(CDE use only)

Application #

No Child Left Behind Act of 2001
LOCAL EDUCATIONAL AGENCY PLAN

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

LEA Plan Information:

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

County/District Code: 1563628

Dates of Plan Duration : July 1, 2005 to June 30, 2010 (updated annually)

Date of Local Governing Board Approval: May 14, 2009

District Superintendent: Terry Wolfe

Address: 955 Stanislaus St

City: Maricopa   Zip code: 93252

Phone: 661-769-8231   Fax: 661-769-8168

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

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

Terry Wolfe
Printed or typed name of Superintendent	Date	Signature of Superintendent

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

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Background

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

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

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

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

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

3.   **By 2008-2009, 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

<u>Analyze Student Performance</u>
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*

<u>Analyze Current Educational Practices, Professional Development, Staffing, and Parental Involvement</u>

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

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

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

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

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

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

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

Step Three: Develop or Revise Performance Goals

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

Step Four: Revise Improvement Strategies and Expenditures

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

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

Step Five: Local Governing Board Approval

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

Step Six: Monitor Implementation

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

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

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

PLANNING CHECKLIST
FOR LEA PLAN DEVELOPMENT
(Optional)

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

FEDERAL AND STATE PROGRAMS CHECKLIST

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

	Federal Programs		State Programs
X	Title I, Part A	X	EIA – State Compensatory Education
	Title I, Part B, Even Start	X	EIA – Limited English Proficient
X	Title I, Part C, Migrant Education		State Migrant Education
	Title I, Part D, Neglected/Delinquent	X	School & Library Improvement
	Title II, Part A, Subpart 2, Improving Teacher Quality		Child Development Programs
X	Title II, Part D, Enhancing Education Through Technology		Educational Equity
	Title III, Limited English Proficient		Gifted and Talented Education
	Title III, Immigrants		Gifted and Talented Education
	Title IV, Part A, Safe and Drug-Free Schools and Communities		Tobacco Use Prevention Education (Prop 99)
X	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
	Adult Education		School Safety and Violence Prevention Act (AB1113, AB 658)
	Career Technical Education		Tenth Grade Counseling
	McKinney-Vento Homeless Education		Healthy Start
	IDEA, Special Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	21st Century Community Learning Centers		Other (describe):
X	Other (describe): School Safety		Other (describe):
X	Other (describe): Block Grant		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	0	64,770.	64,770.	100
Title I, Part B, Even Start				
Title I, Part C, Migrant Education	0	17,166	17,166	100
Title I, Part D, Neglected/Delinquent				
Title II Part A, Subpart 2, Improving Teacher Quality	0	15,010	15,010	100
Title II, Part D, Enhancing Education Through Technology				
Title III, Limited English Proficient				
Title III, Immigrants				
Title IV, Part A, Safe and Drug-free Schools and Communities	0	1220	1220	100
Title V, Part A, Innovative Programs – Parental Choice				
Adult Education				
Career Technical Education				
McKinney-Vento Homeless Education				
IDEA, Special Education				
21st Century Community Learning Centers				
Other (describe)				
TOTAL		98,166	98, 166	

DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites ($)	Current Year Direct Services to Students at School Sites (%)
EIA – State Compensatory Education	0	22,570	22,570	100
EIA – Limited English Proficient	0	32,200	32,200	100
State Migrant Education				
School and Library Improvement Block Grant	0	36,050	36,050	100
Child Development Programs				
Educational Equity				
Gifted and Talented Education				
Tobacco Use Prevention Education – (Prop. 99)				
High Priority Schools Grant Program (HPSG)				
School Safety and Violence Prevention Act (AB 1113)	5113	5600	10,713	100
Tenth Grade Counseling				
Healthy Start				
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				
Other (describe)				
TOTAL	5113	96,420	101,533	

Part II
The Plan

Needs Assessments
    Academic Achievement
    Professional Development and Hiring
    School Safety

Descriptions – District Planning

District Profile

Local Measures of Student Performance

Performance Goal 1

Performance Goal 2

Performance Goal 3

Performance Goal 4

Performance Goal 5

Additional Mandatory Title I Descriptions

Needs Assessment

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

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

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

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

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

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

Descriptions – District Planning

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

The Maricopa Unified School District is located approximately 45 miles southwest of Bakersfield in Kern County. The District serves approximately 305 students in grades kindergarten through 12 in two schools- Maricopa Elementary (K-8) and Maricopa High (9-12). The District approved formation of a charter school (CAVA-Kern) for the 2008-2013 school years. Major sources of employment include the oil industry, agriculture, and the prison system. The majority (70%) of families are either AFDC recipients and/or qualify for the free breakfast/lunch program at the school. The ethnic makeup of the district proper is approximately 66% white (not of Hispanic origin) and 34% of Hispanic origin. The District readily allows intra-district transfers of students to adjacent school districts.

Mission Statement

> The mission of the Maricopa Unified School District is to provide a caring and nurturing environment in which our students will maximize their personal and academic potential.

Vision Statement

> Maricopa Schools are communities of resilient learners. All students and staff understand that the more they know, the more there is to learn. Students are eager to come to school, successful in learning, and, when they graduate, are prepared for their futures. Instructors are excited about teaching, and constantly stretch and expand their resources to find ways to engage their students. The staff believes that all students can learn. All staff members are role models for students. Students see Maricopa staff as working hard for the students and parents of the district. Parents are enthusiastic and actively involved in their children's classes and in school activities. The school is the center of the community. Facilities are clean, safe, and well maintained. All members of the school community: students, staff, and parents, have adequate input in the school plan and programs. Turnover of school staff does not affect the culture of the school.

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

Maricopa Unified has a variety of local assessments used to measure the progress of academic achievement (Progress toward students meeting the State academic standards).

1. The Basic Phonics Skills Test is used to assess reading progress in grades K-3 yearly.
2. STAR testing (Accelerated Reader) is used to assess grade level reading in grades K-12.
3. Title I assesses student benchmarks for grades K-3 in sight word recognition.
4. All staff in Maricopa Elementary give pre-tests and end of year tests measuring the mastery of the California Content Standards in Language Arts and Mathematics.
5. Teachers in grades K-8 use classroom assessments to measure progress toward mastery of State Standards for use in Standards Based Report Cards (Reading/Language Arts and Math).
6. In Grades 6-8 SRA Language assessments are used to place students into remediation in the Language Program (Levels I,II, and III). .
7. The high school staff will look at ways and resources to improve performance on

the CAHSEE.

8. ELD Classes will be scheduled in the afternoons so that ELD qualified students will not miss their English Classes in the mornings

9. Teachers will keep track of student progress toward mastery of each standard in the four core subject areas and be able to report the progress of each student to students, parents, and other school staff. (Fontana Materials may be used)

10. Teachers will develop ways to improve parental involvement in their students: learning. Use of group fusion by all teachers. Parent newsletters are sent home monthly.

