

No Child Left Behind Act of 2001
LOCAL EDUCATIONAL AGENCY PLAN



ANNUAL UPDATE

LOCAL SCHOOL BOARD APPROVAL ONLY

LEA Plan Information:

Name of Local Educational Agency (LEA): **BONITA UNIFIED SCHOOL DISTRICT**

County/District Code: **1964329**

Dates of Plan Duration: **July 1, 2010 to June 30, 2015**
(to be updated annually)

Date of Local Governing Board Approval: **June 23, 2010**

District Superintendent: **Dr. Gary Rapkin**

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City: **San Dimas**

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

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

Dr. Gary Rapkin

Printed or typed name of Superintendent

Date

Signature of Superintendent

Diane Koach

Printed or typed name of Board President

Date

Signature of Board President

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Part I

Background and Overview

Background

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

Development Process for the LEA Plan

LEA Plan Planning Checklist

Federal and State Programs Checklist

District Budget for Federal and State Programs

Background

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

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

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

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

- 1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.**
- 2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**
- 3. By 2005-2006, all students will be taught by highly qualified teachers.**
- 4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.**
- 5. All students will graduate from high school.**

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

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

Since 1995, California has been building an educational system consisting of five major components:

- rigorous academic standards
- standards-aligned instructional materials
- standards-based professional development
- standards-aligned assessment

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

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

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

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

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

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

The Consolidated Application (ConApp)

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

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

The Single Plan for Student Achievement (School Plan)

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

Section 64001), developed by schoolsite councils with the advice of any applicable school advisory committees. LEA's allocate NCLB funds to schools through the Consolidated Application for Title I, Part A, and Title III (Limited English Proficient). 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 underperforming student groups. **Federal law requires that school site administrators, teachers and parents from the LEA (which includes direct-funded charter schools) must be consulted in the planning, development, and revision of the LEA Plan.**

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

Step One: Measure the Effectiveness of Current Improvement Strategies

Analyze Student Performance

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

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

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

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

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

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

- The Academic Program Survey (APS) – school-level survey of status of implementation of the nine essential program components
- District Assistance Survey (DAS) – district-level survey of status of implementation of nine essential program components

- Least Restrictive Environment Assessment – to examine educational practices for students with disabilities
- English Learner Subgroup Self Assessment (ELSSA) – to improve outcomes for English Learners

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

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

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

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

Step Three: Develop or Revise Performance Goals

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

Step Four: Revise Improvement Strategies and Expenditures

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

Identify available resources. Aside from fiscal resources available through federal and state funding, programmatic resources are available on the CDE Web site at <http://www.cde.ca.gov>. The Consolidated Application provides funding for **district-operated programs** (including reservations from Title I for various purposes, and Title II) as well as for **school-operated programs** (including Title I, Parts A and D, Title III, 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
X	1. Measure effectiveness of current improvement strategies
X	2. Seek input from staff, advisory committees, and community members.
X	3. Develop or revise performance goals
X	4. Revise improvement strategies and expenditures
X	5. Local governing board approval
X	6. Monitor Implementation

FEDERAL AND STATE PROGRAMS CHECKLIST

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

DISTRICT BUDGET FOR FEDERAL PROGRAMS – 2009-2010

Please complete the following table with information for your district.

Programs	2008-09 District Carryovers	2009-10 District Entitlements	2009-10 Direct Services to Students at School Sites (\$)	2009-10 Direct Services to Students at School Sites (%)
Title I, Part A	149,261	952,860	936,803	85%
Title I, Part B, Even Start				
Title I, Part C, Migrant Education				
Title I, Part D, Neglected/Delinquent				
Title II Part A, Subpart 2, Improving Teacher Quality	0	298,662	298,662	100%
Title II, Part D, Enhancing Education Through Technology	0	7,002	5,252	75%
Title III, Limited English Proficient	31,615	43,300	73,417	98%
Title III, Immigrants				
Title IV, Part A, Safe and Drug-free Schools and Communities	8,862	28,178	36,299	98%
Title V, Part A, Innovative Programs – Parental Choice				
Adult Education				
Career Technical Education	0	51,075	43,414	85%
McKinney-Vento Homeless Education				
IDEA, Special Education	0	1,948,918	1,656,580	85%
21 st Century Community Learning Centers				
Other (describe)				
TOTAL	189,738	3,329,995	3,050,427	

DISTRICT BUDGET FOR STATE PROGRAMS – 2009-2010

Please complete the following table with information for your district.

Categories	2008-09 District Carryovers	2009-10 District Entitlements	2009-10 Direct Services to Students at School Sites (\$)	2009-10 Direct Services to Students at School Sites (%)
EIA – State Compensatory Education	167,137	337,086	453,801	90%
EIA – Limited English Proficient	62,859	49,882	101,467	90%
State Migrant Education				
School Improvement				
Child Development Programs				
Educational Equity				
Gifted and Talented Education				
Tobacco Use Prevention Education – (Prop. 99)				
Immediate Intervention/ Underperforming Schools Program (II/USP)				
School Safety and Violence Prevention Act (AB 1113)				
Tenth Grade Counseling				
Healthy Start				
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				
Other (describe)				
Pupil Retention Block Grant				

Teacher Credentialing Block Grant				
Professional Development Block Grant				
School Safety Consolidated Competitive Grant				
Targeted Instructional Improvement Block Grant				
School and Library Improvement Block Grant				
TOTAL	419,734	3,716,963	3,605,695	

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.

District Profile

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

Bonita Unified School District (BUSD) lies 35 miles east of the City of Los Angeles in the East San Gabriel Valley. Made up of the cities of La Verne and San Dimas, the district borders the foothills of the San Gabriel Mountains on the north and U.S. 10 on the south.

BUSD operates eight elementary schools (grades K-5), two middle schools (grades 6-8), and two comprehensive high schools (grades 9-12). BUSD also includes the Ed Jones Educational Center, which includes a continuation high school, an alternative (independent study/home schooling) school for grades K-12, and the Adult Education Program. BUSD also runs a regular Pre-School program, which is housed at Allen Avenue and Grace Miller Elementary School, and a Special Education Pre-School class at Shull Elementary.

In October 2009, the K-12 student population was 9,623, which was a very slight decline (0.3%) compared to the previous year. The district is served by 443 certificated staff, 315 classified staff, and 62 management and confidential employees. The following chart shows the district's population percentages by primary ethnicity as taken from 2008-2009 CBEDS (official enrollment) data.

Population	American Indian	Asian	Pacific Islander	Filipino	Hispanic or Latino	African American	White (not Hispanic)	Multiple or no response
Students	0.2%	4.3%	0.2%	1.9%	30.3%	3.2%	38.5%	21.4%
Teachers	0.5%	3.4%	0.0%	0.2%	10.2%	1.4%	83.4%	0.5%

Below are the percentage of total enrollment for additional statistically significant subgroups for BUSD as of Spring 2009.

English Learners	4.7%
Gifted and Talented	10.3%
Socio-economically Disadvantaged	19.3%
Students With Disabilities	9.9%

In 2008-2009, teachers had served an average of 11.3 years in the district and 14.4 years total service in education. In BUSD, 34.9% of teachers held a master's degree or better; and 99.1% were fully credentialed. For the 2008-2009 school year, average class size was 26.7 students.

Student Achievement:

In 2008-2009, BUSD met all 38 of its Annual Yearly Progress (AYP) criteria. District-wide, 65.4% of students scored at or above proficient on the AYP Annual Measurable Objectives in English/Language Arts, and 55.7% scored at or above proficient in Mathematics.

The following charts show data from the 2009 Accountability Progress Report. The first shows per-school AYP information.

	Overall AYP Met?	AYP Eng/LA Met?	AYP Math Met?	Required API met?	Graduation Rate	Program Improve- ment (PI) Status
Bonita USD	Yes	Yes	Yes	Yes	Yes	Not In PI
Elementary						
Allen Avenue	No	No	No	Yes	N/A	Not T1
Ekstrand	Yes	Yes	Yes	Yes	N/A	Not in PI
Gladstone	Yes	Yes	Yes	Yes	N/A	Not in PI
Grace Miller	No	No	Yes	Yes	N/A	Not in PI
La Verne Heights	Yes	Yes	Yes	Yes	N/A	Not T1
Oak Mesa	Yes	Yes	Yes	Yes	N/A	Not T1
Roynon	Yes	Yes	Yes	Yes	N/A	Not in PI
Shull	Yes	Yes	Yes	Yes	N/A	Not in PI
Middle						
Lone Hill Middle	No	Yes	No	Yes	N/A	Not in PI
Ramona Middle	No	Yes	No	Yes	N/A	Not T1
High Schools						
Bonita High	Yes	Yes	Yes	Yes	Yes	Not T1
San Dimas High	No	Yes	No	Yes	Yes	Not T1
Small Schools						
Vista (Alt.)	No	Yes	Yes	No	Yes	Not T1
ASAM Schools						
Chaparral (Cont.)	Yes	Yes	Yes	Yes	Yes	Not in PI

The following charts show the percentage of students in subgroups district-wide scoring at or above Proficient on the tests used to determine Annual Measurable Objectives for AYP.

Subgroup Performance and Participation		
Student Subgroups	Annual Measurable Objectives (AMOs)	
	% Proficient and Above	% Participation

	English/Language Arts(45% Target)	Mathematics(45.5% Target)	English/Language Arts(95% Target)	Mathematics(95% Target)
African American (not of Hispanic origin)	59.0	58.2	99	99
American Indian/Alaska Native	N/A	N/A	N/A	N/A
Asian	79.9	85.0	99	100
Filipino	81.1	77.2	100	99
Hispanic or Latino	57.3	56.7	99	99
Pacific Islander	N/A	N/A	N/A	N/A
White (not of Hispanic Origin)	75.9	74.0	99	100
Socio-economically Disadvantaged	50.9	51.0	98	100
English Learner	45.8	54.8	98	99
Students with Disabilities ²	38.9	39.8	94	98

The following shows results for the district and each school on the 2009 API.

	API				Met Growth Target		
	2009 Growth	2008 Base	2008-09 Growth Target	2008-09 Growth	School-wide	All Subgroups	Both Schoolwide and Subgroups
BONITA UNIFIED	832	817	D	15			
Elementary Schools							
Allen Avenue Elementary	812	817	A	-5	Yes	No	No
Arma J. Shull Elementary	910	885	A	25	Yes	Yes	Yes
Fred Ekstrand Elementary	819	805	A	14	Yes	No	No
Gladstone Elementary	878	858	A	20	Yes	No	No
Grace Miller Elementary	874	836	A	38	Yes	Yes	Yes
J. Marion Royvon Elementary	857	805	A	52	Yes	Yes	Yes
LaVerne Heights Elementary	874	869	A	5	Yes	No	No
Oak Mesa Elementary	957	901	A	56	Yes	Yes	Yes
Middle Schools							
Lone Hill Middle	806	814	A	-8	Yes	No	No
Ramona Middle	850	845	A	5	Yes	No	No
High Schools							
Bonita High	838	828	A	10	Yes	Yes	Yes
San Dimas High	795	772	5	23	Yes	Yes	Yes
Small Schools							
Vista (Alternative)	619*	631*	8	-12	No	Yes	No
ASAM Schools							
Chaparral High (Continuation)	667*	642*	D	25			N/A

The following chart shows selected results from the 2009 California Standards Tests.

Bonita Unified District All Students

Total Enrollment on First Day of Testing: 7,751
 Total Number Tested: 7,691
 Total Number Tested in Selected Subgroup: 7,691

County Name: Los Angeles County
 District Name: Bonita Unified District
 School Name: ----
 CDS Code: 19-64329-0000000

California Standards Test Summary Report - 2009

English-Language Arts (Grades 2-11)	
Students with Scores	7,579
% Proficient or Advanced	65.4 %
History (Grades 8 and 11, and end-of-course)	
Students with Scores	2,461
% Proficient or Advanced	58.1 %
Mathematics (Grades 2-7, and end-of-course)	
Students with Scores	7,358
% Proficient or Advanced	55.7 %
Science CST (Grades 5, 8, and 10)	
Students with Scores	2,320
% Proficient or Advanced	71.8 %
Science End-of-Course	
Students with Scores	2,250
% Proficient or Advanced	59.6 %

California High School Exit Exam (CAHSEE) first- time pass rate for sophomores in 2009 was 89% in Mathematics and 91% in English/Language Arts.

In 2008 (the most recent data currently available on Data Quest), the BUSD graduation rate was 96.3%.



