

(Rev 02-10)

California Department of Education  
District and School Improvement Division

(CDE use only)

Application #

**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](mailto: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: Fairfield-Suisun Unified School District

County/District Code: 4870540

Dates of Plan Duration (should be up to three years): April 2010 - April 2013

Date of Local Governing Board Approval: \_\_\_\_\_

District Superintendent: Jacki Cottingim-Dias, Ph.D

Address: 2490 Hilborn Road

City: Fairfield

State: CA

Zip: 94534

Phone: 707-399-5051

Fax: 707-399-5152

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

### **The Local Educational Agency Plan (LEA Plan)**

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

as required. In addition, LEA Plans summarize assessment data, school goals and activities from the *Single Plans for Student Achievement* developed by the LEA's schools.

### **Categorical Program Monitoring (CPM)**

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

### **Development Process for the LEA Plan**

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

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

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

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

#### **Step One: Measure the Effectiveness of Current Improvement Strategies**

##### **Analyze Student Performance**

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

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

- API Reports - <http://www.cde.ca.gov/ta/ac/ap>
- Standardized Testing and Reporting (STAR) data - <http://www.cde.ca.gov/ta/tg/sr/>

- LEA Accountability Reports of Annual Measurable Achievement Objectives (AMAOs) for English learners - <http://www.cde.ca.gov/sp/el/t3/acct.asp>
- AYP Reports – <http://www.cde.ca.gov/ta/ac/ay>

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

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

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

- The Academic Program Survey (APS) – school-level survey of status of implementation of the nine essential program components
- District Assistance Survey (DAS) – district-level survey of status of implementation of nine essential program components
- Least Restrictive Environment Assessment (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 10<sup>th</sup> Grade Counseling).

### **Step Five: Local Governing Board Approval**

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

### **Step Six: Monitor Implementation**

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

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

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

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

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

## FEDERAL AND STATE PROGRAMS CHECKLIST

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

Federal Programs		State Programs	
X	Title I, Part A	X	EIA – State Compensatory Education
X	Title I, ARRA	X	EIA – Limited English Proficient
X	State Fiscal Stabilization Funds (SFSF)		State Migrant Education
X	Title II, CA Mathematics & Science Partnership (CaMSP) Grant Program	X	School & Library Improvement Block Grant
X	Title II, Part A, Subpart 2, Improving Teacher Quality	X	Child Development Programs
X	Title II, Part D, Enhancing Education Through Technology		Educational Equity
X	Title III, Limited English Proficient	X	Gifted and Talented Education
X	Title III, Immigrants		
X	Title IV, Part A, Safe and Drug-Free Schools and Communities	X	Tobacco Use Prevention Education (Prop 99)
	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
X	Adult Education	X	School Safety and Violence Prevention Act (AB1113, AB 658)
X	Career Technical Education (Carl Perkins)	X	Tenth Grade Counseling (Pupil Retention Block Grant)
X	McKinney-Vento Homeless Education		Healthy Start
X	IDEA, Special Education	X	California High School Exit Exam (CAHSEE)
X	IDEA ARRA	X	Quality Education Investment Act (QEIA)
X	McKinney ARRA		Other (describe):
	Other (describe):		Other (describe):

## DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	\$932,884	\$2,938,653	\$2,488,067	64%
Title I, ARRA (one time)	\$846,817	\$1,034,999	\$1,189,699	63%
State Fiscal Stabilization Funds (SFSF)-One time	\$8,040,159	\$1,287,688	\$7,737,346	83%
Title II, CA Mathematics & Science Partnership (CaMSP)	\$399,825	\$0.00	\$177,570	44%
Title II Part A, Subpart 2, Improving Teacher Quality	\$294,599	\$862,403	\$0.00	0%
Title II, Part D, Enhancing Education Through Technology	\$21,440	\$26,358	\$12,461	26%
Title III, Limited English Proficient	\$270,566	\$352,900	\$558,182	90%
Title III, Immigrants	\$89,791	\$77,140	\$50,013	30%
Title IV, Part A, Safe and Drug-free Schools and Communities (no grant in 10/11)	\$20	\$70,186	\$46,922	67%
Title V, Part A, Innovative Programs – Parental Choice	N/A	N/A	N/A	N/A
Adult Education	\$0.00	\$222,124	\$158,169	71%
Career Technical Education (Carl Perkins)	\$0.00	\$126,133	\$59,800	47%
McKinney-Vento Homeless Education	\$0.00	\$46,343	\$21,052	45%
IDEA, Special Education	\$0.00	\$3,874,160	\$3,874,160	100%
IDEA ARRA (one time)	\$0.00	\$4,316,359	\$3,760,291	87%
McKinney ARRA (one time)	\$0.00	\$23,209	\$22,085	95%
<b>TOTAL</b> <b>Note: Percentages Rounded to nearest 100</b>	<b>\$10,896,101</b>	<b>\$15,258,655</b>	<b>\$20,155,817</b>	<b>77%</b>

## DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
EIA – State Compensatory Education	\$1,711	\$9,123	\$10,834	100%
EIA – Limited English Proficient State Migrant Education	\$1,275,729	\$2,326,070	\$2,807,406	78%
School and Library Improvement Block Grant (C/O flexed; \$300,000 of current year entitlement of \$1,908,328 was flexed)	N/A	N/A	N/A	N/A
Child Development Programs	\$ 0.00	\$1,908,328	\$1,295,471	68%
Educational Equity	\$ 0.00	\$657,515	\$539,209	82%
Gifted and Talented Education	N/A	N/A	N/A	N/A
Tobacco Use Prevention Education – (Prop. 99)-No grant	\$ 0.00	\$144,028	\$113,558	79%
High Priority Schools Grant Program (HPSGP)	\$41,131	\$ 0.00	\$2,640	6%
School Safety and Violence Prevention Act (AB 1113)	N/A	N/A	N/A	N/A
Tenth Grade Counseling (Pupil Retention Block Grant)-will flex in 10/11	\$ 0.00	\$288,041	\$284,699	99%
CA State High School Exit Exam (CAHSEE)	\$ 0.00	\$58,653	\$55,812	95%
Quality Education Investment Act (QEIA)	\$ 0.00	\$245,894	\$231,634	94%
Other (describe)	\$422,513	\$1,147,074	\$1,493,564	95%
<b>TOTAL</b> <b>Note: Percentages Rounded to nearest 100</b>	N/A	N/A	N/A	N/A
	\$1,741,084	\$6,784,726	\$6,834,827	80%

## **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
- Site Administrators the instructional leadership skills to help teachers provide all students the opportunity to meet the state's academic achievement standards.

### School Safety and Prevention

The LEA needs assessment also focuses on Performance Goal 4 (see Appendix A). It is based on an evaluation of objective data regarding the incidence of violence, alcohol, tobacco, and other illegal drug use in the elementary and secondary schools and the communities to be served. It includes the objective analysis of the current conditions and consequences regarding violence, alcohol, tobacco, and other illegal drug use, including delinquency and serious discipline problems, among students who attend such schools (including private school students who participate in the drug and violence prevention program). This analysis is based on ongoing local assessment or evaluation activities (Sec. 4115 (a)(1)(A). California's Healthy Kids Survey may also provide useful information in this area. The Survey is available at [http://www.wested.org/pub/docs/chks\\_survey.html](http://www.wested.org/pub/docs/chks_survey.html)

## **Descriptions – District Planning**

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

### **Fairfield-Suisun Unified School District Profile**

Fairfield-Suisun Unified School District (FSUSD) is located in Northern California, halfway between San Francisco and Sacramento. The cities of Fairfield and Suisun enjoy a balance of the rural Central Valley and the bustling Bay Area.

The district is located in the City of Fairfield, with nearby Interstate 80, Interstate 680, and State Highway 12 providing convenient access to the San Francisco Bay Area and Sacramento regions. The district's central location provides easy access to numerous higher educational institutions within easy commuting distances, including:

- Solano Community College
- U.C. Berkeley
- U.C. Davis
- California State University, Sacramento
- University of Phoenix
- Golden Gate University
- St. Mary's College
- California Maritime Academy
- Chapman University
- Touro University

### ***Demographics, teachers and programs***

Fairfield-Suisun Unified School District has an enrollment of almost 23,000 kindergarten through grade 12 students. It is the largest school district and the third largest employer in Solano County. There are 30 schools, consisting of three high schools, four middle schools, seventeen elementary schools, one continuation high school, and one community day school. Other programs include the Adult School, with an enrollment of 4,581; two State preschools; and a Child Development Center.

The district serves a diverse population, approximately one-third Hispanic, one-fourth Caucasian, one-fifth African-American and 5% Asian. About 20% of our population are English Learners. About 40% percent of students are participants in the Free or Reduced-Price lunch program. About 10% of students receive Special Education services.

In 2008-09, 100% of teachers teaching at Title 1 sites were fully credentialed. Districtwide, twenty two of our teachers are National Board Certified and 96% of all teachers were fully credentialed.

In addition to the regular K-12 curriculum, the following programs are also offered in the District:

Advanced Placement Courses  
Advancement Via Individual Determination (AVID)  
Alternative Education Program (AEP)  
Cyber High School  
Dual Immersion Classes  
English Language Learners (ELL) Program  
Gifted and Talented Education (GATE)  
Healthy Start  
International Baccalaureate (IB) Program  
Partnership for Educational Progress (PEP) Program  
School Readiness Program  
Young Parents Program

### **Mission and Vision Statements**

Our Mission is to Provide a Quality Educational System that Assures Opportunities for Every Student to Learn and Meet the Challenges of the Future.

We Believe

All students are capable of achieving excellence through hard work and persistence.  
All students must be challenged to meet the highest educational and behavioral standards.  
All students have inherent value and deserve to be members of classrooms and schools that affirm their worth.  
All students have the right to be served by competent and caring adults who are provided the resources and the professional development to meet clear performance criteria.  
All students benefit from positive communication and healthy relationships among members of the school community.  
All students are inspired by a positive image of our school system.  
All students deserve the close involvement of parent/guardians in their education.  
All students are to be regularly assessed for continuous learning and are due educational programs that are evaluated for their effectiveness.

### **District Strategic Goals**

The Governing Board endorses a student-centered, research-based, data-driven Professional Learning Community where through district-wide initiatives, curriculum alignment, and data assessment, the focus will be on student learning.

- Each year every school will meet its Academic Performance Index (API) and Annual Yearly Progress (AYP) objectives.
- Fifty percent of Fairfield-Suisun Unified seniors will have completed the course sequence necessary for admission to UC/CSU.
- Sixty percent of Fairfield-Suisun Unified high school students will be enrolled in or will have completed three classes in a designated certificate program.
- The district will maintain an outstanding level of cleanliness and repair at all school facilities.

## LEA Plan Addendum Key Components

FSUSD entered the Program Improvement (PI) in the 2007-08 school year. As a way to exit the PI program the district has developed and implemented an LEA Plan Addendum which consists of the following goals and objectives:

### **GOAL-A Instruction: Focus unwaveringly on good instruction that reflects sound research and best practices.**

Objective 1.0 Establish district expectations for effective instruction to engage at least 85% of students in key vocabulary as well as verbal and instructional scaffolding in all classrooms.

### **GOAL-B Alignment: Align standards, curriculum, assessment and instruction.**

Objective 1.0 Re-establish the core curriculum in English Language Arts and Mathematics by affirming the district-adopted essential standards for each grade level based on the California Content Standards

Objective 2.0 Develop a district model for strategic and intensive interventions in English Language Arts and Mathematics that address specific student gaps in mastery of content standards.

Objective 3.0 Establish and communicate the essential standards for English Language Development. Adopt curriculum and define the instructional program for students at all CELDT levels of proficiency through re-designation.

### **GOAL-C Formative Assessment and Use of Data: Build capacity to develop and use effective common formative assessments at regular intervals throughout the school year to monitor progress and make adjustments accordingly.**

Objective 1.0 Gather information from sites about the effectiveness of assessments to identify student-learning needs, provide information to guide instruction and proof and verify the validity of the assessment items.

### **GOAL-D Fiscal & Human Resources: Use fiscal and human resources effectively to support student achievement.**

Objective 1.0 Centrally manage resources for district-wide priorities / needs.

Objective 2.0 Conduct a study in October 2008 to review current allocations of Title I funds and possible allocation of Title I funds to all eligible K-12

### **GOAL-E Professional Development: Provide high quality, ongoing, job-embedded professional development that helps all personnel acquire the knowledge and skills they need to perform their jobs effectively.**

Objective 1.0 Develop comprehensive plans for professional development in math for new teachers, all math teachers, administrators and instructional coaches.

### **GOAL-F Accountability: Hold all people accountable for improved student achievement.**

Objective 1.0 Provide the Board of Education with ongoing training regarding their appropriate roles and responsibilities in adopting district policies.

### **GOAL-G Safe and Supportive School Climates: Create safe and supportive school climates that enhance connectedness and engage students in learning.**

Objective 1.0 Examine and modify the process that has resulted in the disproportionate number of minority students being assigned to alternative education settings and excluding students from comprehensive educational services pending expulsion. This plan needs to include professional development for staff at all schools on effective strategies to support student learning in regular school settings and participation in the school community.

*These goals and objectives are fully integrated into this 2010-13 LEA Plan, referenced in each section.*

## Local Measures of Student Performance (*other* than State-level assessments)

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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 diagn, 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.

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### **Interim Assessments and Academic Performance**

The Fairfield-Suisun School District has designed course curriculum to align with the State of California Content Standards. Teachers regularly assess students in the classroom setting to insure students are learning these standards. District level interim benchmark assessments are given to students in grades K-12 three times per year in English Language Arts and Mathematics. These district level benchmark assessments provide information regarding individual student progress, school and district progress toward meeting proficiency grade level standards and determining areas of strength and weakness.

