

Application #	
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No Child Left Behind Act of 2001
LOCAL EDUCATIONAL AGENCY PLAN

**Original copies were mailed to: California Department of Education
School and District Accountability Division
1430 N Street, Suite 6208
Sacramento, California 95814-5901**

Revised Local Educational Agency Plan is kept on file in the Educational Services Department of the Liberty Union High School District.

LEA Plan Information:

Name of LEA: Liberty Union High School District

County/District Code: 07-61721

Dates of Plan Duration (should be up to three years): March 1, 2016 – February 28, 2019

Date of Local Governing Board Approval: February 10, 2016

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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.

Eric Volta
Printed or typed name of Superintendent Date Signature of Superintendent

Mrs. Yolanda Peña-Mendrek
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 2013-14.**
- 2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**
- 3. By 2005-06, all students will be taught by highly qualified teachers.**
- 4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.**
- 5. All students will graduate from high school.**

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

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

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

- Rigorous academic standards
- Standards-aligned instructional materials
- Standards-based professional development
- Standards-aligned assessment
- An accountability structure that measures school effectiveness in light of student achievement.

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

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

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

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

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

The Consolidated Application (ConApp)

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

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

administration, for programs operated by the district office, and for programs operated at schools.

The Single Plan for Student Achievement (School Plan)

State law requires that school-level plans for programs funded through the Consolidated Application be consolidated in a *Single Plan for Student Achievement (Education Code Section 64001)*, developed by schoolsite councils with the advice of any applicable school advisory committees. LEA's allocate NCLB funds to schools through the Consolidated Application for Title I, Part A, Title III (Limited English Proficient), and Title V (Innovative Programs/Parental Choice). LEA's may elect to allocate other funds to schools for inclusion in school plans. The content of the school plan includes school goals, activities, and expenditures for improving the academic performance of students to the proficient level and above. The plan delineates the actions that are required for program implementation and serves as the school's guide in evaluating progress toward meeting the goals.

The Local Educational Agency Plan (LEA Plan)

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

Categorical Program Monitoring (CPM)

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

Development Process for the LEA Plan

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

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

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

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

Step One: Measure the Effectiveness of Current Improvement Strategies

Analyze Student Performance

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

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

- CAASPP System - [California Assessment of Student Performance and Progress \(CAASPP\) System](#)
- 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 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
- Inventory of Services and Supports (ISS) for Students with Disabilities – to examine educational practices for students with disabilities
- English Learner Subgroup Self Assessment (ELSSA) – to improve outcomes for English Learners

These tools can be found on the CDE State Assessment Tools Web page at <http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp>.

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

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

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

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

Step Three: Develop or Revise Performance Goals

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

Step Four: Revise Improvement Strategies and Expenditures

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

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

Step Five: Local Governing Board Approval

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

Step Six: Monitor Implementation

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

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

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

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

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

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

FEDERAL AND STATE PROGRAMS CHECKLIST

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

Federal Programs		State Programs	
X	Title I, Part A		EIA – State Compensatory Education
	Title I, Part B, Even Start		EIA – Limited English Proficient
	Title I, Part C, Migrant Education		State Migrant Education
	Title I, Part D, Neglected/Delinquent		School Improvement
X	Title II, Part A, Subpart 2, Improving Teacher Quality		Child Development Programs
	Title II, Part D, Enhancing Education Through Technology		Educational Equity
X	Title III, Limited English Proficient	X	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
X	Adult Education	X	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	X	Other (describe): California Math Partnership Grant
	Other (describe):		Other (describe):
	Other (describe):		Other (describe):

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	126,202	412,279	455,877	85%
Title I, Part B, Even Start		N/A		
Title I, Part C, Migrant Education		N/A	N/A	N/A
Title I, Part D, Neglected/Delinquent		N/A		
Title II Part A, Subpart 2, Improving Teacher Quality	\$1,819	\$66,615	\$12,147	18%
Title II, Part D, Enhancing Education Through Technology		N/A	N/A	N/A
Title III, Limited English Proficient	\$10,314	\$48,155	\$56,669	97%
Title III, Immigrants		N/A		
Title IV, Part A, Safe and Drug-free Schools and Communities	\$426	N/A	\$426	100%
Title V, Part A, Innovative Programs – Parental Choice		N/A		
Adult Education		N/A	N/A	N/A
Career Technical Education	\$0	N/A	N/A	N/A
McKinney-Vento Homeless Education	\$0	\$1,792	\$1,792	100%
IDEA, Special Education	\$0	\$2,493,043	\$2,493,043	100%
21 st Century Community Learning Centers		N/A		
Other (describe)				
TOTAL		\$3,021,884	\$3,019,528	99%

DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
EIA – State Compensatory Education	N/A	N/A	N/A	N/A
EIA – Limited English Proficient		Included above		
State Migrant Education		N/A		
School and Library Improvement Block Grant		N/A		
Child Development Programs		N/A		
Educational Equity		N/A		
Gifted and Talented Education	Tier III Swept	N/A	Tier III Swept	N/A
Tobacco Use Prevention Education – (Prop. 99)		N/A	N/A	N/A
High Priority Schools Grant Program (HPSGP)		N/A		
School Safety and Violence Prevention Act (AB 1113)	\$0.00	\$218,000	\$218,000	100%
Tenth Grade Counseling		Included on Pupil Retention Block Grant		
Healthy Start		N/A		
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)		N/A		
Other (describe) Pupil Retention Block Grant Professional Development Block Grant	Tier III	N/A	Tier III Swept	N/A
TOTAL		\$218,000	\$218,000	100%

Part II The Plan

Needs Assessments

Academic Achievement

Professional Development and Hiring

School Safety

Descriptions – District Planning

District Profile

Local Measures of Student Performance

Performance Goal 1

Performance Goal 2

Performance Goal 3

Performance Goal 4

Performance Goal 5

Additional Mandatory Title I Descriptions

Needs Assessment

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

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

Academic Performance

The needs assessment should include a focus on the academic areas highlighted in California's Performance Goals 1, 2, 3, and 5 (see Appendix A for a full listing of all of California's Performance Goals and Indicators), including:

- Statewide standards, assessment, and accountability
- Local assessments and accountability
- Coordination and integration of federal and state educational programs
- The LEA academic assessment plan

Teacher Quality

Another component of the needs assessment should examine local needs for professional development and hiring. LEA teachers and administrators should participate in this process to identify activities that will provide:

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

School Safety and Prevention

The LEA needs assessment also focuses on Performance Goal 4 (see Appendix A). It is based on an evaluation of objective data regarding the incidence of violence, alcohol, tobacco, and other illegal drug use in the elementary and secondary schools and the communities to be served. It includes the objective analysis of the current conditions and consequences regarding violence, alcohol, tobacco, and other illegal drug use, including delinquency and serious discipline problems, among students who attend

such schools (including private school students who participate in the drug and violence prevention program). This analysis is based on ongoing local assessment or evaluation activities (Sec. 4115 (a)(1)(A). California's Healthy Kids Survey may also provide useful information in this area. The Survey is available at http://www.wested.org/pub/docs/chks_survey.html

Descriptions – District Planning

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

Collectively, these descriptions, along with the Assurances in Part III of this document, comprise the LEA Plan.

District Profile

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

Mission Statement

The Liberty Union High School District is committed to focusing its resources on the achievement of academic and personal success for all students. Schools will develop students' ability to think critically, make rational decisions, communicate effectively and act responsibly. Schools will provide a safe environment, value diversity and collaboration, and encourage respect for others and self. Multiple avenues will be provided to assure all students master a basic core of knowledge, attain technology skills, become a productive community member, and succeed in our global society.

We are committed to providing 6 *Guiding Principles* :

1. *Safety* We believe in, and are committed to, providing safe schools and a secure environment for all students and staff.
2. *Student-Centered Focus* -We believe in keeping the student at the center of all decisions.
 - Promote student involvement
 - Provide equal learning opportunities;
 - Ensure a strong academic foundation;
 - Encourage life long learning.
3. *Excellence* -We believe in high standards for personal performance in all of our students.
 - ♦ Well defined expectations within a supportive environment ;
 - ♦ Rigorous instructional program ;
 - ♦ Commitment to succeed.
4. *Integrity* -We believe in principles that support ethical decision-making, positive role modeling and a commitment to professionalism.
5. *Respect* - We believe in the appreciation and celebration of both commonalities and diversities of individuals and groups.

- ♦ Foster respect for democratic principles and citizenship;
- ♦ Promote respect for our environment by developing responsibility for its preservation.

6. *Responsibility and Accountability* -We believe each individual can and should be responsible and accountable for his/her decisions and actions.

- ♦ Promote the development and empowerment of individuals and groups;
- ♦ Develop appropriate goals and measures of success.

Liberty Union High School District covers literally 300+ square miles of East Contra Costa County. The District is celebrating over 100 years of serving students (grade 9 through Adult) and the community. It receives students from Brentwood, Oakley, Knightsen, Byron, Discovery Bay and Bethel Island. Over the last 15 years, the District has absorbed the enrollment growth from these communities. Our growth percentage has ranged from a high of approximately 12% in the last few years to 2% in 2015. In fact, the media reported that Brentwood, one of the cities we serve, was the fastest growing community in California.

The District has three comprehensive high schools, Freedom, Heritage and Liberty high schools, one continuation school, La Paloma, and a Community Education Center, which houses Independence High School and Adult Education. The total enrollment for the 2015-2016 school year is 8,100. The ethnic background of our student population includes; 50% White, 28% Hispanic, 9% African American, and 7% Asian.

