not be reclassified for one full year.

- The school site shall monitor student performance for two years after reclassification in accordance with existing California regulations and the federal No Child Left Behind (NCLB) legislation.

The following standards are used to determine when EL students have developed the English language skills necessary to succeed in English Only instruction and should be reclassified to FEP:

- Listening/speaking, is Intermediate or higher on California English Language Development Test (CELDT):
- Reading is Intermediate or higher (CELDT):
- Writing is Intermediate or higher (CELDT):
- Early Advanced overall on (CELDT):
- English Language Arts Content Standards Test is within the range of Basic to Midpoint of Basic
- Reading within one grade level
- At or above grade level in Math
- Teacher Approval
- Parental Approval

Reclassifying a Student from EL to FEP (Education Code Section 313d)

The chart below illustrates how the four criteria can be used by districts/schools when evaluating a student's readiness for reclassification.

As evidenced in our Curriculum Audit, this policy is not currently in effect nor is it completely in compliance. As with the other policies in this section, SMJUSD will review, revise and implement this policy within 60 days of LEA Plan approval (June 31, 2010) and revisit it annually thereafter.

- g. How the program supports SWD... Our EL Master Plan dated May 2005 does not address students with disabilities.

As evidenced in our Curriculum Audits, we are out of compliance in this area. As with the other policies in this section, SMJUSD will review, revise and implement this policy within 60 days of LEA Plan approval (June 31, 2010) and revisit it annually thereafter.

- h. Parental rights information including... In our EL Master Plan, page 29

Required Activity		<p style="text-align: center;">dated May 2005, our policy was the following:</p> <p><i>Notification of Opportunity to Apply for Parent Exception Waivers</i></p> <ul style="list-style-type: none"> • <i>The Parent Notification will inform parents that their children have been placed in an English immersion program and that they may apply for a parental exception waiver. Procedures for granting parental waivers have been established with the following: (CCR: V-EL 8)</i> • <i>Provide parents with a full written description of the structured English immersion program, inclusive of educational materials to be used.</i> • <i>Inform parents that prior to granting a waiver, students must be placed for not less than thirty (30) calendar days in an English language classroom and the waiver must be approved by the site administrator (CCR: III-EL 8c)</i> • <i>The site administrator will approve or deny the request within 10 school days. The response will include what services are provided at the site, rationale for denying a waiver and the appeals process. This information will be in writing and presented orally if needed.</i> <ol style="list-style-type: none"> i. Can have child immediately removed from program, EL Master Plan , page 28... “Parents will be informed of their right to visit the program and to withdraw their student from the program.” ii. Right to decline enrollment in a program...The EL Master Plan does not reflect the current compliance regulations regarding a parents right to decline enrollment and have their child immediately removed from a program. iii. LEA will assist parents in selecting the best program for their child...The EL Master Plan does not reflect current compliance regulations regarding the assistance of the LEA in placement of children. <p>As evidenced in our Curriculum Audits, we are out of compliance in this section. As with the other policies that are out of compliance, SMJUSD will review, revise and implement these policies within 60 days of LEA Plan approval (June 31, 2010) and revisit it annually thereafter.</p>
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<p>Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>	<p>Note: Notification time frame... As recommended in our Curriculum Review/Audit, SMJUSD will comply will all state and federal laws pertaining to notification of parents including but not limited to</p> <ul style="list-style-type: none"> • Notifications sent to parents in their primary language • Notifications written in comprehensible and understandable format • Notifications and all correspondence sent from any party within the district sent to parents of ELL students CONCURRENTLY as those same notifications and correspondences that are sent in English. <p>In our EL Master Plan, page 11 dated May 2005, our policy was the following:</p> <p>“Students will be assessed and parents will be informed in writing of the language proficiency assessment results of students (by the school personnel testing the child) within 90 days of enrollment.”</p> <p>“The school will maintain records, which indicate that notification was mailed and/or communicated in person as necessary. <i>Notification records will be filed in the student’s cumulative record folder.</i>”</p> <p>“Parents of Spanish EL’s will receive their notice in their home language. Parents of EL’s will be notified in their home language when 15% or more students speak the same language at the school site.”</p> <p>SMJUSD will review, revise and implement all policies within the EL Master Plan within 60 days of local board approval of the LEA Plan (June 31, 2010) and revisit it annually thereafter.</p>
<p>LEA Parent Notification Failure to Make Progress If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>	<p>LEA Parent Notification of Failure to Make Progress</p> <p>SMJUSD is part of a Title III Consortium administered by the San Luis Obispo County Office of Education and as such is Title III, Year 3 LEA. Our parent notification information was embedded in our LEA PI Year 3 parent notification letter that was sent out in both Spanish and English within the appropriate time frame set out in the law.</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	1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:	Yes or No	If yes, describe: San Miguel Joint Union School District is part of a Title III Consortium administered by the San Luis Obispo County Office of Education. Neither SMJUSD nor the San Luis Obispo County Office of Education Title III Consortium receives funding under Title III Section 3115(e).
	2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:	Yes or No	If yes, describe:
	3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	Yes or No	If yes, describe:
Allowable Activities	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	Yes or No	If yes, describe:

	5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:	Yes or No	If yes, describe:
	6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:	Yes or No	If yes, describe:
Allowable Activities	7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:	Yes or No	If yes, describe:

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
<ul style="list-style-type: none"> • As of March 2010, 100% of the teachers in San Miguel Joint Union School District meet the federal definition of highly qualified. • In addition, 20% of teachers have advanced degrees and/or certification in reading /language arts: 100% of all teachers have special certification to teach English Learners. • The SMJUSD staff is made up of a dedicated teaching core of veteran teachers and teachers new to the profession leading to a mix of experience levels and areas of expertise. • Because of the supportive atmosphere amongst the teaching staff, over the past 5 years SMJUSD has attracted numerous student teachers who then openly seek employment with our district even though we are remote. • Because of their dedication to doing what is best for students, the SMJUSD staff has shown a tremendous willingness to grow as practioners; even under extreme circumstances firmly believing that kids deserve no less than their best. 	<ul style="list-style-type: none"> • All professional development focused on standards-based practices in areas of program weakness will include examination of research-based practices for accelerating English Learners toward standards mastery in English. • Collaboratively utilize peer coaching of seasoned teachers with those new to the profession to provide support. Include demonstration lessons as part of the model. • Utilize mandatory PI professional development set asides for ongoing, job-embedded training that is aligned to a system wide professional development plan and linked to increasing student achievement. • Budget constraints resulting from SMJUSD's qualified budget. • Prioritize professional development based upon assessed student need.

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>School and district professional development goals will be created to support all district instructional staff including but not limited to administration, preschool staff, afterschool staff in addition to teachers and instructional aides in both regular and special education to meet students' academic, social/emotional, and cultural needs as well as advancing students to proficiency in all content areas and interventions including English Language Development.</p> <p>Professional development activities will be prioritized and selected based on assessed student need as evidenced by diagnostic, formative, benchmark, and summative student achievement results, regular formal and informal classroom observations, professional conversations from grade level collaboration meetings, teacher input and needs indicated in the prioritized LEAP district plan.</p>	<p>Asst Principal Consultant As described in Goal 1 RLA</p> <p>Asst Principal Aug 2010 - 2014</p>	<p>See Goal 1 RLA for identified expenditures</p> <p>No anticipated costs</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>The district LEA Plan will be the guiding document for all district professional development needs. District administration will use the priorities laid out in the LEAP to write and implement a multi-year</p>	<p>Asst Principal DAIT Lead/Consultant</p>	<p>Consultant Fees</p>	<p>All consultant costs in kind contribution form SLOCOE</p>	

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>professional development plan for SMJUSD that defines a coherent vision for all instructional and administrative staff members. Professional development activities will be articulated by a common understanding among all adults of the content standards, adopted curriculum and instructional and achievement priorities. Additionally, all professional development will be sensitive to the audience for participant gifts, areas of growth, assignment needs, and experience level. All professional development opportunities will include all adults who have instructional responsibility within SMJUSD including staff including but not limited to administration, preschool staff and afterschool staff in addition to teachers and instructional aides in both regular and special education and will be informed by the District Assistance Survey (DAS), Academic Program Survey and Curriculum Audit which all utilize research-based instructional practices. Successful teachers, instructional aides, administrative staff and others will serve as coaches; modeling and guiding peers to ever higher level of expertise.</p>	<p>June 30, 2010</p>			

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>Because ongoing professional development is at the base of all successful schools and districts, the professional development plan and subsequent trainings will be derived from the above stated information. Additionally, within the environment of professional learning communities (PLC's), all instructional staff will have the opportunity to regularly examine the effectiveness of their practice through the examination of student work samples and formative and diagnostic assessments. The goal of SMJUSD is for the schools to become models of learning where the adults are working together to learn about students from the student's work. The adults will then use that data to inform their teaching. All adults who s have contact with that student making the schools a place where learning is the expectation for all and where collaboration and discussion are the norm. This can only be accomplished by regular, conscious and ongoing staff development that is planned out for more than a year at a time. Using all forms of data to inform the teaching from preschool – 8th grade and throughout the day, before school, during school, and after school is vital to closing the achievement gap that exists within our school sites.</p>	<p>Asst Principal Consultant As described in Goal 1 RLA</p>			
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <p>All professional development, whether through state, local or federal funding, is identified in the LEA Plan and is articulated through the School Site Councils and SPSA's plan and budget. Because of our small size and overlapping Administrators, cohesiveness is simplified. District</p>	<p>Asst Principal Consultant As described in Goal 1 RLA</p>			

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>subcommittees align their plans, including staff development, to the district LEA Plan.</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>SMJUSD is utilizing an early release model to provide staff with job-embedded time for professional development. During this time, all district instructional and administrative staff will engage in joint, collaborative time including preschool staff, afterschool staff, and instructional assistants. We will be implementing Professional Learning Communities (PLC's) where we focus on students work, formative and benchmark assessments, and other data to inform and guide the teaching of each student. The following professional development will be provided and/or supported for all instructional staff members district wide including preschool staff, afterschool staff, instructional assistants, teachers and administrators.</p> <ul style="list-style-type: none"> • Identification, training, modeling and coaching by peers and administrators in 1 (one) instructional delivery model that will be used district wide, by all instructional staff including preschool staff, afterschool staff, instructional assistants, teachers and administrators. • All teachers and administrators will remain current with materials based professional development including the 40 hour practicum in reading/language arts, English Language Development, mathematics and all interventions. As a new adoption cycle and purchase is completed, teachers and administrators undertake new professional development • SMJUSD will provide all instructional and administrative staff with training in progress monitoring, data analysis, intervention placement and monitoring of students in interventions • All instructional and administrative staff will apply training directly into their classroom instruction. • All administrative staff will monitor implementation through regular walkthroughs and will provide appropriate feedback to staff on their level of implementation compared to the expectation 	<p>Asst Principal Consultant As described in Goal 1 RLA</p> <p>2010-2014</p>			

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> Professional development will be prioritized through the LEA Plan and site SPSA's based upon assessed student need 				