BONITA UNIFIED SCHOOL DISTRICT

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Board of Education

Robin Carder
Chuck Coyne
Glenn Creiman
Jim Elliot
Patti Latourelle

OUR MISSION

For the students in our care, and in partnership with the community, we will create a safe, challenging and comprehensive learning environment that will shape character, nurture intellect and build skills for success in an ever-changing world

EIGHT AREAS OF FOCUS

- 1 Student Needs**
District Goal: The District will develop and implement programs to shape character, nurture intellect and build skills for success for ALL students.
- 2 Curriculum and Assessment**
District Goal: The District will develop and utilize multiple assessment measures to monitor student performance and adjust curriculum and instruction to assure that ALL students learn.
- 3 Budget/Resources**
District Goal: The District will utilize all existing funds and resources, through a process of site-based management to maximize the learning opportunities while maintaining sufficient reserves to deal with economic uncertainties.
- 4 Technology**
District Goal: The District will develop and implement a plan to effectively use technology to build skills for student success and to facilitate the operation of the District.
- 5 Parents and Community**
District Goal: The District will enhance communication between district, schools, parents and the communities of La Verne and San Dimas and encourage parents and community members to actively support the schools.
- 6 Staffing**
District Goal: The District will actively recruit, retain and value qualified staff members within a professional environment.
- 7 Staff Development**
District Goal: The District will encourage and expect individual professional growth by providing quality staff development and in-service programs.
- 8 Facilities**
District Goal: The District will maintain and improve facilities to provide a safe and comprehensive learning and working environment.

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

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

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

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

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

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

Description of the Benchmark Assessment System

The Bonita Unified School District's Benchmark Assessment System consists of common district-wide assessments in grades one through eleven, given to all students. Below is an overview of all tested subject areas.

Grade Span	Language Arts	Mathematics	Science	Social Studies
1 – 5	3 times per year	4 times per year		none
4 – 5			3 times per year	
6 – 8	3 times per year	4 times per year	3 times per year	3 times per year
9 – 11	3 times per year	4 times per year	1 time per year	3 times per year

NOTES

- 1) Grades 8 though 11 benchmarks in mathematics are given in Algebra I, Geometry, and Algebra II.
- 2) Grades 9 – 11 benchmarks in science are given for Biology, Earth Science, and Chemistry.
- 3) Grades 9 -11 benchmarks in social studies are given for World History and U.S. History.

Benchmarks are printed and distributed by the Office of Curriculum and Assessment, and all data returned from the assessments is housed and managed in *Data Director*. BUSD developed assessments will be used for grades 1 – 5 Language Arts. Benchmarks developed from assessments by *Riverside Publishing* will be used for grade 4 – 5 Science assessments. Benchmarks developed by *Action Learning Systems* will be used for all mathematics assessments, and for grades 6 – 11 Language Arts, Science and Social Studies assessments.

The Purpose of Benchmark Assessment

The BUSD Benchmark Assessment System serves three purposes:

- 1) Provides a source of data for monitoring student achievement at the district, school, grade level, department, classroom, and individual student level.
- 2) Provides a source of data for the evaluation of instructional programs and strategies.
- 3) Provides a basis for professional dialogue around a common set of data.

Use of Benchmark Data

The BUSD Benchmark Assessment System is designed to generate data that is useful in informing decisions about students and instructional practice. This happens only when data from the benchmark events is collected, organized, and analyzed, and when conclusions from the analysis can be connected to student needs and instructional practices.

With this in mind, teachers and site administrators are expected to regularly review data on student performance, develop the necessary skills to use tools like *Data Director* to organize and analyze data, and to adjust instructional practice and intervene on behalf of struggling students on an ongoing basis. This is part of an ongoing proactive collaboration among teachers and site administrators to connect data, curriculum development and implementation, and highly effective instructional practice to the needs of our students.

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/English Language Arts

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

Description of Specific Actions to Improve Education Practice in Reading/English Language Arts	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Support the board adopted 90% reading goal for students by the end of 3rd grade • Biyearly update of the Reading Project goals and objectives • Ongoing analysis of assessment data • Adjustment of assessments to best evaluate student progress • Ongoing staff development in research based best teaching practices and best core and supplemental programs • Ongoing purchase and use of research based programs and interventions	• Monthly Management Team Agenda item • ELA Focus Group • Site based, weekly, biweekly or monthly classroom teachers' Compact Day alignment meetings	• Consumable K-5 ELA books (on-going) • Software Programs i.e., Accelerated Reader, <i>Riverdeep</i> • Clerk Typist, Hourly • Subs/release day for alignment work • Reprographics	\$1.1 million \$250,000	District/site funds • Unrestricted • Restricted (Textbooks) • Restricted-categoricals • EIA, ELAP, and Title I, II, III

Description of Specific Actions to Improve Education Practice in Reading/Language Arts	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
2. Alignment of instruction with content standards: • Board adopted and purchased English Language Arts (ELA) state adopted textbooks and materials grades K-12 • Supplemental materials purchased to strengthen standards based instruction in identified need areas grades K-12 • Must standards identified for every grade from the state adopted standards for ELA • Board Approved course descriptions grades 6-12 for ELA classes? • Pacing guides for ELA posted in the on-line Curriculum Support Program for grades K-12 • Standard-based benchmark assessments created and used for Language Arts and Reading grades K-12 • Intervention programs identified and in place for ELA grades K-12. • English Language development (ELD) program using board adopted materials and intervention materials • Standards-based writing benchmark assessments used in grades K-5	• Monthly Management Team agenda item • ELA Focus Group standards alignment, textbook alignment with assessment • Site based, weekly classroom teachers Compact Day alignment meetings	• Standards-based programs/software • Staff Development to support implementation • Purchase of supplemental alternative textbooks as ELA Focus Group recommends • Benchmark assessments • Data system for analysis of assessments	\$50,000	District/site funds • Unrestricted • Restricted Textbooks) • Restricted-categoricals including EIA, ELAP, and • Title I, II, III

3. Use of standards-aligned instructional materials and strategies: - Teachers use research-based instructional strategies to teach standards-based lessons - Teachers use the Curriculum Support Program to research and understand mapped state standards which include suggested support materials and strategies - Continued study of standards alignment of the textbooks, benchmarks, other assessments, and support material to the state standards and CST blueprints - Teachers teaching ELD students have appropriate training and certification and provide support, universal access time, and intervention for their ELD students - Continued development of the use of core intervention programs in BUSD to support students' attaining proficiency in the state standards - Common assessment developed by teachers - Identification and implementation of state approved core replacement materials for intensive intervention at grades 4-9 and for ELD students	- Administrators - Teachers - Parents - School Age Care - Teacher Aides	- Ongoing from September through Summer School and August with SAC - Teachers Hourly - Administrators Additional Salary - Staff development for teachers and administrators regarding research based instructional strategies	\$300,000 (duplicated costs – see Reading 1)	District/site funds Unrestricted and restricted funds State and Federal Programs including ELAP, and Title I, II, III,
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Description of Specific Actions to Improve Education Practice in Reading/English Language Arts	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
4. Extended learning time: - Annual growth and catch up growth in ELA proficiency is supported by extended learning opportunities within and beyond the school day and beyond the school year - Summer school or recommended summer coursework/programs - Research based programs utilized by push in certificated teachers and classified tutors and instructional aides after school and during the school day - Special education programs - School Age Care (SAC) homework clubs and reading programs - Teacher assigned regular homework - CAHSEE classes for students not passing and for student identified as at-risk of not passing - Extended learning opportunities are also available for students proficient and above, grades K-12 i.e.: - Gate programs - AP classes - Enrichment classes - Assemblies - Accelerated Reading	Daily access for students supported by - Administrators - Teachers - Parents - School Age Care tutors - Instructional Aides - CIS	- Staff ongoing every day from Sept through Summer School and August with SAC - Before and After school programs - Home connections	\$1,000,000 Hardware & software and staff development all included	- District/site funds - Unrestricted - Restricted-State and Federal programs including EIA, ELAP, and Title I I, IIa IIc, III - Grants - Gifts - Fundraisers

Description of Specific Actions to Improve Education Practice in Reading/English Language Arts	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
5. Increased access to technology which support ELA programs • State approved technology plan • Single Site Plans which include technology goals and action plans • Upgraded technology infrastructure through modernization • Increased use of projection systems, sound systems, and document cameras in classrooms • Best use of site computer labs • School site fundraising to support technology costs • Continued application for technology grants • Utilize best technology - software and programs to support teaching and learning eg. Ticket to Read, Data Director, Outlook, curriculum support program CUR, online-assessment calendar, Standard Score • Increased access to filtered internet sites which support instruction and learning • Use of parent technology components i.e. Standard Score, Aeries, Renaissance Place Home Connect, school websites, access to computer labs and computers for parents • Use of Accelerated Reader and the STAR Reading assessment • Rosetta Stone is used as a supplement for English Language Development • Data Director is used to store students assessment data and as a tool for assessment analysis	• Ongoing • During Buy Back Days • District Staff Development Coordinator • Staff Development Focus Group • Administrators • Teachers • Parents • School Age Care personnel • Principals leading staff focusing on results of a variety of standards-based assessment programs	• Subs for teacher workshops • Clerk Typist • Computer Programmer	• \$100,000	District/site funds • Unrestricted and restricted funds • Staff Development Block Grant • State and Federal programs including EIA, ELAP, and Title I, II, III • AB 430

Description of Specific Actions to Improve Education Practice in Reading/English Language Arts	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
6 Professional development and professional collaboration aligned with standards-based instructional materials: • Ongoing training for teachers, administrators and paraprofessionals in effective and/or adopted ELA/ELD strategies, programs, and use of data to improve instruction and student performance • Workshops by publishers on assessment systems, intervention, standards based instruction, ELD embedded elements, and research-based instructional strategies • Ongoing professional development and collaboration on research based instructional strategies • Utilization of LACOE ELA consultants • Private/non-profit schools are invited to participate	• STAR: August/September • CAHSEE: Nov/Dec • API: Jan/Feb • K-5 Trimester Grades, Conferences • 6-12 quarterly reports, conferences any time • SSC's meet monthly • DAC and DELAC meet every Trimester • Teachers and administrators • CIS personnel • Administrative Staff	• Printing/Publishing reports • Report Cards • CIS	• \$20,000	• District/site funds • State apportionments • Unrestricted and restricted funds • State and Federal Programs including EIA, ELAP, and Title , II, III

Description of Specific Actions to Improve Education Practice in Reading/English Language Arts	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
7. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): • Reports on STAR/CAHSEE/API/AYP/Reading Project and other assessments relating to the ELA/ELD programs given to the following groups: ◦ District English Learners Advisory ◦ BUSD School Board ◦ School Site Councils ◦ District/Site PTA Boards ◦ Other community Organizations • Publication of SARC's on the district web site and school web sites • Parent access to grades through web based programs such as Standard Score • Parent in-services and conferences • Report Cards • District and school based newsletters • Needs assessments done at sites • Title 1, Title 111 Parent Education Programs • CBET: Proficient Adult ELD students tutoring other ELD adults?	• On-going • District Staff • Administrators • Teachers • Parents • School Age Care tutors • Teacher Aides	• Materials and supplies • Teacher salaries and hourly	• \$50,000 (duplicated costs)	• District/site funds • State apportionments • Unrestricted and restricted funds • State and Federal Programs including EIA, ELAP, and Title I, II, III
8. Auxiliary services for students and parents (including transition from preschool, elementary and middle school): • Special education services and transition meeting for identified students • Title 1 services for identified students • GATE services for identified students • Parent Nights: ◦ Reading nights grades K-5 ◦ Parent night for students transitions 5th to 6th grade and 8th to 9th grade ◦ CAHSEE Nights ◦ Chaparral/Vista Entrance meetings • Kindergarten Round Up Summer Take Home Packets and optional educational program • Back to School Nights and Open Houses	Annually, Trimester, Quarterly, Weekly, Daily: • Board of Education • Educational Services: Standards and Accountability • Administrators • Teachers • Parents • SCC • DAC and DELAC	• Materials and supplies • Transportation costs • Renaissance Place • Support Staff	• Duplication and Scoring costs • \$67,000 • \$30,000	• District/site funds • State apportionments • Unrestricted and restricted funds • State and Federal Programs including EIA, ELAP, and Title I, II, III

Description of Specific Actions to Improve Education Practice in Reading/English Language Arts	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
9. Monitoring ELA Program effectiveness: • Evaluation of short and long-term assessments through disaggregated standards based data • Staff analysis of the following: • API/AYP, CSTs, CAHSEE, CELDT, CMA, CAPA, District ELA Benchmarks, writing benchmarks, teacher created assessments, ELA mandated assessments in phonemic awareness, phonics, and fluency grades K-3, observation, report cards, grade program data, IEPs, RP STAR reading , RP STAR Early Literacy • Student culminating lessons such as: portfolios, projects, presentations, demonstrations • Senior projects at all high schools • Academic grades • Common assessments developed by teachers	• Ongoing • District staff • Administrators • Teachers • Parents • District Nurses • School Age Care (SAC) tutors • Teacher Aides • Student Teachers	• Salaries • Supplies and materials • Data Director	District In-Kind Expenses	• City, County and other community service organizations & donations • District/site funds • State apportionments • Unrestricted and restricted funds State and Federal Programs including EIA, ELAP, and Title I, II, III • CAHSEE