Our Academic Performance Index (API) has had a steady improvement over the years with a gains and outstanding improvements within our sub-groups. See chart below.

District API

District	Af. Am.	Asian	Filipino	Hispanic	White	SED	ELL	Stu w/ Dis	All
2007	610	776	767	629	723	589	569	461	690
2008	649	791	778	671	753	624	614	495	723
2009	659	822	796	682	768	649	642	501	735
2010	667	808	802	695	784	689	671	514	747
2011	686	811	840	719	795	689	691	523	764
2012	714	846	857	750	810	726	710	589	785
2013	714	846	853	766	817	742	734	599	794

Our comprehensive school sites have seen similar individual API gains as seen in the charts below.

Freedom High School API

Freedom	Af. Am.	Asian	Filipino	Hispanic	White	SED	ELL	Stu w/ Dis	All
2007	611	n/a	n/a	628	729	592	528	481	689
2008	654	n/a	n/a	663	748	628	583	498	713
2009	647	n/a	n/a	689	760	658	632	505	727
2010	674	n/a	n/a	711	789	698	680	514	752
2011	678	766	851	729	784	691	685	519	757
2012	694	851	849	758	804	738	694	576	779
2013	697	845	852	768	815	753	702	598	788

Heritage High School API

Heritage	Af. Am.	Asian	Filipino	Hispanic	White	SED	ELL	Stu w/ Dis	All
2007	655	n/a	n/a	698	749	627	n/a	n/a	735

2008	699	n/a	n/a	747	777	690	n/a	524	768
2009	713	n/a	n/a	727	788	695	n/a	524	773
2010	706	n/a	805	734	798	731	715	522	778
2011	701	841	865	746	824	717	735	525	800
2012	786	875	885	796	849	786	789	624	834
2013	801	868	873	808	845	792	816	609	836

Liberty High School API

Liberty	Af. Am.	Asian	Filipino	Hispanic	White	SED	ELL	Stu w/ Dis	All
2007	n/a	n/a	n/a	636	728	593	588	443	693
2008	n/a	n/a	n/a	660	769	625	627	489	722
2009	n/a	n/a	n/a	670	782	649	638	489	737
2010	n/a	n/a	n/a	690	794	696	656	512	752
2011	717	821	789	727	813	708	702	546	778
2012	710	811	805	749	807	727	705	611	781
2013	681	778	794	761	812	735	726	608	786

Our alternative sites have also seen gains in their API scores.

Independence High School API

Independence	Af. Am.	Asian	Filipino	Hispanic	White	SED	ELL	Stu w/ Dis	All
2007	n/a	n/a	n/a	n/a	597	n/a	n/a	n/a	592
2008	n/a	n/a	n/a	n/a	647	n/a	n/a	n/a	586
2009	n/a	n/a	n/a	n/a	673	n/a	n/a	n/a	625
2010	n/a	n/a	n/a	n/a	638	n/a	n/a	n/a	615
2011	524	n/a	n/a	577	632	574	619	n/a	608
2012	n/a	n/a	n/a	584	625	592	640	n/a	617
2013	549	n/a	n/a	637	649	614	580	n/a	632

La Paloma Continuation High School API

La Paloma	Af. Am.	Asian	Filipino	Hispanic	White	SED	ELL	Stu w/ Dis	All
2007	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	442
2008	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	527
2009	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	490
2010	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	529
2011	n/a	n/a	n/a	437	494	470	n/a	n/a	482
2012	441	n/a	n/a	529	573	469	n/a	n/a	518
2013	437	n/a	n/a	503	536	457	n/a	n/a	506

The Liberty Union High School District has one of the lowest dropout rates of the 18 school districts in Contra Costa County. This rate is an indicator of the three principles we strive to achieve: rigor, relevance and relationships.

4 year rate dropout rate	2011	2012	2013	2014
District	5.2%	3.5%	4.5%	4.0%
Freedom	2.1%	1.1%	2.2%	1.2%
Heritage	0.8%	1.4%	1.2%	0.4%
Liberty	2.9%	1.7%	1.1%	0.7%

Graduation rate	2011	2012	2013	2014
District	85.6%	86.3%	86.9%	88.8%
Freedom	97.1%	96.4%	96.8%	98.3%
Heritage	98.5%	96.9%	98.4%	99.2%
Liberty	92.4%	93.9%	92.7%	94.3%

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.