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>See Number 4</p>	<p>Asst Principal Consultant As described in Goal 1 RLA</p> <p>2010-2014</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 percent of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <p>SMJUSD is part of two consortiums administered through the county office of education; the CTAP Consortium and the ETC Consortium. These consortiums offer ongoing professional development to all consortium members as part of the MOU. We will continue to access this service to meet our growing technology needs.</p>	<p>Asst Principal Consultant As described in Goal 1 RLA</p> <p>2010-2014</p>			
<p>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:</p> <p>All professional development activities have been identified through the Curriculum Audit in which certificated staff, parents, administrators, 4-8 grade students and all teachers were surveyed. In addition, the team interviewed all teachers and administrators as well as classified employees, parents, 4-8th</p>	<p>Asst Principal Consultant As described in Goal 1 RLA</p>			

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>grade students and district leadership groups including SSC representing various stakeholder groups from within the LEA. These recommendations in addition to the observed needs of teachers as evidenced in their teaching are included in the LEA Plan. Lastly, the LEA Plan writing team is made up of the Acting Principal/Superintendent/Principal, Acting Assistant Principal who is also a middle school teacher, an elementary teacher, a special education teacher, the Governing Board President, and the Afterschool Coordinator facilitated by the COE Director of Curriculum. Each of these individuals represents various stakeholder groups and have responsibility for bringing their needs to the writing team discussion. All professional development targeted at technology will be articulated in the SMJUSD Technology Plan due for updating in 2011.</p>	2010-2014			
Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> • Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; • Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; • Involve parents in their child's education; and • Understand and use data and assessments to improve classroom practice and student learning. <p>Teacher collaboration time will be focused on using data gathered from benchmark assessments, formative assessments, other class work and teacher input to inform instruction including the planning and delivery of instruction for students with diverse needs, student behavior and working with families in the context of a tiered intervention model that includes quality first teaching and identified, targeted interventions at the strategic and intensive level.</p>	<p>Asst Principal Consultant As described in Goal 1 RLA</p> <p>2010-2014</p>			

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Staff development days focused on practicing core research-based practices used in the standards-based materials in the strands/subject matter areas of most needed improvement will target research based instructional strategies for diverse student populations including English Language Learners and students with disabilities in addition to activities designed to enhance a teachers' ability to appropriately engage students to decrease unwanted student behavior. District wide professional development on enhancing SMJUSD cultural awareness and proficiency will greatly improve our ability to engage the families within our school and local community.</p>				
<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <p>The district will provide BTSA support providers through the Beginning Teacher Support and Assessment program to all beginning teachers as an induction program designed to clear their credential and satisfy the highly qualified specification under NCLB.</p> <p>Currently, all teachers and instructional assistants are NCLB compliant and highly qualified. NCLB compliance will be a requirement for any new staff that is hired by SMJUSD.</p>	<p>Asst Principal 2010-2014</p>	<p>BTSA Beginning Teacher Support Provider</p>	<p>\$1300/new teacher</p>	<p>BTSA funds form SLOCOE</p>

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
<ul style="list-style-type: none"> • Character counts curriculum purchased <ul style="list-style-type: none"> • Heritage Oaks Bank sponsor student of the month for character grades K-8 at Lillian Larsen • Positive recognition awards for students <ul style="list-style-type: none"> • Two students in each classroom are identified as the Student of the quarter in grades 2-6 • Perfect attendance is recognized each quarter in grades K-8 • Honor roll students are identified each quarter in grades 2-8 • Students with over 84-86 behavior points each quarter are recognized as outstanding citizens in grades K-8 • AVID in grades 7-8 • Strong community resource support <ul style="list-style-type: none"> • San Miguel Resource Connection – Masters of their Trade incorporating arts and science enrichment • Community Health Center <ul style="list-style-type: none"> • Community Link provide assistance with transportation to medical appointments, education of community with available resources and education, nutrition outreach with child care provided, food bank • Community Counseling Support 	<ul style="list-style-type: none"> • District wide character recognition for all students K-8 • Solicit backing, improvement, duplication K-8 student of month at all school sites • Re-educate/emphasize character counts all sites, all grade levels • Expand Student of the quarter to grades K-1 and include in school wide assembly • Expand academic recognition to K -1 as appropriate • District wide focus on positive reinforcement • Catch “em being good, healthy, etc., throughout school day • District wide conversation/ focus on positive reinforcement • School wide K-8 assembly regarding positive behavior plan • Communication with parents attendance, discipline, tardies etc in a manner that is accessible and responsive to their needs • District wide implementation of stated policies and procedures (e.i., truancy) • AVID expanded school wide • Continue to cultivate and solicit the support of the communities in educational activities • Continue to cultivate the relationship with the Community Health Center • Coordinate the counseling services so that all students who need services are seen.