Results from district level interim assessments and results from the State Testing Program (Standardized Testing and Report (STAR), California High School Exit Exam (CAHSEE), and California English Language Development Test (CELDT) are reviewed on an annual basis. Fairfield-Suisun Unified requires each school site principal to review assessment results with district office administration each year identifying areas of strength and weakness for their site and their plan of action to improve student achievement. Each principal is required to create the plan of action with the teaching staff after reviewing all assessment data. These school plans of action are an important component of the Single Plan for Student Achievement for each school and are used to determine how some resources are allocated.

In 2009, FSUSD met 36 of 46 Adequate Yearly Progress (AYP) criteria. The LEA-wide Annual Measurable Objectives (AMOs) were met for both English Language Arts and Mathematics, with 50.5% and 50.2% of students scoring at or above proficiency in these subjects, respectively. Both the RLA and Math AMOs were also met for the following significant subgroups: American Indian/Alaska Native, Asian, Filipino, Pacific Islander, and White Students. 2008-09 AMOs were not met for African American, Hispanic/Latino, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities.

During the 2008-09 school year, 75% of 10<sup>th</sup> graders passed the math portion of the CAHSEE and 79% passing the RLA portion. This included 43% of 10<sup>th</sup> grade English Learners who passed the math portion and 32% who passed the RLA portion. Among Special Education students, the 10<sup>th</sup> grade passing rate for Math and RLA was 28% and 38%, respectively.

**Note: Due to budget constraints, persons involved will be listed by general role instead of specific title, so that activities will continue to be implemented as personnel and titles change.**

**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)

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <p>The district has identified the essential RLA standards and has set grade level expectations for learning these essential standards. The standards are organized into groups to be assessed on the district interim assessments at 8-9 week intervals before the CST.</p> <p>FSUSD has adopted pacing guides in RLA at all grade levels aligned to the standards and the instructional materials.</p> <p>Teachers will continue to follow the pacing guides for their subject area and grade level. Adherence to the pacing guides will be monitored as part of instructional walk-throughs. Pacing guides are updated annually and are modified with any new adopted materials.</p> <p>Staff have been trained to access the essential standards, blueprints, and pacing guide.</p> <p>The district provides Results Now technology to align assessments with instruction. Interim assessments include common writing assessment measures.</p> <p>(Goals A, B)</p>	<p>Associate Superintendent (Corey) Completed Fall 2008</p> <p>Assoc. Supt. (Corey) Fall 2009, Revised August 2010</p> <p>Director of Elementary Services (Corey), Director of Secondary Services (McCabe) Oct. 2010, May 2011</p> <p>Coordinator of Professional Development Services (Mendoza), Oct. 2010</p> <p>Assoc. Supt. (Corey) Quarterly Assessments 2010-11, 2011-12, 2012-13</p>	<p>Already developed and distributed</p> <p>Copying of pacing guides and materials annually</p> <p>Assessment administrative support and materials</p>	<p>Already Funded</p> <p>\$5000</p> <p>\$10,000</p>	<p>NA</p> <p>Title I</p> <p>Title I</p>

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>The district has identified the SBE-adopted core programs in place and has specified the current levels of adoption.            RLA- K-5 -<i>Houghton Mifflin</i> (Adopted Spring 2003)            RLA 6-8 <i>McDougal Littell: Language of Literature</i> (Spr 2003)            All 9-12 grade students have access to standards-aligned RLA materials and essential standards for each course have been identified.</p> <p>New state adopted K-5 and 6-8 RLA programs are being piloted and will be recommended for adoption to the local school board in late Spring 2010. If approved, materials will be ordered in spring/summer 2010 for implementation for the 2010-11 school year.</p> <p>Pending approval by the local board of education, materials-based professional development training related to the new adoptions K-5 and 6-8 would begin the Summer of 2010, with priority for training going to all Title I sites. All teachers and site administrators in grades K-8 would be trained in the new materials by the end of the 2011-12 year.</p> <p>There are intervention programs for students performing below grade level including SBE adopted materials for students working two or more years below grade level.</p> <p>An intensive intervention program, <i>Gateways</i>, was adopted for implementation beginning in the 2009-10 school year for students performing below grade level (grades 4-8).</p> <p>The district provides transitional and support classes for students requiring strategic intervention in reading/English-language arts.</p>	<p>Assoc. Supt. (Corey) Spring 2010</p> <p>Coordinator of Instructional materials (Wilson) Board submission – June 2010 (K-5) July 2010 – purchase Board submission Oct. 2010 (6-8) January 2011- purchase</p> <p>Coord. Prof. Devt. (Mendoza) July-August 2010 (K-5)-begin training; 2010-11; release days for those missing training, July - August 2011 (6-8 train)</p> <p>Coord. Inst. Materials (Wilson)</p> <p>Assoc. Supt. (Corey) Sept. 2009</p> <p>Assoc. Supt. (Corey) Sept. 2009,Ongoing 2010-13</p>	<p>Textbooks and ancillary materials</p> <p>Substitutes for release days, consultant fees, contract with SCOE and teacher stipends</p> <p>Replacement books as needed</p> <p>Replacement materials</p>	<p>NA (2003 materials)</p> <p>\$1,175,000- K-5 \$524,000 - 6-8</p> <p>\$44,000 - Year I \$44,000 - Year 2</p> <p>\$5000</p> <p>\$5000</p>	<p>State fiscal stabilization funds</p> <p>Title II</p> <p>State fiscal stabilization funds</p> <p>State fiscal stabilization funds</p>

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>At the secondary level, students who are less than two years behind are placed in the core program with access to a one-period strategic intervention support class in Reading and Language Arts and mathematics.</p> <p>There are materials for English Learners and students with disabilities (ancillary materials and strategies to help students across the curriculum). All EL and SWD have access to SBE-adopted materials.</p> <p>The <i>Milestones</i> program is being used for students in grades 6-8 who are English Learners, CELDT levels 1-3.</p> <p>Pending board approval, the new K-5 RLA adoption program will include an ELD component as well as intervention materials for students performing below grade level.</p> <p>Students with disabilities receive instruction in the core RLA program with modifications, or Gateways and Milestones, as appropriate to their learning needs as identified in their IEP.</p> <p>FSUSD has developed a common set of instructional strategies aligned with the standards and curriculum. They include use of engagement strategies, vocabulary development, pre-teaching using students' background knowledge, and scaffolding instruction. The focus on these strategies will continue through districtwide professional development, walkthroughs, and coaching.</p> <p>The use of formative assessment through common interim assessments to evaluate student progress is also a key strategy for improving practice at FSUSD.</p> <p>(Goals A, B)</p>	<p>Dir. of Sec. Services (Barrett-McCabe), 2009-10, ongoing, placements reviewed, August 2010</p> <p>Director of English Learner Services (Cantu-Tong), Director of Special Education Services (Green-Ownby), ongoing</p> <p>Dir. of EL Services (Cantu-Tong), 2009-10, and ongoing</p> <p>Dir. of EL Services (Cantu-Tong), July 2010, (purchased)</p> <p>Director of SE Services (Green-Ownby), 2009-10, annual</p> <p>Assoc. Supt.(Corey), Dirs. of Elem .and Sec. Services (Core, Barrett-McCabe), Dec. 2010, June 2011 (walk-throughs completed)</p> <p>Assoc. Supt. (Corey), Quarterly Assessments 2010-11, 2011-12, 2012-13</p>	<p>Textbook and ancillary materials</p> <p>Replacement materials</p> <p>Replacement materials</p> <p>Consultants</p> <p>See item 1</p>	<p>See cost for textbook purchase above</p> <p>\$10,000</p> <p>\$150,000</p> <p>See item 1</p>	<p>State fiscal stabilization funds</p> <p>IDEA, Special Education</p> <p>Title I</p> <p>Title I</p>

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. Extended learning time:</p> <p>The district provides SBE-adopted intervention programs, offered as separate, extended-period classes, for all students requiring intensive intervention in reading/English-language arts.</p> <p>All students grades 4-10 who are in need of intensive intervention based on a combination of CST and district benchmark data receive separate and extended period classes. Teachers who implement the program have received training in the use of instructional materials. The district has adopted <i>Gateways</i> and <i>Milestones</i> for ELD and RLA core-replacement programs for students two or more grade levels behind (4-8).</p> <p>At the secondary level, students who are less than two years behind are placed in the core program with access to a one-period strategic intervention support class in Reading and Language Arts.</p> <p>All Title 1 PI schools have an after school program focused on providing targeted intervention support for high priority students in need of additional academic support in literacy. Additional programs include a Reading Lab, Reading Support programs, Summer English Learner Institutes.</p> <p>(Goals A, C)</p>	<p>Dirs. of Elem. and Sec. Services (Corey, Barrett-McCabe), 2009- implemented, placements/scheduling spring of 2010 for 2010-11 year</p> <p>PD provided -- Coord. of Prof. Devt. (Mendoza), Summers 2009, 2010</p> <p>Site Administrators, August 2010-placements, scheds, modified schedule - based on student data- Sept. 2010</p> <p>Dirs. of Elem. and Sec. Services (Corey, Barrett-McCabe) , Director of Instructional Support Services (Wilson), Dir. of EL Services (Cantu-Tong), Site administrators, teachers, 2009-10 and ongoing Summers 2009, 2010, ongoing 2010-13 extended day programs</p>	<p>Intervention teachers</p> <p>Ancillary literacy materials-replacements as needed</p> <p>Ancillary literacy materials-replacements as needed</p> <p>Summer personnel, materials</p>	<p>\$200,000</p> <p>\$5000</p> <p>\$300,000</p>	<p>Title I, EIA, Title III</p> <p>Title I</p> <p>Title I</p> <p>Title I, Title III</p>

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <ul style="list-style-type: none"> <li>Nearly all classrooms have LCD projectors. Approximately 80% of classrooms have SMART Boards. and document cameras that allow for targeted intervention of specific concepts while supporting formative assessment (e.g., student works problem on SMART Board; engages learner, allows for feedback).</li> <li>The Accelerated Reader program fosters student motivation for reading based on completion of books and assessments. The program provides information about student reading levels as compared to national norms.</li> <li>The technology plan provides for the purchase and maintenance of electronic learning resources such as Discovery Streaming, BrainPop, Learn 360 and WorldBook Online. The use of Study Island reinforces study skills and content mastery.</li> <li>The plan includes increased access to and use of student computers - especially as part of strategy of mobile computing (computers on wheels, COWs).</li> </ul> <p>(Goals, A, B, C)</p>	<p>Director of Technical Services, Site administrators Purchased 2008</p> <p>Dir. of Tech. Services, Site administrators Purchased 2008, ongoing use 2010-13</p> <p>Dir. of Tech. Services, Site administrators Purchased 2008</p> <p>Dir. of Tech. Services, Site administrators Purchased 2008</p>	<p>Equipment materials have been purchased</p> <p>Personnel resources are used for maintenance and upkeep of technology.</p>	<p>\$20,000</p>	<p>Title I, Technology grants, SIP</p>
<p>5. Staff development and professional collaboration are aligned with standards-based instructional materials:</p> <p>74% of K-8 staff are currently trained on the RLA textbook adoptions through SB472.</p> <p>Materials-based professional development training related to the new English Language Arts adoption (pending board approval) will begin in Summer 2010.</p> <p>All teachers in grades K-8 will be trained by the end of summer 2012.</p>	<p>Coord. of Prof. Devt. (Mendoza), completed 2008</p> <p>K-5- July August 2010 – training; release days beg. Oct. 2010-11; (remainder teachers –summer); Initial 6-8 teachers – summer 2011; release days 2011-12, remainder/new teachers 2011-12.</p>	<p>Consultants (SCOE)</p> <p>Consultants, substitutes for any new teachers implementing the program</p>	<p>See item 2 above</p> <p>\$10,000</p>	<p>Title I</p> <p>Title I</p>

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>An intensive intervention program, <i>Gateways</i>, was adopted in the 2009-10 school year for students performing below grade level (grades 4-8). 100% of 4-8 teachers teaching the program are currently trained. New teachers will be trained before implementing the program.</p> <p>The principal and trainers will continue to focus on effective instructional practices related to using key vocabulary, verbal scaffolding, and instructional scaffolding to differentiate instruction.</p> <p>All staff will include the effective instructional practices in lesson plans and classroom instruction. The principal and instructional leaders provide staff with a checklist to use as a guide for self-review. Videotaped lessons are shared with the staff and teachers are provided with release time to visit classrooms and debrief with administrators, colleagues and coaches.</p> <p>Data Protocol and Collaboration: Suggestions and reporting forms have been provided to sites for data discussions to improve the communication about student strengths and weaknesses identified on the district interim assessment. Site Administrators report the information developed by school level groups to develop plans for re-teaching and enrichment lessons based on the data.</p> <p>The district takes actions to create collaboration among general education and special education teachers by grade level or program. Special education department meetings are scheduled in a way to not-conflict with grade level and department meetings at school sites. All special education teachers are assigned a grade level or department for content collaborative meetings and professional development. SPED teachers are involved in monthly walk-throughs.</p>	<p>Assoc. Supt. (Corey) Coord. of Prof. Devt. (Mendoza) (Summers 2010-11, 2011-12)</p> <p>Site administrators, teachers, consultants, monthly PD, 2010-11</p> <p>Dirs. of Elem. and Sec. Services (Corey, Barrett-McCabe) site administrators, special education and general education teachers 2010-11</p> <p>Site administrators, RLA Department Chairs, Grade Level teams, Quarterly, 2010-11</p> <p>Director of SE Services (Green-Ownby), general education and special education teachers, monthly walk throughs – begin September 2010-11</p>	<p>Consultants</p> <p>See above</p> <p>Assessment administrative support</p> <p>Special education coordinators</p>	<p>See item 2 above</p> <p>See above</p> <p>See costs for assessment administration in item 1 above</p> <p>\$300,000</p>	<p>IDEA</p>