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

Planned Improvement in Student Performance in Reading

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

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <ul style="list-style-type: none"> ➤ Teachers will adhere to courses of study aligned to state standards ➤ Teachers of all core subject areas; English/Language Arts, mathematics, science and history, will collaborate annually to develop and revise standards-driven pacing guides ➤ All core content area teachers will administer the district quarter common assessments embedded in the pacing guides and use the results of the these assessments to evaluate and adjust instructional practices to allow students to achieve at the highest level ➤ Teachers will record student progress using the districtwide AERIES Browser Interface (ABI) ➤ Teachers will incorporate SLI reading strategies in daily lesson plans 	<p>Assistant Superintendent, Department Chairs (DCs) Principals, Teachers</p>	<p>Teacher Release time Substitute Teachers</p>	<p>\$20,000 – Pacing guide/Assessment development</p>	<p>Title II</p>

<p>2. Use of standards-aligned instructional materials and strategies:</p> <ul style="list-style-type: none"> ➤ Adopt and purchase new materials <u>Literature and Language Arts</u> (Holt, Rinehart & Winston 2008) for English Language Arts grades 11 and 12 to ensure alignment to State standards and appropriateness for grade level ➤ Continue to use <u>Literature and Language Arts</u> (Holt, Rinehart & Winston 2003) in grades 9 and 10 ➤ Provide professional development materials-based training for teachers of English/Language Arts in grades 9-12 ➤ Continue to use research-proven instructional materials and curricula for the English Fundamentals course (READ 180) ➤ Provide training in the use of READ 180 materials and continued support for teachers of the English Fundamentals course and System 44 which is used in the Academic Reading Development (SPED) course and with ELD 1. ➤ Purchase supplemental standards-based instructional materials for English/Language Arts for ELD and sheltered classes 	<p>Assistant Superintendent, Department Chairs (DCs) Principals, Teachers</p>	<p>Purchase of 15,000 textbooks</p> <p>Content Training</p> <p>Instructional Materials</p>	<p>\$750,000</p> <p>\$100, 250</p> <p>\$215,000</p>	<p>General Fund</p> <p>Title III</p>
<p>3. Extended learning time:</p> <ul style="list-style-type: none"> ➤ Enroll students in the 9th grade using assessment data, Scholastic SRI reading placement data, and teacher evaluation for placement in the appropriate levels of the English Fundamentals course in addition to English 1 ➤ Maximize the extended learning time benefits of 				

<p>block scheduling</p> <ul style="list-style-type: none"> ➤ Offer HELP (Homework: Extended Learning Program) to all at-risk students, utilizing teachers, community volunteers, bilingual assistants and peer tutors ➤ Seek transportation solutions for students wishing to attend the HELP program 	<p>Assistant Superintendent, Department Chairs (DCs) Principals, Teachers</p>	<p>Offer course recovery options</p> <p>HELP Program</p>	<p>\$240,000</p> <p>Teacher Hourly</p>	<p>General Fund</p>
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Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <ul style="list-style-type: none"> ➤ Utilize district Content Coaches to ensure professional growth ➤ Train teachers to incorporate opportunities for students to use technologies such as the internet, email, and various software (Excel, Power Point, Inspiration, Microsoft Word, Page Maker, video streaming, video conferencing, desktop publishing, Web Quest, etc.) into their instruction and assessment practices ➤ Hire and train paraprofessionals to maintain learning center computers and to support students in the use of technology in completing their assignments 	<p>Principals Annually</p> <p>Dir. Of Technology, Department Chairs (DCs) Ongoing</p> <p>Paraprofessionals ongoing</p>	<p>Instructional Materials TC's Salary</p> <p>Paraprofessionals' salaries</p>	<p>\$5,000 - \$70,000</p> <p>\$40,000/site</p>	<p>Title II, Special Education, Gen. Fund</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <ul style="list-style-type: none"> ➤ Designate and train Content Coaches for Math, English, and Science at the comprehensive high schools ➤ Provide professional development in classroom management and instructional strategies to all teachers using <u>The Art and Science of Teaching</u> (Marzano 2009) , <u>Tools For Teaching</u> (Fred Jones 2007), and <u>Explicit Direct Instruction-EDI</u> (Hollingsworth/Ybarra 2009) methodologies ➤ Provide professional development on data analysis utilizing curriculum embedded common 	<p>Assist. Superintendent EL Coord. BTSA Dir. Dir. Of Technology</p>	<p>On Going Costs: Training Release time Consultants Materials</p>	<p>\$325,000</p> <p>Teacher Hourly</p>	<p>Title II Beginning Teacher Induction Gen. Fund PAR</p>