11. Teachers of English Language Arts will keep samples of each of their students' graded writing for each of the genres in the student's grade level and be able to provide it for students, parents, and other staff.

12. The High School will implement a Student of the Month program to recognize academic and social achievement

13. Inservices for teachers will include Project Alert training and Caring Schools Community training for 2008-2010.

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

Planned Improvement in Student Performance in Reading

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: • Adopt and purchase texts that are aligned with • Provide inservicing to staff on standards • Provide staff inservicing on CA Teaching • Develop and utilize Standards Based Report Cards • Provide individual teacher support to new teachers BTSA and to veteran teachers not performing to satisfactory level with Peer and Review Program • Use 2-3 buy-back days/year for inservicing on non-schooldays. • Purchase and distribute standards based review for teachers (Standards-Plus). • Purchase materials to help students master English and Mathematics skills.	New Teachers Veteran Teachers Administration School Board Paraprofessionals	Materials for In-Services (Fred Jones Materials) Salaries for persons providing in-servicing	$3000./year	Title I, II, V BTSA PAR REAP
2. Use of standards-aligned instructional materials and strategies: • Adopt English/Language Arts materials which are Standards Based • Purchase and utilize intervention materials for achieving Standards (Fontana materials, off. Standards Coach.) • English teachers grade and keep examples of writing in each grade level genre. • ELD Classes to be taught in afternoons to prevent students from missing English Classes.	Teachers Administration		$20,000/year	State Textbook Funds District General Funds REAP
3. Extended learning time: • Provide remediation classes (double dosing) Pull-out programs during school day-Title 1, RSP, ELD	Teachers Peer Tutors Migrant WIA	Pay for adult tutors and Cross-age tutors Pay for teachers	$20,000./year	Migrant General Fund Title I Summer School

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
4. Increased access to technology: • Provide access to Internet and LAN via computers in class. • Use Accelerated Reader as vehicle to increase reading decoding, blending, comprehension and fluency • Increase access to computer labs for classrooms • Accelerated Reader Fluency Program on computers in every classroom • Purchase and utilize computer based tutorials in Microsoft Word, Excel, and Power Point • Use fluency program to improve reading fluency in ELD and Special Education.	Tech Coordinator Administration	Wiring to classrooms Accelerated Reader books and fluency program Computers	2008 - $20,000. Future years - $20,000.	Title I REAP Title I and V
5. Staff development and professional collaboration aligned with standards-based instructional materials: • Use of BTSA, and Intern support providers • Publisher training • KCSOS inservices available for staff • Vertical articulation grades 6-12 for Math and English • Inservice teachers in Differentiated instruction and plan for implementing Differentitated Instruction	UC, CSU, KCSOS Support Providers Administration Teachers Paraprofessionals	Fees for access to in-services Fees for support providers Fees for people providing in-services	$15,000/year	Title I, II, V REAP
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): • All parents invited to child's class • Pre-school mailings • Back-to-School and Open House • K-8 Standards Based Report Cards • Parent-Teacher Conferences • Mail communication-Progress reports, grades, assessment results, SARC • Parent organization - PTO, Boosters, SSC, PAC (Migrant	Teachers Administration Secretaries Paraprofessionals	Printing costs Postage costs	$4,000/year	General Fund
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): • AVID • SAT Team Meetings • Head Start	Migrant Staff ELD Staff AVID Teachers Head Start Staff	Printing Postage Utilities Remediation materials	$300,000/year	Migrant Funds ELD funds Head Start Special Ed

	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
- Special Education/Migrant/ELD Program - 8th Grade students who qualify will be allowed to take Algebra and Spanish classes at Maricopa High School - High School students who qualify will be allowed to take college classes at Taft College	Teachers Special Ed Staff			General Fund
8. Monitoring program effectiveness: - STAR, CELDT, BPST, Accelerated Reader, Teacher Pre and Post year assessments - SSC Yearly Report - Reviews-CPM/WASC - Surveys - School Accountability Report Cards - Annual Reports to the School Board	Administration Teachers SSC Members Parents Students School Board Members	Printing costs Costs of gathering data Postage	$4000/year	Mandated costs General Funds
Description of Specific Actions to Improve Education Practice in Reading	**Persons Involved/ Timeline**	**Related Expenditures**	**Estimated Cost**	**Funding Source**
9. Targeting services and programs to lowest-performing student groups: - Students in grades 1 and 2 divided by reading ability and given small group instruction 2-3 days per week - Title I pull-out - Retention - Parent/School Compact - Retention policy - Differentiated instruction - After-school tutoring - Double dosing of English/Math in grades 6-12 - Special Education - Inclusion - Accelerated Reader Fluency Program on computers in every classroom - For the 2009-10 school year students in ELD and Special Education will use the Accelerated Reader to improve reading level ability	Teachers Parents School Board High School Tutors Resource Teachers	Instructional materials for double dosing/small group instruction Tutor salaries	$4000./year	General Fund Title V

10. Any additional services tied to student academic needs:				
• Head Start to prepare pre-schoolers for Kindergarten • Truancy Reduction/SARB • Middle School counseling services • Safety Plan • Free breakfast and lunch program • Health Technician • KCSOS in-service and support • Honor Roll • Flag Ceremony assemblies • Student of the Month Program in High School	Administration Counselor TRP Officer SARB Board Secretarial Teachers Cafeteria Workers Head Start Workers	Head Start Funding Federal Free and Reduced Lunch Program Printed materials for awards at assemblies	$4000.00 /year	CAPKC Head Start Grant Title II Title IV General Fund

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

Planned Improvement in Student Performance in Mathematics

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: • Adopt and purchase texts that are aligned with standards • Provide in-service to staff on standards • Provide staff in-service on CA Teaching Standards • Develop and utilize Standards Based Report Cards • Provide individual teacher support to new teachers via BTSA. • Purchase and distribute standards based review materials for teachers (Standards-Plus, • Purchase materials to help students master CAHSEE English and Mathematics skills.	New Teachers Veteran Teachers Administration School Board Paraprofessionals	Materials for in-services (Fred Jones Materials) Salaries for persons providing in-service	$3000./year	Title I, II, V BTSA REAP
2. Use of standards-aligned instructional materials and strategies: • Adopt Math materials which are Standards Based • Purchase and utilize intervention materials for students not achieving Standards (Fontana materials)	Teachers Administration		$20,000/year	State Textbook Funds District General Fund

				REAP

3. Extended learning time:
   • Extend school day by 15 minutes
   • Provide remediation classes (double dosing)
   ● Pull-out programs during school day - Title I
   • After-school Title I tutoring
	Teachers
	Peer Tutors
	Migrant
	WIA
		Pay for adult tutors and cross-age tutors
		