Description of Specific Actions to Improve Education Practice in Reading/English Language Arts	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
10. Targeting services and programs to non –proficient students • Data analysis of individual student performance on assessment outlined in #9 • Tracking student performance, support and results • BUSD Calls to Action grade K-3 • TITLE 1 identification criteria and student intervention plans • Student Study Team (SST) plans • Mandatory Retention Programs • Special Education through IEP • 504 plans • Regular teacher data analysis meetings resulting in strategic and intensive interventions for students • ELD program assistance through analysis of CELDT data i.e. BIA's with students scoring 1's and 2's. • Bilingual Instructional Aides and Primary Language Assistants provide direct service (English Language Development) for English Learners • ELD classes at grades 6-12 provide daily instruction • Use of highly qualified teachers and aides • Title I staff provide direct service to students	• Ongoing: • District Staff • Administrators • Teachers • District Nurses • Parents • School Age Care tutors • Teacher Aides • Student Teachers • Local Churches	• Salaries • Supplies and materials	• District in-kind expenses	• City, county and other community service organizations and donations • District/site funds • State apportionments • Unrestricted and restricted funds • State and Federal programs including EIA ELAP, and Title I, II, III

Description of Specific Actions to Improve Education Practice in Reading/English Language Arts	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
11. Any additional services tied to student academic needs in the following areas: • Vision and Hearing screenings by district health services • Attendance and Discipline issues through District Student Services • Homework help • Mentors • Cross age Tutoring • Student To Student Tutoring • Senior Citizen Assistance • Volunteers in classrooms • Tutors provided through grants • Counselors – Student Services coordinators • Positive Youth Development activities such as 40 Developmental Assets program • Tri City Health Services and other outside counseling services such as NCADD • Law enforcement agencies • School Age Care programs • Head Start and District preschools • Ed Foundation Perseverance Awards	• Ongoing: • District Staff • Administrators • Teachers • District Nurses • Parents • School Age Care tutors • Teacher Aides • Student Teachers • Local Churches	• Salaries • Supplies and materials	• District in-kind expenses	• City, county and other community service organizations and donations • District/site funds • State apportionments • Unrestricted and restricted funds • State and Federal programs including EIA ELAP, and Title I, II, III

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

Planned Improvement in Student Performance in Mathematics

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

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: It is the District's intent to have: - Board adopted and purchased Math standards aligned textbooks, K-12 - Board approved standards, K-calculus - Pacing guides for instruction grades K-algebra II - Benchmark Tests aligned with State Key Standards for grades 1-algebra II - Fluency plan developed for grades K-7 with practice and assessments - Spiral review development plan - Completed for grades 6-8 - In progress grades K-5 - In progress geometry -algebra II - Supplemental materials purchased and strengthen standards based instruction in identified need areas	- Monthly Management Team - Math Focus Group - Site based, weekly, biweekly or monthly classroom teachers' compact day meetings - Site grade level meetings	- Consumable K-2 math books - Software programs i.e., Accelerated Math, Riverdeep - Computer Programmer, hourly - Clerk typist, hourly - Subs/release day for alignment work - Reprographics	\$350,000	- District/site funds - Unrestricted - Textbooks - Restricted categoricals including EIA, ELAP, and Title I, II, III - Grant Money

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
2. Use of standards-aligned instructional materials and strategies: - Teachers use research-based instructional strategies to teach standards-based lessons - Teachers use the Curriculum Support Program to research and understand mapped state standards which include suggested support materials and strategies - Continued study of standards alignment of the textbooks, benchmarks, other assessments, and support material to the state standards and CST blueprints - Teachers teaching ELD students have appropriate training and certification and provide support, universal access time, and intervention for their ELD students - Continued development of the use of core intervention programs in BUSD to support students' attaining proficiency in the state standards - Common assessment developed by teachers	- Monthly Management Team - Math Focus Group: Standards alignment, textbook alignment with assessment - Site based weekly meetings - Classroom teachers' Compact Day alignment meetings	- Standards-based programs/software - Staff Development - Purchase of supplemental math manipulative, alternative textbooks as Focus recommends - Monitoring of student progress through benchmark testing and data analysis	\$200,000	District/site funds - Unrestricted - Restricted (Textbooks - Restricted categoricals including EIA, ELAP, and Title I, II, III, - Grant Money - Lottery

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
3. Extended learning time: - Supplemental programs for math K-12 for any student not at the proficient levels - Before and after school interventions - CAHSEE classes for students not passing or at-risk of not passing - Summer School; Make-up classes 9-12 - Title I - Riverdeep - Math Facts in a Flash - Special Education Programs - School Age Care (SAC) Homework Club, grades K-8 - Teacher assigned regular “Homework” individualized tutoring - Foundational classes - Extended learning opportunities for students proficient and above: - GATE programs - AP Statistics - Accelerated Math - Students able to accelerate coursework - Math Olympiad	- Administrators - Teachers - Parents - School Age Care tutors - Teachers Aides - Tutors	- On-going every day from September through Summer School - Teachers Hourly - Administrators additional salary - Tutor and aide salaries - SAC year-round program	\$300,000 (some duplication of costs)	District/site funds - Unrestricted and restricted funds - State and Federal programs including EIA, ELAP, and Title I, II, III - Grant Money

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
4. Increased access to technology: • State approved Technology Plan • School Site Technology Plans • Site Computer Labs • Internet for numerical literacy skills • Clusters for GATE students • Assessment Programs – scanning and recording • Accelerated Math, Math facts in a Flash, Riverdeep and other math standards based software programs • Software for tutorial and assessment both on and off-line • Web based grade reporting programs accessible by password to parents and students • Most math textbooks available online • Instructional resources available to teachers online • Web based software available to students • Data Director is used to store student assessment data and as a tool for assessment analysis	Daily access for students supported by • Administrators • Teachers • Parents • School Age Care tutors • Teacher Aides • CIS • Tutors • Lab Aides	• Staff ongoing every day from Sept. through Summer School and August with SAC • Before and After School Programs • Home connections • Accelerated math materials • SAC year-round program	• \$1,000,000 (some duplication of costs)	District/site funds • Unrestricted • Restricted State and Federal programs including EIA, ELAP, and Title I, II, III • Grants • Gifts • Fundraisers

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
5. Staff development and professional collaboration aligned with standards-based instructional materials: • Researched based programs and training • Administrator training • Principals leading staff focusing on results of a variety of standards based mathematics assessment programs and data analysis • Focus Group activities reported regularly to site staffs • SB472 Training based on adopted text, Trainer of Trainers model • Staff development modules contained in adopted curriculum as a resource • Annual training for new teachers • Utilizing site-based Teaching & Learning conference to identify student needs/staff needs for training. • Staff development regarding brain compatible instruction • Coaching and follow-up	• District Staff Development Coordinator • Math Focus Group • Staff Development Focus Group • Administrators • Teachers • Parents • School Age Care personnel • Math Consultant	• Subs for teacher workshops • Clerk Typist • Computer Programmer • Consultants inservice costs	• \$200,000 (some duplication of costs) • \$60,000	District/site funds • Unrestricted and restricted funds • State and Federal Programs including EIA, ELAP, and Title I, II, III • Staff Development • Block Grant

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): • Reports on STAR/CAHSEE/API/AYP/Reading Project and other assessments relating to the Mathematics programs given to the following groups: ◦ District English Learners Advisory ◦ BUSD School Board ◦ School Site Councils ◦ District/Site PTA Boards ◦ Other community Organizations • Publication of SARC's on the district web site and school web sites • Parent access to grades through web based programs such as Standard Score • Parent in-services and conferences • Report Cards • District and school based newsletters • Needs assessments done at sites • Title I, Title III Parent Education Programs • CBET: Proficient Adult ELD students tutoring other ELD adults?	• STAR: August/September • CAHSEE • API: Sept. • K-5 Trimester grades, conferences • 6-12 quarterly/trimester reports, conferences] • SSCs meet monthly • DAC/DELAC meet every trimester • Teachers and administrators • CIS personnel	• Printing/publishing reports • Report cards • CIS • Benchmark • Aeries reports • Web Grader • Renaissance Place	• \$100,000 some duplication of costs)	District/site funds • State apportionments • Unrestricted and restricted funds • State and Federal Programs including EIA, ELAP, and Title I, II, III • Lottery

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): • Special Education transition services for identified students • Title I services for identified students • GATE services for identified students • Parent Nights: K - 5 • Parent Nights: 6th – 9th • Kindergarten Round-up Summer Take-home packets • Back to School Nights and Open Houses • Parent Training such as Family Math • Parent CAHSEE Nights • Tutoring programs • Transition meeting for special needs students 5th to 6th grade and 8th to 9th grades	Ongoing: • District Staff • Administrators • Teachers • Parents • School Age Care tutors • Teacher Aides • Tutors	• Materials and supplies • Teacher salaries and hourly • Tutor Costs	• \$50,000 (some duplication of costs)	District/site funds • State apportionments • Unrestricted and restricted funds • State and Federal programs including EIA, ELAP, and Title I, II, III • Adult Ed

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
8. Monitoring ELA Program effectiveness: - Evaluation of short and long-term assessments through disaggregated standards based data - Staff analysis of the following: - API/AYP, CSTs, CAHSEE, CELDT, CMA, CAPA, District ELA Benchmarks, writing benchmarks, teacher created assessments, mathematics mandated assessments, observation, report cards, grade program data, IEPs, RP STAR mathematics , RP STAR mathematics - Student culminating lessons such as: portfolios, projects, presentations, demonstrations - Senior projects at all high schools - Academic grades - Common assessments developed by teachers	Annual, Trimester, Quarterly, Weekly, Daily: - Board of Education - Educational Services; Curriculum and Assessment - Administrators - Teachers - Parents - SCC - D and DELAC	- Materials and supplies - Transportation costs	\$20,000 (Some duplication of costs)	District/site funds - State apportionments - Unrestricted and restricted funds - State and Federal Programs including EIA, ELAP, and Title I, II, III - City funding
9. Targeting services and programs to lowest-performing student groups: - Data Analysis indicating specific needs by disaggregating data by standards - BUSD <i>Call to Action/Recommendation for Retention</i> - Student Study Team (SST) - Mandatory Retention Program - Special Education through IEPs - Title I staff provided direct service to students - Assistance to primary language Spanish speaking students - Making sure all schools, including Title I schools, have HQT & aides - Tracking performance, support and results - Teaching & Learning conferences 504 plans - Classroom and grade level groupings based on student need for intervention	Ongoing: - District Staff - Administrators <i>*Highly Qualified Teachers & Aides</i> <i>Parents</i> - School Age Care tutors	Supplemental materials and supplies	\$10,000 (some duplication of costs)	- District/site funds - State apportionments - Unrestricted and restricted funds State and Federal Programs including EIA, ELAP, and Title I, II, III

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
10. Any additional services tied to student academic needs in the following areas: • Vision and Hearing screenings by district health services • Attendance and Discipline issues through District Student Services • Homework help • Mentors • Cross age Tutoring • Student To Student Tutoring • Senior Citizen Assistance • Volunteers in classrooms • Tutors provided through grants • Counselors – Student Services coordinators • Positive Youth Development activities such as 40 Developmental Assets program • Tri City Health Services and other outside counseling services such as NCADD • Law enforcement agencies • School Age Care programs • Head Start and District preschools • Ed Foundation Perseverance Awards	Ongoing: • District staff • Administrators • Teachers • District Nurses • Parents • School Age Care tutors • Teacher Aides • Student Teachers • Local Churches	• Salaries • Supplemental materials and supplies	• District In-Kind expenses	• City, County and other community service organizations and donations District site funds • State apportionments • Unrestricted and restricted funds • State and Federal programs including EIA, ELAP, CBET and Title I, II,III

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);	1a. The District plans to use Title I, II, III, and V; and EIA, ELAP and/or other supplemental funds to provide the following supplemental services to targeted English Learning (EL) students: • Continue to provide personnel: Primary Language Assistants and Bilingual Instructional Aides • Purchase supplementary materials • Hourly program supplemental services to targeted EL students 1b. The District plans to use Title I, II, III and V; and EIA, ELAP and other supplemental funds to help EL students meet the State's annual measurable achievement objectives by: • Developing interventions for EL students in consultation with parents • Providing on-going professional development and coaching to teachers in providing high-quality, standards based instruction in ELD, language arts and math to EL students. 1c. The District and school sites are committed to monitoring the academic achievement of its EL students in the subject areas of ELD, ELA and math. To ensure that EL students are making satisfactory progress, the District employs the following monitoring process: • All EL student records (testing, copies of letters to parents, grades, etc.) are kept in an EL folder in the cum. This folder is updated throughout the year, and accompanies the student as he/she changes schools. • An ELAC committee will be established at each site as required. Members of the committee meet as needed to discuss EL student progress and issues • Each Single Plan for Student Achievement addresses the language and academic needs of the EL students based on STAR date and other multiple measures defined by the site committee.