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Special education and general education teachers (as appropriate) participate together during SST and IEP meetings to provide appropriate support for students.</p> <p>Special education teachers are included in all relevant core materials staff professional development trainings and use of adopted materials; including core-replacement materials.</p> <p>Core and special education teachers participate in interim assessments and share data results (as appropriate) by grade level. (Goals C, E)</p>	<p>Director of SE Services (Green-Ownby), Coordinator of Prof. Devt., teachers, summer 2010 – (training), release days 2010-11, summer 2011, 12</p>	<p>Materials and training as available</p> <p>Assessment administration</p>	<p>See costs for related items in 1 and 2</p>	
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents) Annually, CST and CAHSEE results are reviewed by each school and districtwide against performance goals. Staff use the Results Now online database to record and review student results. School data is discussed during district walk-throughs and Individual Progress Reviews with administrators. (Goal C) Parents are informed of student outcome data and the program through a variety of events and activities. These include:</p> <ul style="list-style-type: none"> <li>• Back to School Night &amp; Open House, Parent Conferences</li> <li>• STAR Information Packets</li> <li>• ELAC (English Learner Advisory Committee)/DELAC (District English Learner Advisory Committee)</li> <li>• SSC (School Site Council)/DAC (District Advisory Council)</li> <li>• Phone dialing system, E-mail systems at schools, Newsletters</li> <li>• School and District Web Sites</li> </ul> <p>(Goal G)</p>	<p>Dirs. of Elem. and Secondary Services(Corey, Barrett-McCabe), August 2010 – annual data review; quarterly –data reviews</p> <p>Dirs. of Elem. and Sec. Services (Corey, Barrett-McCabe), , site administrators, teachers, parents, and parent organizations Site data presentations - October 2010, other activities monthly at each site</p>	<p>Assessment support</p> <p>Events, website upkeep and maintenance, materials, phone system</p>	<p>See item 2 above</p> <p>\$300,000</p>	<p>Title I, Site Funds, Title III</p>

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>FSUSD participates in First Five to increase preschool participation and kindergarten readiness. Family literacy nights, parent education and Reading Labs are in place to provide additional services for students and families to develop reading and literacy skills.</p> <p>Transition summer programs are provided at the elementary and middle school level for English learners.</p> <p>(Goal G)</p>	<p>Assoc. Supt.(Corey) Ongoing, annual services</p> <p>Director of EL Services (Cantu-Tong) March 2011 (planning) July 2011- implementation</p>	<p>Extended hours, materials, personnel and outreach</p> <p>Personnel and outreach</p>	<p>\$300,000</p> <p>\$200,000</p> <p>\$90,000</p>	<p>First Five</p> <p>Child Development Funds</p> <p>EIA Title III</p>
<p>8. Monitoring program effectiveness:</p> <p>The district has a number of systems in place to monitor the effectiveness of their strategies. These include the use of interim assessments, district walk-throughs, and annual reviews of CST in conjunction with interim assessment data.</p> <p>Interim RLA assessments are used at every site for core, intervention, and Special Education classrooms assessments. Easy to use reports for teachers have been developed to analyze the mistakes of students and develop future lessons to provide corrective feedback and additional practice to all students.</p> <p>The central office leadership team meets regularly to review data and monitor school and program effectiveness. Central office leadership meets regularly with site administrators and teachers to review IPR data. These progress review sessions incorporate data from CST, CELDT, benchmarks, and outside agency observation results. This data is included in annual SPSA plans for schools to develop professional development and allocate resources appropriate to their needs.</p> <p>(Goal C)</p>	<p>Assoc. Supt.(Corey) Ongoing, annual and quarterly services</p> <p>Dirs. of Elem. and Sec. Services (Corey, Barrett-McCabe) , site administrators, and teachers, 3 times a year (2010-11, 2011-12, 2012-13)</p> <p>Assoc. Supt.(Corey), Dirs. of Elem. and Sec. Services(Corey, Barrett-McCabe) , site administrators (quarterly meetings), annual SPSA</p>	<p>Assessment support</p>	<p>See assessment costs item 2</p>	<p>None</p>

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>The district developed a model of intervention for strategic and intensive students and has an array of support programs for students performing at low levels, students with disabilities and English Learners. This includes the identification of students and school resources and their appropriate placement in RLA courses, English Language Development courses, and special education resource support as needed.</p> <p>The district has identified English Learners as a key subgroup targeted for improvement. The district has developed a plan to target services to provide appropriate support (See Performance Goal 2). Pending approval, the newly adopted K-5 RLA program will include an ELD intervention component.</p> <p>Special Education classroom teachers use the district benchmark assessments as appropriate. The district provides monthly training to Special Education teachers, who in-turn train their staff on specific instructional strategies relevant to students with disabilities, these can include scaffolding, technology, and addressing students with reading difficulties. In two pilot programs, special education and core teachers team teach classes to provide specialized instruction to students with disabilities while promoting access to the core.</p> <p>FSUSD will continue to implement <i>Gateways</i> as a core replacement (4-8) for students two or more grade levels behind. The <i>Milestones</i> program is being used for Middle School EL's for CELDT levels 1-3. Multiple measures are used to select students for intensive and strategic intervention, including results of the most recently administered CST, interim assessment results, textbook placement tests, and teacher recommendations.</p>	<p>Assoc. Supt.(Corey), Dirs. of Elem. and Sec. Services(Corey, Barrett-McCabe) , Dir. of EL Services (Cantu-Tong), Dir. of Special Education Services (Green-Ownby) site administrators, 2009-10 and ongoing</p> <p>Dir. of EL Services (Cantu-Tong), July 2010 (purchased materials), Aug. 2010 – training</p> <p>Dir. of SE Services (Green-Ownby), Monthly, October 2010</p> <p>Assoc. Supt.(Corey), Dirs. of Elem. and Sec. Services (Corey, Barrett-McCabe) , Dir. of EL Services (Cantu-Tong), 2009-10 and ongoing</p>	<p>Personnel</p> <p>Personnel</p> <p>Textbook</p> <p>Special education coordinators</p> <p>Personnel and replacement materials as needed</p>	<p>See intervention personnel</p> <p>See item 2 see above textbook</p> <p>See item 5 above</p> <p>See item 2 see above</p>	

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Common expectations have been established for intensive and strategic interventions, including the length of time and frequency of interventions. In the second year of implementation (2010-11), the district will review schedules and course sequencing to improve the flexibility of core replacement courses and sequencing at middle schools.</p> <p>The district monitors intervention use at each site during monthly walk-throughs and through benchmark assessment data.</p> <p>(Goals A, B, C, D)</p>	<p>Assoc. Supt.(Corey), Dir. of Sec. Services (Barrett-McCabe) , Aug. 2010-review,</p> <p>Assoc. Supt.(Corey), Dirs. of Elem. and Sec. Services(Corey, Barrett-McCabe), monthly – Sept. 2010- May 2011</p>			
<p>10. Any additional services tied to student academic needs:</p> <p>Results Now is the district developed assessment program that allows for in-depth analysis of testing data to better make informed decisions about meeting student needs through the use of interim benchmark assessments and state data.</p> <p>There are actions taken to provide support for general and special education teachers delivering specialized instruction to students with disabilities.</p> <p>Central office has scheduled training for administrators and their school staffs in the implementation of the least restrictive environment for students. The Special Education department will train Site Administrators on Least Restrictive Environment and Response to Intervention. Site Administrators will co-present LRE information with a district Special Education Coordinator at a 2010-11 staff meeting.</p> <p>A task force will meet to articulate the response to intervention (RTI) strategies for use at every level. The RTI strategies will be distributed to principals and site teams.</p>	<p>Dir. Tech. Services, Assoc. Supt.(Corey), Dirs. of Elem. and Sec. Services(Corey, Barrett-McCabe), ongoing</p> <p>Dir. of SE Services (Green-Ownby), Monthly, October 2010</p> <p>Dir. of Secondary Services (Barrett-McCabe), ongoing</p> <p>Summer 2010 (initial training) – follow up site level training 2010-11</p> <p>Dir. of Special Education Services (Green-Ownby), December 2010</p>	<p>Special education coordinators</p>	<p>See item 5 above</p>	

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Elementary and secondary general education teachers who teach students will participate in IEP and SST meetings as appropriate.</p> <p>As described in the Title I section, the district provides an array of resources for schools most in need of restructuring and improvement, and identified as not making AYP. These include the use of adopted core programs and core-replacements during the school day, as well as supplemental services that augment the school day; including academic before-after school programs and summer programs.</p> <p>(Goals A, B,C, E)</p>	<p>Site administrators, special education teachers, general education teachers - (2010-11)</p> <p>Dir. of SE Services (Green-Ownby), Monthly, October 2010</p> <p>Dirs. of Elem. and Sec. Services (Corey, Barrett-McCabe), Dir. of Inst. Support. Services (Wilson), Site administrators (reviewed annually Spring 2011, 12, 13)</p>	<p>Extended hours, materials, consultants as needed</p> <p>Materials, summer programs and reading labs</p>	<p>\$5000</p> <p>See items 2 and 7</p>	<p>Title I, IDEA, Title I, Title II</p>

**Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in 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 <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><b>1. Alignment of instruction with content standards:</b></p> <p>The district provides pacing guides to reflect the state standards and course standards for grade levels and secondary subject area.</p> <p>The district provides standards-based benchmark assessments for formative review of student achievement based on the state standards.</p> <p>The district annually reviews benchmark assessment data to ensure alignment to CST performance and to make modifications as necessary.</p> <p>The district provides Results Now technology to provide assessment data to inform instruction. (Goal A, B)</p>	<p>Assoc. Supt (Corey) Completed August 2010</p> <p>Assoc. Supt. (Corey) Fall 2009 Quarterly 2010-13</p> <p>Assoc. Supt. (Corey) August 2010, 2011, 2012, 2013</p> <p>Director of Tech. Services 2009, ongoing</p>	<p>Copying of pacing guides and materials annually</p> <p>Assessment administrative support and materials</p>	<p>\$5000</p> <p>\$10,000</p>	<p>Title I</p> <p>Title I</p>
<p><b>2. Use of standards-aligned instructional materials and strategies:</b></p> <p>The following SBE-adopted instructional programs in mathematics will be used in all classrooms:            Math K-6 <i>Macmillan/McGraw-Hill/California Math</i> (Adopted Spring 2008)            Math 6-8 <i>Glencoe/McGraw-Hill/ California Math</i> (Adopted Spring 2008)            Math Intervention -<i>Glencoe/McGraw-Hill- California Math Triumphs</i> for grades 4-7 (Adopted Spring 2008)            Algebra Readiness for Grade 8 <i>Glencoe/McGraw-Hill- California Math</i> (Adopted Spring 2008)            The district adopted standards -aligned materials for Geometry and Algebra 2, <i>Glencoe/McGraw-Hill- California Math</i> (Adopted Spring 2008).</p>	<p>Assoc. Supt. (Corey) 2008 – adopted for implementation 2008-09 year</p>	<p>Replacement materials as needed</p> <p>Replacement materials as needed</p>	<p>\$10,000</p> <p>\$5000</p>	<p>State fiscal stabilization funds</p> <p>State fiscal stabilization funds</p>

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>At the secondary level, the math committee has reviewed course programs and designed a sequence of instruction that promotes student completion of A-G mathematics courses. Secondary teachers of mathematics will develop common agreements on the essential skills in mathematics for students to master the state standards.</p> <p>FSUSD has adopted pacing guides in math at all grade levels, which are reviewed and revised annually. Teachers will continue to follow the pacing guides for their subject area and grade level. Adherence to the pacing guides will be monitored as part of instructional walk-throughs.</p> <p>The district will continue implementing mathematics intervention for students two or more grade levels behind using the adopted intervention curriculum..</p> <p>The district will continue to provide support and training in effective instructional strategies including - engagement strategies (student white boards, SMART Boards), vocabulary development, and scaffolding instruction.</p> <p>(Goals A, B)</p>	<p>Assoc. Supt. (Corey), Dir. of Sec. Education(Barrett-McCabe), Math committee team members- completed agreements 2009-10, implemented Aug. 2010</p> <p>Assoc. Supt. (Corey) Revised August 2010 Walk-throughs monitoring – quarterly 2010-11</p> <p>Assoc. Supt. (Corey), Dir. of Sec. Education(Barrett-McCabe)</p> <p>Dirs. of Elem. and Sec. Services (Corey, Barrett-McCabe), 2010-11 (monthly professional development)</p>	Consultants	\$150,000	Title I
<p>3. Extended learning time: The district has plans to provide SBE-adopted intervention programs offered as separate, extended-period classes, for all students requiring intensive intervention in mathematics.</p> <p>All students grades 4-8 who are in need of intensive intervention based on a combination of CST and district benchmark data receive separate, extended period classes.</p> <p>The district has plans to provide transitional and support classes for secondary students requiring strategic intervention in mathematics through an additional period.</p>	<p>Assoc. Supt. (Corey) 2008-09</p> <p>Dirs. of Elem. and Sec. Services(Corey, Barrett-McCabe), teachers, 2010-11</p> <p>Dirs. of Elem. and Sec. Services (Corey, Barrett-McCabe), teachers, 2010-11</p>	<p>Replacement texts as needed</p> <p>Personnel, materials</p>	<p>\$5000</p> <p>\$20,000</p>	<p>State fiscal stabilization funds</p> <p>Title I</p>