		Pay for teachers
			$20,000/year	Migrant
				
				General Fund
				
				Title I
				
				Summer School

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
4. Increased access to technology: • Provide access to Internet and LAN via computers in class for use of software to reinforce/build skills • Increase access to computer labs for classrooms	Tech Coordinator Administration	Wiring to classrooms Accelerated Reader books and fluency program Computers	2009 - $40,000. Future years - $20,000/year	Title II REAP Title I and V
5. Staff development and professional collaboration aligned with standards-based instructional materials: • Use of BTSA, and Intern support providers • Publisher training • County/Data Works In-servicing • KCSOS in-services available for staff • AVID, BEST Practices, Fred Jones training • Vertical articulation Grades 6-12 for Math and English	UC, CSU, KCSOS Support Providers Administration Teachers Paraprofessionals	Fees for access to in-service Fees for support providers Fees for people providing in-services	$15,000/year	Title I, II, V REAP
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): • All parents invited to child's class • Pre-school mailings • Back-to-School and Open House • Newsletter/Graded homework sent home regularly • Parent-Teachers Conferences • Mail communication-Progress reports, grades, assessment results, SARC • Parent organizations-PTO, Boosters, SSC, PAC (Migrant and ELL parent meetings • K-8 Standards Based Report Cards	Teachers Administration Secretaries Paraprofessionals	Printing costs Postage costs	$4,000/year	General Fund
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): • AVID • Double Dosing (remediation programs) • SAT Team meetings • Head Start • Qualifying 8th graders will be allowed to take Algebra I in regular high school classes at Maricopa High School	Migrant Staff ELD Staff AVID Teachers Head Start Staff Teachers Special Ed Staff	Printing Postage Utilities Remediation materials	$300,000/year	Migrant Funds ELD Funds Head Start Special Ed General Funds

	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
• Special Education/Migrant/ELD Programs • Participate in School Readiness Program with Taft City School District				
8. Monitoring program effectiveness: • STAR, CELDT, BPST, Accelerated Reader, Teacher Pre and Post school year tests • SSC Yearly Report • Reviews-CPM/WASC • Surveys • School Accountability Report Cards • Annual Reports to the School Board • Use Edusoft Disaggregation of test data (CELDT, STAR)	Administration Teachers SSC Members Parents Students School Board Members	Printing costs Costs of gathering data Postage	$4,000/year	Mandated costs General Fund
Description of Specific Actions to Improve Education Practice in Mathematics	**Persons Involved/ Timeline**	**Related Expenditures**	**Estimated Cost**	**Funding Source**
9. Targeting services and programs to lowest-performing student groups: • Differentiated instruction • District Retention Policy • Parent/School Compact • After-school tutoring • Special Education-Inclusion • Longer time instruction in mathematics in grades K-5 • Look at purchasing of Accelerated Math • Summer School mandate for low students	Teachers Parents School Board High School Tutors Resource Teachers	Instructional materials for double dousing/small group instruction Tutor salaries	$20,000/year	General Fund Title V Title II
10. Any additional services tied to student academic needs: • Head Start to prepare pre-schoolers for Kindergarten • Truancy Reduction/SARB • Safety Plan • Free breakfast and lunch program • Health Technician • KCSOS In-service and support • Honor Roll and Flag Ceremony assemblies • Student of the Month Program Implementation in High School	Administration TRP Officer SARB Board Secretarial Teachers Cafeteria Workers Head Start Workers	Head Start Funding Federal Free and Reduced Lunch Program Printed materials for awards at assemblies	$400,000/year	CAPKC Head Start Grant Title II Title IV General Fund

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	1. (Per Sec. 3116(b) of NCLB, this Plan must include the following: a. Describe the programs and activities to be developed, implemented, and administered under the subgrant; b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122; c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for: ▪ meeting the annual measurable achievement objectives described in Section 3122; ▪ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B); ▪ annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1); d. Describe how the LEA will promote parental and community participation in LEP programs.	The Maricopa Unified School District is in a Title III Consortium with the Kern County Superintendent of Schools to improve academic performance of LEP and immigrant students. The KCSOS has observed all classes in the District and in those observations based on a DATAWORKS observation form pinpoints observing for strategies for English Language Learners. There will be 4 follow-up in-services to improve our teacher's ability to improve the academic achievement of these students based upon Content Based English Language Development and Structured English Emersion. The District presently administers the CELDT test yearly to assess adequate yearly progress for LEP students. This assessment not only serves to redesignate students but to determines to what degree ELD is needed. Results of yearly STAR testing serves as an indicator of English Proficiency as related to the State Standards for English/Language Arts. Communication is the primary language of families are sent for both the CELDT and STAR results. Parents are invited to attend their child's classes at any time. The District has monthly English Language Learner Parent Advisory Conunittee meetings(ELAC) and School Site Council. Our migrant program also serves to promote the parental and community participation of these students. Teachers send home graded student work for parents.

	2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c)). The effectiveness of the LEP programs will be determined by the increase in: • English proficiency; and • Academic achievement in the core academic subjects	The District has adopted and purchased instructional materials for ELL students and does offer selected ELD students 1-2 periods of ELD instruction each school day. In grades 6- 8 the language program is used for remediation of English/Language Arts. In grades 9-12 ELL students are given sheltered instruction in English/Language arts (as well as their regular English/Language Arts) and sheltered Mathematics instruction. The District encourages teachers to aquire CLAD and SDAIE certification and will be holding inservices on developing and implementing instructional strategies in ELD (See above).

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

Required Activities	3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.
	   a. designed to improve the instruction and assessment of ELL students;
	   b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;
	   c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills;
	   d. long term effect will result in positive and lasting impact on teacher performance in the classroom.
		All ELL Training for staff will be chosen based upon using the Gusky evaluation of Staff Development.
		
		All instructional staff and administrators will be provided with in-services provided by the Kern County Superintendent of Schools on specific strategies effective English Language Learners. We already have the process under way.
		
		Teachers will also be trained in SIOP Program methodologies and act as trainers to teach the remainder of teachers and aides these techniques.
		
		Teachers will also be trained on the implement the BEST Program during the 2003-04 school year.
		
		KCSOS is our primary source for training of staff in these areas.

Allowable Activities	4. Upgrade program objectives and effective instruction strategies.	**Yes** **If yes, describe: Students will receive not less than 30 minutes of English Language Development from their English teacher who holds the CLAD.**

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

Allowable Activities	5. Provide –
	    a. tutorials and academic or vocational education for LEP students; and
	    b. intensified instruction.
		Yes	**If yes, describe: High school students will participate in the ROP program.**

	6. Develop and implement programs that are coordinated with other relevant programs and services.	**Yes or No**	**If yes, describe:**
	7. Improve the English proficiency and academic achievement of LEP children.	**Yes**	**If yes, describe: Teachers will use SDAIE strategies.**

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

Allowable Activities	8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –
	  o To improve English language skills of LEP children; and
	  o To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.
		Yes	**If yes, describe: Parents meet once a month with the Migrant parents in a joint meeting.**
			
			 In 2009 we have started an English as a Second Language class held Mondays and Wednesdays from 6:00 pm to 9:00 pm.