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activities	d. Describe how the LEA will promote parental and community participation in LEP programs.	At the District level: - All EL student information will be recorded in the District database. The database is accessible to individual sites and teachers - As year-end assessment results are received, they are disseminated to sites for study. District administrators, along with site principals and EL teachers meet to analyze the data and determine if EL students met their annual yearly progress goal (based on length of time in the District language program). - If the sites have not met their annual yearly progress target, a study session is to be held to examine the program design and its implementation. Necessary changes are implemented for the next school year. - The Educational Services staff makes an annual report to the Board on the language and academic progress of the EL students, reflected in the district CST, CAHSEE and CELDT data. - Staff training is provided as needed in the following areas: - EL Master Plan components - ELD Institutes available to all teachers - Memorandum of Understanding (MOU) with LACOE for BCLAD/CLAD/AB2913 - Training opportunities - New hires to be fully credentialed with CLAD or equivalent certification - Standards-based instructional planning for ELD, ELA and math 1d. The District plans to use Title I, II, III, and EIA, CBET, ELAP and/or other supplemental funds to encourage and promote broad involvement of the parents of EL students and the community. The District plans to use Title I, II, III, and EIA, CBET, ELAP, and/or other supplemental funds to: - Provide written and/or oral translation for parents who receive individual student assessment results and program descriptions, as necessary. - Through the annual Parent Compact describe the responsibilities of the school, parent and students in improving student achievement - Provide classes for parents to develop skills, techniques and strategies to assist their children at home. - Provide oral translation for advisory meeting and parent conferences at the District and site level, as requested.

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activities	2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c) . The effectiveness of the LEP programs will be determined by the increase in: - English proficiency; and - Academic achievement in the core academic subjects	The District plans to use Title I, II, III, and EIA, ELAP, and/or other supplemental funds to enhance the current instructional program for EL students as determined by analysis of data and staff development needs by providing: - Release time for teachers of EL students to meet by grade level to discuss their academic progress by looking at samples of student work based on previously agreed-upon targeted essential standards and assessments. - Supplemental reading materials for students to supplement state-adopted ELA series, such as Rosetta Stone - EL data meetings with site administrators - All EL students will have access to additional fluency instruction using strategic interventions such as SIPPS, DISTAR, and Read Naturally, and the intensive Language! intervention system

		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. - designed to improve the instruction and assessment of LEP children; - designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students; - 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; - long term effect will result in positive and lasting impact on teacher performance in the classroom.	3. For administrators, teachers, parents and the community to meet the needs of EL students at all proficiency levels, they must participate in a comprehensive standards-based professional development program. Title I, Title II, Title III, Title V and EIA will be used to design a professional development plan that will integrate research and scientifically-based theory with high quality instructional practices through the District Staff Development Department. The content of this plan will include and describe: - Knowledge of metacognitive and metalinguistic skills through which EL students are taught - Ability to design and implement differentiated, standards-based instruction in all academic areas, and how this intersects with the socio-economic, cultural and linguistic diversity within the school community. - Strategies to identify potential interference between the primary language and English a vast repertoire of strategies for literacy instruction "Scientifically-based, research-based best practices for 2nd Language Acquisition and reading comprehension - Ability to systematically identify and develop resources for differentiating instruction in the teaching of reading, writing, listening and speaking - Understanding of the role of assessment in guiding and evaluating instructional and programmatic practices - Ability to design and implement formal and informal assessment - Ability to use classroom data to differentiate instruction and evaluate the efficacy of instruction

Y/N			Description of how the LEA is meeting or plans to meet this requirement.
Allowable Activities	4. Upgrade program objectives and effective instruction strategies.	Yes	If yes, describe: As part of the District's Title III program the DELAC (in all core content courses) meet quarterly to: • Evaluate academic course content • Adopt supplementary materials • Review intervention programs • Develop intervention curricula • Develop local standards-based assessments • Review disaggregated data • Evaluate student progress • Determine the efficacy of programs for EL students These meetings provide the vehicle of opportunity for District-wide articulation and ensure consistency and coordination. Title III funds can be used to provide hourly payments for committee members to attend meetings after school and to provide for substitutes if release time is needed for its members.

Y/N			Description of how the LEA is meeting or plans to meet this requirement.
	5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.	Yes	If yes, describe: The District works to develop and provide an intervention curriculum that will focus on the specific needs of identified EL students in order to assist them in developing English language proficiency, high levels of academic proficiency, and in meeting redesignation and graduation criteria. Specific areas of focus include improvement of reading fluency, reading comprehension, word analysis, writing, and vocabulary development. The intervention program will be designed to support and complement the students' regular English Language Arts/English Development and core content instructional program. In addressing the needs of the identified students, the classroom teacher will use consistent, systematic instruction to provide many differentiated opportunities to read; acquire new knowledge and vocabulary through reading and writing; read and comprehend leveled fiction and textual materials; enjoy reading; engage in meaningful reading and writing; do expository, narrative, response to literature and persuasive writing (based upon grade-level ELA standards and grade-span ELD standards). Research-based best practices and common characteristics of highly effective intervention programs form the basis for this program. These include: • small classes, with small group or individual instruction (Cooper et. Al 2000) • creative instruction (White and Johnson 1999) • longer program duration (Ascher 1988) • high academic expectations and a clear academic focus (Ascher 1988) • specific interventions and curriculum for teachers designed to meet identified student needs (White and Johnson 1999) • sufficient time for advanced planning (Ascher 1988) • careful design and planning, which establishes clearly defined needs and goals (Planning and Evaluation Services) • a clear focus on using the extended time effectively (Planning and Evaluation Services 1995)

Y/N			Description of how the LEA is meeting or plans to meet this requirement.
	(Continued #5)		Based on identified student needs, instruction will include a variety of activities and strategies that promote EL students success in reading. The classroom teacher will model good reading strategies and the student will learn critical concepts of how print works, and connect text to self, text to text, and text to the community and world. Teacher modeling of effective reading strategies with students will assist EL classroom teachers to develop strategies of their own. • Students will be involved in daily activities using the six explicitly taught reading strategies: a) connect, b) visualize, c) question, e) infer, f) summarize, and g) evaluate • Students will be given multiple opportunities to apply learning in teacher-guided groups, small groups, and on-on-one instruction. • The program's writing component will focus on expository writing and response to literature. Writing instruction will include shared, modeled, paired and independent writing. Students will work to meet grade-level ELA and grade-span ELD Standards for writing applications and conventions. • In order to encourage independent reading for pleasure and academic advancement, the EL students will have access to an extensive collection of material at appropriate reading levels. Students will read daily. • Instruction will be designed and modified using information from on-going formal and informal assessment of each student's strengths and needs. Title III funds can be used to pay an hourly rate to an <i>intervention teacher, Bilingual Instructional Aide, or purchase supplementary materials.</i>

Y/N			Description of how the LEA is meeting or plans to meet this requirement.
	6. Develop and implement programs that are coordinated with other relevant programs and services.	Yes	If yes, describe: The District plans to use Title I, II, III, EIA, and ELAP, and/or other supplemental funds to coordinate a variety of programs or develop new programs to extend the regular instructional program and focus on the needs of EL students. The following collaborative programs will be coordinated to meet each student's identified needs: • Current, existing Primary Language Assistant and Bilingual Instructional Aides • English Language Acquisition Program (ELAP) for grades 4-8 • Pupil promotion and retention program – “<i>Call to Action</i>”; parent notification of At-risk of Retention plans • Title I Intervention Program • Site tutoring programs • GATE classes • AP classes • Carl Perkins • Career Technical Education programs • Regional Occupational Program

Y/N			Description of how the LEA is meeting or plans to meet this requirement.
	7. Improve the English proficiency and academic achievement of LEP children.	Yes	If yes, describe: The District is developing and will implement an English Learner Individualized Intervention Learning Plan that will identify interventions and supplemental programs to meet identified EL students' individual needs in order to improve English proficiency and academic achievement. The District plans to use Title I, II, III, and EIA, ELAP, and/or other supplemental funds to develop the curriculum and assessments for this program. The goals of this program will be to support the success of the EL students in the regular instructional program. This program will be supported by the collaboration and coordination with the following District programs and related services: • District staff development and support provided by the Division of Human Resources and Development • Curriculum and Assessment Department • Local colleges • PLA/BIA • Networking with other districts and the LACOE to dialogue, collaborate and research programs in order to improve District programs

		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 – ○ To improve English language skills of LEP children; and ○ To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.	Yes	If yes, describe: The District plans to use Title I, II, III, and EIA, ELAP, and/or other supplemental funds to educate and empower parents of EL students to become an integral part of the school and community and ensure academic success for their children. Connecting the families with needed educational and social services is an essential part of creating an atmosphere conducive to academic success. The District supports individual school site plans that may offer a variety of programs to parents of EL children as determined by their site needs assessment: • Schools provide parents information on educational programs and partnerships with the District and community-based organizations, services and facilities • Health Services information meetings • Parent education classes • Family Literacy nights • ELAC/DELAC • Class instruction and materials will be translated into the primary language of the parents, as feasible. Childcare can be provided at meetings/classes.
	9. Improve the instruction of LEP children by providing for – ○ The acquisition or development of educational technology or instructional materials ○ Access to, and participation in, electronic networks for materials, training, and communication; and ○ Incorporation of the above resources into curricula and programs.	Yes	If yes, describe: The District Plans to use Title I and Title III funds to acquire language development software, such as Rosetta Stone, and implement that software in every school. EL students also have equal access to computers in the classrooms and computer labs, including online access in every school. Specific plans are reflected in the Single Plan for Student Achievement for each school in the District.

		Description of how the LEA is meeting or plans to meet this requirement.	
	10. Other activities consistent with Title III.	Yes	If yes, describe: • Training for paraprofessionals • Additional conference attendance on topics related to EL students

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; d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;	Upon registration of their student, and annually thereafter, parents receive a written explanation of the following information: a. The reasons for the identification of their child as EL and need of services based on the Home Language Survey response and score on initial CELDT test; b. The child's level of English proficiency and how it was assessed is reported to the parent with an explanation of CELDT level, and explanation of CELDT exam, and the status of the student's academic achievement, which is communicated in the progress reports and other communications between teacher/parent and student; c. The method of instruction the student will receive including the program description that includes information on the amount of time in ELD and the materials to be used. In addition, benchmarks and yearly goals are explained so that parents can monitor progress towards these goals; d. How this program is designed to meet the needs of the child based on CPM requirements, research, past successful experiences; e. How this program design helps their child learn English with emphasis on the ELD Component; and qualifications and training of teachers. f. Specific exit requirements (redesignation criteria) and expected rate of promotion and graduation if student participates in this program. If student is an under-schooled newcomer, he/she may need more instructional time to catch up with his/her peers; g. If the student has a disability, an explanation of how the services prescribed by the IEP work together with the program in which the student is enrolled to maximize his/her learning experiences;

		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.	The District provides many opportunities to inform the parents of their parental rights including their right to withdraw their child from the program (but not the services) and to choose a different program (alternative bilingual): • The District uses Title I, II, III, and EIA, ELAP, and/or other supplemental funds to hire bilingual personnel (Primary Language Assistants and/or Bilingual Instructional Aides) at the District and site levels who will be available to parents to translate information into their home language to ensure fully that the parent understands this information. • If the parent accompanies the child to the testing, the PLA will give the parent a detailed explanation of the procedures and EL program placement options. When testing is completed, parents receive their child's (preliminary) scores, the rationale for identification as EL or FEP, and explanation of all program information and parent rights are given in translated form, both oral and written. • Following initial placement, progress is informally evaluated during the year by the classroom teacher, ELD assessments, and District benchmark assessments. Parents receive formal report cards and are encouraged to attend Parent-Teacher Conferences. Teachers are available by appointment, and appointments can be made through the school office. • Site ELAC and District DELAC meetings focus on informing parents about instructional programs and how they can support their child's academic achievement. • Annual parent notification, taking place within 30 days of the beginning of each school year and includes detailed program descriptions, options and parent rights. • In addition to parent notification of assessment results and program participation, the District uses Title I, II, III, and EIA, CBET, ELAP and/or other supplemental funds to support additional parent meetings to ensure their children are being properly included in all possible school services including Title I, Special Education Programs, GATE, AP courses and other services. These meetings may also serve to provide a forum for parents of EL children to share their recommendations for program design and goals.
Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.		For students who enroll after the beginning of the school year, parents are notified in writing, within 30 days of their child's English assessment, of their child's placement in a language program.

LEA Parent Notification Failure to Make Progress If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.	If the District or site fails to make its AYP, all parents will be notified in writing of such failure in writing in a language they understand no later than 30 days after such failure occurs. The District's Primary Language Assistants and Bilingual Instruction Aides will be available to make phone calls to parents as necessary to answer any questions the parents may have and to inform them of their option to choose another school within the District. More than one general meeting will also be held for all parents to explain the AYP and the lack of school progress and options. Childcare and translation may be provided.
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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:	NO	If yes, describe: N/A
	2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:	NO	If yes, describe: N/A
	3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	NO	If yes, describe: N/A

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

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:	NO	If yes, describe: N/A
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Performance Goal 3: *By 2010-11, 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
• As of September 2, 2002, all teachers at Title I schools met the definition of Highly Qualified. • Bonita is guided by District-wide and site plans that address content standards, instructional strategies and assessment. • Each year, site staff development plans reflect careful analysis of student performance and teacher needs. • Bonita provides staff development that is evaluated ultimately on the basis of its impact on teacher effectiveness and student learning; and that assessment guides subsequent professional development efforts. • Bonita has an active CSR, BTSA, PAR and AB430 professional development programs. • Bonita collaborates with the Los Angeles County Office Education (LACOE) and various consortia to support professional development. • Bonita has an updated Board policy describing hiring requirements and credentialing requirements. • Bonita has standards-based report cards aligned to state curriculum standards. • Bonita provides ongoing, year long, job embedded staff development through compact days, student free days, staff meetings, in-class modeling and mentoring, coaching and administrator meetings • Bonita focuses on individual, collegial, and organizational improvement through planned collaboration by those who will participate in and facilitate professional development. • Bonita respects and nurtures the intellectual and leadership capacity of teachers, principals and others in the school community.	• By August 13, 2010, 100% of the District's teachers will meet the definition of Highly Qualified. • Bonita will collaborate with outside agencies for CLAD and GATE teacher certification. • Bonita will expand the use of standards-aligned lessons and standards-based instruction. • Bonita will increase professional development activities that build upon best practices and align these practices to changes in research, the state curriculum, and state legislation. • Bonita has implemented a needs assessment and input processes for Professional Development. • Continue to expand staff development opportunities for paraprofessional and administrative personnel.