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Teachers who implement the <i>Triumphs</i> program have received training in the use of instructional materials. Annually and ongoing, the district identifies students in need of intervention based on CST and benchmark assessments. These students receive an additional mathematics intervention for students not yet at grade level using the adopted program with the <i>Triumphs</i> curriculum; or are placed in two-period Mathematics courses at the secondary level.</p> <p>High priority students receive additional support in mathematics through before, after, and summer school programs provided to Title I sites.</p> <p>(Goals A, B, C)</p>	<p>Dir. of Elem and Sec Services (Corey, Barrett-McCabe), 2009-10, ongoing annual 2010-13</p> <p>Dir. of Elem and Sec. Services (Corey, Barrett-McCabe), site administrators, Summer s 2010, 2011, 2012, 2013</p>			
<p>4. Increased access to technology:</p> <p>The district purchased ancillary instructional materials that accompany the new math adoption. For example, students can access the math student texts online at school or at home.</p> <p>The district purchased accelerated mathematics STAR tools for students to practice self-guided mathematics learning and assessment at some elementary sites.</p> <p>The district provides SMART boards for Title I elementary school teachers for use in mathematics instruction.</p> <p>(Goal B)</p>	<p>Director of Tech. Services (2008)</p> <p>Director of Tech. Services (2008)</p> <p>Director of Tech. Services (2008)</p>	<p>Already purchased</p> <p>Already purchased</p> <p>Already purchased</p>		
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>220 teachers participated in SB472 training during the summers of 2008 and 2009.</p>	<p>Coord. of Prof. Devt. (Mendoza), Summer 2008 and 2009</p>	<p>Purchased</p>		

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Annually, FSUSD will inventory the skills and knowledge of all teachers assigned to teach mathematics. Any new teachers will receive follow up professional development support to improve their practice.</p> <p>The California Math Science Project (CaMSP) partnership with U.C. Davis will continue to be implemented during the 2010-11 and 2011-12 school years to support the development of mathematics content knowledge, mathematics pedagogical content knowledge, and pedagogical strategies to improve student achievement for 40 teachers 3-7. The program provides 84 hours per year including intensive and follow-up support.</p> <p>FSUSD secondary mathematics department chairs meet monthly to review data and discuss course sequencing and professional development needs. (Goal B)</p> <p>There are actions taken to create collaboration among general education and special education teachers by grade level or program. Special Education classrooms are consistently involved in monthly walk-through processes, textbook adoption trainings, grants and other professional development as offered and available. All special education teachers at elementary school levels participate in grade level and staff meetings, as well as monthly professional development with the Special Education department. (Goal C, E)</p>	<p>Coord. of Prof. Devt. (Mendoza), Additional training new teachers– Oct. 2010</p> <p>Partners, Project Director, teachers (2010-12)</p> <p>Dir. of Secondary Services (Barrett-McCabe), math chairs meet monthly 2010-11)</p> <p>Dir. of SE Services (Green-Ownby), Monthly, October 2010 Drs. of Elem. and Sec. Services(Corey, Barrett-McCabe), Site administrators, General and Special Education Teachers (Monthly 2010-11)</p>	<p>Release Days</p> <p>Extended hours, university personnel, project directors</p>	<p>\$5000</p> <p>\$400,000 annually</p>	<p>Title II</p> <p>CaMSP grant</p>

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	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): Annually, CST and CAHSEE results are reviewed by each school and districtwide against performance goals. Staff use the Results Now online database to record and review student results on interim benchmark assessments.</p> <p>Parents are informed of student outcome data and the mathematics program through a variety of events and activities. These include:</p> <ul style="list-style-type: none"> <li>• Back to School Night &amp; Open House, Parent Conferences</li> <li>• STAR Information Packets</li> <li>• ELAC (English Learner Advisory Committee)/DELAC (District English Learner Advisory Committee)</li> <li>• SSC (School Site Council)/DAC (District Advisory Council)</li> <li>• Phone dialing system, E-mail systems at schools</li> <li>• Newsletters, School and district web sites</li> <li>• IEP's, SSTs,</li> </ul> <p>(Goals C, F, G)</p>	<p>Dirs. of Elem. and Sec. Services(Corey, Barrett-McCabe), August 2010 and quarterly (2010-11)</p> <p>Dirs. of Elem. and Sec. Services(Corey, Barrett-McCabe), , site administrators, teachers, parents, and parent organizations Site data presentations - October 2010, other activities monthly at each site</p>	<p>See item 6 above in Reading</p>		
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): FSUSD has the following auxiliary services programs in place to support student success in mathematics:</p> <ul style="list-style-type: none"> <li>• before and after school mathematics tutorial programs at select sites</li> <li>• credit recovery Cyber High and PLATO for all high school students</li> <li>• CAHSEE preparation</li> <li>• Algebra Academy programs at several sites</li> <li>• Head Start and First Five Pre-school programs</li> <li>• Parent education nights</li> </ul> <p>(Goals A, B, G)</p>	<p>Dirs. of Elem. and Sec. Services(Corey, Barrett-McCabe), Director of Inst. Support. Services (Wilson), Site administrators</p> <p>SPSA embedded activates: 2010-11 2011-12 2012-13</p>	<p>Extended hours, materials, outreach</p>	<p>See item 7 in Reading above</p>	

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>8. Monitoring program effectiveness:</p> <p>The district has a number of systems in place to monitor the effectiveness of their identified strategies. These include the use of benchmark assessments, district walk-throughs, and annual reviews of CST in conjunction with Mathematics benchmark assessment data.</p> <p>The district educational leadership team meets regularly to review data from and monitor school and program effectiveness.</p> <p>All staff will include identified effective instructional practices in lesson plans and classroom instruction. The principal and instructional leaders will provide staff with a summary to use as a guide for self-review and data gathering during focus walks.</p> <p>(Goals C, F)</p>	<p>Dirs. of Elem. and Secondary Services (Corey, Barrett-McCabe), monthly meetings 2010-11</p> <p>Dirs. of Elem. and Secondary Services (Corey, Barrett-McCabe), Site administrators, quarterly, 2010-11</p> <p>Dirs. of Elem. and Secondary Services (Corey, Barrett-McCabe), Site administrators, consultants Monitored quarterly 2010-11</p>	<p>Assessment administration</p>	<p>See item 2 in Reading above</p>	
<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>The district developed a model of intervention for strategic and intensive students and has an array of support programs for students performing at low levels, students with disabilities and English Learners. This includes the identification of students and school resources and their appropriate placement in mathematics courses and special education resource support as needed.</p> <p>The district has identified English Learners as a key subgroup targeted for improvement. The district has developed a plan to target services to provide appropriate support (See Performance Goal 2).</p>	<p>Dir. of SE Services (Green-Ownby), Dirs. of Elem. and Sec. Services(Corey, Barrett-McCabe), (review of placements- Aug. 2010, quarterly )</p> <p>Director of Eng. Lang. Services (Cantu-Tong) , May 2010 – submission to board of Master Plan</p>	<p>See Performance Goal 2</p>		

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Special Education classroom teachers use the district benchmark assessments as appropriate. The district provides monthly training to Special Education teachers, who in-turn train their staff on specific instructional strategies relevant to students with disabilities, these can include scaffolding, technology, and addressing students with processing difficulties. In two pilot programs, special education and core teachers team teach classes to provide specialized instruction to students with disabilities while promoting access to the core.</p> <p>FSUSD will continue to implement <i>Triumphs</i> as an adopted intervention support program as well as use of ancillary materials textbooks and technology, including Algebra Lab.</p> <p>The district will review schedules and course sequencing to improve the flexibility of supports in secondary mathematics courses. (Goals A, B, C)</p>	<p>Dir. of SE Services (Green-Ownby), Monthly beginning October 2010</p> <p>Dirs. of Elem. and Sec. Services(Corey, Barrett-McCabe), site administrators (2009-10-adopted), ongoing implementation</p> <p>Dir. of Secondary Services (Barrett-McCabe), site administrators, teachers, August 2010, follow up January 2011</p>	<p>Coordinators - See Reading section 9 above</p>		

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>10. Any additional services tied to student academic needs:</p> <p>There are actions taken to provide support for general and special education teachers delivering specialized instruction to students with disabilities.</p> <p>As described in the Title I section, the district provides an array of resources for schools most in need of restructuring and improvement, and identified as not making AYP. These include supplemental services that augment the school day; including academic before-after school programs and summer programs, including mathematics tutorial programs, Algebra Labs, and summer academies.</p>	<p>Dir. of Special Education Services (Green-Ownby), Site administrators, Ongoing-</p>	<p>See item 10 in Reading section above</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"> <li>• Meeting the annual measurable achievement objectives described in Section 3122;</li> <li>• Making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B));</li> <li>• Annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1));</li> </ul> <p>d. Describe how the LEA will promote parental and community participation in LEP programs.</p> <p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c) ). The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> <li>• English proficiency; and</li> <li>• Academic achievement in the core academic subjects</li> </ul>	<p>1.a. The EL Master Plan (to be completed in May 2010) will incorporate effective instructional strategies, placement guidelines, and a professional development for English Learners. <i>Milestones</i> is being used by Middle School EL's for CELDT levels 1-3. <i>Gateways</i> is used for EL students grades 4-8 (CELDT Levels 3-5). Beginning in 2010-11, (pending local board approval) EL students in K-5 will be taught ELD using the district-adopted RLA program ELD component. All K-5 teachers will receive ELD training prior to implementation. ELD will be implemented for 30-45 minutes daily districtwide.</p> <p>b. FSUSD will use Title III and other district entitlements for professional development and supplementary materials in order to provide supplemental services to targeted EL students.</p> <p>c. AMAO is reviewed annually with Site Administrators and site personnel. Annual AYP data analysis is conducted at the district and site levels. Interim and state assessment data are disaggregated by significant subgroups. CELDT data is analyzed and used for leveling ELD instruction. The SPSA requires schools to identify their AMAO progress and to address interventions to support meeting AMAO goals.</p> <p>d. The district promotes parental involvement through the English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC). These committees provide input and advisory to the site and district regarding programs for English Learners.</p> <p>2. The district has developed a plan for addressing student ELD needs through ELD placements that are standardized for each grade level. Multiple measures including the CELDT and ELD benchmark tools are used for placement. The district annually creates an inventory of instructional resources based on teacher certification and professional development, and the number of ELD classes needed based on CELDT levels. ELD benchmark assessments were developed in 2009-10 for each grade level based on the content knowledge and skills required for students to develop the reading, writing, speaking and listening skills to move up one performance level per year. The benchmark tools include pacing guides and assessments and identify outcomes for each unit. In grades 4-8, the district uses appropriate core-replacement curriculum or strategic support in ELD. Annual data on re-designation and student placement is gathered.</p> <p>In K-5, students are regrouped by CELDT level during ELD time, and taught ELD instruction using a separate ELD textbook. In 2009-10 the district piloted K-5 adoptions that included ELD materials. In 2010-11, pending board approval, the district will adopt a K-5 program that includes instructional program for English language learners.</p>

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activities	<p>3. Provide high quality professional development for classroom teachers, Site Administrators, administrators, and other school or community-based personnel.</p> <p>a. designed to improve the instruction and assessment of LEP children;</p> <p>b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;</p> <p>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;</p> <p>d. long term effect will result in positive and lasting impact on teacher performance in the classroom.</p>	<p>3. a. An ELD coach/consultant will continue to support middle and high school teachers through coaching. A second coach/consultant will continue to support elementary teachers with ELD professional development. All Site Administrators have received training in SDAIE and ELD programs at their site and through centralized professional development sessions in 2009-10 which includes the use of effective teaching strategies, assessments, and the essential ELD standards.</p> <p>b. Teachers and Site Administrators have been trained in CELDT, second language acquisition, and differentiation of instruction. Individual Progress Reviews (IPR) are held for each school site to review EL progress based on benchmark assessments in ELD, CELDT, and re-designation data.</p> <p>c. The district provides professional development to teachers in research-based models of instruction that include methods similar to Specifically Designated Academic Instruction in English (SDAIE); pre-teaching and using background knowledge; using academic vocabulary; using realia, sheltered English instruction and scaffolding instruction. Support to teachers is provided in the form of district-coaches who provide onsite professional development and in-classroom coaching support and centralized district professional development sessions. In 2009-10, approximately 50 sessions were conducted.</p> <p>d. Professional development will be held in 2010-11 to orient administrators, teachers, and instructional aides to the EL Master Plan components. The EL Master Plan professional development will include components aligned to the district's efforts at implementation of effective instructional strategies K-12 in reading and language arts and mathematics. These strategies include vocabulary development, those outlined by Marzano, and SDAIE methodology. Through the consistent use of these strategies and fidelity to the curriculum, the professional development will lead to a lasting positive impact on teacher performance in the classroom and improved student outcomes.</p>

		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	4. Upgrade program objectives and effective instruction strategies.	<b>Yes or No</b>  yes	<b>If yes, describe:</b> The training for Site Administrators, teachers, and instructional aides described in #3 above is designed to upgrade program objectives and effective instruction strategies in ELD and SDAIE.  Funds are used to provide opportunities for teachers to undergo training in differentiated instruction and to provide additional support to EL students.  Provide opportunities for teachers to undergo training in district-adopted instructional strategies, including participation in site walk-throughs.
			Description of how the LEA is meeting or plans to meet this requirement.
Allowable Activities	5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.	<b>Yes or No</b>  yes	<b>If yes, describe:</b>  Programs will be developed and/or extended as described in #6 below.
	6. Develop and implement programs that are coordinated with other relevant programs and services.	<b>Yes or No</b>  yes	<b>If yes, describe:</b> A variety of programs will be developed to extend the regular instructional program, which focus on the needs of EL students. The following collaborative programs will be coordinated to meet each student's identified needs: <ul style="list-style-type: none"> <li>▪ Reading Lab</li> <li>▪ Summer English Learner Institute</li> <li>▪ AVID</li> <li>▪ Milestones</li> <li>▪ CAHSEE Prep and CAHSEE Remediation</li> <li>▪ Vocational Education</li> </ul>