STRENGTHS	NEEDS
<ul style="list-style-type: none"> • Woman’s Shelter provides counselor 1-2 times per week • PEI Grant provides counselor once a week • Lion’s Club Support <ul style="list-style-type: none"> • District wide vision screening • Eye care and treatment paid for needy children • AG science class Open House bar-b-que fundraising 7-8 • Student of the month/year recognition in grades 7-8 • School Day Support <ul style="list-style-type: none"> • Bullying unit/ Sexual Harassment Unit 7-8 • Friday Night Live 7-8 • Project Alert ATOD Curriculum 7-8 • Healthy Hornets Club/ HealSLO 7-8 <ul style="list-style-type: none"> • healthy eating, obesity prevention, active living K-8 • After school enrichment/tutoring • Active family involvement and desire for high achieving children <ul style="list-style-type: none"> • Cappy Culver through PTO • Lillian Larsen through vibrant DELAC and Migrant Community • Benefactors • PTO at all district school sites • Active preschool program on site 	<ul style="list-style-type: none"> • Develop a priority of services to identify most needy students and the appropriate services • Increase caring and trusting relationships between all stakeholders including parents, staff, students, community members, county agencies, etc. • Actively work to rebuild broken trust between all stakeholders • Actively integrate after school and preschool programs into grade level collaboration times and improvement efforts • Recruit active participation of all parents • Enhance campus culture between all stakeholders including parents, staff, students, community members, county agencies, etc. • Enhance two way communication between school sites • Enhance two way communication with parents, community and school sites <ul style="list-style-type: none"> • Dual communication in the language spoken at home • All correspondence delivered in both languages simultaneously including report cards, newsletters, and other correspondence • Actively solicit feedback and collaboration of preschool team as children transition to kindergarten.

Environments Conducive to Learning (Activities):

Please list the activities or programs supported by all NCLB or state funded programs that the LEA will implement to support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning. Include programs and strategies designed to address students' barriers to learning (e.g. attendance and behavior). Include a copy of the LEA's code of conduct or policy regarding student behavior expectations.

ACTIVITIES

1. *The focus team, advisor committee, council* will develop a written strategic direction for the LEA Plan and publicize it through school/community meetings.
2. The district will convene yearly to address topics of school climate, implementing resiliency / asset development strategies for staff, parents and community members.
3. The district will partner with the San Luis Obispo County Office of Education and support county-wide professional development opportunities, encouraging staff to attend trainings, meetings, and conferences that would assist implementation of the LEAP.
4. A coordinated after-school programs will operate in the district that engage students with it variety of needs and interests; these include *homework club, tutoring, athletic activities, drama, music, service learning projects, science, etc.*
5. Schools will continue partnerships with health-related community agencies that support the district vision of promoting of physically, socially, psychologically, and emotionally safe learning environment (*EOC-Health Services, SARPY-Sexual Assault Recovery and Prevention Center, Drug/Alcohol Services, Friday Night Live Program, etc.*)
6. The district will offer *Parent Education Nights, School-Community Events, Athletic and Academic Recognition Events* that foster positive school community awareness, as well as promote the vision of the district's LEA Plan.
7. Additional activities contributing to safe learning environments:
 - AVID trained tutors*
 - HEAL SLO (Healthy Eating, Active Living)*

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
<ol style="list-style-type: none"> 1. Suspension/expulsion records, discipline reports, CSSA reports, 2007 CHKS, and truancy/suspension/expulsion data is reviewed to assess the needs of students in the district. 2. A Safe School Plan has been developed and is reviewed/updated annually. 3. Bullying Prevention strategies have been adopted, as well as strategies for reducing conflict on the playgrounds (<i>Peaceful Playgrounds</i>). 4. <i>Friday Night Live, EOC-Health Services, NO. County Women’s Shelter, Drug/Alcohol Services</i> provide services for at-risk students and their families in counseling related to tobacco, alcohol, drug abuse, and domestic violence. 5. Project Alert, a research-validated, science-based curriculum for tobacco, marijuana and alcohol, is taught in grades 7-8. 	<p>District board members must review all available data sources regarding truancy, suspensions and expulsions annually.</p> <p>The school board, teachers, administration needs to understand the correlation between academic achievement and preventive health needs of the students as indicated in the Response to Intervention pyramid.</p> <p>All district staff will review CHKS data, in order to understand the needs of the student/parent/community population.</p> <p>Administration/staff will participate in professional development opportunities.</p> <p>Bullying Prevention curriculum will be implemented school-wide for greatest effect on school climate.</p>

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:

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: ___/___/___ Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will decrease biennially by:	5 th <u>7</u> % 7 th <u>8</u> %	5 th <u>2</u> % 7 th <u>2</u> %
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by:	7 th <u>5</u> % 9 th 11 th	7 th <u>2</u> % 9 th 11 th
The percentage of students that have used marijuana will decrease biennially by:	5 th <u>3</u> % 7 th <u>16</u> %	5 th <u>2</u> % 7 th <u>2</u> %
The percentage of students that have used alcohol within the past 30 days will decrease biennially by:	7 th <u>8</u> % 9 th 11 th	7 th <u>2</u> % 9 th 11 th
The percentage of students that have used marijuana within the past 30 days will decrease biennially by:	7 th <u>3</u> % 9 th 11 th	7 th <u>2</u> % 9 th 11 th

<p>The percentage of students that feel very safe at school will increase biennially by:</p>	<p>5th <u>34</u> % 7th <u>24</u> % 9th 11th</p>	<p>5th <u>2</u> % 7th <u>2</u> % 9th 11th</p>
<p>The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by:</p>	<p>7th <u>21</u> % 9th 11th</p>	<p>7th <u>2</u> % 9th 11th</p>
<p>Truancy Performance Indicator</p>		
<p>The percentage of students who have been truant will decrease annually by <u>2%</u> from the current LEA rate shown here.</p> <p>NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.</p>	<p><u>59</u> %</p>	
<p>Protective Factors Performance Measures from the California Healthy Kids Survey</p>	<p>Most recent date: <u>10/1/07</u> Baseline Data</p>	<p>Biennial Goal (Performance Indicator)</p>
<p>The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by:</p>	<p>5th <u>48</u> % 7th <u>54</u> % 9th 11th</p>	<p>5th <u>5</u> % 7th <u>5</u> % 9th 11th</p>
<p>The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by:</p>	<p>5th <u>66</u> % 7th <u>79</u> % 9th 11th</p>	<p>5th <u>5</u> % 7th <u>5</u> % 9th 11th</p>

<p>The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by:</p>	<p>5th <u>21</u> % 7th <u>23</u> % 9th 11th</p>	<p>5th <u>5</u> % 7th <u>5</u> % 9th 11th</p>
<p>The percentage of students that report high levels of school connectedness at their school will increase biennially by:</p>	<p>5th <u>59</u> % 7th <u>59</u> % 9th 11th</p>	<p>5th <u>59</u> % 7th <u>59</u> % 9th 11th</p>

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.