Performance Goal 3: *By 2010-11, 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: Bonita ensures that all content related professional development is standards-based (i.e., English Language Arts adoption, Content Area Literacy, BTSA. Bonita recognizes the need to development, refine and expand teachers' pedagogical repertoire, content standard knowledge and the skill to integrate both. All staff development reflects: • <u>Content Area Literacy – California Academic Content Standards</u> • <u>Pedagogy – Profession California Standards for the Teaching Profession (CSTP)</u> & Marzano's research based instructional strategies. • <u>Data Driven Decision Making</u> – Assessment strategies such as training through LACOE and BCI. • <u>Multiple Professional Development Strategies</u> – coaching, workshops, peer observation, self study, mentors, grade level meetings, "Just in Time" training as well as job-embedded activities. • <u>Instructional technology</u> • <u>Intervention strategies and programs</u>	• Superintendent • Assistant Superintendent of Educational Services • Assistant Superintendent of Human Resources Development • Director, Curriculum and Assessment • Director, Special Education • District Staff Development Trainers • Beginning Teacher Trainers • Consulting Teachers • BTSA Support Providers • Principals	• Standards based material • Books & training materials • Beginning teacher training supplies • Class size reduction training • Standards-based software programs • Subs for teachers • Consultant fees	\$300,000 <i>(there are many duplication of funds supporting professional development activities in this plan)</i>	District/Site Funds • Unrestricted • Categoricals, 10th Gr. Counseling, GATE, • PAR, BTSA • Staff Development

Please provide a description of:	Persons Involved/ Timeline**	Related Expenditures	Estimated Cost	Funding Source
<i>(#1 continued)</i> Bonita offers training for Class Size Reduction K-3 teachers, a New Teacher Academy, and Beginning Teacher Support and Assessment (BTSA). Ongoing site and district coordinated staff development includes instructional best practices, effective strategies for intervention, training on specific intervention and acceleration systems, brain compatible instruction and lesson planning, and use of technology.	** Monthly Meeting for: - Principals - Management - Principal's Councils - Educational Services - Site Staff - Dept./Grade-level - Focus Groups			
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: Administrators and teachers work together to develop and implement a District-wide plan designed to meet both District and site needs. It is designed to be flexible and responsive while operating within District guidelines for general content, rigor, and quality. This plan focuses on strategies that will significantly affect what teachers do in the classroom and their ability to help all students reach high standards. Activities include but are not limited to: • Bonita provides ongoing support over multiple years in a targeted area of focus (research states that one-shot training is not effective) • Bonita continues to adopt textbooks that use scientifically based materials and scientifically based approaches to in-service • Bonita will have ongoing curriculum Task Forces, principal review, and select R-B materials for use in core instruction and intervention • Human Resources and Educational Services personnel attend state, county and regional network meetings that provide sources of information on research-based practices.	• Superintendent • Assistant Superintendent of Educational Services • Assistant Superintendent of Human Resources Development • District Staff Development Trainers • Beginning Teacher Trainers • Consulting Teachers • BTSA Support Providers • Principals • Director, Curriculum and Assessment • Director, Special Education • Task Force • Lead Teachers	• Standards based material • Research based materials • Needs assessment system • Task Force member compensation	\$5,000	District/Site Funds • Unrestricted • Categorical, 10th Gr. Counseling, GATE, Title I, II, III • PAR, BTSA, • Staff Development

Please provide a description of:	Persons Involved/ Timeline**	Related Expenditures	Estimated Cost	Funding Source
(#2 continued) - Bonita will create/purchase an online assessment for teachers and principals to use in order to assess teacher needs and needs of students. Bonita will continue to ask and be guided by four essential questions: - What are all students expected to know and be able to do? - How will we know when students are learning? - What will we do when students are not learning? - What will we do when students are learning quickly?	** Monthly meetings for: - Principals - Management - Principal's Council - Educational Services - Site Staff - Dept./Grade-level			
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: Bonita provides the training of and time for data driven decision making activities in order to build quality teaching and leadership at all levels by using disaggregated student data to determine professional development priorities, monitor progress, and help sustain improvement. Activities include but are not limited to: - Principals, District administrators, and other key personnel serve as instructional leaders to combine support to achieve school and District goals - The Superintendent articulates and facilitates ongoing dialogue at monthly management meetings about the critical link between improved student learning and teacher professional growth	- Superintendent - Assistant Superintendent of Educational Services - Assistant Superintendent of Human Resources Development - Program Specialist-Staff Development and Media Services - District Staff Development Trainers - Beginning Teacher Trainers - Consulting Teachers - BTSA Support Providers - Principals	- Standards based materials - Targeted staff development - Extended day opportunities	\$20,000	District/Site Funds - Unrestricted - Categorical, 10th Gr. Counseling, GATE, Title I, II, III - PAR, BTSA - Staff Development

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
(#3 continued) - District provides for principals data-driven assessment training and support to their staff - All teachers review classroom and school data individually, in grade level teams, and school wide - Student Study Teams (SST) discuss multiple strategies to use with low achieving students, low-income students, and minority students to assure all students have equal access to achieve to their potential. - All data driven decision groups measure and track progress toward academic achievement by reviewing: - Standardized tests (STAR) - Benchmarks - Student work samples/Portfolios - CAHSEE - District fluency assessments Bonita has a plan for staff development that includes: differentiated training for teachers based on data driven decision-making, standards-based instruction, instructional strategies, and assessment. For example: in grades where assessment scores are lower than expected, Bonita is providing staff training on how to use data and standards-based instructional strategies.	- Directors and Coordinators ** Monthly meetings for: - Principals - Management - Educational Services - Site Staff - Dept./Grade-level - Focus Groups			
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: Bonita blends school-wide programs to provide students with the best resources and programs from pre-K to twelfth grade. Administrators from Educational Services, Curriculum and Assessment, Human Resources, Technology, Student Support Services, and Special Education, will meet at least quarterly to collaborate on how to best meet the needs of teachers, principals and students.	- Assistant Superintendent of Educational Services - Assistant Superintendent of Human Resources Development - Program Specialist-Staff Development and Media Services - District Staff Development Trainers	- Standards based materials - Planning time	\$100,000	District/Site Funds - Unrestricted - Categoricals, 10th Gr. Counseling, GATE, Title I, II, III - PAR, BTSA, - Staff Development

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
(#4 continued) - Program administrators will work directly with site administration to align resources and programs for specific subpopulations through Principals' meetings and periodic monitoring of coordinated professional development activities and calendars for ELL, GATE, Title I, and Special Education Bonita has joint leadership through: - The content area Focus Groups comprised of District staff, lead teachers, site principals - Shares leadership roles for administrators and teachers in trainings and planning for trainings - Staff development coordinating teachers, teacher leaders, and grade level leads demonstrate teacher leadership through the planning and implementation of staff development - Bonita respects and encourages the leadership development of both administrators and teachers Bonita uses an ongoing planning process for: - Coherent multi-year professional development based on District and site plans which reflects both site-based priorities and students' individual learning needs - Integrating Federal, State, and local programs activities at the site - Allows for changes and modifications as a result of teacher feedback and formative evaluation of student learning	- Beginning Teacher Trainers - Consulting Teachers - BTSA Support Providers - Principals - Directors and Coordinators ** Monthly meetings for: - Principals - Management - Principal's Council - Educational Services - Site Staff - Dept./Grade-level - Focus Groups			
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: Bonita provides multiple opportunities for professional development available in many forms and settings.	Assistant Superintendent of Educational Services	- Standards based materials - Online technology - Coaching stipends	\$200,000	District/Site Funds - Unrestricted - Categoricals, 10th Gr. Counseling,

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
(#5 continued) - Professional Development is provided through all day training sessions, compact days, and grade level meetings with flexible training options, such as before/after school, Saturdays, summer academics, prep time, in-class modeling, sub release, job embedded strategies during school site staff meetings, and online opportunities - Leveled classes, follow-up training, peer coaching, and classroom modeling are offered to move staff along the California Standards for the Teaching Profession (CSTP) continuum - Online opportunities are offered through the English Language Arts Test book (grades 6-12), CTAP online technology training, and CLAD certification - Newly credentialed teachers in the BTSA induction program are provided with a FAS trained coach to work through the content standards and California Standards for the Teaching Profession (CSTP) - Administrators receive training based on their needs through management meetings, principals' council, and experts to be effective coaches of effective teachers - The PAR program encourages teachers to renew their skills and support teachers at risk of leaving the teaching profession Bonita provides time to implement standards based strategies. - The Staff Development committee and site principals strategize ways to provide time for professional learning to occur in a meaningful manner at the school sites - Since time is the greatest stumbling block for providing relevant and timely high quality learning opportunities for teachers, each site has scheduled time to plan, reflect, design lessons together, and examine and make meaning of content and teaching standards on compact days, during staff meetings and all day workshops	- Assistant Superintendent of Human Resources Development - Program Specialist-Staff Development and Media Services - District Staff Development Trainers - Beginning Teacher Trainers - Consulting Teachers - BTSA Support Providers - Principals - Directors and Coordinators ** Monthly meetings for: - Principals - Management - Principal's Council - Educational Services - Site Staff - Dept./Grade-level • Focus Groups	- Trainers - Survey materials		GATE, Title I, II, III, - PAR, BTSA, - Staff Development

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
(#5 continued) Bonita builds in accountability practices that include but are not limited to: - Evaluations from trainings will provide data on Instructional Delivery, Assessing Student Learning, and Developing as a Professional Educator based on the California Standards for the Teaching Profession (CSTP) - Administrative, teacher, and paraprofessional needs assessment to provide a foundation for future planning based on needs of teachers and principals. - Data collected informally at focus group meeting and at principals meetings				
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: Bonita integrates current and potential funding sources. Title II, Part D funds are used for technology integration training to effectively utilize technology (Goal 8 from the technology plan) - Staff are trained to effectively utilize student grades and assessment data to drive instructional decisions - Staff and students will be trained in safe and ethical use of software and online resources - Pilot technology teachers will be supported with technology expertise and training in cutting edge classroom technology	- Assistant Superintendent of Educational Services - Assistant Superintendent of Human Resources Development - Program Specialist-Staff Development and Media Services - District Staff Development Trainers - Beginning Teacher Trainers - Consulting Teachers - BTSA Support Providers - Principals - Directors and Coordinators	- Standards based materials - Technology support personal - Sub time to create units - Reproduction cost of scope and sequence - Assessment software - Trainers	\$300,000	Current and potential funding sources include but are not limited to: District - General Fund - Categorical Funds (SI, SBCP, Title 1, EIA/LEP, GATE) - Grants (Ed Tech Staff Dev, EETT, STRG) - E-Rate Schools - School Site Fund - Categorical Funds (SI, SBCP, Title I, EIA/LEP, GATE)

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
(#6 continued) - Staff will be trained in integration strategies and research based “best practices” - Staff will be trained in the District Technology and Information Literacy Skills Scope and Sequence - BTSA induction candidates document completion of Standard 16 - Teachers will demonstrate integration of technology into their curriculum to enhance student academic achievement, as evidenced by student work samples and teacher lesson plans	** Monthly meetings for: - Principals - Management - Principal’s Council - Educational Services - Site Staff - Dept./Grade-level - Focus Groups			- Grants (DHS/TSST (AB 64) Ed Tech (AB 2882)) - Carl Perkins funds - Governor’s Performance Award - PTA and PFA - Associated Student Body - Star Energy Saver Reimbursement
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.): The <i>technology-integrated</i> classrooms and media centers will have sufficient equipment and learning resources to establish environments that support student and teacher success. Part of Bonita’s three year Technology Plan’s vision will include: - A low computer to student ratio (networked multimedia computers that have Internet Access) - A teacher work/monitoring station or Library media circulation server	- Superintendent - Assistant Superintendent of Educational Services - Assistant Superintendent of Human Resources Development - Program Specialist-Staff Development and Media Services - District Staff Development Trainers - Beginning Teacher Trainers	- Standards based materials - Technology support personal - Sub time to create units - Reproduction cost of scope and sequence - Assessment software - Trainers	\$300,000	Current and potential funding sources include but are not limited to: District - General Fund - Categorical Funds (SI, SBCP, Title 1, EIA/LEP, GATE) - Grants (Ed Tech Staff Dev, EETT, STRG) - E-Rate