		Description of how the LEA is meeting or plans to meet this requirement.	
	7. Improve the English proficiency and academic achievement of LEP children.	<b>Yes or No</b>  yes	<b>If yes, describe:</b>  All programs and services for EL students are focused on improving their English proficiency and academic achievement, as described in the first two sections above.
		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"> <li>○ To improve English language skills of LEP children; and</li> <li>○ To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.</li> </ul>	<b>Yes or No</b>  yes	<b>If yes, describe:</b>  The district provides written information to parents containing suggestions to help their children improve their academic achievement. Information is available in languages other than English.  All parents are invited to informational meetings to discuss ways to help their children improve academic achievement.  CBET and ESL classes are offered at school sites to parents and through adult education. Additional parent education programs are offered that are designed to improve active participation in parents and their capacity to assist their children, include the Latino Literacy project (a 6 week program for parents) and the Parent Institute (an 8 week course).
	9. Improve the instruction of LEP children by providing for – <ul style="list-style-type: none"> <li>○ The acquisition or development of educational technology or instructional materials</li> <li>○ Access to, and participation in, electronic networks for materials, training, and communication; and</li> <li>○ Incorporation of the above resources into curricula and programs.</li> </ul>	<b>Yes or No</b>  yes	<b>If yes, describe:</b>  The district provides tools for English Learners, such as BrainPop or Discovery Streaming. These allows contextualization of vocabulary. Using SMART Boards invites student engagement of English Learners, and reinforces a total physical response (TPR) methodology known to help EL acquire language skills.
	10. Other activities consistent with Title III.	<b>Yes or No</b>  no	<b>If yes, describe:</b>

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

	<p><b>Parents of Limited-English-Proficient students must be notified:</b> The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>
<p>Required Activity</p>	<ol style="list-style-type: none"> <li>1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):               <ol style="list-style-type: none"> <li>a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program;</li> <li>b. the child’s level of English proficiency, how such level was assessed, and the status of the student’s academic achievement;</li> <li>c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction;</li> <li>d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;</li> <li>e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;</li> <li>f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools;</li> <li>g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>a-b. The CELDT is used to identify English Learners. Parents are notified of the test results and recommended program placements in writing in their home language. English Learners are placed in a leveled ELD program based on their CELDT levels and their child’s level of proficiency in English.</li> <li>c. The written notification of results and recommended placement includes a description of English Learners programs, including the content and instructional goals.</li> <li>d. CELDT results reported to parents include levels for reading, writing, listening, and speaking as well as overall proficiency in order to identify strengths and needs for each child. These levels are used in ELD program placement decisions. These results are also shared with the student’s counselor and teachers for use in instructional planning.</li> <li>e. The description explains how the academic programs use English Language Development (ELD) to help children learn English and Specially Designed Academic Instruction in English (SDAIE) to help students to meet age appropriate standards.</li> <li>f. Parents are also provided written criteria for reclassification and exit from the program.</li> <li>g. For EL students with identified disabilities requiring special education services, CELDT performance levels in reading, writing, listening, and speaking are considered in the development of the individualized educational program (IEP). IEP objectives include English language proficiency objectives and core content objectives. Parents are consulted in the development of IEP objectives.</li> </ol>

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activity	<ul style="list-style-type: none"> <li>h. information pertaining to parental rights that includes written guidance detailing –               <ul style="list-style-type: none"> <li>i. the right that parents have to have their child immediately removed from such program upon their request; and</li> <li>ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available;</li> <li>iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.</li> </ul> </li> </ul>	<p>h. The written notification of CELDT results and recommended placement includes notification that parents can remove their child from the program upon request.</p> <p>The notification describes programs offered by the district and explains that parents can request another available program. Among the offered programs that parents may select, are a dual immersion English-Spanish program which includes English only and English learners.</p> <p>The district encourages parents to seek additional information and assistance from district and site staff regarding program selection.</p>
<p><b>Note:</b> Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>		<p>Parents of all continuing English Learners are provided all of the above information again at the beginning of the school year (within the first 30 days). Parents of new students are notified as soon as the child is placed in the program based on preliminary CELDT results.</p>
<p><b>LEA Parent Notification Failure to Make Progress</b> If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>		<p>In 2009, the district did not meet all annual measurable objectives of achievement. The district notified parents of the failure to make progress and the reasons for failure within 30 days of the notification of failure to the district.</p>

**Plans to Provide Services for Immigrants – Fairfield-Suisun Unified School District receives Immigrant funding.**

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:	<b>Yes or No</b>	<b>If yes, describe:</b>
	2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:	<b>Yes or No</b>  Yes	<b>If yes, describe:</b>  ELD and SDAIE professional development will continue to support teachers through centralized sessions to promote immigrant students. Essential components include the use of effective instructional strategies, writing strategies, assessments, and the essential ELD standards. Support to teachers is provided in the form of district coaches who provide onsite professional development and in-classroom support.
	3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	<b>Yes or No</b>	<b>If yes, describe:</b>
Allowable Activities	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	<b>Yes or No</b>	<b>If yes, describe:</b>

	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:	<b>Yes or No</b>	<b>If yes, describe:</b>
	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:	<b>Yes or No</b>	<b>If yes, describe:</b>
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:	<b>Yes or No</b>	<b>If yes, describe:</b>

**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
<ol style="list-style-type: none"> <li>1. Districtwide professional development is focused on the implementation of effective teaching and coaching strategies (West Ed's Teach 4 Success [T4S] and Coach 4 Success [C4S] protocols). This creates a common vocabulary and understanding of effective teaching. 87% of administrators have been trained as of March 2010.</li> <li>2. Monthly walkthroughs are occurring at all school sites, conducted by either consultants or educational services staff. The observers complete a form which is given to site administrators for sharing with the staff.</li> <li>3. All central office personnel are also trained. There is a common expectation that the models will be used at all sites.</li> <li>4. BTSA currently has three full-time consulting teachers. Their work is aligned with the instructional strategies models. For 2010-11, consulting teachers are funding dependent.</li> <li>5. FSUSD offers AB430 for administrators through Title II funds.</li> <li>6. Our California Math Science Partnership with UC Davis serves 40 teachers in grades and focuses on math professional development in grades 4-7.</li> <li>7. All teachers who teach the <i>Gateways</i> RLA intervention (grades 4-8) have been trained.</li> <li>8. ELD includes SIOP-like training and coaching model which incorporates effective teaching strategies. ELD learning walks are conducted by coaches and administrators. This work is mainly occurring at the secondary schools as a pilot program but the goal is to expand it districtwide.</li> <li>9. By the end of the 2009-10 school year, all teachers will have been trained in CELDT and EL strategies.</li> <li>10. A protocol for data driven dialogue for all sites is provided for all aspects of school improvement process. The district provides data through Results Now online assessments.</li> <li>11. Professional development has occurred for all current district-adopted instructional programs in RLA (74% of teachers trained) and Mathematics (220 teachers trained).</li> <li>12. The district is piloting new materials K-8 in reading.</li> </ol>	<ol style="list-style-type: none"> <li>1. As class size will increase due to budget cuts, there is a need for Differentiation of Instruction training. There is also a need for effective classroom management training for larger class sizes.</li> <li>2. Staff feedback and district administrators indicated the challenges of having optional professional development offerings, making it difficult to identify strategies for a schoolwide focus.</li> <li>3. There is a need for greater emphasis on RLA professional development. For the past several years, the focus has been on training all teachers in mathematics.</li> <li>4. Pending board approval, if there is a new adoption of K-8 materials, the district will need to focus on RLA professional development.</li> <li>5. English department chairs at the secondary level were not meeting as frequently as mathematics departments in 2009-10.</li> <li>6. There is a need for professional development in a Response to Intervention model.</li> <li>7. Site Administrators and teachers need more training in Least Restrictive Environment. For 2010-11, there is a plan to train Site Administrators and provide them with support to then train their staffs on LRE. It is hoped that more professional development in LRE and full inclusion will help teachers see the advantages of being involved in the IEP development process.</li> <li>8. There is a need for ELD training at the elementary level. Pending board approval of a new adopted program, there will be a new K-5 ELD curriculum for which teachers will need training.</li> </ol>

**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>74% of K-8 teachers have received materials-based professional development, including the use of effective instructional strategies, in ELA. With the new adoptions (K-5- Summer 2010) and 6-8 (pending Fall 2010), FSUSD teachers will receive training pending adoption of the new curricular materials (see item 2 in Reading).</p> <p>76% of district administrators have completed Tier 2 curricular training. 24% are in progress. Any new hires will complete training in the current adopted materials within 2 years of hire.</p> <p>The majority of teachers have received mathematics training through SB472. Five day materials based training was provided with the new adoption. In addition 40 teachers receive 84 hours annually of intensive and follow up training in mathematics grades 3-7 through a partnership program with U.C. Davis. This program focuses on increasing teacher content knowledge based on state standards.</p> <p>Interim assessments, three times yearly, are provided in English, Mathematics, and English Language Development. Teachers are provided with collaborative meeting time to review the data and protocols for guiding the discussion.</p> <p>Each teacher is provided with a pacing guide that outlines the essential standards and the adopted curricula to be used to teach the standards. (Goals A, B, C)</p>	<p>Assoc. Supt.(Corey), Coord. of Prof. Devt. (Mendoza), (2010-2012)</p> <p>Coord. of Prof. Devt. (Mendoza), site administrators (2010- 11, 2011-12)</p> <p>Coord. of Prof. Devt. (Mendoza ), 2008, CaMSP Director, 2008-2011)</p> <p>Assoc. Supt.(Corey), Administrators, quarterly 2010-11</p> <p>Assoc. Supt.(Corey), Revised guides. Aug. 2010, 2011, 2012, 2013</p>	<p>Release days</p> <p>(Consultants, SCOE) Stipends, Consultants, University Partners</p>	<p>See item 2 in Reading above</p> <p>See item 2 in Mathematics above</p>	

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Fairfield-Suisun Unified School District assists fully credentialed elementary, middle or secondary school teachers by providing professional development on the use of student assessment data (Results Now) to determine student learning outcomes and to analyze their strategies in order to differentiate instruction.</p> <p>New teachers continually improve their skills through evidence-based formative assessment activities. The district professional development activities align with California’s Learning-to-Teach Continuum and the K-12 challenging academic content standards and student academic achievement standards; The California Standards for the Teaching Profession Content and Pedagogy of the Standards of Quality and Effectiveness for Teacher Preparation Programs (Pre Intern and Intern); and Content and Pedagogy of the Standards of Quality and Effectiveness for Teacher Induction Programs (BTSA).</p> <p>(Goal E)</p>	<p>Coord. of Prof. Devt. (Mendoza)</p> <p>Coord. of Prof. Devt. (Mendoza )</p>	<p>Assessment administration</p>	<p>See Item 2 in Reading above</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>All program activities are rooted in scientifically based research on the key content and process components of high quality professional development situated in professional action to improve classroom instructional experiences (Darling-Hammond, 1998 &amp; Guskey, 2000). FSUSD provides support for the use of data to inform instruction (Shmoker 2000) and (Reeves 2004, Levin, Haertel, Kirst, Williams, &amp; Perry, 2006).</p> <p>Support is given to site administrators to help guide teachers in collaborative discussions around how to use student work to develop goals and inform instructional practice; and how to develop lesson plans that employ effective pedagogical strategies (Schmoker 2000, DuFour 2004, Marzano 2003, WestEd 2008).</p>	<p>Assoc. Supt.(Corey)</p> <p>Coord. of Prof. Devt.. (Mendoza), Monthly administrator professional development 2010-11</p>	<p>Consultants</p> <p>Consultants</p>	<p>See CaMSP grant and consultants for effective strategies in Reading and Math above</p> <p>See above</p>	

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>FSUSD supports principal and teachers' deep understanding of differentiated instruction and the application of the least restrictive environment for Special Education students through professional development (Callahan, 2005).</p> <p>(Goals A, B, C)</p>	<p>Dir. of Special Ed. Services (Green-Ownby), principals meeting Oct. 2010, monthly coordinator pd, meetings</p>	<p>Coordinators</p>	<p>See Reading and Mathematics Item 5 above</p>	
<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>Site Administrators' professional development will combine the leader's roles in supporting standards implementation, organization and management for continuous improvement, and addressing diverse needs of students, particularly students in the lowest-performing groups in the district. They will provide a culture of support for new teachers and continued growth for experienced educators.</p> <p>The district has designed its program to impact student achievement and to eliminate the achievement gap. Professional development is provided in the area of effective instructional strategies, to provide effective first instruction. Through observational walk-throughs, the district gathers information on the implementation of these effective strategies, to inform practice.</p> <p>Intervention program materials and strategies are incorporated within the school day in both reading and mathematics to provide academic support for students two or more grade levels behind.</p> <p>The district regularly uses assessment data to inform instructional practice and provide information on the achievement of low income and minority students, including English Learners.</p>	<p>Dirs. of Elem. and Sec. Services (Corey, Barrett-McCabe), monthly meetings with administrators 2010-11</p> <p>Dirs. of Elem. And Sec. Services, (Corey, Barrett-McCabe), Teach4 Success consultants</p> <p>Assoc. Supt. (Corey), adopted, 2008 and 2009</p> <p>Dirs. of Elem. and Sec. Services (Corey, Barrett-McCabe) Dir. of Eng. Lang.</p>	<p>Consultants</p> <p>See above - replacement materials</p> <p>Assessment administrative support</p>	<p>Consultants for effective strategies in Reading and Math, see above</p>	<p>Title II</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>The district provides professional development on the use of student assessment data to determine student-learning outcomes and to analyze their strengths and needs in order to differentiate instruction (Results Now).</p> <p>The district also uses results of formative assessments to measure the impact of the professional development program on specific under-performing student populations, i.e., how activities and resources apply to the special needs of these groups.</p> <p>The district provides professional development in the implementation of effective ELD strategies to make content comprehensible to English Learners. This includes specific instruction in methods such as pre-teaching using background knowledge; explicit instruction in vocabulary; verbal scaffolding; realia and engagement strategies.</p> <p>All Beginning Teachers receive training opportunities to learn intervention strategies and to provide differentiated instruction to all students including those who are identified as Below Basic and Far Below Basic on state assessments. Induction program standards require teachers to analyze student work and investigate the link between instructional planning, instructional strategies, and student outcomes. Intern Certificate teachers, seeking to become highly qualified, are provided subject matter preparation coursework to demonstrate the subject matter competency necessary to teach students state content standards leading to higher student achievement.</p> <p>(Goal E)</p>	<p>Services (Cantu-Tong), Quarterly review; incorporated annually in school plans 2010-11</p> <p>Dirs. of Elem. and Sec. Services(Corey, Barrett-McCabe) Dir. of Eng. Lang. Services (Cantu-Tong), Quarterly review; incorporated annually in school plans 2010-11</p> <p>Dir. of Eng. Lang. Services (Cantu-Tong), monthly ELD at sites 2010-11</p> <p>Coord. of Prof. Devt. (Mendoza)</p>	<p>Consultants For EL</p> <p>Consulting teachers</p>	<p>\$50,000</p> <p>\$300,000</p>	<p>Title III</p> <p>Title III</p> <p>Title II</p>



Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>All administrators receive training in the use of effective teaching strategies (T4S) and coaching teachers for use of such strategies (C4S). After receiving the training in effective strategies, the principal plans and presents training to their staff. Effective instructional strategies include using key vocabulary, verbal scaffolding, instructional scaffolding to differentiate instruction and engagement strategies.</p> <p>(Goal E)</p>	<p>Dir. of Elem. and Sec. Services (Corey, Barrett-McCabe) 2010-11</p>	<p>Consultants</p>	<p>See item 2 above in reading and mathematics</p>	
<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>As available, Part D formula and competitive grant funds will be used primarily to train core subject area teachers and library specialists in middle grades to implement transformational project-based learning units and core lessons that integrate the California Content Standards (CCS) with the National Educational Technology Standards (NETS*S) and Thinking Reasoning Skills (TaRS).</p> <p>Teachers will also receive training to apply research-based intervention and technology tools in language arts and math in order to improve student achievement, to supplement existing instructional programs, and to meet the needs of low-achieving and at-risk students.</p> <p>(Goal E)</p>	<p>Director of Tech. Services</p>			<p>EETT</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.): See above item 4 (Section I, Reading and Mathematics) (Goal A,B)</p>				

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>8. How the LEA, teachers, paraprofessionals, Site Administrators, 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 site administrators completed surveys on professional development strengths and needs and analyzed their site level implementation of the Nine Essential Program Components prior to the completion of the plan. This data was used to identify the district's needs and prioritize professional development.</p> <p>115 people provided written or verbal feedback into this process. 98 surveys and in total were returned, including 26 administrator surveys, 42 parent surveys and 30 school site staff and 17 central office personnel were involved through interview and review of the draft plans.</p> <p>All parents received a phone call about the development of the LEA plan and were offered different opportunities to participate through online or manual survey. An additional open opportunity for feedback was posted on the district's website. The parent survey data was compiled and reviewed and incorporated as appropriate. School site staff provided detailed information on the strengths and needs of the district. 17 central office personnel were interviewed to identify strengths and needs in their areas and districtwide. (Goal G)</p>	<p>Assoc. Supt. (Corey) (February - April 2010)</p> <p>Central office personnel, site administrators, teachers, parents (February - April 2010)</p> <p>Site administrators, teachers, parents (February - April 2010)</p>	<p>Consultants, IT, Printing</p>	<p>\$22,000</p>	<p>Title I</p>
<p>9. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> <li>□ 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;</li> <li>□ Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn;</li> <li>□ Involve parents in their child's education; and</li> <li>□ Understand and use data and assessments to improve classroom practice and student learning.</li> </ul>				

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>The district will provide training to all Site Administrators on the implementation of the programs for students with disabilities including the least restrictive environment. Following this training, all administrators will conduct professional development sessions at their school sites with the support and guidance of the district's Special Education department including presentation materials for distribution.</p> <p>The district provides monthly training to Special Education teachers, who in-turn train their staff on specific instructional strategies relevant to students with disabilities, these can include scaffolding, technology, and addressing students with reading difficulties. In two pilot programs, special education and core teachers team teach classes to provide specialized instruction to students with disabilities while promoting access to the core.</p> <p>Additionally the district's Response to Intervention (RTI) program will be articulated and professional development provided for all teachers. This training will occur on scheduled principal professional development days during the year and be led by the Special Education department. The district's RTI program will be explicit and provided to all administrators. Any new hires will receive training from the Special Education department.</p> <p>Special education teachers and coaches have been provided with training in effective instructional strategies and their classrooms are included in district and coaching observation walks. This provides a common language for all instructors.</p> <p>Built into the teacher preparation and the induction standards are requirements to teach and address the needs of students with different learning styles or special needs. Teachers are required to demonstrate understanding of and growth in the following areas:</p>	<p>Dir. of SE Services (Green-Ownby), principals meeting Oct. 2010</p> <p>Dir. of SE Services (Green-Ownby), monthly coordinator pd, meetings</p> <p>Dir. of SE Services (Green-Ownby), principals meeting August 2010, Task force meetings 2010-11 (October-June)</p> <p>Dir. of Special Ed. Services (Green-Ownby), Dir. of Elem. and Sec. Education 2011 (all teachers trained)</p>	<p>See item 5 above in reading</p>	<p>Coordinators</p>	<p>Title I, IDEA</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><u>Special Populations:</u> Teachers will develop knowledge, skills and strategies for teaching students with disabilities, students in the general education classroom who are at risk, and students who are gifted and talented. In the intern program, this is accomplished through coursework. In the induction program, this is accomplished through in-service.</p> <p>The District provides opportunities for teachers to undergo training in differentiated instruction to provide additional support, including GATE strategies for differentiation, supporting additional coursework and advanced and critical thinking programs (Goal E)</p> <p><u>English Language Learners:</u> Teachers will develop knowledge, skills and abilities to deliver comprehensive, specialized instruction for English Learners. Each participating teacher demonstrates the ability to implement the adopted instructional program for the development of academic language, comprehension and knowledge in the core academic curriculum that promotes students' access and achievement in relation to state-adopted academic content standards and performance levels for students.</p> <p>In the intern program this is accomplished through coursework. In the induction program, this is accomplished through specially designed professional development seminars and an online course: English Language Development Methods and Strategies, and Instructional Strategies Providing Access to the Core Curriculum/</p> <p>The following skills are built into the teacher preparation and the induction standards are requirements regarding the development of knowledge, skills, and abilities needed to create environments to support the learning (including student behavior in the classroom) of diverse students, providing equitable access to the core curriculum, and enabling all students to meet the state-adopted academic content standards and performance levels for students.</p>	<p>Coord. of Prof. Devt. (Mendoza ) (Mendoza) Articulation of induction program, 2010-13</p> <p>Dir. of Eng. Learner Services (Cantu-Tong), Monthly meetings at site 2010-13</p> <p>Coord. of Prof. Devt. (Mendoza ) (Mendoza) Articulation of induction program, 2010-13</p> <p>Coord. of Prof. Devt. (Mendoza ) (Mendoza) Articulation of induction program, 2010-13</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 LEA’s strengths and needs regarding student barriers to learning (e.g., attendance, mobility, and behavior).

Goal “G” of the LEA Plan Addendum includes professional development for staff and effective, research-based, strategies to support student learning in the school setting and participation in the school community.

STRENGTHS	NEEDS
<ol style="list-style-type: none"> <li>1) The district has a clear, collaboratively developed plan of action for support of all students and staff. An effective progressive discipline policy has been collaboratively revised and published at the site and community levels.</li> <li>2) Formative and summative data is collected on a semi-annual and annual basis. It is reviewed by school, central office and community stakeholders in order to ensure that trends are identified early which support a safe learning environment.</li> <li>3) Each site, as written in their SPSA, has developed strategies for implementing the district goals. Schools utilize data on student achievement, discipline and truancy to monitor progress.</li> <li>4) Each site has developed programs and activities to support a safe and supportive learning environment (See continuum of supports/interventions).</li> <li>5) There is a clear set of emergency procedures and opportunities for practice drills. A copy of each site’s plan is available on site and at the district office.</li> <li>6) Administrators and staff support the view that emotional, psychological, and social needs are intrinsically related to academic achievement and promote this approach through site and district-level intervention programs.</li> <li>7) Parents are provided with regular information through the “District Rights and Responsibilities” document, a district Parent/Student Handbook, a district Web site and survey reports. The district’s Parent/Student Handbook is given to each parent and student at the beginning of the school year and/or upon registration during the school year. The district web site provides parents an opportunity to receive current information about the district and individual schools. Parents also have the ability to e-mail staff members, and check students attendance and grades.</li> <li>8) Truancy/behavioral issues are initially identified at the school site and the School study Teams provide early intervention counseling to parents and students. Excessively truant and negative behavioral students are referred to the district SARB with broad-based membership representing: Healthy Start, nurses, psychologist, County Mental Health, County Social Services, County Probation, Police Youth Services</li> </ol>	<ol style="list-style-type: none"> <li>1. Continue to work with all sites, city and county resources to develop and implement an articulated continuum of support for all district students.</li> <li>2. Continue community meetings with a focus on specific “developmental assets” and implementation of a plan of action involving parents and community members.</li> <li>3. Continue to provide curriculum, professional development and support in anti-bullying programs and anti-cyber-bullying.</li> </ol>

<p>Offices, Parent Project Instructor, district Student Services and other district Staff as needed. The district SARB provides intensive guidance to meet the needs of student where previous interventions have failed to change a pattern of problems with attendance, behavior, and/or academic. SARB proposes the use of community resources and district programs to students and their families as last chance to change a negative behavior.</p> <p>9) There is a district facility plan to support an environment conducive for learning.</p> <p>10) All secondary sites provide Saturday School programs that address discipline and attendance issues. The District's Information Technology Department supports schools by providing updated information and generating truancy letters to parents. All high schools have an active site SARB team that addresses truancy concerns for high school students. District Saturday School is provided for intervention and alternatives to suspension and truancy issues.</p> <p>11) Activities, such as Yahoo after 2, and A Place to be After 3, have been held with success at all Middle Schools in the district.</p> <p>12) In an effort to prevent child abuse, the district coordinated the Child Assault Prevention Project (CAPP) with the nonprofit organization in Solano County. CAPP provides safety workshops to children, parents, and teachers utilizing a prevention curriculum for students in grade K-6.</p> <p>13) A Closed-Campus Policy is in place or will be in place at all schools in the district by 2010-11, as an effort to decrease opportunities for ATODV activities during the school day.</p> <p>14) All high schools have a School Resource Office (SRO - Uniformed Police Officer) who works with staff and students to promote a drug free and safe environment.</p> <p>15) Drug-free school activities and Grad Night re-enforces the idea that one can have a good time and be sober.</p>	
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**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.

<b>ACTIVITIES</b>
<ol style="list-style-type: none"><li>1. The district will continue supporting Healthy Start workers who conduct outreach to families of students who are truant and/or have health issues.</li><li>2. The district will continue providing Substance Abuse Counseling for all student mandated by Board action.</li><li>3. Anger Management classes, which teach specific skills in the area of empathy, impulse control, and anger management, will be provided to all students recommended by counselors and site administrators.</li><li>4. Peers will be trained yearly in conflict resolution and peer mediation. The program is coordinated at each school site.</li><li>5. School Study teams, Site and District SARBs will continue referring and paying enrollment fees for parents to participate in the Parent Project provided by the Fairfield Police Department. The project is a highly structured parenting skills program created to help parents prevent and intervene in the most destructive of adolescent behavior.</li><li>6. Community Mental Health counselor will provide instruction to address the concern of tobacco use among youth. Students will receive instruction in decision-making, media influence, and smoking cessation.</li><li>7. Sites will conduct Saturday School for students who are truant and/or have behavior/discipline problems.</li><li>8. A broad range of after-school programs will operate within the district that engage students with a variety of needs and interests: The Place To Be After Three, Yahoo After 2, homework centers, tutoring, drama, music, journalism, SADD, etc.</li><li>9. A district representative is part of the ATOD Action Team for both the city of Fairfield and the city of Suisun. The ATOD Action Team is comprised of a broad-based membership representing local government, business leaders, youth groups, community members and parents.</li></ol>

**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.

<b>STRENGTHS</b>	<b>NEEDS</b>
<ol style="list-style-type: none"><li>1. There is ongoing data collection on ATODV through the CHKS. Additional data utilized are reports on expulsions, suspensions, crime incidents and discipline data are published on a semi and annual basis.</li><li>2. A safe school plan has been created at each site.</li><li>3. Cell phones and classroom phones that tie into emergency systems are all effectively implemented throughout the district.</li><li>4. Student Services Intervention Programs provide services to at-risk students and their families in counseling related to tobacco, drug and alcohol abuse. The district collaborates with the City of Fairfield ATOD and the City of Suisun ATOD committees.</li><li>5. Media centers/Libraries at each site provide instruction on appropriate use information from the internet. There is also a contractual Internet Use Agreement signed by all students and parents in the district.</li><li>6. There is a research-based program, "Too Good for Drugs" and "Too Good for Violence," taught in elementary grades.</li></ol>	<ol style="list-style-type: none"><li>1. Staff needs to participate in staff development that emphasizes the connection between ATODV curricula and overall academic success of students.</li><li>2. Although all schools have conflict resolution programs, bullying and harassment issues still need to be addressed.</li><li>3. There is a need to fully integrate alcohol, tobacco and other drug prevention into the health/physical education curriculum.</li></ol>