<p>LEA Specified Performance Measures Power School Attendance Data Collected on Student Attendance (Process to Collect and Monitor Data)</p>	<p>Performance Indicator Goal</p>	<p>Baseline Data</p>
<p>GOAL: Truancy rates will decrease 10% per year and maintain at the state level or lower.</p> <p>GOAL: Regularly monitor all student absences and tardies.</p> <ul style="list-style-type: none"> • The district will write, approve, and implement procedures for enrolling new students including sending information from the previous district, ELL placement, absences, tardies, academic achievement and other relevant data for appropriate transition into San Miguel Joint Union School District. • All elementary teachers will complete daily attendance records via Power School or by printing records and submit them to the office. • All junior high/middle school teachers will complete daily and period attendance via Power School or by printing records and submit them to the office. • Daily, weekly, and monthly oversight of attendance will be implemented by the Superintendent/Principal's 	<p>Reduce truancy rates by 1 % per year</p>	<p>59 %</p>

designee.		
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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
1. Project Alert	ATOD	7-8		Aug 2003	Aug 2003	Sept 2003

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

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

Check	Activities	Program ATODV Focus	Target Grade Levels
	After School Programs		
✓	Conflict Mediation/Resolution	V	6-8
✓	Early Intervention and Counseling	ATODV	K-8
	Environmental Strategies		
✓	Family and Community Collaboration (SAFE, EOC-Health Services, Drug/Alcohol Services)	ATODV	K-8
	Media Literacy and Advocacy		
✓	Mentoring (HELA SLO)	ATODV	4-8
	Peer-Helping and Peer Leaders		
✓	Positive Alternatives (Friday Night Live Programs, Healthy Hornets)	ATODV	4-8
✓	School Policies	ATODV	K-8
	Service-Learning/Community Service		
	Student Assistance Programs		
	Tobacco-Use Cessation		

Check	Activities	Program ATODV Focus	Target Grade Levels
✓	Youth Development, FNL Programs, Asset Development	ATODV	4-8
✓	Other Activities: AVID	ATODV	7-8

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
N/A						

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

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

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

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

The district will review and identify target areas for improvement based on a comparison of information from the 2007 and 2009 California Healthy Kids Survey data, as well as the CSSA (California Safe Schools Assessment) data, truancy, suspension and expulsion data as well as anecdotal findings from community agency partnerships, parents, students and district staff. These programs and activities were selected to address district alcohol, tobacco, drug, and violence prevention needs. Technical support is provided by the SLO County Office of Education County Coordinator.

Project Alert was selected for Implementation in grades 7-8. The CHKS data has indicated that ATOD use at this age has maintained or decreased. Continued implementation is expected to continue the downward trend seen to date. Project Alert was selected by the physical education instructor and has been implemented since Fall 2003.

Peaceful Playgrounds strategies continue to be used by playground supervisors (paraprofessionals) with a review of the conflict mediation strategies at the beginning of each school year. When used by all staff, data indicate that name calling and bullying behaviors have been reduced as noted by the smaller number of behavioral referrals. The percentage of students who report "feeling safe at school" on the CHKS are high. Our district continues to work on decreasing the incidences of name-calling, shoving, fighting and exclusionary behaviors. Strategies that teach impulse control, anger management, problem solving, empathy, and pro-social behavior continue to be key areas of focus.

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

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

The district has participated in the county-wide administration or the California Healthy Kids Survey since 1999. The 2007 CHKS was administered to all 5th graders and 7th graders in our district. San Miguel Joint Union School District administered the CHKS in December 2009 and is currently waiting for the data to be released by the State.

San Luis Obispo County Office of Education (SLOCOE) will host a public forum of the SLO county data to review, interpret, and evaluate data. The same workshop strategies were used by the district. The district shares the CHKS data with parents, community members, agency partners, and educational staff through school newsletters, at the school board meeting, and staff meetings.

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.

The district has participated in San Luis Obispo County administration of the CHKS since 1999.

The district leadership team, will review the CHKS findings with the assistance of the San Luis Obispo County Office of Education as needed. The results will be made public through a variety of means: District Board Meeting, School Newsletter.

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])

N/A

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.

The district Leadership Team is kept apprised of strategies and programs available to decrease ATOD use through their partnership with SLOCOE. As a member of the Prevention and Community Partnership Advisory Board, the district coordinator has the task of sharing information from these meetings with the district leadership team. The Prevention & Community Partnership meetings are attended by agency representatives from Drug and Alcohol Services, Friday Night Live Programs, Tobacco Control, Mental Health, CAP-SLO, and other agencies serving youth in our county.

The district LEAP committee will convene yearly to review meeting minutes, and evaluate program changes if needed.

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

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

Parents in the district are involved in reviewing, assisting with planning, and implementing strategies as volunteers in the classroom, after-school, and by their membership on the PTO and School Site Council.

Parents are invited to Fall Back to School activities that allow the district to highlight the ATODV programs, recruit parents for the PTO and School Site Council and promote upcoming meetings and events that support the LEAP. Parent volunteers work closely with school personnel to coordinate Red Ribbon Week activities and special projects and assemblies.