	9. Improve the instruction of LEP children by providing for –
	  o The acquisition or development of educational technology or instructional materials
	  o Access to, and participation in, electronic networks for materials, training, and communication; and
	  o Incorporation of the above resources into curricula and programs.
		Yes	**If yes, describe: High School students are required to take Intro to Computers and are encouraged to also take Multi Media and Senior Project classes.**

	10. Other activities consistent with Title III.	**Yes**	**If yes, describe: Students are encouraged to attend summer institutes which are paid for with categorical funds.**

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

Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.	Description of how the LEA is meeting or plans to meet this requirement.
Required Activity	1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB): a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement; c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;	At the beginning of each school year each child who has another language indicated on their home language survey will be tested with the California English Language Development Test. Results of the testing will be sent home in the parents' primary language. Those results will indicate why the child has or has not been identified as an LEP student. STAR test results will be sent out in the fall of each school year and will also serve to indicate to a child's parents his/her progress in English/Language Arts instruction. Student placed in ELD classes will have communications sent home as to the method of instruction and program content as well as how it will help their child. The parents will also be told what the requirements will be to exit the program or become designated FEP. The Special Education Teacher will also be directly involved in this process communicating with the ELD teacher as well as all other teachers and parents in the child's annual IEP. Parents will receive a redesignation form for their child when he/she is redesignated as FEP. Parents will have the right to be excluded from ELD Program Participation and placed into the regular school program.

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

Required Activity   h. information pertaining to parental rights that includes written guidance detailing –
     i. the right that parents have to have their child immediately removed from such program upon their request; and
     ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available;
     iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.	

Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the school 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.	
LEA Parent Notification Failure to Make Progress If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.	

Plans to Provide Services for Immigrants

IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:	**Yes**	**If yes, describe:** Migrant meetings are held monthly and delivered in the parent's native language. An "English As A Second Language" class has been instituted this year (2009). Provided by Taft College.
	2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to i.mmigrant children and youth:	**Yes or No**	**If yes, describe:**
	3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	**Yes**	**If yes, describe:** In 2009 a counselor was provided to meet with the 7th and 8th grade students and parents to plan for their futures.

Allowable Activities			
	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	**Yes or No**	**If yes, describe:**
	5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:	**Yes or No**	**If yes, describe:**
	6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:	**Yes or No**	**If yes, describe:**

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

Performance Goal 3: *By 2009-10, 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
The Maricopa Unified School District supports improving teacher/administrator professional development as demonstrated by: • involvement of teachers and support in BTSA. College Intern. and Pre-intern programs with various agencies. • encouraging teachers and administrators to attend inservice activities sponsored by Kern County Superintendent of Schools other agencies. • undertaking trainer in-servicing in the BEST • using teacher input into deciding which areas. of professional development need , be addressed In the next school year. The District collaborates with the County Office to support professional development.	Teachers and administrators must participate in scientific research based professional learning increasing their skills at promoting the success of students by: developing of a vision of learning that is shared and supported by the school nurturing and sustaining a school culture -instructional program conducive to student learning and professional growth. collaborating with families and community. members to mobilize resources. modeling a code of ethics and developing professional capacity. understanding, responding to, and the larger political, social, economic, legal cultural context for education. Teachers. and administrators must develop and improve their professional skills in: classroom management, routines., and procedures that support learning. developing and utilizing a variety of instructional methods to meet the diverse needs. increase subject matter knowledge.. developing skills to have students assess own learning. teaching to the State Standards developing effective strategies for English Language Learners.

Performance Goal 3: *By 2009-10, 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
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: • All professional development is standards based. • Content based professional development is based on the State Standards for the content area. (Core content area) • Teaching and learning professional development is based on the National standards for the teaching profession. • In-Services are assessed yearly in the reporting out of in-service activities by teaching staff. Areas of pedagogy include: classroom management, curriculum design, and instructional strategies.	Kern County Superintendent of Schools	Substitute costs Fees for In-service	$6,000/year	Title II and V BTSA General Fund
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: • Thomas Gusky's matrix on best practices for professional development will be utilized in choosing and assessing in-services. • NCLB Title IX-section 9101 will be adhered to in choosing staff development activities. • KCSOS (County Office) will be chief source for in-services. • Teachers/administrators wanting to attend in-services will need to justify going to in-service on basis of scientifically based research on improving student academic achievement.	Kern County Superintendent of Schools Teachers and administrators	Gusky in-services	$400.	Title II

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
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: • Staff Development activities will include and incorporate intervention programs that include scientifically research-based curriculum/materials/focus. • Training will be on programs already offered in the District as well as new research based programs. • Training will be differentiated for different teachers depending on the type of intervention at the teachers' grade level. • Strongest teachers will be trained to assist weaker ones. • Programs already utilized include small grouping in reading instruction in grade 1-3, Title I push in sight works in grades K-3, Reading Results in grades K-3, Open Court Reading/Language Arts in grades K-5, Language Program in grades 6-8, and Focus on Achievement Materials in grades K-11.	KCSOS Teachers and Administrators BTSA PAR	Substitute time Release time for teachers to assist other teachers Costs of trainings	$300/year	General Fund BTSA Title II and V
4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs: • Use of CPM guidelines • Faculty Meetings and In-Services having all staff together • Calendar of KCSOS Staff Development Activities Distributed	Administration Teachers KCSOS	None	None	None
5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met: • Teacher input on this plan and its updating • Teacher evaluations of In-services	Administration Teachers	Cost of evaluation printing and tallying	$300/year	Title II General Fund BTSA

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
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: • Professional Development experiences will also include those applicable to integrating technology into the curriculum. • In-services operated in the District will include in-services on the use of technology for Accelerated Reader, Remediation, Research and Advanced Placement.	KCSOS/CTAP	Substitute time Technology Coordinator hourly wage	$250/year	Title II, V General Fund
7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.): • Ongoing in-services operated in the District will include in-services on the use of technology for Accelerated Reader, Remediation, Research, Advanced Placement, and other uses of technology for the classroom. • Wiring to all classrooms and at least two internet accessible computers will be placed into every classroom. Two labs are available to students and teachers. • There will be an increase in the amount of instructional software purchased by the district and made available to teachers and students.	Administration	Tech coordinator time Software purchases Repair services	$4,000/year	REAP Title II, V General Fund
8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan: • All the following groups will be able to provide input into the professional development activities in their meetings. - School Site Council - Management meetings - English Language Advisory Committee - School Board Meetings - Migrant Parent Advisory Committee - WASC parent meetings - Faculty Meetings - Aide Meetings				