<p>assessments and the use of that data to inform instructional practice to all teachers, including teachers of English Fundamentals, English/Language Arts, mathematics, history and science</p> <ul style="list-style-type: none"> ➤ Provide training for Department Chairs (DCs) in effective coaching and instructional support practices as needed. ➤ Provide instructional support for new teachers (BTSA) and for tenured teachers referred to the Peer Assistance and Review (PAR) program ➤ Provide EDI training for teachers of EL students ➤ Provide professional development for ELD teachers using the EDGE (Hampton-Brown) curriculum and materials ➤ Train all administrators to evaluate and improve teachers' instructional practice using the Santa Cruz New Teachers Model and The Continuum of Teaching Practice ➤ The principals and assistant principals at each site will complete administrative credentialing training (when applicable). 		<p>Beginning Teacher Induction Stipends Principals PDD</p>	<p>Teacher Hourly</p> <p>\$5,000</p> <p>\$1,000/PT</p> <p>Sub Cost \$110/day</p> <p>\$2,500</p> <p>\$400/module/ Administrator</p>	
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <ul style="list-style-type: none"> ➤ Continue the implementation of web-based access for parents to their students' academic and attendance records through ABI. Hold twice-yearly parent information evenings for incoming 9th grade students and parents, which include information on the English/Language Arts 	<p>Dir. Of Tech.</p> <p>Site Administrators</p>	<p>Annual License</p> <p>Meeting Supplies</p>	<p>\$25,000/yearly</p> <p>\$500/site</p>	<p>Title II</p> <p>Site Allocation</p>

<p>intervention classes and on the districtwide literacy program</p> <ul style="list-style-type: none"> ➤ Hold twice-yearly information meetings for parents of students in the English/Language Arts intervention classes 		Meeting Supplies	\$150/site	Site Allocation
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <ul style="list-style-type: none"> ➤ Counselors and administrators monitor all students' academic achievement during the school year and refer student to the HELP tutoring program as needed ➤ Migrant Education Secondary Counselor monitors and supports migrant students' academic progress, and paraprofessionals support them in the classroom ➤ English Learners levels 1-3 are supported through double-blocked ELD and tutorial support classes, placement with CLAD-certified teacher, and by paraprofessionals who work with them in the core classes ➤ All EL students levels 1-2 are placed at Liberty High School's consolidated English Learner program. ➤ ELD Coordinator monitors EL students' progress utilizing P.A.S.S. with language acquisition and overall academic achievement ➤ Continue Link Crew program, which groups incoming freshmen with juniors and seniors at each site to facilitate-transition into high school through activities and orientation days prior to the beginning of and throughout the school year ➤ Continue 'Freshmen Boot Camp' program at all 	<p>EL Coordinator Site Admin. Teachers Counselors</p>	Copies of guides	\$13,000	Gen. Fund
		Additional sections of EL	\$100,000	Gen. Fund
		Additional sections for Link Crew	\$20,000/site	Gen. Fund

<p>sites, a two-day program for 9th graders during the first week of school, which is designed to familiarize them with the processes, structures, programs, and general culture of the schools</p> <ul style="list-style-type: none"> ➔ Continue support strategies (Response To Intervention Pyramid) for all students within the small learning communities to increase students' increased achievement, their participation in planning for and achieving success after graduation, and to provide the best possible, safe, and personalized learning environment for all 		Materials	\$15,000	Site Allocation
<p>8. Monitoring program effectiveness:</p> <ul style="list-style-type: none"> ➔ Conduct data analysis of state testing with all administrators at the district level ➔ Consultants work with principals to guide site staff through data analysis protocol at the beginning of each school year ➔ Dedicate staff work time every nine weeks to review student achievement data, such as grades, attendance/tardy/discipline data, AP enrollment, and especially common assessment results, to support the differentiation of instruction ➔ Use the program-based evaluation system to monitor student progress in the English Fundamentals classes 	Assist. Supe. Site Admin. Teachers		\$15,000	Title II
Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source

<p>9. Targeting services and programs to lowest-performing student groups:</p> <ul style="list-style-type: none"> ➤ Continue to refine the ExCEL (Excellence – A Commitment to Every Learner) project, which provides instructional support to low-achieving students through supplemental classes, tutorial support classes, paraprofessionals, and intensive collaboration between special education and subject area teachers ➤ Continue to supporting students through co-taught classes and parallel classes to support students who are diploma-track. Continue the double-blocked English Learner classes for ELD levels 1-3 ➤ Provide instructional supervision and coaching for all teachers to more effectively work with low performing students 	<p>Assist. Supe. Director of Special Services EL Coord.</p>		<p>\$15,000</p>	<p>Title II</p>
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<p>10. Any additional services tied to student academic needs:</p> <ul style="list-style-type: none"> ➤ Offer SAT/ACT prep classes ➤ Offer AP classes ➤ Increase student participation in academic fairs and contests 	<p>Assist. Supe of Human Resources</p> <p>Site Admin.</p>		<p>\$15,000</p>	<p>Gen. Fund</p>
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Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-14.