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.

If an incidence of a pregnant minor/minor parents is reported, a district staff member will meet with the individual and provide a referral to Link/Health Center for cessation services. Due to the size of the district, these services are not provided on-site. Follow-up counseling services by the physical education teacher or nurse are provided as needed.

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
San Luis Obispo County Title IV/TUPE County Coordinator	0% FTE

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

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

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

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.1 (High School Graduates)					
5.2 (Dropouts)					
5.3 (Advanced Placement)					

Additional Mandatory Title I Descriptions

Please include in the space below the following descriptions mandated by NCLB legislation. If the LEA has already included any of the descriptions, they do not need to be provided again here; please indicate the page number or section of the Plan where this information is included.

Describe the measure of poverty that will be used to determine which schools are eligible for Title I funding in accordance with Section 1113, "Eligible School Attendance Areas."	
	Description of how the LEA is meeting or plans to meet this requirement:
<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"> • Number of children in families receiving assistance under the CalWorks program; • Number of children eligible for Free/Reduced Price Lunch programs; • Number of children ages 5-17 in poverty counted by the most recent census data; • Number of children eligible to receive medical assistance under the Medicaid program; • Or a composite of the above. 	<p>This area is not applicable as San Miguel Joint Union School District's is a two school district with ADA of 554, which is less than 1,000 pupils. (Section 1113)</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"> • All schools with a 75% or above poverty level are funded • All other schools are funded by poverty ranking district wide or by grade span. 	<p>This area is not applicable as San Miguel Joint Union School District's is a two school district with ADA of 554, which is less than 1,000 pupils. (Section 1113)</p>

Additional Mandatory Title I Descriptions (continued)

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

	Description of how the LEA is meeting or plans to meet this requirement:
<p>For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:</p> <ul style="list-style-type: none"> • A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards. • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards. • Instruction by highly qualified teachers and strategies to attract and keep such teachers. • High quality and ongoing professional development for teachers, principals, paraprofessionals, and if 	<p>Lillian Larsen Elementary is a Title I Schoolwide Program school. Because of the small nature of the district, communication between all stakeholders occurs both informally and formally.</p> <p>Historically, SMJUSD has had significant challenges with providing all stakeholders with current, timely, and relevant information to direct our educational programs as evidenced in our 2008 Curriculum Audit conducted by our county office.</p> <p>Currently, we are working closely with our county office to put clear communication protocols in place so that our parents are informed of important, educational information provided in their primary language delivered concurrently with information sent home in English. This includes report cards, newsletters, notes form teachers, and all other correspondence from the school whether from the instructional day program or the afterschool program.</p> <p>Our LEAP will serve as the guiding document for our district. With this current revision we included feedback from parents, teachers, administrators, School Site Council, Migrant, 4-8 grade students in the form of interviews and surveys conducted as part of the 2008 Curriculum Review.</p> <p>We also used our Curriculum Review to identify instructional strengths and areas of development as every teacher was observed while teaching.</p>

<p>appropriate, pupil services personnel, parents and other staff.</p> <ul style="list-style-type: none">• Strategies to increase parental involvement.• Assistance to preschool children in transitioning from early childhood programs to elementary school programs.• Timely and effective additional assistance to students who experience difficulty mastering state standards.	<p>Additionally, our Curriculum Review identified professional development needs, assessment needs as we were only using summative assessments, intervention needs, parent/community and district climate needs, and other relevant data we used to create this LEAP revision. Again, we are working closely with our county office to prioritize and implement this LEAP.</p> <p>Our next step is to involve the preschool and afterschool programs into all of our site and district planning and professional development. We have taken an important first step by including the Afterschool Coordinator on the LEAP writing team.</p> <p>The SPSA for Lillian Larsen Elementary will be revised to reflect the revisions in this LEAP document.</p> <p>Currently, SMJUSD is working on creating district pacing guides to be used by both school sites. Once these are completed, we will revise and update all district assessments to include:</p> <ul style="list-style-type: none">• Diagnostic assessments in both reading and math• Benchmark assessments in both reading and math• Formative assessments in both reading and math <p>We have summative assessments in place but these will be revised. Our purpose in creating these assessments is to use them to monitor students throughout the school year who might require strategic or intensive intervention.</p> <p>Once our assessments are created, we will identify intervention material and time within the school day to provide targeted intervention in reading and math for students who are at risk of not meeting the rigorous state standards.</p> <p>These assessments will also be used to target students for afterschool support in our ASES program and summer school and/or spring break intervention programs.</p>
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	<p>Our LEAP also identifies appropriate professional development for our instructional day, preschool, and afterschool staffs to attend together along with all district administrators. Funding will be utilized form the mandatory set aside Title I mandates as a PI year 3 LEA.</p> <p>Lastly, our LEAP identifies specific strategies for increasing parent/community involvement in our LEA.</p> <p>All of these changes will be articulated in the SPSA for Cappy Culver (not Title I) and Lillian Larsen (Title I Schoolwide Program).</p>
<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"> • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Strategies that minimize removing children from the regular classroom during regular school hours for instruction. • Instruction by highly qualified teachers. • Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement. 	<p>We have no target assistance schools</p>