**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:

<p align="center"><b>Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey</b></p>	<p align="center"><b>Most Recent Survey date: 5/1/08 Baseline Data</b></p>	<p align="center"><b>Biennial Goal (Performance Indicator)</b></p>
<p>The percentage of students that have ever used cigarettes will <b>decrease</b> biennially by:</p>	<p>5<sup>th</sup> 5 % 7<sup>th</sup> 8 %</p>	<p>5<sup>th</sup> 2 % 7<sup>th</sup> 2 %</p>
<p>The percentage of students that have used cigarettes within the past 30 days will <b>decrease</b> biennially by:</p>	<p>7<sup>th</sup> 6 % 9<sup>th</sup> 13 % 11<sup>th</sup> 14 %</p>	<p>7<sup>th</sup> 2 % 9<sup>th</sup> 2 % 11<sup>th</sup> 2 %</p>
<p>The percentage of students that have used marijuana will <b>decrease</b> biennially by:</p>	<p>5<sup>th</sup> 2 % 7<sup>th</sup> 12 %</p>	<p>5<sup>th</sup> 1 % 7<sup>th</sup> 2 %</p>
<p>The percentage of students that have used alcohol within the past 30 days will <b>decrease</b> biennially by:</p>	<p>7<sup>th</sup> 16 % 9<sup>th</sup> 28 % 11<sup>th</sup> 33 %</p>	<p>7<sup>th</sup> 3 % 9<sup>th</sup> 3 % 11<sup>th</sup> 3 %</p>
<p>The percentage of students that have used marijuana within the past 30 days will <b>decrease</b> biennially by:</p>	<p>7<sup>th</sup> 6 % 9<sup>th</sup> 17 % 11<sup>th</sup> 20 %</p>	<p>7<sup>th</sup> 2 % 9<sup>th</sup> 2 % 11<sup>th</sup> 2 %</p>
<p>The percentage of students that feel very safe at school will increase biennially by:</p>	<p>5<sup>th</sup> 45 % 7<sup>th</sup> 18 % 9<sup>th</sup> 15 % 11<sup>th</sup> 11 %</p>	<p>5<sup>th</sup> 5 % 7<sup>th</sup> 5 % 9<sup>th</sup> 5 % 11<sup>th</sup> 5 %</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>7<sup>th</sup> 28 % 9<sup>th</sup> 24 % 11<sup>th</sup> 14 %</p>	<p>7<sup>th</sup> 5 % 9<sup>th</sup> 5 % 11<sup>th</sup> 5 %</p>
<p><b>Truancy Performance Indicator</b></p>		
<p>The percentage of students who have been truant will <b>decrease</b> annually by 2% 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>33.72%</p>	<p>4%</p>
<p><b>Protective Factors Performance Measures from the California Healthy Kids Survey</b></p>	<p><b>Most recent date: 5/1/08 Baseline Data</b></p>	<p><b>Biennial Goal (Performance Indicator)</b></p>
<p>The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will <b>increase</b> biennially by:</p>	<p>5<sup>th</sup> 53 % 7<sup>th</sup> 31 % 9<sup>th</sup> 26 % 11<sup>th</sup> 33 %</p>	<p>5<sup>th</sup> 2 % 7<sup>th</sup> 5 % 9<sup>th</sup> 5 % 11<sup>th</sup> 5 %</p>
<p>The percentage of students that report high levels of high expectations from a teacher or other adult at their school will <b>increase</b> biennially by:</p>	<p>5<sup>th</sup> 61 % 7<sup>th</sup> 53 % 9<sup>th</sup> 40 % 11<sup>th</sup> 41 %</p>	<p>5<sup>th</sup> 2 % 7<sup>th</sup> 5 % 9<sup>th</sup> 5 % 11<sup>th</sup> 5 %</p>
<p>The percentage of students that report high levels of opportunities for meaningful participation at their school will <b>increase</b> biennially by:</p>	<p>5<sup>th</sup> 17 % 7<sup>th</sup> 12 % 9<sup>th</sup> 13 % 11<sup>th</sup> 12 %</p>	<p>5<sup>th</sup> 5 % 7<sup>th</sup> 5 % 9<sup>th</sup> 2 % 11<sup>th</sup> 2 %</p>

The percentage of students that report high levels of school connectedness at their school will <b>increase</b> biennially by:	5 <sup>th</sup> 48 %	5 <sup>th</sup> 2 %
	7 <sup>th</sup> 38 %	7 <sup>th</sup> 2 %
	9 <sup>th</sup> 23 %	9 <sup>th</sup> 2 %
	11 <sup>th</sup> 24 %	11 <sup>th</sup> 2 %

**Other Performance Measures**

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

LEA Specified Performance Measures Surveys of expulsion, suspension data <hr/> <b>(Process to Collect Data)</b>	2008 Performance Indicator Goal	Baseline Data
Drug Related Expulsions	.08%	.19%
Expulsions Related to Violence	.33%	.4%
Expulsions Due To Weapons	.05%	.17%

**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
Too Good for Drugs	ATOD	K-12	23,000	7/3	10/3	2004

**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	ATODV	K-12
	Conflict Mediation/Resolution	V	6-12
	Early Intervention and Counseling	ATODV	K-12
	Environmental Strategies		
	Family and Community Collaboration	ATODV	K-12
	Media Literacy and Advocacy	ATODV	K-12
	Mentoring	ATODV	6-12
	Peer-Helping and Peer Leaders		
	Positive Alternatives	ATODV	2-8
	School Policies	ATODV	K-12
	Service-Learning/Community Service		
	Student Assistance Programs		
	Tobacco-Use Cessation	T	2-12
	Youth Development Caring Schools Caring Classrooms		
	Other Activities		

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

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

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

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

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

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

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

As a result of our analysis of collected data, we have selected the following activities: “After School Programs,” “Conflict Resolution,” “Peer Helping,” “Anger Management,” and “Saturday School.” Since we see the need to create a more positive school and student image in our community, we have also selected the activities: “Decision Making and Media Influence,” and “Parent University.”

**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 conducted the CHKS in 2008 and will complete it again in May 2010. The district will continue to use it every other year as required. Our county has made a concerted effort to have all schools in the county on the same timeline. Resiliency modules will be used every year due to the focus on youth development in this district. In the CHKS off-year, students’ indicators from the CSSA are used to measure progress toward goals. Students will also complete pre-post tests after curriculum series to assess changes in knowledge, attitude, and intentions to use ATOD and participate in violence acts. We will also continue to ask local law enforcement agency and county agencies to provide information they may know about related to levels of ATODV. These agencies will also be asked to identify other ATODV related needs of students, parents, families, and the community in general.

The yearly information will be analyzed by both cities Action Teams and Administrative Staff looking at both district-wide trends and specific strengths and needs at each site. Yearly survey administration will allow us to determine trends for ATODV. This will be formulated into a report by Student Services Coordinator with the assistance of an evaluation consultant. A written report will be shared with the entire committee, parent groups, staff and students. At the end of the school year, an open forum will be held to get feedback on the report and all stakeholders will be invited. The Action Teams will use this information to refine, improve and strengthen the program.

**Use of Results and Public Reporting (4115 (a)(2)(B) ):**

Describe the steps and timeline the LEA will use to publicly report progress toward attaining performance measures for the SDFSC and TUPE programs. Describe how the evaluation results will be made available to the public including how the public will be provided notice of the evaluation result's availability.

**Data Collection Timeline**

1. Baseline CHKS data was collected in 2000/01 and progress data were collected in 2003/04 and 2005/06, and was collected again in 2007/08 and will be collected in 2009-10 and 2011-12.
2. Surveys with questions covering Performance Indicators will be conducted by May, 2010
3. After each series of prevention lessons (throughout the school year for each year of the plan), post-test information on changes in knowledge, attitudes, and intentions will be collected.

**Reporting Timeline**

1. Student Services Department, the Director of Secondary Education and the Action Team with the assistance of SCOE Coordinator, will develop an analysis of all data sources by September of each school year.
2. A written report, incorporating tables of the CHKS will be developed by the Student Services Coordinator.
3. A summary of the report will be presented to the District Board of Education and placed on the district's web-site after the first Board meeting in October.
4. Summary information will be available to parents and community partners through Action/School Safety Team's public report and Board minutes.
5. The Action/School Safety Teams will reconvene yearly to use the input from the board, staff, parents, and community members to refine the program.

**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])

The school district defines the highest need students as students who receive Title 1 services, live in single parent households or group homes, are English Language Learners, have emotional or mental health problems, have received a discipline citation, and are performing below standards.

The following services are funded for students with the greatest needs:

1. Early identification and intervention services with district staff and counselors from community-based organizations.
2. Outreach workers for high-risk families and truant students.
3. After-school activities that focus on academic tutoring; mentoring; and opportunities to participate in non-academic, creative, and athletic activities.
4. Saturday School Programs for students cited for ATODV use on campus, bullying, and other discipline problems.
5. A referral system for family counseling and supporting services.
6. Homeless Outreach program connects students and parents with community agency.

**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.

Our district Action Team will be comprised of members from other funded programs, such as school-linked services, Child Abuse Prevention Program, AB1113, district innovative tobacco grant program, Healthy Start, representative from the City of Fairfield Youth Commission, community-based prevention organizations, and law enforcement (such as school resource officers and juvenile probation staff). Partners from City of Fairfield ATD Team and Suisun City ATOD Team will join us quarterly to integrate these programs.

Yearly, we convene a LEAP coordinating council that looks at common elements of each goal that ensure best practices in teaching strategies and the retaining of highly qualified teachers. This will also lead to a coordination of preventive efforts.

**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 are involved in our district at many levels, such as planning programs, implementing strategies as volunteers in the class room and after school, and volunteering on committees such as the Action Team and School Site Council. Parents are recruited from all ethnic and socio-economic groups to be representative of their communities. The Superintendent's Parent Group sponsors a monthly meeting in which parents learn about prevention activities and have input into strategic directions of the district. The Student services department plans schoolwide programs every year. Parents are informed of student outcome data and the program through a variety of events and activities. These include: Parent Conferences, STAR Information Packets, ELAC (English Learner Advisory Committee)/DELAC (District English Learner Advisory Committee), SSC (School Site Council)/DAC (District Advisory Council), Phone dialing system, E-mail systems at schools, Newsletters, and School and District Web Sites.

**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.

This grant was not funded in 2009-10.

A smoking cessation class is held on Saturdays. The school counselor and instructional staff provide case management to young parents assuring that linkages are completed and follow up is provided.

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

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

Position/Title	Full time equivalent

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

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

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

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
<b>5.1 (High School Graduates)</b>	Professional development is designed to teach strategies for improving student engagement through effective instructional strategies.	9th -12th graders	Dir. of Sec. Services, consultants, administrators (2010-11- training for all site administrators)	All teachers and site administrators will participate in effective instructional strategies professional development.	Title I
	District counseling plan for each high school places the highest priority on at-risk student counseling. Credit recovery options include PLATO, Cyber High and adult education.	9th -12th graders	Dir. of Sec. Services, teachers, administrators (2010-13)	All students who are credit-deficient will be provided with a counseling appointment.	Adult education Tech grants
	Students two or more grade levels behind are placed in accelerated intervention course to promote their advancement into core programs. The district is exploring a 9th grade satellite intervention program for student not yet ready for success in A-G courses.	3rd-8th graders	Dir. of Sec. Services, (Aug. 2010)	Students will be placed In intervention programs District will decide on program by 2010-11 year	Title I - intervention programs, CAHSEE
	Academic counseling conference summaries are maintained in the student management computer program. Counselors participate in site-based SARB panels.	Rising 9th graders	Central office personnel, teachers, parents (ongoing)	All academic counseling appointments will be documented in the conference log.	
	Progress reports are distributed at Back-to-School Night and Open	9th -12th graders	Site administrators, (ongoing)	October 2010, May 2011	

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
	<p>House in coordination with parent conferences.</p> <p>A comprehensive sequencing program has been developed to promote A- G course completion, and, specifically math completion.</p> <p>(Goal A, B, G)</p>	9th-12th graders	<p>Assoc. Supt. (Corey), Dir. of Sec. Services (Barrett-McCabe), July 2010 Implementation Aug. 2010- June 2011</p>	<p>Annually student records will indicate greater completion of A- G courses.</p>	
<p><b>5.2</b> (Dropouts)</p>	<p>CAHSEE preparatory classes are offered for 9th and 10th grade students. All students who do not pass the CAHSEE in 10th grade are identified for additional support in 11th and 12th grade.</p> <p>Each comprehensive high school offers CIF sanctioned athletic teams and clubs and organizations to encourage student participation.</p> <p>In addition to a full complement of elected student government positions, there is a highly active student leadership program available for any interested student in good standing.</p> <p>(Goal A, B, G)</p>	<p>9th and 10th grade</p> <p>11th and 12th graders</p> <p>All students</p> <p>All students</p>	<p>Teachers, administrators, students (June 2010 –placement, March 2011 -review of progress)</p> <p>Club advisors, Teachers, administrators, students</p> <p>Teachers, administrators, students parents (ongoing)</p>	<p>Student records will indicate a 1% annual gain on CAHSEE passing rates annually. Annual audits of student performance records will indicate if students who failed CAHSEE in 10th grade were provided with supports in 11th and 12th grade. Attendance and student grad point averages will improve school-wide by .25 each year for five years. Freshman progress reports will be reviewed for all students in pre-Algebra or Algebra course.</p>	<p>CAHSEE</p> <p>Site general funds, PTA</p> <p>Site general funds, PTA</p>

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
<b>5.3</b> <b>(Advanced Placement)</b>	<p>The district provides an array of support programs to promote student success in advanced placement and college preparatory programs. These include:</p> <p>AVID (Advancement via Individual Determination)</p> <p>UC Outreach Program</p> <p>Advanced Placement and International Baccalaureate Program</p> <p>(Goal A, Goal G)</p>	<p>9th and 10th grade</p> <p>All students</p>	<p>Dir. of Sec. Services, Administrators, Placement of students – April 2010, 2010-11</p>	<p>The number of students enrolled in AP and/or IB classes will increase by 10% over three years. The percentage of UC-eligible students will increase by 1% for each of the next five years. The number of AP courses available to students will increase by 5 over the next five years. The number of students involved in the IB Program will increase by 5% each year.</p>	<p>Title I, General Education</p>