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
(#7 continued) • Multimedia presentation equipment in every classroom • Teacher, parent and student access to individual student assessment data • Adequate room for individual and group work on projects • Resources and software for students to learn “from” and “with” technology • Pilot technology classrooms at each school site The technology-integrated classrooms and media centers require a focus on teachers, administration, and media personnel that have ongoing sustained professional development to successful integration technology. The staff will: • Challenge their students academically while providing the scaffolding necessary for their success • Establish student outcomes and performance standards that will be achieved by the inclusion of technological resources • Apply technology-integrated best practices • Determine a process for measurement and evaluation of the outcomes and a process for modifying the curriculum accordingly • Utilize opportunities for continuous learning to increase their own knowledge in society where information is rapidly changing	• Consulting Teachers • BTSA Support Providers • Principals • Directors and Coordinators ** Monthly meetings for: - Principals - Management - Principal’s Council - Educational Services - Site Staff - Dept./Grade-level - Focus Groups •			Schools • School Site Fund • Categorical Funds (SI, SBCP, Title I, EIA/LEP, GATE) • Grants (DHS/TSST (AB 64) Ed Tech (AB 2882) • Carl Perkins funds • Governor’s Performance Award • PTA and PFA • Associated Student Body • Star Energy Saver Reimbursement
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: Bonita ensures that all content related professional development is standards based as part of current practices through ongoing dialogue with principals and teachers around needs and priorities. Input into staff development decisions is received from principals at least monthly during the school year.	• Superintendent • Assistant Superintendent of Educational Services • Assistant Supt of HRD • Program Specialist-Staff Development and Media Services	• Standards based materials • Sub time for training • Individualized learning software • Trainers • Home connections	\$20,000	District/Site Funds • Unrestricted • Categoricals, 10th Gr. Counseling, GATE, Title I, II, III • PAR, BTSA

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<i>(#8 continued)</i> Bonita has teachers, administrators, paraprofessional, and parents that provide input to the professional development plan by participating in: • Strategic Planning • District Professional Development Steering Committee • English Language Arts Focus Group • Math Focus Group • Science Focus Group • Social Studies/History Focus Group • Educational Technology Focus Group • Special Education Focus Group • District Budget Advisory Group • Site level professional development committees • ELAC, DELAC, LAC Meetings • School Site Council Meetings • District Advisory Council and District English Learners Advisory Councils Bonita has teachers, administrators, and paraprofessional collaborates to plan District and site professional development opportunities at: • District Professional Development Steering Committee • Staff Meetings • Department Chair Meetings • Grade Level Meetings • Cross Grade Level Meetings • Management Meetings • Principal Meetings • Educational Services Meetings • School Site Councils	• District Staff Development Trainers • Beginning Teacher Trainers • Consulting Teachers • BTSA Support Providers • Principals • Directors and Coordinators ** Monthly meetings for: - Principals - Management - Principal's Council - Educational Services - Site Staff - Dept./Grade-level - Focus Groups			• Staff Development

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. Bonita provides training in instructional best practices, effective strategies for intervention, training on specific intervention and acceleration systems, brain compatible instruction and lesson planning, and use of technology. Bonita researches and provides training to address the needs of students with disabilities and special learning needs (including students who are gifted and talented) Bonita provides training opportunities for teacher working with limited English proficient students. Bonita provides training on how to have explicit standards for classroom behavior so that: • Teachers let students know that there are high standards for behavior in the classroom • Consistent, equitable discipline is applied for all students • Personal interactions between teachers and students are positive • Teachers pay attention to student interests, problems and accomplishments in social interactions both in and out of the classroom with all students on campus • Teachers identify and apply appropriate interventions	• Assistant Superintendent of Educational Services • Assistant Superintendent of Human Resources Development • Program Specialist-Staff Development and Media Services • District Staff Development Trainers • Beginning Teacher Trainers • Consulting Teachers • BTSA Support Providers • Principals • Directors and Coordinators ** Monthly meetings for: - Principals - Management - Principal's Council - Educational Services - Site Staff - Dept./Grade-level - Focus Groups	• Standards based materials • Sub time for training • Individualized learning software • Trainers • Home connections	\$100,000	District/Site Funds • Unrestricted • Categoricals, 10th Gr. Counseling, GATE, Title I, II, III • PAR, BTSA • Staff Development

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
(#9 continued) Bonita provides staff with Family Involvement training embed in all professional development that focuses on: • A true partnership between the school, home, and community • Staff knowledgeable about various ways in which family and community members can be involved with the school Bonita has a School Site Council at each site comprised of grade level representatives, support personnel, parents, and administrators that meet regularly to review programs and align them to overall school needs. Meetings are announced in advance and open to parents.				
10. How the LEA will use funds under this subpart to meet the requirements of Section 1119: In order to maintain a highly qualified instructional staff, teachers and paraprofessionals will be supported through professional development activities coordinated with the Educational Services by the staff development activities coordinated with the Educational Services by the staff development department in collaboration with the direction of the Human Resources Department. Participation will be monitored collaboratively through the District Staff Development Department and the Human Resources Department in order to assist staff members with completion of requirements. Pre-Meetings and quarterly sessions will be conducted periodically to determine needs and intentions. Bonita will continue to encourage teaching assistants to pursue teaching credentials. University assistance information is made available through Human Resources and Staff Development. Additionally all teachers will be encouraged to obtain graduate degrees and National Board Certification. Efforts will be coordinated through Staff Development to include dissemination of university program information and provision of workshops conducted by currently board certified teachers.	• Assistant Superintendent of Educational Services • Assistant Superintendent of Human Resources Development • Program Specialist-Staff Development and Media Services • District Staff Development Trainers • Beginning Teacher Trainers • Consulting Teachers • BTSA Support Providers • Principals • Directors and Coordinators	• Standards based materials • Beginning teacher training • Support materials • Recruitment and outreach programs	\$150,000	District/Site Funds • Unrestricted • Categoricals, 10th Gr. Counseling, GATE, Title I, II, III • PAR, BTSA • Staff Development

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<i>(#10 continued)</i>	** Monthly meetings for: - Principals - Management - Principal's Council - Educational Services - Site Staff - Dept./Grade-level - Focus Groups			

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
District Focus Areas Bonita BUSD has Students Needs as one of its eight areas of focus: The District will develop and implement programs to shape character, nurture intellect and build skills for success for ALL students. <u>School Resource Officers (SRO)</u> Bonita currently has two SRO positions funded thru the district and both cities. One SRO is assigned to the LaVerne sites and the other is assigned to the San Dimas sites. They assist with interventions related to student discipline, attendance, school safety, both during and after school events, and SART/SARB. <u>Canine Team</u> Currently Bonita has a canine team who randomly visits all five secondary sites. They help support student safety and reinforce a safe and drug free learning environment. They also participate in district and school events related to safe and drug free schools. Funding is provided by the LaVerne Police Department and LA Impact. Safe Schools Plans – Each year, all school sites update their Site Safe School Plan. Board Policy • Code of Conduct • Dress Code Policy • Tobacco Free Policy • Drug Free Policy • Gun Free Policy Annual Parent Notification – Parents are provided with regular information through the “District Rights and Responsibilities” document, District and site newsletters, and Parent Handbooks. Intervention Process – Each school has a student study team process in place to identify truancy and provide early interventions. SART/SARB processes are also further interventions.	Staff Development Staff Development is provided for teachers in grades K-12 on new researched-based (science-based) curricula for Safe and Drug Free School Programs. Cessation Program Currently there are limited provisions in place for students caught with tobacco and those who desire to quit tobacco use. Positive Youth Development Beyond the newly adopted researched-based program, Bonita will investigate strategies for implementing Positive Youth Development and Protective Factors across the District (i.e., Cross Age Buddies, student to student mentoring, and school wide family-based activities).

STRENGTHS	NEEDS
<i>(Continued)</i> Comprehensive Alcohol Tobacco Other Drug and Violence (ATODV) Program – Bonita works collaboratively to adopt and carry out a comprehensive research based program to prevent alcohol, tobacco, other drug and violence use. Anger Management and Substance Abuse class- This class is offered to all BUSD families and focuses on drug and alcohol use and awareness, problem solving, conflict resolution, anger management, and making better choices. Science-Based Curricula – Bonita has comprehensive researched-based programs in grades K-12 (All programs are from Appendix c) • STAR program is implemented in grade 6 • <i>Quest</i> is implemented in grade 7 • Project Sister implemented in grade 8 • Freshmen Foundation and Link Crew implemented in grade 9 • Red Ribbon Week implemented in grades K-12 • <i>Too Good For Drugs</i> in grades is implemented in grades K-5 • <i>Too Good for Drugs & Violence</i> – After-School Activities is implemented in School Age Care (After school program grades K-8)	

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
• Bonita has research-based curriculum that will be taught at all grade levels; teachers will be trained and refresher sessions will be conducted on a yearly basis. • All students have access to a school nurse and school psychologists. • All 6-12th grade students have access to counselors/student service coordinators (SSC). • Bonita works with community based organizations (such as Tri-City Mental Health and NCAD) referral programs that provide support and outreach to families of students who are truant, and/or have behavior/discipline/substance abuse problems. • All schools collaborate with La Verne Youth and Family Action Council or San Dimas Youth and Family Coalition to support programs (Peer Assistance Leadership (PAL), Every 15 Minutes, and various community activities). • All schools sites have a School Resource Officers from La Verne Police or San Dimas Sheriff Departments who provide onsite support and intervention. • Middle and high schools have campus supervisors trained in conflict resolution and gang awareness. • Bonita has school mentor programs that include: University of La Verne Mentors for Ramona Middle School, staff to student and student to student mentors. • Bonita has a broad range of after school programs to engage students with a variety of needs and interest that include; tutoring, athletic activities, music, Club Live, School Age Care, and city organized activities. • Bonita has conflict resolution programs in middle school such as, Peer Assistance Leadership (PAL), conflict support resolution through peer mediation, and anger management programs coordinated by the counselors. • Bonita has service learning opportunities through the middle school Quest Program and Senior Projects at both Bonita High and San Dimas High. • The Technology Focus Group coordinates and collaborates to provide access to update Library Media Centers. • Both high schools have an athletic code of conduct for all athletes. • Bonita participates in School Attendance Review Team (SART), and School Attendance Review Board (SARB). • Ramona Middle School offers a marriage and family counseling service for their families through a licensed psychologist.

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
The District collaborates with local law enforcement to reduce the prevalence of incidents of substance abuse among youth in the community. The district SROs will continue their anti-crime, anti-alcohol/drug abuse activities. These include interacting with students in a positive, non-punitive way, mentoring students, working with students and their parents to reduce criminal activity (including substance abuse), and being an educational resource for the schools in the areas of drugs/narcotics, personal safety, and conflict resolution. Evidence-based model substance abuse prevention/intervention programs first implemented under the Reduce Alcohol Abuse Program Grant will continue. California Safe Schools Assessment (CSSA) data shows that Drug and Alcohol offenses in Bonita dropped from 6.29 per thousand in 1998-99 to 4.57 per thousand in 2000-01. This may reflect the effectiveness of the two School Resource Officers (one for the La Verne Secondary schools, one for the San Dimas secondary schools) hired by the District in partnership with local law agencies in 1999 and are still employed. SROs working directly on site assist in this work as well. The California Healthy Kids (CHKS) is administered every two years. Data is used to refine and strengthen programs. Comparing the 2008 Healthy Kids Survey with the 2006 California Healthy Kids Survey (Grades 5, 7, 9 & 11) growth was shown in all six goals. Bonita has intervention procedures in place at all schools for students with persistent discipline problems. District discipline procedures are reviewed annually by teachers, students, administrators, staff and parents.	Bonita will continue to implement evidence-based Alcohol Tobacco Other Drug and Violence (ATODV) programs that were selected based on data to address the occurrence of ATODV by students. • The Spring 2008 California Healthy Kids Survey (CHKS) for Bonita USD in the "Percent of students who used alcohol and other drugs at least once in their life" shows the following: <u>Alcohol</u>, 19% for Grade 7, 39% for Grade 9, and 57% for Grade 11; <u>Inhalants</u>, 11% for Grade 7, 14% for Grade 9, and 12% for Grade 11; and <u>Marijuana</u>, 3% for Grade 7, 20% for Grade 9 and 33% for Grade 11. The "percent of students who feel very safe at school" was 18% for Grade 7, 21% for Grade 9, 23% for Grade 11. For BUSD 5th grade, the category "Ever Used Alcohol" 4% <u>Inhalants</u>, 2% <u>Marijuana</u>, and a 34% <u>Alcohol</u> use. Under Safe Schools and Violence, the "percentage of 5th Grade students that feel very safe at school" was 45%. • Alcohol/substance abuse-related suspensions at the BUSD secondary schools totaled 55 in 2006-07, 43 in 2007-08, and 33 in 2008-09. Crime incidents (K-12) totaled 113 in 2006-07, 120 in 2007-08, and 99 in 2008-09. All elementary and middle schools plans to implement effective conflict resolution programs and strategies. California Healthy Kids Survey (CHKS) Spring 2008 shows 42% of fifth grade students have been bullied over the past year.