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. Please note that multiple, educationally related criteria must be used to identify students eligible for services. Where applicable, provide a description of appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.</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"> • Identify children who are failing or most at risk of failing to meet the state academic content standards. • Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. • Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds. 	<p>We have no targeted assistance schools</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>San Miguel Joint Union School District will address the needs of homeless children as the needs arise. Currently there are no local institutions or community day school programs located within the school district.</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>San Miguel Joint Union School District will address the needs of homeless children as the needs arise. Currently there are no local institutions or community day school programs located within the school district.</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:
<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"> • Assistance in developing, revising, and implementing the school plan. • Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas. • Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI. • Assistance in analyzing and revising the school budget so the school's resources are used effectively. 	<p>As of the 2009-10 school year, Lillian Larsen Elementary School is identified as a Year 3 Program Improvement school. The district office and school office are one in the same with the Principal/Superintendent/Principal working from there. The Principal/Superintendent/Principal makes all school and district decisions getting local board approval when required. The district office consists of the Principal/Superintendent/Principal, Business Manager, and MOT Director.</p> <p>Because of our small size, we rely on the technical assistance and direct support of our county office. We are part of a Title III consortium, ETC consortium plus our county office has a coordinator whose primary responsibility is supporting the curriculum needs of the small districts as well as an individual who provides fiscal and budgeting support.</p>

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.	As of the 2009-10 school year, SMJUSD is identified as a Year 3 PI LEA as well as Lillian Larsen Elementary as a Year 3 PI school. SMJUSD annually complies with all mandates required informing parents of their rights to placement outside of a PI school. As of 2009-10 these correspondences are in both Spanish and English and are sent home at the same time.
Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	<p>Because Lillian Larsen Elementary is a Yr 3 PI school, the LEA has set aside the mandatory transportation monies to be used to fund transportation to Cappy Culver Elementary school should a parent request that placement.</p> <p>We have an informal agreement with Pleasant Valley Joint Elementary District, a neighboring LEA's to accommodate any requests at the 7-8 grade level.</p> <p>As mandated by our Program Improvement status as a Year 3 LEA, we have set aside SES funds and have complied with all requirements to inform parents of the opportunity to take advantage of these services. Because of our rural nature, the list of SES Providers who are willing to serve our LEA is small.</p>

Additional Mandatory Title I Descriptions

(continued)

<p>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."</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>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.</p>	<p>The San Miguel Joint Union School District utilizes EdJoin as a method for publicizing openings within the district. All new teachers MUST be identified as Highly Qualified as determined under NCLB including having their authorization to teach children whose primary language is other than English.</p> <p>We also have a strong partnership with the University of LaVerne who has a satellite campus in San Luis Obispo. The university provides student teachers that work in our district as preservice teachers while completing their education. This has served as a pool of potential applicants for our district resulting in the hiring of many new teachers over the years.</p>
<p>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.</p>	<p>See Goal 4</p>

Additional Mandatory Title I Descriptions

(continued)

Coordination of Educational Services	
<p>In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>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:</p> <ol style="list-style-type: none"> a. Even Start b. Head Start c. Reading First d. Early Reading First e. Other preschool programs f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities. <p>Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.</p>	<p>San Miguel Joint Union School District is a K-8, two-school district participating in the following programs:</p> <p>Migrant Education Program provides services approximately 100 eligible students including family support (health dental services etc.), and educational support through Migrant Education staff on site.</p> <p>SMJUSD is making a conscious decision to overtly include all district personnel with instructional responsibilities including but not limited to afterschool personnel, paraprofessionals, preschool personnel and administrative staff in all aspects of professional development. We believe that by working together using a common instructional model, common professional development, and PLC conversation amongst all district staff, the academic, social, and emotional needs of students can be better addressed. This will be the foundation of our professional development plan.</p> <p>A Full Inclusion program provides our special needs students with their least restrictive environment, allowing them to interact with their like-age peers and to develop both academically and socially in an appropriate setting. Services for severely handicapped students are coordinated with Paso Robles Joint Unified School District.</p>

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/Principal must provide an original signature below attesting to compliance with all of the following statements.

GENERAL ASSURANCES

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.
3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non-profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.
4. The LEA will adopt and use proper methods of administering each such program, including (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
5. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.
6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.
7. The LEA will: (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.
8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.
9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.

- 9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.
10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the LEA receives more than \$500,000 in Title I funds, it will allow 1 percent to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95 percent of the allocation will be distributed to schools.
13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to schoolwide programs.
15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.
18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001*.
21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.

22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).
26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001*.
28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).
30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

TITLE I, PART D – SUBPART 2

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

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

TITLE II, PART A

34. The LEA, hereby, assures that:

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

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

TITLE II, PART D

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

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

- Is enforcing the operation of such technology protection measure during any use of such computers by minors
- 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, and
- 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/Principal 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 percent of all students and a minimum number of students in each subgroup (at both the school and district levels) will participate in the state’s assessments program.

SIGNATURE PAGE

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

The Superintendent/Principal and governing board of the LEA submitting this Plan must sign on behalf of all participants included in the preparation of the Plan. LEAs in Program Improvement Year 3 assigned or required to contract with a District Assistance and Intervention Team (DAIT) must also secure signatures from their DAIT leads.