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source

9. How the LEA will provide training to enable teachers to:
    □ Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency;
    □ Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn;
    □ Involve parents in their child's education; and
    □ Understand and use data and assessments to improve classroom practice and student learning.
  1. KCSOS workshops on Differentiated Instruction
  2. KCSOS workshops on SLICK and SIOP training
  3. KCSOS SELPA workshops on working with and teaching students with disabilities
  4. BEST Practices Training (Training of Trainers at KCSOS, Training of teachers at District
  5. KCSOS workshops on using data and assessments to drive teaching and learning.
	Administration and teachers	Substitute costs
		
		Materials for workshops
		
		Fees for workshops
		
		1 State "Buy Back" Days
			$5,000/year	Title I
				
				Title II
				
				Title V
				
				REAP
				
				BTSA
				
				General Fund

10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:
  • District may provide incentives and scholarships for paraprofessionals for continuing education opportunities to meet highly qualified requirements.
  • Paraprofessionals invited to all District In-Services
  • KCSOS training in the knowledge to instruct-at grade level in specific subject areas for paraprofessionals-content and instructional strategies.
  • All new hires will meet highly qualified criteria.
  • Funds will be used to have District developed test.
	Administration
	
	Paraprofessionals
	
	KCSOS
		Test development cost	$2,000/year	General Fund
				
				Title V

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

Environments Conducive to Learning (Strengths and Needs):

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

STRENGTHS	NEEDS
Key elementary staff trained in SAT process	Effective truancy intervention and prevention services
Approved District Safety Plan	Improved behavior intervention modification program
Many of staff CPR trained	Improved parental involvement program
Truancy Reduction Program	Programs and strategies for supporting students in a poverty culture
SARB	Programs to deal with and decrease bullying behavior
Standards Based Curriculum in place	
Friday Night Live/Club Live	Tobacco cessation program as there has been an increase in the past year in the District in smoking
After-school activities - Tutoring, Girl Scouts, sports, PTO, Karate, and Migrant	
MADD Assemblies	
District Discipline Policy	
Head Start for incoming kindergarteners	
Sex Can Wait Program - Grade 6-12	
Intruder, fire, earthquake drills	
Close parental communication between teachers and parents	

Environments Conducive to Learning (Activities):

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

ACTIVITIES

Emergency Response Procedures Plan and training through Kern COE (Mandated Cost Funded)

Truancy Reduction (School Safety and Violence Prevention Act and Title IV funded)

Caring School Communities program to be enacted in 2009-2010

Sex Can Wait instruction (National Health Services Funded)

Safe Schools (AB 1113) - Bus cameras, alarms, radios for busses and other school personnel

District Discipline Policy (Attached)

Project Alert Training for grade 6-8 students and teachers

During the 2009-2010 school year high school teachers will be trained in "TooGood for Drugs and Violence"

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

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

STRENGTHS	NEEDS
CSSA Report for 2007-2008 0 Drug and Alcohol Offense 0 Assault with weapon/Batter 0 Sex Offenses 0 Weapons Possessions According to the California Healthy Kids Short Form Survey (2005-2006) 93% of students perceived frequent use of marijuana to be extremely harmful. 82% of students perceived frequent use of alcohol to be extremely harmful. 70% of students perceived frequent use of cigarettes to be extremely harmful. 85% of students feel safe at school.	Suspensions and Truancy 44 suspensions K-8 for 2007-2008 6 students referred to TRP (Truancy Reduction Program in 2007-2008 in grades K-8 42 suspensions 9-12 for 2007-2008 12 students as Maricopa Elementary were identified as truant (3 or more unexcused absences) and students at Maricopa High School were identified as truant.

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

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

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

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: NA Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will **decrease** biennially by: (As measured by long form of CHKS in 2007-2008)	5th na% 7th na %	5th 1 % 7th 1 %
The percentage of students that have used cigarettes within the past 30 days will **decrease** biennially by:	7th na % 9th na % 11th na %	7th 1 % 9th 1 % 11th 1 %
The percentage of students that have used marijuana will **decrease** biennially by:	5th na % 7th na %	5th 1 % 7th 1 %
The percentage of students that have used alcohol within the past 30 days will **decrease** biennially by:	7th na % 9th na % 11th na %	7th 1 % 9th 1 % 11th 1 %
The percentage of students that have used marijuana within the past 30 days will **decrease** biennially by:	7th na % 9th na % 11th na %	7th 1 % 9th 1 % 11th 1 %

The percentage of students that feel very safe at school will **increase** biennially by:	5th na % 7th na % 9th na % 11th na %	5th 1 % 7th 1 % 9th 1 % 11th 1 %
The percentage of students that have been afraid of being beaten up during the past 12 months will **decrease** biennially by:	7th na % 9th na % 11th na %	7th 1 % 9th 1 % 11th 1 %

Truancy Performance Indicator		
The percentage of students who have been truant will **decrease** annually by _____ from the current LEA rate shown here. NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.	_____ %	2 %

Protective Factors Performance Measures from the California Healthy Kids Survey	Most recent date: NA Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will **increase** biennially by:	5th na % 7th na % 9th na % 11th na %	5th 1 % 7th 1 % 9th 1 % 11th 1 %
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will **increase** biennially by:	5th na % 7th na % 9th na % 11th na %	5th 1 % 7th 1 % 9th 1 % 11th 1 %

The percentage of students that report high levels of opportunities for meaningful participation at their school will **increase** biennially by:	5th na % 7th na % 9th na % 11th na %	5th 1 % 7th 1 % 9th 1 % 11th 1 %
The percentage of students that report high levels of school connectedness at their school will **increase** biennially by:	5th na % 7th na % 9th na % 11th na %	5th 1 % 7th 1 % 9th 1 % 11th 1 %

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 ADA and Truancy Report from System 2000 (Process to Collect Data)	Performance Indicator Goal	Baseline Data
Percent of ADA will increase district wide: CBEDS enrollment/P2 ADA	1%	94%
The number of "truant" students (3 or more unexcuses absences) will decrease.	1%	

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
Project Alert	ATODV Youth Development	6-8	All grades 6-8 Students	Fall 2008	Fall 2008	Fall 2008
To Good For Drugs and Violence	ATODV Youth Development	9-12	All Maricopa High School Students	Fall 2009	Fall 2009	Winter 2009

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
X	After School Programs FNL, Club Live, Karate, Girl Scouts, Sports, PTO after-school activities, Migrant	Alcohol, Tobacco, Other Drugs, Violence, Youth Development	Grades K-12
	Conflict Mediation/Resolution		
X	Early Intervention and Counseling		
	Environmental Strategies		
X	Family and Community Collaboration Summer Swimming	Alcohol, Tobacco, Other Drugs, Violence	Grades K-12
	Media Literacy and Advocacy		
	Mentoring		
X	Peer-Helping and Peer Leaders	Alcohol, Tobacco, Other Drugs, Violence	K-8
X	Positive Alternatives Summer Swimming Open Gym Sports	Alcohol, Tobacco, Other Drugs, Violence	Grades K-12
X	School Policies	Alcohol, Tobacco, Other Drugs, Violence	Grades K-12
	Service-Learning/Community Service		
X	Student Assistance Programs Counselor Student Assistant Teams IEPs	Alcohol, Tobacco, Other Drugs, Violence	Grades K-12
	Tobacco-Use Cessation		

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

Promising or Favorable Programs (4115 (a)(3)):
The LEA may – but is not required to – designate and list the promising or favorable programs (programs whose effectiveness is not as strongly established though scientific evidence) selected from Appendix E. From Appendix E, list the promising or favorable programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

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

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.