Planned Improvement in Student Performance in Mathematics

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

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <ul style="list-style-type: none"> ➤ Teachers will adhere to courses of study aligned to state standards ➤ Teachers of all core subject areas, English/Language Arts, mathematics, science and history. will collaborate to learn to use or to develop and then adhere to standards-driven pacing guides ➤ Teachers will administer the common assessments embedded in the pacing guides and use the results of the these assessments to evaluate and adjust instructional practices to allow students to achieve at the highest level ➤ Teachers will record student progress using the districtwide AERIES Browser Interface (ABI) 	<p>Assistant Superintendent, Department Chairs (DCs) Principals, Teachers</p>	<p>Teacher Release time Substitute Teachers</p>	<p>\$5,280 – Standards Schedules/ Assessment development</p>	<p>Title II</p>
<p>2. Use of standards-aligned instructional materials and strategies:</p> <ul style="list-style-type: none"> ➤ Continue to use <u>A Big Ideas</u>; California Edition, Prentice Hall; Smith, Charles (2014) in Intensified Algebra, Geometry, and Algebra I courses 	<p>Assistant</p>			<p>General Fund</p>

<ul style="list-style-type: none"> ➤ Continue to use <u>California Geometry-Prentice Hall, 2008</u> in Intensified Geometry and Geometry courses ➤ Provide professional development materials-based training for teachers of Intensified Algebra and Algebra courses ➤ Continue to use supplemental technology materials such as ALEK and Hot Math ➤ Provide training through the SVMII to strengthen teacher's content Knowledge ➤ Implement, monitor and support the Algebra Skills & Intervention kit with all Special Education support classes 	<p style="text-align: center;">Superintendent, Department Chairs (DCs) Principals, Teachers</p>	<p>Content Training</p> <p>Instructional Materials</p>	<p style="text-align: center;">\$8, 250</p> <p style="text-align: center;">\$50,000</p>	<p style="text-align: center;">Title III</p> <p style="text-align: center;">Math Partnership Grant</p>
<p>3. Extended learning time:</p> <ul style="list-style-type: none"> ➤ Enroll students in the 9th grade using assessment data, teacher evaluations, UC Berkeley Readiness Test data, and teacher evaluation for placement in the Intensified Algebra course ➤ Require 11th and 12th grade students who have not passed the Math test to enroll in the Math Test Prep course ➤ Maximize the extended learning time benefits of block scheduling ➤ Offer HELP (Homework: Extended Learning Program) to all at-risk students, utilizing teachers, community volunteers, bilingual assistants and peer tutors ➤ Seek transportation solutions for students wishing to attend the HELP program ➤ Double-blocked classes for Intensified Algebra, Intensified Geometry, and Algebra II support 	<p style="text-align: center;">Assistant Superintendent, Department Chairs (DCs) Principals, Teachers</p>	<p style="text-align: center;">HELP Program</p>	<p style="text-align: center;">\$240,000</p> <p style="text-align: center;">Teacher Hourly</p>	<p style="text-align: center;">General Fund</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <ul style="list-style-type: none"> ➤ Select and adopt a research-based Mathematics program for use in the Learning Center by students enrolled in the Intensified Algebra course ➤ Train Intensified Algebra teachers and selected paraprofessionals to assist students in the effective use of the approved textbook program. ➤ Supplement Algebra curriculum with technology-based programs such as ALEK, Hot Math and Study Island ➤ Continue to implement, monitor and support new Test Prep curriculum and add additional test prep classes 	<p>Principals Annually</p> <p>Dir. Of Technology, Department Chairs (DCs) Ongoing</p> <p>Paraprofessionals ongoing</p>	<p>Instructional Materials TC’s Salary</p> <p>Paraprofessionals’ salaries</p>	<p>\$15,000 - \$70,000</p> <p>\$30,000/site</p>	<p>Title II, Special Education, Gen. Fund</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <ul style="list-style-type: none"> ➤ Provide professional development in using curriculum embedded common assessments, analyzing the results, and using the data to inform instructional practice to all teachers, including teachers of Algebra 1, Intensified Algebra, Geometry, Intensified Geometry ➤ NEBMC professional development will be centered around content and lesson design in addition to assessment analysis during the Summer Math Institute and during the year 	<p>Assist. Superintendent EL Coord. BTSA Dir. Dir. Of Technology</p>	<p>On Going Costs: Training Release time Consultants Materials</p>	<p>\$15,000</p>	<p>Title II BTSA Gen. Fund</p>