## 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"> <li>• Number of children in families receiving assistance under the CalWorks program;</li> <li>• Number of children eligible for Free/Reduced Price Lunch programs;</li> <li>• Number of children ages 5-17 in poverty counted by the most recent census data;</li> <li>• Number of children eligible to receive medical assistance under the Medicaid program;</li> <li>• Or a composite of the above.</li> </ul>	<p>Through the Consolidated Application Part I, the Fairfield-Suisun Unified School District receives Title I funds for the following schools: Fairview, Cleo Gordon, Anna Kyle, H. Glenn Richardson, E. Ruth Sheldon, Suisun Elementary, David A. Weir, Sullivan and Grange. The low income measure of the free and reduced price meals program is utilized as the poverty criteria to identify school attendance areas under 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"> <li>• All schools with a 75% or above poverty level are funded</li> <li>• All other schools are funded by poverty ranking district wide or by grade span.</li> </ul>	<p>Through the Consolidated Application Part I, schools are noted in ranked order using the free and reduced priced meals poverty criteria. Schools are then funded through the Consolidated Application Part II in rank order.</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"> <li>• A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards.</li> <li>• Effective methods and instructional strategies based on scientifically-based research.</li> <li>• Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.</li> <li>• Proven strategies that address the needs of historically underserved students, low achieving students, and those at risk of not meeting state standards.</li> <li>• Instruction by highly qualified teachers and strategies to attract and keep such teachers.</li> <li>• High quality and ongoing professional development for teachers, Site Administrators, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff.</li> <li>• Strategies to increase parental involvement.</li> <li>• Assistance to preschool children in transitioning from early childhood programs to elementary school programs.</li> <li>• Timely and effective additional assistance to students who experience difficulty mastering state standards.</li> </ul>	<p>Title I funds will be used to assist students achieve to high and rigorous standards by providing additional:</p> <ul style="list-style-type: none"> <li>• Use of new template for the SPSA accessed through Results Now with multiple sources of state and local data sets to complete a comprehensive needs assessment.</li> <li>• The use of effective methods and strategies for teaching as described in Performance Goal 1 and 2 for reading, mathematics and ELD.</li> <li>• Supplemental support of the core academic curriculum through a targeted intervention block using state approved intervention materials, and summer programs and after school programs at select sites.</li> <li>• Individual and targeted instruction, by name and by need using adopted material and effective instructional strategies within an accountability system that includes walk-through and interim assessments.</li> <li>• Professional development programs that support the use of effective strategies and 100% highly qualified staffing at all Title I sites.</li> <li>• Ongoing and intensive professional development in use of instructional materials, assessments, and effective instructional strategies. See Goal 3 in the LEA Plan for a more thorough description of districtwide staff development and coaching efforts to support and recruit Highly Qualified Teachers.</li> <li>• Parent Involvement, outreach and education such as School Site Council Training, Reading and Mathematics workshops, Latino Literacy Project, BEST and Mackenzie "Setting Limits" trainings.</li> <li>• Availability of interpreters, Language Line, childcare for parents/teacher conferences, meetings &amp; workshops.</li> <li>• Formative assessments and collaboration through Results Now.</li> </ul>

<p>For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State’s challenging academic standards. The description should include activities such as:</p> <ul style="list-style-type: none"> <li>• Effective methods and instructional strategies based on scientifically-based research.</li> <li>• Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.</li> <li>• Strategies that minimize removing children from the regular classroom during regular school hours for instruction.</li> <li>• Instruction by highly qualified teachers.</li> <li>• Professional development opportunities for teachers, Site Administrators, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff.</li> <li>• Strategies to increase parental involvement.</li> </ul>	<p>Title I funds will be used to assist students achieve to high and rigorous standards by providing additional:</p> <p>Not applicable.</p>
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## Additional Mandatory Title I Descriptions

(continued)

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

	Description of how the LEA is meeting or plans to meet this requirement:
Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should: <ul style="list-style-type: none"> <li>Identify children who are failing or most at risk of failing to meet the state academic content standards.</li> <li>Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades.</li> <li>Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds.</li> </ul>	Not applicable
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.	N/A
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.	N/A

## 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"> <li>• Assistance in developing, revising, and implementing the school plan.</li> <li>• Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas.</li> <li>• Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI.</li> <li>• Assistance in analyzing and revising the school budget so the school's resources are used effectively.</li> </ul>	<p><b>Number of Schools in PI Years 3 and 4</b></p> <p>Identifies the schools in Program Improvement Year 3 – None            Identifies the corrective actions assigned to these schools – NA            Identifies the level of implementation of program improvement activities in individual schools in corrective action – NA</p> <p>Identifies the schools in Program Improvement Year 3 – None            Identifies the activities underway to implement restructuring in each Program Improvement Year 4 school - NA            Identifies the level of implementation of restructuring activities in each Program Improvement Year 4 school – NA</p> <p>For 2009-10, the following FSUSD schools are in Program Improvement:</p> <p>Year 1: Sheldon Elementary            Year 2: David A. Weir Elementary  <b>Year 3: NO FSUSD SCHOOLS ARE IN PI YEAR 3</b>  <b>Year 4: NO FSUSD SCHOOLS ARE IN PI YEAR 4</b>            Year 5: Cleo Gordon Elementary, Anna Kyle Elementary, Suisun Elementary, Fairview Elementary, and Grange Middle School</p> <p>Fairfield-Suisun Unified School District schools that have been identified as in need of improvement will receive assistance in the development of an on-going process for providing and analyzing student performance data from the California Standards Test (CST) and the district interim assessments in appropriate formats. Teachers will be provided with staff development in the area of data analysis through Results Now. Underperforming schools are supported in implementing strategies provided by the Teach 4 Success/Coach 4 Success models. Professional development is aligned</p>

	<p>with the targeted focus areas to address the needs for improved student achievement. Technical assistance is provided through walk-throughs and IPRs (Individual Progress Reviews) to implement the initiatives is provided through Educational Services staff. Progress toward increased student achievement will be measured through annual measurable objectives for continuous and sustainable progress for all students to include identified subgroups. Central office personnel serve as mentors/coaches for site administrators to provide feedback and assistance. The goals are to build capacity, establish a strong link between site and district office, and to assist schools in meeting and sustaining annual growth targets.</p> <p>All schools receive technical assistance, monitoring and guidance from the district to implement evidence-based practices to improve achievement. These practices include the use of curricular materials, consistent schedule of instructional minutes, alignment to pacing guide, collaboration, assessments, budgets aligned to school needs, and coherent professional development. Additional supported activities include exposure to nonfiction reading/writing and extended day for students. All teachers and administrators will develop goals and plans for improvement submitted to the district. The academic expectations for students will be clearly communicated with parents.</p> <p><b>Year 5 PI Schools – Restructuring Activities</b>  The five Year 5 PI schools have the following restructuring activities in place: All schools in PI were subject to 50% teacher layoffs in 2007-08 and a new principal was assigned. New teachers that teach in underperforming schools are served by the BTSA program.</p> <p><b>Year 1 &amp; 2 PI Schools – Common Strategies</b>  David A. Weir and Sheldon Elementary share the following common strategies: Before and After School Programs, behavior support, Character Counts, extended school year, RLA core replacement, and daily support for English Learners (30-45 minutes of ELD and SDAIE strategies all day long, and a summer program focused on ELD).  All schools in PI have the following support program: Before and After School RLA and Math interventions and support for EL, RLA core replacement, flexible groupings within RLA, Accelerated Reader, Math Triumphs intervention, Math Boards, Read Naturally, daily support for English Learners (30-45 minutes of ELD and SDAIE strategies all day long, and a summer program focused on ELD).</p>
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**Summary of Programs at PI Sites**

	Anna Kyle	Cleo Gordon	David A. Weir	Fairview	Sheldon	Suisun	Grange
Restructuring of School Staff in 07/08	X	X	X	X	X	X	X
Mathematics Curriculum Adoption K-8 07/08	X	X	X	X	X	X	X
Schoolwide Intervention Block Using Flexible Grouping 06/07 - Current	X	X	X	X	X	X	
WestEd Professional Development 07/08 - Current	X	X	X	X	X	X	X
Additional Class Size Reduction 07/08		X					
New Principal Assigned	X	X	X	X		X	X
Categorically Funded Assistant Site Administrators		X	X	X		X	
Professional Development In Mathematics	X	X	X	X	X	X	X
ELD Curriculum Adoption 4-8 09/10	X	X	X	X	X	X	X
Core Replacement Implementation 09/10	X	X	X	X	X	X	X
Pre-K Class Jump Start 07/08-Current	X	X	X	X			
Accelerated Math Enrichment Class 08/09					X		
Extended Day/Year 06/07-Current	X	X	X	X	X	X	X
Intensive ELD Summer Institute 08/09-Current	X	X	X	X	X	X	X
Algebra Academy					X		X
Before/After School programs	X	X	X	X	X	X	X
Extended School Year	X	X	X	X	X	X	X
Parent Project		X	X				

**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:
<p>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.</p>	<p>For Title I sites that have been identified as Program Improvement (P.I.) by the California Department of Education, Public School Choice with paid transportation and Supplemental Educational Services are offered. Prior to September 1<sup>st</sup> of each academic school year, parents of students who are enrolled at Title I schools that have not met its Adequate Yearly Progress or AYP for two consecutive years receive a letter detailing the school's identification as P.I., how the school is addressing the status to improve student academic achievement, the parents' rights to transfer their student to another school that is not P.I. with paid transportation and the right to receive Supplemental Educational Services if the choice option was not selected. In addition, the following is implemented:</p> <ul style="list-style-type: none"> <li>▪ Distribute Public School Choice Transfer Applications to parents</li> <li>▪ Set aside Title I funds to provide transportation.</li> <li>▪ Prioritize low achieving students, notify parents of status of their request.</li> <li>▪ Notify incoming kindergarten parents of choice options upon enrollment and application process.</li> </ul>
<p>Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.</p>	<p>For Title I schools that have identified as P.I. status year 2 or more, parents are offered the option of selecting Supplemental Educational Services or free tutoring based upon a Per Pupil Rate established by the California Department of Education. The following is implemented:</p> <ul style="list-style-type: none"> <li>▪ Identify school(s) required to offer Supplemental Educational Services and provide explanation to staff.</li> <li>▪ Set aside Title I funds from allocation, develop budgets for contracts.</li> <li>▪ Identify qualified providers from CDE's state approved list.</li> <li>▪ Identify eligible children at each school and prioritize the lowest achieving students.</li> <li>▪ Disseminate parent notification letters and informational flyers to each eligible student's parents.</li> <li>▪ Conduct parent meetings at each eligible school to provide parents with information as to how to access and request Supplemental Educational Services, how to identify choices for providers and to obtain parent commitment.</li> </ul>

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|--|---|
|  | <ul style="list-style-type: none"><li>▪ A directory of various state approved Supplemental Educational Services providers who have submitted their “Letter of Intent to Provide Supplemental Educational Services” is provided to participating parents so that they may make an informed decision and choice for their child.</li><li>▪ Contracts are negotiated with participating providers</li><li>▪ Coordinate contracts between outside providers, schools, monitor programs, and gather evaluation data.</li></ul> |
|--|---|

## 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 Site Administrators, 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, Site Administrators, and other staff.</p>	<p>Please refer to Goal 3 of LEA Plan for plan and strategy to train and retain teachers. Further, the district also provides an extensive National Board Certification Program for teachers. During the 2005-06 school year, the Fairfield-Suisun School District was third in the state with the highest number of Nationally Board Certified teachers.</p> <p>Materials based training for Site Administrators, assistant Site Administrators and central office personnel is provided to deepen administrators' understanding of core and intervention district approved texts in RLA and math, and to better serve the instructional and staff development needs of teachers and other staff.</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>Training and governance opportunities are available for parents both at the site and district level to gain knowledge and build capacity to serve as partners in the education of their children.</p> <p>Examples of district and site training opportunities include but are not limited to the following: School Site Council Institutes, Latino Family Project, Healthy Start/School Readiness parent trainings, Family Reading and Math Nights, and Mackenzie 'Setting Limits' training. In addition, parents participate in SSC and ELAC/DELAC Committees and Superintendent's Parent Leaders Committee.</p>

## Additional Mandatory Title I Descriptions

(continued)

<b>Coordination of Educational Services</b>	
<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"> <li>a. Even Start</li> <li>b. Head Start</li> <li>c. Reading First</li> <li>d. Early Reading First</li> <li>e. Other preschool programs</li> <li>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.</li> </ol> <p>Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.</p>	<p>The intent for the coordination of education services is to ensure that there is a coherent, well-articulated system of support, which begins with the core instructional program, and is supplemented with additional educational services.</p> <p>Efforts are in place to integrate Title I and various other categorical programs into a coherent whole with core curriculum and instruction.</p> <p>District program administrators for the various categorical programs have been meeting regularly to ensure that link-ups between programs make all the best use of limited fiscal resources. In addition, Title I Site Administrators and school program managers for the various categorical programs meet monthly or bimonthly in district groups to share/coordinate information, instructional strategies, services, and other resources.</p> <p>District and community resources to support the health and social need of students and their families are part of this coordination.</p> <p>Our School Readiness Coordinator links services with the local Head Start Program through planned transition meetings and coordinates with our Healthy Start and Migrant Education Programs.</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 Program*

## **ASSURANCES**

To assure the LEA's eligibility for funds included in this Plan, the Superintendent must provide an original signature below attesting to compliance with all of the following statements.

### **GENERAL ASSURANCES**

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

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

## **TITLE I, PART A**

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4<sup>th</sup> and 8<sup>th</sup> grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the LEA receives more than \$500,000 in Title I funds, it will allow 1 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 Site Administrators) 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 Site Administrators 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, Site Administrators, 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 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 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.

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Jacki Cottingim-Dias, Ph.D.

Print Name of Superintendent

Jacki Cottingim-Dias Ph.D.

Signature of Superintendent

09/10/2010

Date

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Patricia M. Shamansky

Print Name of Board President (Acting)

Patricia M. Shamansky

Signature of Board President

9-9-10

Date

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Print Name of District Assistance and Intervention Team (DAIT)

Signature of DAIT Lead

Date

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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

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**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
<b>Community and Family-based Programs</b>							
Intended program outcomes and target setting. See research for proven effectiveness							
Name	Target Population	Alcohol	Tobacco	Drugs	Violence	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:

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

## APPENDIX E

### Promising or Favorable Programs

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

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

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