Our School Site Council reviewed the school's Single School Plan for Improvement, Safety Plan, and California Healthy Kids Survey results. It was determined that based on truancy/tardy rates, inappropriate behaviors, warranting suspension, and community issues concerning substance abuse, the district-wide areas of focus for Maricopa will be positive behavior, truancy reduction, and substance abuse prevention.

We believe we can make a difference in the three identified areas because programs will be implemented district-wide and local training and support are available through the Kern County Superintendent of Schools Consortium.

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.

An evaluation of program effectiveness will be conducted on an every other year basis and reviewed by the School site Council. The evaluation will involve an analysis of the long form of the California Healthy Kids Survey results, truancy/tardy rates, suspension rates, and discipline referrals. Operational aspects of the program will be evaluated and the results will be used to refine, improve, and strengthen the program, as deemed appropriate by the School Site Council

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.

Results of the district's SDFSC and TUPE program performance measures will be reported from the annual California Healthy Kids Survey results to the Maricopa Unified School District Board of Trustees every two years. Prior to that they will be reviewed by the School Site Council and will be included in our School Accountability Report Cards (under School Safety and Climate for Learning) which are reported on the district's website. Notice of Board Meeting and School Site Council will be posted as required by law.

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])

Maricopa Unified is a member of the Kern County Superintendent of Schools Consortium for categorical programs. As a consortium member, we are invited to participate in any or all of the extensive trainings and activities that KCSOS offers. After reviewing the needs of our district and recognizing the time limitations created by providing a rigorous, standards based curriculum, we have decided to focus our SDFSC and TUPE funds on one science-based program identified on page 44 (i.e. the Project Alert Program). SDFSC and TUPE funds will be utilized to pay for training, substitute teachers reimbursement costs, and materials. We hope to focus our resources in grades 5 through 8 where students seem to start having difficulties in truancy, academic performance, and behavior.

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

The district is a member of: the Kern County Superintendent of Schools Office Substance Abuse Prevention Education Consortium for Title IV and TUPE. As a consortium member, we are represented by the County Title IV/TUPE Coordinator at numerous county-wide meetings with collaborative prevention and law enforcement partners and at county-wide meetings to coordinate efforts with other federal and state categorically funded education programs. The Kern COE Title IV/TUPE coordinator serves as the chairman of the Kern County Prevention Education Partnership Advisory (KCPEP) Committee; he is a member of the Kern County Mental Health (ADP) Substance Abuse Prevention Advisory Committee; he is President of Community Action Against Drug and Alcohol Abuse, a local non-profit coalition; he is chairperson of the American Cancer Society Great American Smoke-out Planning Committee; he is co-chair of the Kern
County Drug Free Youth Summit; he is a member of the Kern County CNET Committee (categorical network for school categorical program administrators; member of the Kern County School Safety and Violence Prevention Advisory Committee; member of the Kern County Threat Assessment Committee member of Kem County Tobacco Free Coalition; member of the Leaders in Life Youth Conference Planning Committee. Representation at these meetings- on behalf of member districts helps to reduce duplication of services and enhances the effectiveness of local prevention programs

Parent Involvement (4115 (a)(1)(e)):
Provide a brief, but detailed, description of the parent involvement and describe the parent notification procedures used to meet requirements under NCLB Title IV, Part A – SDFSC program.

Parents are involved in our district at many levels, such as planning and designing programs, implementing strategies as volunteers in the classroom and after school, and volunteering on committees.
The following is a partial list of the ways parents can get involved in the school: School Site Council, PTO, Athletic Boosters, Migrant and English Language Learner Parent Advisory Committees, ROP Parent Advisory Committees, Annual Title I meetings, Parent Conferences, Open House : and Back-to-School Nights, and Room Parents.
The district communicated regularly with parents via: teacher newsletters, newsletters and notices from the district, annual parental rights notifications, IEP notifications, copies of discipline referrals are sent home, each week graded work is sent home for parents from each elementary class, school calendar, academic progress reports, quarterly grade reports including Standards Based Report Cards in the Elementary, the School Accountability Report Card, STAR testing results, results of CELDT testing results and notices on placement in Structured English Emersion classes, retention notices.
Other notifications on such issues as "Parent Choice options" and Safe Schools Status are in place to meet the required timelines indicated by NCLB if it becomes necessary to do so.

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.

The district has procedures in place to make TUPE related services available to every pregnant minor and minor parent enrolled in the district, including:

1. Referral to perinatal and related support services through the Kern County Superintendent of Schools Office Health Services Coordinator ad/or district health technician, and from local Cal-SAFE and Adolescent Family Life Programs;

2. Outreach services and assessment of smoking status through, referrals to the Kern County Department of Public Health Tobacco Education Program, and from local: Cal-SAFE and Adolescent Family Life Programs.

3. Individualized counseling and advocacy services through referrals to Kern County Mental Health service providers.

4. Access to motivational messages to avoid smoking or chewing tobacco as part of the regular site TUPE [program during school assemblies and classroom presentations; specific examples include "Diary-. of a Teenage- Smoker; Why Girls Start Smoking and How The Quit" (Video and activity booklet available from the KCOE TUPE Coordinator;

5. Cessation services, if appropriate, from local cessation: service provider via referrals to the Kern County Department of Public. Health-Tobacco Education Program, cessation contact lists compiled by the Kern COE TUPE Coordinator and the toll-free 1-800-no-butts statewide tobacco cessation information and "I Decide: Youth Tobacco Cessation," training and materials available from the Kern COE TUPE Coordinator;

6. Incentives to maintain a healthy lifestyle listed in tobacco prevention materials distributed as pare to the regular site TUPE program;

7. Follow-up assessment, if necessary, through referrals to local physicians lited by the Kern County Department of Public: Health-Tobacco Education . Program;

8. Maintenance and relapse prevention services, if necessary, through referrals to local physicians listed` by the Kern County Department of Public Health-Tobacco Education Program;