<ul style="list-style-type: none"> ➤ Designate and train Content Coaches for Math and English at the comprehensive high schools ➤ Provide professional development in classroom management and instructional strategies to all teachers using <u>The Art and Science of Teaching</u> (Marzano 2009) , <u>Tools For Teaching</u> (Fred Jones 2007), and <u>Explicit Direct Instruction-EDI</u> (Hollingsworth/Ybarra 2009) methodologies ➤ Provide training for Department Chairs (DCs) in effective coaching and instructional support practices as needed. ➤ Provide instructional support for new teachers (BTSA) and for tenured teachers referred to the Peer Assistance and Review (PAR) program ➤ Provide EDI training for teachers of EL students ➤ Train all administrators to evaluate and improve teachers’ instructional practice using the Santa Cruz New Teachers Model and The Continuum of Teaching Practice ➤ The principals and assistant principals at each site will complete the administrative credential training. 		<p style="text-align: center;">Beginning Teacher Induction Stipends Principals PDD</p>	<p style="text-align: center;">Teacher Per Diem</p> <p style="text-align: center;">Teacher Hourly</p> <p style="text-align: center;">\$15,000</p> <p style="text-align: center;">\$1,000/PT</p> <p style="text-align: center;">Sub Cost \$110/day</p> <p style="text-align: center;">\$12,500</p> <p style="text-align: center;">\$400/module/ Administrator</p>	<p style="text-align: center;">PAR</p>
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<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <ul style="list-style-type: none"> ➤ Hold information meetings for-parents of students in the Intensified Algebra classes ➤ Regularly inform parents of Mathematics support options available at the sites through parent newsletters and parent information meetings ➤ Continue the implementation of web-based access for parents to their students’ academic and attendance records through ABI. Hold twice-yearly parent information evenings for incoming 9th grade students and parents, which include information on the English/Language Arts intervention classes and on the districtwide literacy program ➤ Provide math support for parents on district website ➤ Hold parent math nights @ each site 	<p>Site Administrators</p> <p>Dir. Of Tech.</p>	<p>Annual License</p> <p>Meeting Supplies</p> <p>Meeting Supplies</p>	<p>\$25,000/yearly</p> <p>\$150/site</p> <p>\$150/site</p>	<p>Title II</p> <p>Site Allocation</p> <p>Site Allocation</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p style="text-align: center;">see: 7. Auxiliary Services for Students and Parents, Performance Goal 1, above</p>				
<p>8. Monitoring program effectiveness:</p> <p style="text-align: center;">see: 8. Monitoring Program Effectiveness, Performance Goal 1, above</p>				

9. Targeting services and programs to lowest-performing student groups:

see: 9. Targeting Services and Programs to Lowest-Performing Student Groups, Performance Goal 1, above

10. Any additional services tied to student academic needs:

see: 10. Any Additional Services Tied to Student Academic Needs, Performance Goal 1, above

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)

In addition to information below, Liberty UHSD has also recently revised its ELD and Title III Plan to meet the revised ELD State Standards. Title III plan can be viewed here within Appendix F.

		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: <ol style="list-style-type: none"> 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: <ul style="list-style-type: none"> • Meeting the annual measurable achievement objectives described in Section 3122; • Making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)); • Annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1)); d. Describe how the LEA will promote parental and community participation in LEP programs. 	1. We developed out present curriculum around “Edge” which is specifically written for English Learners. Students are placed in a double block every day for 188 minutes and are able to complete 2 levels of the “Edge” program in one year. Students completing “Edge” levels 3 and 4 receive 2 years of English credit which can put them on track for graduation. We have also implemented Scholastic’s Read 180 and System 44 program for our English Learners. Additionally all EL student who are about to take Math and English test prep classes or who fail it are placed in special English and Math prep classes which use the state approved “Measuring Up” program. We measure our EL program’s progress annually in different ways. Our District has moved out of Title III Improvement and has seen a significant movement out of CELDT levels 1-3 to CELDT levels 4 and 5. In recent years, the result has been an increase in the number of student Reclassified We also expanded our assessments and established district guidelines to be used for placement in ELD and Sheltered classes. Sheltered classes are limited to those students who need support in language acquisition in the content areas. Placement in ELD and Sheltered classes is monitored by an Assistant Principal, counselor and EL teacher at each site. The District Coordinator is also part of the process. Our Special Education/English Learners are also placed in ELD and sheltered classes. Our incoming 9 th graders especially benefit from this placement because they can work at a pace more tailored to these needs and receive the support they need with learning disabilities and language acquisition.
	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: <ul style="list-style-type: none"> • English proficiency; and • Academic achievement in the core academic subjects 	We have implemented a “Keys to Success” program so that each EL student meets with a teacher to discuss their performance on CELDT and CST tests. This information is then taken home to the parents to be shared. ELD and Sheltered staff uses Explicit Direct Instruction (EDI strategies in all classes particularly stressing Checking for Understanding. This again has brought standards focus to the classroom. Regular school site meetings with parents are held a minimum of 4 times a year and the District also holds parent meetings an additional 4 times a year.