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: 6/1/08 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will decrease biennially by:	5 th <u>5%</u> 7 th <u>11%</u>	5 th <u>1%</u> 7 th <u>2%</u>
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by:	7 th <u>2%</u> 9 th <u>9%</u> 11 th <u>11%</u>	7 th <u>1%</u> 9 th <u>2%</u> 11 th <u>1%</u>
The percentage of students that have used marijuana will decrease biennially by:	5 th <u>2%</u> 7 th <u>3%</u> 9 th <u>20%</u>	5 th <u>1%</u> 7 th <u>1%</u> 9 th <u>3%</u>
The percentage of students that have used alcohol within the past 30 days will decrease biennially by:	7 th <u>10%</u> 9 th <u>24%</u> 11 th <u>32%</u>	7 th <u>2%</u> 9 th <u>3%</u> 11 th <u>3%</u>
The percentage of students that have used marijuana within the past 30 days will decrease biennially by:	7 th <u>1%</u> 9 th <u>12%</u> 11 th <u>18%</u>	7 th <u>1%</u> 9 th <u>2%</u> 11 th <u>2%</u>

The percentage of students that feel very safe at school will increase biennially by:	5 th <u>45%</u> 7 th <u>18%</u> 9 th <u>21%</u> 11 th <u>23%</u>	5 th <u>1%</u> 7 th <u>2%</u> 9 th <u>2%</u> 11 th <u>2%</u>
The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by:	7 th <u>29%</u> 9 th <u>18%</u> 11 th <u>15%</u>	7 th <u>1%</u> 9 th <u>1%</u> 11 th <u>1%</u>
Truancy Performance Indicator		
The percentage of students who have been truant will decrease annually by <u>2%</u> 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.		<u>2%</u>
Protective Factors Performance Measures from the California Healthy Kids Survey	Most recent date: 6/1/08 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:	7 th <u>41%</u> 9 th <u>31%</u> 11 th <u>43%</u>	7 th <u>5%</u> 9 th <u>5%</u> 11 th <u>5%</u>
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by:	7 th <u>61%</u> 9 th <u>50%</u> 11 th <u>52%</u>	7 th <u>2%</u> 9 th <u>3%</u> 11 th <u>2%</u>

The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by:	7 th <u>15%</u> 9 th <u>12%</u> 11 th <u>13%</u>	7 th <u>2%</u> 9 th <u>2%</u> 11 th <u>2%</u>
The percentage of students that report high levels of school connectedness at their school will increase biennially by:	5 th NA% 7 th NA% 9 th NA% 11 th NA %	5 th NA % 7 th NA % 9 th NA % 11 th NA %

Other Performance Measures

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

LEA Specified Performance Measures _____ (Process to Collect Data)	Performance Indicator Goal	Baseline Data

Science Based Programs (4115 (a)(1)(C)):

The LEA must designate and list the science-based programs (programs proven by science to effectively prevent tobacco use, alcohol use, other drug use, and violence) selected from Appendix C. From Appendix C, list the scientifically based programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

Science-Based Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
Too Good For Drugs	ATODV	K-5	3900	5-03	8/03	9/03
Quest	ATODV	7	600	1999	1999	1990

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	ATODV	K-8
X	Conflict Mediation/Resolution	V	6-12
X	Early Intervention and Counseling	ATODV	9-12
	Environmental Strategies		
X	Family and Community Collaboration	ATODV	K-12/Families
X	Youth Development Caring Schools Caring Classrooms	ATODV	K-12
X	Mentoring	V	6-12
X	Peer-Helping and Peer Leaders	ODV	Grades 9-12
X	Positive Alternatives	ATODV	6-12
X	School Policies	ATODV	K-12
X	Service-Learning/Community Service	ATODV	8-12
X	Student Assistance Programs	ATODV	K-12, Families
X	Tobacco-Use Cessation	T	6-12
	Other Activities		

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

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

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

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

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

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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.

Each of the Alcohol Tobacco Other Drug and Violence (ATODV) programs chosen by the District were selected after staff and community reviewed CKHS, California Safe Schools Assessment (CSSA), and school records showing incidents of alcohol, tobacco, and behavioral referrals. The ATODV curriculum in each of the chosen programs is interactive, has a parent/community involvement piece, and had proven to be a successful program at the designated school level. Thirteen ATODV science-based programs considered to be "model programs" by the Substance Abuse and Mental Health Services Administration (SAMHSA) were reviewed and these five were chosen as best meeting the District's needs. All programs are research-validated effective drug and violence prevention programs that will both prevent risk behaviors and create safe, disciplined, and drug-free schools conducive to setting high academic standards for all students.

Too Good For Drugs was selected for all our K-5 schools and the School Age Care After School Program. The Science-based program matched our needs in all of these areas since this program focuses on building positive youth development, raising academic achievement levels, and decreasing ATODV use.

Project Toward No Drug (TND) Abuse was chosen for the District's two comprehensive high schools because of its success with students in ages 14 through 19.

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.

Bonita will continue to ensure that all educational programs are based on high and challenging research-based programs and are accompanied by a process for monitoring and determining effectiveness. Bonita will conduct annual evaluations of the Alcohol Tobacco Other Drug And Violence (ATODV) programs through the coordination of the Educational Services Department. Student Support Services Department will coordinate the Healthy Kids Survey and the K-5 program assessment; Student Support Services will conduct the California Safe Schools Assessment (CSSA); and program director for the 6-12 programs will conduct the curriculum assessments.

The data will be used to track reduction and increases in ATODV programs, protective factors, academic achievement, life styles, and health. The results will be used to refine, improve, and strengthen Bonita's programs, and to refine the performance measures. The results will be made available to the public upon request, with public notice of such availability provided.

Bonita will conduct annual evaluations for the following programs:

- Project TND- school climate survey; data on suspensions, expulsions, ATODV crimes at the comprehensive high schools.
- Project Success evaluation-number of ATODV-related suspensions and expulsions; number of ATOD-related arrests at Chaparral Continuation HS/Vista Alternative School.
- LifeSkills evaluation- number of ATODV-related suspensions and expulsions at the middle schools; number of ATOD-related arrests at the middle schools.
- ATHENA- suspension/expulsion data related to steroid use at the high schools.

Bonita conducts the following evaluation every two years in the spring (2008 most recent):

- Healthy Kids Survey (Grades 5, 7, 9 & 11) - use of alcohol, tobacco, and other drugs; violence, school safety, gang involvement, and delinquency; nutrition and physical activity; exposure to prevention and intervention activities; and risk and protective (resilience) factors. Staff development is provided to each site and administration to interpret the results.

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.

Bonita establishes annual goals and measurable objectives for preventing and reducing violence and the use of drugs, alcohol, and tobacco based on California Healthy Kids Survey (CHKS), California Safe School Assessment (CSSA) and program assessments.

The California Healthy Kids Survey (CHKS) was administrated in the Spring of 2009 and will be again in the Spring of 2011. The results will be published and presented to the School Board and will be made available to the community upon request from the Staff Development Department.

Bonita shares the results through copies of the documents, PowerPoint presentations, discussions and interpretation in context of the schools, calendars, notice letters to the community of meetings, and posting information on the web page (<http://www.bonita.k12.ca.us/sdate/>).

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])

Bonita targets the students with greatest need by:

1. Looking at the annual CHKS data (that shows the greatest problems with Alcohol Tobacco Other Drug And Violence (ATODV) crime in the middle and high schools).
2. Data from the California Healthy Kids Survey (CHKS) (Spring 2008) shows 42% of the fifth grade students have been bullied over the past year. All elementary school will implement effective bullying prevention programs and strategies.

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.

Bonita has safe and drug free school-wide programs to provide students with the best resources and programs from pre-K to twelfth grade.

- Administrators from Curriculum and Instruction, Standards and Accountability, Professional Development & Technology, Student Support Services, School Age-Care, Special Education, and will meet quarterly to collaborate funds and services to best meet the needs of all students.
- Program Administrators will work directly with site administrators and teachers to align resources and programs for specific subpopulations through Management Leadership Team meetings and coordinated professional development activities for EL, GATE, Title I, Special Education.

Bonita has joint leadership through:

- Shared leadership roles for administrators and teachers in implementing programs and trainings.
- Staff development coordinating teachers, teacher leaders, and grade level leads demonstrate tremendous teacher leadership through the planning and implementation of staff development

Bonita uses an Ongoing Planning Process:

- Coherent yearlong professional development based on District and site plans that reflect both site-based priorities and individual learning needs.
- Integrating Federal, State, and local program activities at the site.
- Changes and modifications as a result of teacher feedback and formative evaluation of student learning.

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.

Bonita informs students, parents, and staff of District policies, regulations, and procedures through parent meetings, newsletters, student handbooks, student assemblies, and staff meetings. Parents are informed of the following District policies through Fall Registration Packet:

- Code of Conduct
- Tobacco Free Policy
- Drug Free Workplace
- Gun Free policy

In addition to assisting the District in developing an application under this program, the local advisory council, on an ongoing basis, conducts the following activities:

- Disseminates information about programs and activities for the prevention of drug use and violence.
- Advises the District regarding how best to coordinate the agency's activities under this subpart with related programs, projects, and activities.
- Reviews program evaluations and other relevant material and makes recommendations to the District on how to improve the agency's drug, tobacco, and violence prevention programs

Bonita includes activities to promote the involvement of parents, community groups and agencies. The District distributes information to students, parents, and staff about the District policies, regulations, procedural needs, goals, and programs, through parent meetings, newsletters, student handbooks, student assemblies, and staff meetings.

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

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

Position/Title	Full time equivalent
None	None

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)	- All students complete a four-year standards-based high school academic program - All students pass the CAHSEE - H.S. student representatives serving on the Board of Education - Parents and student are notified of graduation requirements - SSCs are assigned to all students and schedule annual counseling meetings - Parents receive report cards; progress reports through the US Mail - Web based grade books at all sites - Parents/students may schedule conferences with teachers as needed - Intervention classes - After school programs - Summer school remediation and make-up classes offered - Peer tutoring - Homework clubs - CAHSEE prep classes - CHSPE (16 & 17 yr. olds) - Adult Education Concurrent Enrollment (18 yr.)	- Targeted to all students 6-12th grade 10th-12th Graders - Grades 10-12 - Grades 11-12	- All Year - Hourly Teachers - Classroom English & Math Teachers - Adult Ed Teachers	- Disaggregated by standards - End of course exams	- General funds - Restricted Funds Including Hourly Programs

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.2 (Dropouts)	- Alternative High School programs at Chaparral and Vista: - Continuation (grades 10-12) - Independent Study - Opportunity (grades 8-9) - Home Schooling (K-8) - Higher academic standards for additional privileges - Attendance callers - SARB and SART - Student Council - counseling conferences - Clubs and other after-school programs - Student Study Team - On-line classes - CELDT for English Learners - Tutoring for EL students	- Targeted to any student at-risk of not graduating - Any student needing acceleration	- Student Service Counselors - Admin, Teachers, SSC, & Parents - BIA		- General funds - Restricted Funds Including Hourly Programs
5.3 (Advanced Placement)	- AP Classes - GATE program - Summer School Credits - Honor Rolls - Academic Decathlon Teams - Honor societies - Community College concurrent enrollment	- Open to any qualified student - GATE placement criteria includes culturally diverse and/or economically disadvantaged	All yeas	AP Tests	- General funds - Restricted Funds Including GATE funds

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."	
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; • Or a composite of the above. BUSD will use the Number of children eligible for Free/Reduced Price Lunch programs to identify school eligibility and funding	Description of how the LEA is meeting or plans to meet this requirement: • Kindergarten through 12th • Free and Reduced Lunch, 125% rule is used • Rank Order by site • Match District average equal to or above percentage of children in participating school
Describe how the low-income measure described above is used to rank and select schools to receive Title I funds • All other schools are funded by poverty ranking district wide or by grade span.	• 125% rule is used

Additional Mandatory Title I Descriptions (continued)

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

	Description of how the LEA is meeting or plans to meet this requirement:
For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as: • A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards. • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards. • Instruction by highly qualified teachers and strategies to attract and keep such teachers. • High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff. • Strategies to increase parental involvement. • Assistance to preschool children in transitioning from early childhood programs to elementary school programs. • Timely and effective additional assistance to students who experience difficulty mastering state standards.	Roynon Elementary will be the only Schoolwide Program in 2010-2011. Their Single Plan for Student Achievement outlines activities for each item on the list as follows: • A comprehensive needs assessment was done in collaboration among administration, teachers, support staff, and parents. • Teachers are trained in effective instructional strategies based on Marzano and Brain Compatible Instruction research. • Extended learning opportunities are created for students through after school tutoring, summer school and extended school year for special populations. • All students at risk of not meeting grade level standards are given additional instruction, both during the school day and after school, to remediate skills. This intervention utilizes a variety of programs, including those specifically designed for English Learners and the Language! intensive reading intervention program • All teachers at Roynon Elementary are highly qualified. Administration works actively to recruit promising new teachers. Staff turnover rate is extremely low. • Roynon administration works closely with the District Staff Development team to plan and deliver ongoing, research based staff development for all staff that is aligned to high priorities for instructional improvement and intervention. • In addition to ongoing informational meetings, Roynon also annually offers a series of parent education classes designed to involve parents in the academic priorities and the programs offered at Roynon, and has a Family-School Compact • Roynon maintains channels of communication between Roynon staff and staff at local in-district and private pre-schools. Roynon also conducts parent orientation and tours. • All students at risk of not meeting grade level standards are given additional instruction, both during the school day and after school, to remediate skills.