Once pregnant minors or minor parents are identified by the district, will meet with a school site administrator or counselor who will assess what services are needed including whether the minor uses tobacco or has family members who use tobacco products. We do not provide these services on site but have cooperative agreements with outside agencies for referral. The staff member provides case management to the adolescent assuring these 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 & Safety Code section104420 [b][3])

Position/Title	Full time equivalent
The Maricopa Unified School District participates in the Kern County Superintendent of Schools Consortium for categorical programs. District positions are not funded with these monies. The consortium provides trainings, materials, support, and guidance in the implementation of programs related to tobacco use and prevention.	N/A

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

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

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

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.1 **(High School Graduates)**	1. All 9th grade students begin high school in college prep English and Algebra. 2. Students behind in English/Language Arts and Math will also be provided with an additional Math and English class during the regular school year. 3. Students with the potential for college but who are not quite achieving to the level they need to get into college will have the opportunity to enroll in the AVID class. 4. High ability students will be given the opportunity to take Advanced Placement Courses at Taft Community College. 5. All students are provided with a meeting with the counselor to make sure they are meeting the requirements for graduation and beyond. All graduates have made a plan for their future. 6. In the 2009-10 sxhool year 11th and 12th grade students who have not passed the CAHSEE will be given supplemental instruction to enable them to pass the test.	All 9th graders 9th - 11th grade students who are low performing in English or Math 9th - 11th grade students who are low performing in English or Math Underperforming students with ability High performing students All Students All Students	2009-10 school year Administration and Teaching Staff	All of these programs will be evaluated yearly in regular WASC meetings, School Site Council Meetings and School Board Meetings Graduation rate is now 90% and will improve 5% each year to 100%	General Fund Academic Achievement and Improvement Act Grant AP Challenge Grant REAP Grant Special money from the State for CAHSEE remediation for students not passing the exit exam

		All 9-12 grade students in danger of dropping out.	Principal	Results of evaluating quarterly progress reports and grades as well as yearly meetings with the counselor will provide data to indicate which students require these support services. The present drop out rate is only one student over the past 5 years. The goal would be then to have no dropouts for the next 5 years.	General Fund
5.2 **(Dropouts)**	Maricopa High Has had only 1 drop-out over the last 5 years. This can be attributed to the following: 1. Students behind in English/Language Arts and Math will also be provided with an additional Math and English class during the regular school year. 2. Students with the potential for college but who are not quite achieving to the level they need to get into college will have the opportunity to enroll in the AVID class. 4. All students are provided with a meeting with the counselor to make sure they are meeting the requirements for graduation and beyond. All graduates have made a plan for their future. 5. Students behind in units/classes to graduate will be given opportunities to make-up those classes/units through referral to Community School operated by Kern County Superintendent of Schools.				
5.3 **(Advanced Placement)**	As soon as students reach the 11th and 12th grade and are on-track to graduate they are offered the opportunity to take AP Courses through Taft Community College	All 11th & 12th grad students who are on-track to graduate.	Administration AP Coordinator	All students will be informed of their ability to take these classes by the principal or AP Coordinator	AP Challenge Grant General Fund AP Test Reimbursement Fund

Additional Mandatory Title I Descriptions

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

> Describe the measure of poverty that will be used to determine which schools are eligible for Title I funding in accordance with Section 1113, "Eligible School Attendance Areas."

	Description of how the LEA is meeting or plans to meet this requirement:
Identify one of the following options as the low-income measure to identify schools eligible for Title I funding: • Number of children in families receiving assistance under the CalWorks program; • Number of children eligible for Free/Reduced Price Lunch programs; • Number of children ages 5-17 in poverty counted by the most recent census data; • Number of children eligible to receive medical assistance under the Medicaid program; • Or a composite of the above.	Maricopa Unified School District ADA is fewer than 1000 so this section is not applicable.
Describe how the low-income measure described above is used to rank and select schools to receive Title I funds • All schools with a 75% or above poverty level are funded • All other schools are funded by poverty ranking district wide or by grade span.	

Additional Mandatory Title I Descriptions
(continued)

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

	Description of how the LEA is meeting or plans to meet this requirement:
For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as: • A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards. • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards. • Instruction by highly qualified teachers and strategies to attract and keep such teachers. • High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff. • Strategies to increase parental involvement.	The Title I Program in the Maricopa Unified School District is a school-wide program serving students in grades K-8. Through the use of Title I funds, professional development is encouraged to help improve student learning and prepare teachers to be, highly qualified. All students at Maricopa Elementary are given pre and post assessments in Reading, Language Arts, and Mathematics. Growth is closely monitored over the school year. From this data areas of strength and need are determined by the staff. Students in grades K-3 are monitored using the California Literature Project RESULTS standards-based assessments throughout the school year. During the first month of school ,parents are informed of how well their child performed on individual assessments and given suggestions on ways to assist their child make improvements. Instruction through Title I utilizes collaborative strategies that reinforce classroom curriculum and standards. Students are given access to one-on-one tutoring and small group instruction, reinforcing, reviewing, or pre-teaching grade level standards. The vision is to work towards meeting "No Child Left Behind" requirements.

• Assistance to preschool children in transitioning from early childhood programs to elementary school programs. • Timely and effective additional assistance to students who experience difficulty mastering state standards.	
For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State's challenging academic standards. The description should include activities such as: • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Strategies that minimize removing children from the regular classroom during regular school hours for instruction. • Instruction by highly qualified teachers. • Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement.	Emphasis is placed on the first and second grades in that students are closely monitored and given special assistance with phonics, sight word growth, fluency, and comprehension strategies. The rationale for special emphasis at these grades is to ensure that most students are on grade level by third grade. Using information from assessments and input from classroom teachers, mid-year first and second grade students are placed into flexible, homogeneous groups for differentiated instruction in reading. These groups,' consisting of four to seven students, meet for forty-five minute sessions two or three days per week in order to help meet their individual needs. Instruction during this time is done utilizing classroom teachers, instructional aides, the school library teacher (credentialed Miller-Unruh teacher), the special education resource teacher, and the Title I teacher.

Additional Mandatory Title I Descriptions

(continued)

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

	Description of how the LEA is meeting or plans to meet this requirement:
Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should: • Identify children who are failing or most at risk of failing to meet the state academic content standards. • Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. • Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds.	NA
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.	See McKinney-Vento
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.	

Additional Mandatory Title I Descriptions

(continued)

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

	Description of how the LEA is meeting or plans to meet this requirement:
If the LEA has a PI school(s), describe technical assistance activities the LEA will provide to help the PI school, such as the following: • Assistance in developing, revising, and implementing the school plan. • Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas. • Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI. • Assistance in analyzing and revising the school budget so the school's resources are used effectively.	N/A

Additional Mandatory Title I Descriptions

(continued)

> Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, "Academic Assessment and Local Educational Agency and School Improvement."