Print Name of Superintendent/Principal

Signature of Superintendent/Principal

Date

Print Name of Board President

Signature of Board President

Date

Print Name of District Assistance and Intervention Team (DAIT)

Signature of DAIT Lead

Date

Print Name of Title III Regional County Office of Education Lead (if applicable)

Signature of Title III Regional
County Office of Education Lead (if applicable)

Date

Certification: *I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Plan/Plan Addendum/Action Plan are on file, including signatures of any required external providers, i.e., district assistance and intervention team and/or Title III regional lead.*

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 (NCLB), 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 2005-06, 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/ta/ac/ap/>
- California Basic Educational Data System (CBEDS)
<http://www.cde.ca.gov/ds/sd/cb/>
- California English Language Development Test (CELDT)
<http://www.cde.ca.gov/ta/tg/el/>
- California High School Exit Exam (CAHSEE)
<http://www.cde.ca.gov/ta/tg/hs/>
- California Standardized Test (CST)
<http://www.cde.ca.gov/ta/tg/sr/guidecst08.asp>
- DataQuest
<http://data1.cde.ca.gov/dataquest/>
- School Accountability Report Card (SARC)
<http://www.cde.ca.gov/ta/ac/sa/>
- Standardized Testing and Reporting (STAR) Program
<http://www.cde.ca.gov/ta/tg/sr/>

APPENDIX C

Science-Based Programs

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

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

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

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

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

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

School-Based Programs

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

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

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

APPENDIX D

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

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

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

APPENDIX E

Promising or Favorable Programs							
<p>Either the United States Department of Education's Expert Panel, the University of Colorado's Center for the Study and Prevention of Violence, or the Center for Substance Abuse Prevention has identified the programs listed below as producing a consistent positive pattern of results (CSAP) or have evidence of a deterrent effect (Blueprints) but otherwise did not match all of the criteria established by these agencies to be identified as an exemplary or model program. The code in the last column of the chart provides a quick reference indicating which web sites have information specific to each program.</p> <p>A: < http://www.californiahealthykids.org > (California Healthy Kids Resource Center: Research-Validated Programs)</p> <p>B: < http://www.colorado.edu/cspv/blueprints/index.html >(University of Colorado: Blueprints)</p> <p>C: < http://www.modelprograms.samhsa.gov >(Center for Substance Abuse Prevention: Model Programs)</p> <p>D: < http://www2.edc.org/msc/model.asp > (United States Department of Education: Expert Panel)</p> <p>E: < http://www.gettingresults.org/ > (Getting Results)</p>							
Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			x			C
Aggression Replacement Training	School				x		D
Aggressors, Victims, and Bystanders	6 to 9				x		D
Al'sPal's: Kids Making Healthy Choices	Pre K to 2				x		D
Baby Safe (Substance Abuse Free Environment) Hawaii	Families	x	x	x			C
Basement Bums	6 to 8		x				A
Be a Star	K to 6					x	C
Behavioral Monitoring and Reinforcement	7 to 8			x	x		C
Bilingual/Bicultural Counseling and Support Services	Communities	x		x			C
Bully Proofing Your School	K to 8				x		B
CAPSLE (Creating a Peaceful School Learning Environment)	K to 5				x		B
Club Hero	6					x	C
Coca-Cola Valued Youth Program (CCVYP)	School					x	B
Colorado Youth Leadership Project	7	x				x	C
Comer School Development Program (CSDP)	School					x	B
Earlscourt Social Skills Group Program	K to 6					x	B
Effective Black Parenting Program (EBPP)	Families				x		B
Facing History and Ourselves	7 to 12				x		D
Family Health Promotion	Families	x	x	x		x	C
FAST Track	1 to 6				x		B
Get Real About Violence	K to 12				x		C
Growing Healthy	K to 6	x	x	x			D
Intensive Protective Supervision Program	Community				x		B
Iowa Strengthening Families Program	Family	x					B
Kids Intervention with Kids in School (KIKS)	6 to 12	x	x	x	x	x	C
Let Each One Teach One	Mentoring					x	D
Linking the Interests of Families and Teachers (LIFT)	1 to 5				x		B, C, D

Lion's Quest Working Toward Peace	5 to 9				x		D
Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health Education	K to 12	x	x	x			D
Open Circle Curriculum	K to 5				x	x	D
Parent-Child Assistance Program (P-CAP)	Families	x		x			C
PeaceBuilders	K to 8				x		D
Peacemakers Program	4 to 8				x		D
Peer Assistance and Leadership	9 to 12			x	x		C
Peer Coping Skills (PCS)	1 to 3				x		B
Peers Making Peace	K to 12				x		D
Personal/Social Skills Lessons	6 to 12		x				A
Preventive Intervention	6 to 8			x			B
Preventive Treatment Program	Parents			x	x		B
Primary Mental Health Project	Pre k to 3						D
Project Alive	K to 12		x				A
Project BASIS	6 to 8				x	x	C
Project Break Away	6 to 8		x	x			C
Project Life	9 to 12		x				A
Project PACE	4					x	C
Project SCAT	4 to 12		x				A
Project Status	6 to 12			x	x	x	B
Safe Dates	School				x		B
Say It Straight (SIS) Training	6 to 12	x					D
School Transitional Environmental Program	9 to 12			x	x	x	B
Smokeless School Days	9 to 12		x				A
Social Decision Making and Problem Solving	1 to 6	x			x		D
Social Decision Making and Problem Solving Program (SDM/PS)	K to 5					x	B
Socio-Moral Reasoning Development Program (SMRDP)	School				x		B
Storytelling for Empowerment	6 to 8	x		x			C
Strengthening Hawaii Families	Families			x			C
Strengthening the Bonds of Chicano Youth & Families	Communities	x		x			C
Syracuse Family Development Program	Family				x		B
Teams-Games-Tournaments Alcohol Prevention	10 to 12	x					C
Teenage Health Teaching Modules	6 to 12		x				C, D
Teens Tackle Tobacco! - Triple T	6 to 12		x				A
The Scare Program	School				x		D
The Think Time Strategy	K to 9				x		D
Tinkham Alternative High School	9 to 12					x	C
Tobacco-Free Generations	8 to 12		x				A
Viewpoints	9 to 12				x		B
Woodrock Youth Development Project	K to 8	x	x	x		x	C
Yale Child Welfare Project	Families				x		B