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.

The District’s Targeted Assistance Schools – Allen Avenue Elementary, Ekstrand Elementary, Gladstone Elementary, Grace Miller Elementary, Shull Elementary, and Lone Hill Middle School use multiple measures, as described above, to identify at-risk students, and utilize a similar set of strategies to assist those students, as follows:

- Teachers are trained in effective instructional strategies based on Marzano and Brain Compatible Instruction research.
- Extended learning opportunities are created for students through after school tutoring, summer school and extended school year for special populations.
- All schools focus on the “push-in” approach for all struggling students to ensure that these students receive the full core instruction, then get additional instruction in their area of struggle.
- All teachers at Title I sites are highly qualified. Administration works actively to recruit promising new teachers. Staff turnover rate is extremely low.
- Administration at each Title I site works closely with the District Staff Development team to plan and deliver ongoing, research based staff development for all staff that is aligned to high priorities for instructional improvement and intervention.
- All Title I sites offer ongoing parent information and education meetings, and have a Family-School Compact

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.	Any or all of the criteria below qualifies a student for participation in Title I: • Scored below Proficient Level on CST in Reading and/or Math • Scored below proficient on District benchmarks in Math, Reading, or Language • Score below grade level on the Renaissance Learning STAR Reading Assessment or the Fountas Pinnell Reading Assessment • Score below grade level on the DIBELS Oral Reading Fluency assessment • Teacher observation of student struggling with any part of core academic subject area • Textbook Assessments • CELDT • Positive Youth Development Activities such as : <i>40 Developmental Assets</i> program- Developmental Assets • Parent/Teacher/Administration Input • Student Study Teams (SST) • Ongoing Monitoring evidence with: - Report Cards, <i>Call to Action</i>, Pre-Retention Notices (At risk of failing)
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.	

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.	Joan Macy School, Title I for neglected or delinquent children (grades 9-12) Goal 1. Improve academic skills in ELA and Math • Intake/Bi-annual Assessment (Brigance, STAR, PIAT-R) • IEP Goals and Objectives • Preparation for CAHSEE • Contact agreements • Tutoring Program: Before and After School Goal 2. Improve social skills & character development • Integrated into school expectations • Special Event participation • Character education • Service learning opportunities Goal 3. Practice community integration • Follow school routine • Special school and off-campus activities • School-to-work opportunities Goal 4. Provide professional development for content learning • Onsite and Offsite, long-term, researched based, professional development opportunities supporting the goals • Professional publication • Participate in other site reviews (CDE) Goal 5. Develop Community Resources & Increase Community Involvement • Training (to parents & childcare workers) regarding educational models • Collaboration with professional support staff (social workers & referring agencies) • “Speakers’ Bureau” Activities • Establish off-site opportunities for community involvement
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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.	Currently, there are no Program Improvement Schools in the District. If in the future the need arises the District will: • Conduct quarterly meetings to guide the staff with program regulations • Maintain a data base that can query data for teachers/school to use in developing and analyzing student needs • Provide samples of successful research-based instructional practices • Coordinate and assist in implementing new ideas and programs • Honor/recognize schools and teachers who make their AYP

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 necessary, the District • HRD will notify parents if “Public School Choice” should occur and Supplemental Services are available • Educational Services will assist schools if they are identified as IIUSP with required elements and selections of Supplemental Services • Educational Services will work with the schools in developing a Needs Assessment designed to provide perspectives remedies • Will set aside funds to cover and transportation costs for “Public School Choice” • Will develop procedures for identification of homeless or immigrant students (currently not servicing or anticipating such programs at this time) • Parent Notification • Advising On-Site Plan • District Advisory • Parent Notification Letters for School Choice Educational Services will closely monitor BEST and work with site administrator developing a plan and implement innovative practices in order to raise student achievement.
Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	The District • Provides annual notice to parents regarding Open Enrollment processes • Area Districts that have become Districts of choice, advertise during the enrollment period • Parents are able to apply for Intra District permits to any school within the District at anytime • Inter District permits into the District are encouraged • Appropriate intervention services are provided to students as needed, therefore eliminating the need for supplemental services from outside providers

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.	Educational Services will work with HRD and the Staff Development Department: • Recruiting Highly Qualified Teachers • Coordinating Staff Development opportunities designed to retain Highly Qualified Teachers • In providing a teacher induction program for new teachers (BTSA) • Monitoring Staff Development so that it meets the needs of Title I students based on in depth analysis, STAR, local assessments and other student work samples • Utilize long term, researched based instructional programs to train teachers in effective methodology. • Training for Instructional Aides and parents as partners in their child's education including Title I, GATE, English Learners' Program, and Special Education • Supporting various Parenting Classes/programs • Involving parents in the evaluation of program • Coordinating of the DAC/DELAC meetings
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.	The District supports the involvement of • District Council PTA monthly meetings with the Superintendent and various District staff, including regular presentations by Ed Services • Each school coordinates parent activities including: Elementary Parent/Family Reading Program, open school library evenings for parents and students.

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: - Even Start - Head Start - Reading First - Early Reading First - Other preschool programs - 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.	- Head Start continues at Ekstrand with yearly articulation with Special Ed and Reading Program - Early enrollment - Spring Kindergarten program is offered to students who turn 5 after Dec 10th - Back to School parent inservices - Research based intervention programs - Best practices for intervention have been developed and provide guidelines for school programs - The District's 90% Reading goal and Reading Project is coordinating reading intervention, reading activities, involving parents and providing outreach to preschool parents and the community - The Districts preschool program offers a curriculum focused on pre-reading and math concepts, selected to prepare students for K-12 - Additional service coordinated with Special Ed./IEPs - Identify Title I-GATE students for acceleration programs - Title I parent meetings - SSC annual training to involve parents - Written Parent Involvement Policy - Parent Compacts - Uniform Complain Procedure (UCP) Policy - Staff Development for Teachers, Principals and Para-professionals - Communication of services to guardians of students who may reside in foster or placement homes "Call to Action"

Part III

Assurances and Attachments

Assurances

Signature Page

Appendix

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

Appendix B: Links to Data Web sites

Appendix C: Science-Based Programs

Appendix D: Research-based Activities

Appendix E: Promising or Favorable Programs

ASSURANCES

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

GENERAL ASSURANCES

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

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

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

52. The LEA has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents of children attending elementary schools and secondary schools in the area served by the LEA, with teachers and administrative personnel in such schools, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the LEA.
53. The LEA will comply with this Part, including the provisions of section 5142 concerning the participation of children enrolled in private nonprofit schools.
54. The LEA will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.
55. The LEA will annually evaluate the programs carried out under this Part, and that evaluation:
- will be used to make decisions about appropriate changes in programs for the subsequent year;
 - will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and
 - will be submitted to the SEA at the time and in the manner requested by the SEA.

New LEAP Assurances

56. Uniform Management Information and Reporting System: the LEA assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in the format prescribed by CDE. That information will include:
- (i) truancy rates;
 - (ii) the frequency, seriousness, and incidence of violence and drug-related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;
 - (iii) the types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and
 - (iv) the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107-110)

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

Other

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

SIGNATURE PAGE

Dr. Gary Rapkin

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							
Intended program outcomes and target grade levels. See research for proven effectiveness							
Name	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Across Ages	4 to 8	x	x	x		x	C,
All Stars™	6 to 8	x	x	x			A, C, D, E
ATLAS (Athletes Training and Learning to Avoid Steroids)	9 to 12	x		x			A, B, C, D,
Border Binge Drinking Reduction Program	K to 12	x			x		C,
Child Development Project/Caring School Community	K to 6	x		x	x	x	A, B, C, D, E
Cognitive Behavioral Therapy for Child Sexual Abuse	Families				x		C
Cognitive Behavioral Therapy for Child Traumatic Stress	Families				x		C
Coping Power	5 to 8			x	x		C
DARE To Be You	Pre-K	x		x	x	x	A, C,
Early Risers Skills for Success	K to 6				x		C,
East Texas Experiential Learning Center	7	x	x	x	x	x	C
Friendly PEERsuasion	6 to 8	x					C
Good Behavior Game	1 to 6				x		B, C
High/Scope Perry Preschool Project	Pre-K				x	x	B, C, E
I Can Problem Solve	Pre-K				x		A, B, D
Incredible Years	K to 3				x	x	B, C,
Keep A Clear Mind	4 to 6	x	x				A, C,
Leadership and Resiliency	9 to 12					x	C,
Botvin's LifeSkills™ Training	6 to 8	x	x	x	x		A, B, C, D, E
Lions-Quest Skills for Adolescence	6 to 8					x	D, C, E
Minnesota Smoking Prevention Program	6 to 10		x				A, D, E
Olweus Bullying Prevention	K to 8				x		B, C, E
Positive Action	K to 12	x	x	x	x	x	C, D,
Project ACHIEVE	Pre-K to 8				x	x	A, C, E
Project ALERT	6 to 8	x	x	x			A, C, D, E
Project Northland	6 to 8	x		x			A, B, C, D, E
Project PATHE	9 to 12					x	B, E
Project SUCCESS	9 to 12	x	x	x			C,
Project Toward No Drug Abuse (TND)	9 to 12	x	x	x	x		C,
Project Toward No Tobacco Use (TNT)	5 to 8		x				A, C, D, E
Promoting Alternative Thinking Strategies (PATHS)	K to 6				x		A, B, C, D,
Protecting You/Protecting Me	K to 5	x					C,
Quantum Opportunities	9 to 12					x	B, E

Reconnecting Youth	9 to 12	x		x	x	x	A, C, E
Responding in Peaceful and Positive Ways	6 to 12			x	x		C, D, E
Rural Educational Achievement Project	4				x		C
School Violence Prevention Demonstration Program	5 to 8				x		C
Second Step	Pre-K to 8				x		A, C, D,
Skills, Opportunities, and Recognition (SOAR): Seattle Social Development Project:	K to 6	x			x	x	B, C, D, E
SMART Leaders	9 to 12			x			C
Social Competence Promotion Program for Young Adolescents (SCPP-YA)	5 to 7			x			C
Start Taking Alcohol Risks Seriously (STARS) for Families	6 to 8	x					C,
Students Managing Anger and Resolution Together (SMART) Team	6 to 9				x		C, D,
Too Good for Drugs	K to 12	x	x	x	x		C
Community and Family-based Programs							
	Intended program outcomes and target setting. See research for proven effectiveness						
Name	Target Population	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Big Brothers Big Sisters	Community					x	B, E
Brief Strategic Family Therapy	Families			x			B, C,
CASASTART	Community			x	x		B, C, D,
Communities Mobilizing for Change	Community	x					C
Creating Lasting Family Connections	Families (6 to 12)	x		x		x	A, C, D,
Families And Schools Together (FAST)	Families				x		C,
Family Development Research Project	Families				x		C
Family Effectiveness Training	Families				x		C,
Family Matters	Families	x	x				C
FAN (Family Advocacy Network) Club	Families			x		x	C
Functional Family Therapy	Families	x		x	x		B, E
Home-Based Behavioral Systems Family Therapy	Families				x		C
Houston Parent-Child Development Program	Parents					x	C
Multisystemic Therapy	Parents			x	x		B, C, E
Nurse-Family Partnership	Parents		x				B, C,
Parenting Wisely	Parents				x		C,
Preparing for the Drug Free Years	Parents (4 to 7)	x		x		x	A, B, C, D,
Project Star (Students Taught Awareness and Resistance): Midwestern Prevention Project	Community	x	x	x			B, D, C, E
Schools and Families Educating Children (SAFE Children)	Families					x	C
Stopping Teenage Addiction to Tobacco	Community		x				C
Strengthening Families Program	Families (4 to 6)	x		x	x	x	A, C, D,

APPENDIX D

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

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

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

APPENDIX E

Promising or Favorable Programs							
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
Earls court Social Skills Group Program	K to 6					x	B
Effective Black Parenting Program (EBPP)	Families				x		B
Facing History and Ourselves	7 to 12				x		D
Family Health Promotion	Families	x	x	x		x	C
FAST Track	1 to 6				x		B
Get Real About Violence	K to 12				x		C
Growing Healthy	K to 6	x	x	x			D
Intensive Protective Supervision Program	Community				X		B
Iowa Strengthening Families Program	Family	x					B
Kids Intervention with Kids in School (KIKS)	6 to 12	x	x	x	x	x	C
Let Each One Teach One	Mentoring					x	D
Linking the Interests of Families and Teachers (LIFT)	1 to 5				x		B, C, D
Lion's Quest Working Toward Peace	5 to 9				x		D
Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health Education	K to 12	x	x	x			D
Open Circle Curriculum	K to 5				x	x	D
Parent-Child Assistance Program (P-CAP)	Families	x		x			C
PeaceBuilders	K to 8				x		D
Peacemakers Program	4 to 8				x		D
Peer Assistance and Leadership	9 to 12			x	x		C

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