	Description of how the LEA is meeting or plans to meet this requirement:
Describe the process for parent notification of the school's identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.	If a school in the Maricopa Unified School District is required to provide school choice: 1. Parents will be notified by mail prior to the first day of school that the school is a Program Improvement School. The term Program Improvement will be defined as it relates to the situation in the school. The parents will be informed in the mailing of what the school is doing to address the achievement problem. 2. Parents in this mailing will be notified that they may transfer to another public school in the district that is a non PI school with transportation provided by the District.
Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	If a school in the Maricopa Unified School District is required to provide supplemental services: 1. Parents will be notified by mail prior to the first day of` school that the school is providing supplemental services and they will be given a list and description of State approved provider.

Additional Mandatory Title I Descriptions

(continued)

Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA-level staff in accordance with Section 1118, "Parental Involvement," and Section 1119, "Qualifications for Teachers and Paraprofessionals."

	Description of how the LEA is meeting or plans to meet this requirement:
Describe the LEA's strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.	
Describe the LEA's strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children's education.	

Additional Mandatory Title I Descriptions

(continued)

Coordination of Educational Services

In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.

	Description of how the LEA is meeting or plans to meet this requirement:
Describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as: a. Even Start b. Head Start c. Reading First d. Early Reading First e. Other preschool programs f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities. Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.	

Part III
Assurances and Attachments

Assurances

Signature Page

Appendix

ASSURANCES

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

GENERAL ASSURANCES

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.

2. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.

3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non-profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.

4. The LEA will adopt and use proper methods of administering each such program, including – (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.

5. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.

6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.

7. The LEA will – (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.

8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.

9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.

9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.

10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.

12. If the LEA receives more than $500,000 in Title I funds, it will allow 1% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.

13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.

14. Provide technical assistance and support to schoolwide programs.

15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.

16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).

17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.

18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.

19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.

20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001*.

21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.

22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.

23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.

24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.

25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).

26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.

27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8) (D) and *California Education Code Section 64001*.

28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.

29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).

30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

TITLE I, PART D – SUBPART 2

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

32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.

33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A

34. The LEA, hereby, assures that:

- The LEA will target funds to schools within the jurisdiction of the local educational agency that:
(A) have the lowest proportion of highly qualified teachers;
(B) have the largest average class size; or
(C) are identified for school improvement under section 1116(b).

- The LEA will comply with section 9501 (regarding participation by private school children and teachers).

- The LEA has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.

- The LEA will assure compliance with the requirements of professional development as defined in section 9101 (34).

TITLE II, PART D

35. The LEA has an updated, local, long-range, strategic, educational technology plan in place that includes the following:
- Strategies for using technology to improve academic achievement and teacher effectiveness.

- Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.

- Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.

- Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.

- Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.

- A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.

- A description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.

- A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.

- Innovative delivery strategies – a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.

- A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.

- Collaboration with adult literacy service providers.

- Accountability measures – a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.

- Supporting resources – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.

36. The LEA must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.

37. **Any LEA that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) hereby assures the SEA** that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:
    o has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and
    o is enforcing the operation of such technology protection measure during any use of such computers by minors; and
    o has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.
    o Any LEA that does receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

TITLE III

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

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

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

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

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

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

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

TITLE IV, PART A

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

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

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

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

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

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

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

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

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

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

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

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

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

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

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

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

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

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

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

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

<u>New</u> LEAP Assurances

56. Uniform Management Information and Reporting System: the LEA assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in the format prescribed by CDE. That information will include:

   (i) truancy rates;
   (ii) the frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;
   (iii) the types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and
   (iv) the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107-110)

57. Unsafe School Choice Policy: the LEA assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. The LEA will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of schools that have been designated "persistently dangerous" in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107-110.)

Other

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

SIGNATURE PAGE

    Terry Wolfe
_____
Print Name of Superintendent

_____
Signature of Superintendent

_____
Date

APPENDIX A

On May 30, 2002, the California State Board of Education (SBE) adopted the five goals and 12 performance indicators for No Child Left Behind, as set forth in the Federal Register Notice of May 22, 2002. The SBE's adoption of the specified goals and performance indicators represents California's commitment to the development of an accountability system to achieve the goals of NCLB.

Collectively, NCLB's goals, performance indicators, and performance targets constitute California's framework for ESEA *accountability*. The framework provides the basis for the state's improvement efforts, informing policy decisions by the SBE and implementation efforts by the California Department of Education (CDE) to fully realize the system envisioned by NCLB; it also provides a basis for coordination with the State Legislature and the Governor's Office.

California's NCLB Performance Goals and Performance Indicators

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

1.1   **Performance indicator:** The percentage of students, in the aggregate and for each subgroup, who are above the proficient level in reading on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)

1.2   **Performance indicator:** The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(C)(i).)

1.3   **Performance indicator:** The percentage of Title I schools that make adequate yearly progress.

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

2.1.   **Performance indicator:** The percentage of limited-English-proficient Students, determined by cohort, who have attained English proficiency by the end of the school year.

2.2   **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.

2.3 **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.

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

3.1 **Performance indicator:** The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high-poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).

3.2 **Performance indicator:** The percentage of teachers receiving high-quality professional development. (See definition of "professional development" in section 9101(34).)

3.3 **Performance indicator:** The percentage of paraprofessionals (excluding those with sole duties as translators and parent involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).)

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

4.1 **Performance indicator:** The percentage of persistently dangerous schools, as defined by the State.

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

5.1 **Performance indicator:** The percentage of students who graduate from high school, with a regular diploma:
- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and,
- calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

5.2 **Performance indicator:** The percentage of students who drop out of school:
- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and
- calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

APPENDIX B

Links to Data Web sites

Below is a listing of Web site links for accessing district-level data and information to be used by the LEA in developing this Plan:

- Academic Performance Index (API)
  http://www.cde.ca.gov/psaa/api/index.htm

- California Basic Educational Data System (CBEDS)
  http://www.cde.ca.gov/demographics/coord/

- California English Language Development Test (CELDT)
  http://www.cde.ca.gov/statetests/celdt/celdt.html

- California High School Exit Exam (CAHSEE)
  http://www.cde.ca.gov/statetests/cahsee/eval/eval.html

- California Standardized Test (CST)
  http://www.cde.ca.gov/statetests/index.html

- DataQuest
  http://data1.cde.ca.gov/dataquest/

- School Accountability Report Card (SARC)
  http://www.cde.ca.gov/ope/sarc/

- Standardized Testing and Reporting (STAR) Program
  http://www.cde.ca.gov/statetests/star/index.html

APPENDIX C

Science-Based Programs

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

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

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

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

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

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

School-Based Programs

Name	Grade	Intended program outcomes and target grade levels. See research for proven effectiveness					Website
		Alcohol	Tobacco	Drugs	Violence	Youth Dev.	
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

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

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

APPENDIX D

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

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

APPENDIX E

Promising or Favorable Programs

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

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

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

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

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

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

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

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