		Description of how the LEA is meeting or plans to meet this requirement.	
Required Activities	<p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p> <p>a. designed to improve the instruction and assessment of LEP children;</p> <p>b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;</p> <p>c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills;</p> <p>d. long term effect will result in positive and lasting impact on teacher performance in the classroom.</p>	<p>2. Our District has chosen the "Edge" program, which was particularly formulated for high school English Learners, as it core curriculum. This program has substantial support materials including a library, workbooks, etc. Additionally all Intermediately EL students are placed in the "Read 180" program by Scholastic. This program focuses on improving the student's reading lexile. Since implementing this curriculum, we have seen a continuous rise in EL proficiency and an increase in Reclassifications which is above both County and State levels. This indicates that students are doing well in academic core subjects since our reclassification criterion requires a C or better.</p> <p>The District has offered a series of workshops each summer for the past 4-5 years. These workshops have focused on best practices for teaching English Learners. The intent was to improve the teaching strategies in all classrooms by all teachers. LUHSD also focused on just ELD and Sheltered teachers. We had a workshop presented by EDI (Explicit Direct Instruction) where all of the teachers involved in ELD/Sheltered classes attended. The entire staff agreed to work with the basic strategies and this has continued. Observation exchanges among the staff were also encouraged and observations by District staff are ongoing. Teachers were also encouraged to make more parent contact and to follow up with students who were in danger of failing quickly. As noted above, CELDT levels are improving and RFEP's are up. Teachers who have used EDI are enthusiastic about its effectiveness and how it improves classroom management and student learning.</p>	
Allowable Activities	<p>4. Upgrade program objectives and effective instruction strategies.</p>	<p>Yes or No</p>	<p>If yes, describe:</p> <p>We have provided a good deal more support to our Sheltered classes over the past two years. We have increased the supplemental materials available so that students have a more varied selection to work with. Reading levels vary so students need to find success and yet be challenged. Teachers have been given additional support in understanding the needs of their student, particularly the long term Intermediates. Since we are a high school district, we are challenged by the incoming long term EL's. All ELD and Sheltered classes have also received Media carts which aid in the classroom instruction.</p>

		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.	<u>Yes or No</u>	If yes, describe: An after school tutorial program is available for the EL students. There are also some vocational classes on one of the campuses. Additionally the EL students received Intensified Algebra and Geometry instruction which means they meet the class every day.
	6. Develop and implement programs that are coordinated with other relevant programs and services.	<u>Yes or No</u>	If yes, describe: Since we are a high school district with 4 feeder districts, we have developed a process for evaluating and placing our incoming 9 th graders which will provide a more accurate picture of their English acquisition needs. We test all incoming EL who are Intermediate or lower in May to determine exactly what services they will need.
	7. Improve the English proficiency and academic achievement of LEP children.	<u>Yes or No</u>	If yes, describe: As noted above we have developed a strong and effective program which is improving the proficiency and academic achievement of our students. We also provide ELD support at our alternative high school so that all of our LEP students have the opportunity to succeed.

		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families – <ul style="list-style-type: none"> ○ To improve English language skills of LEP children; and ○ To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. 	<u>Yes</u> or No	<p>If yes, describe:</p> <p>We provide ESL classes for parents at our Adult Education program. We have an annual parent day in August which introduces parent to all of our school services, i.e. Free and Reduced Lunch, etc. plus the opportunity to visit with various community based organization which can support our families needs.</p> <p>We have regular ELAC and DELAC meeting which provide parents the opportunity to meet with site and district program coordinators. These meeting and all communication from schools is provided in the parent’s home language.</p> <p>We also encourage teacher/parent conferences or when needed home visits.</p>
	9. Improve the instruction of LEP children by providing for – <ul style="list-style-type: none"> ○ The acquisition or development of educational technology or instructional materials ○ Access to, and participation in, electronic networks for materials, training, and communication; and ○ Incorporation of the above resources into curricula and programs. 	<u>Yes</u> or No	<p>If yes, describe:</p> <p>All ELD classes have computers which are part of the “Edge” program. The teachers also use them for research, etc. to help student’s improve their mastery of English. All ELD/Sheltered classes have carts with document projectors, computer and LCD projector. Our Math Intervention has computers for each student since the main curriculum in the class is the computer based ALEKS program.</p> <p>Teachers and students have access to a variety of materials and programs, some free some subscriptions, to enhance their basic curriculum</p>
	10. Other activities consistent with Title III.	<u>Yes</u> or No	<p>If yes, describe:</p> <p>Teachers have access to and consistently use “Illuminate” This program provides in-depth information about each students previous test history, grades, etc. so teachers can make educated decisions about a student’s needs.</p> <p>District Staff meetings held on a regular basis to coordinator instruction and share best practices.</p>

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

<p>Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.</p>	<p style="text-align: center;">Description of how the LEA is meeting or plans to meet this requirement.</p>
<p style="text-align: center; vertical-align: middle;">Required Activity</p> <ol style="list-style-type: none"> 1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB): <ol style="list-style-type: none"> a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; b. the child’s level of English proficiency, how such level was assessed, and the status of the student’s academic achievement; c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; 	<ol style="list-style-type: none"> 1. Upon enrollment, parents complete a Language Survey as part of the form. There are four questions. If the parent answers “other than English” to any of the 4, it triggers a placement test called CELDT (California English Learner Development Test). The child can score one of 5 levels from Beginner to Advanced on this test. A score of Beginner, Early Intermediate, or Intermediate will trigger placement in the ELD program. If the student scores Early Advanced or Advanced with not more than 1 score at Intermediate, they are considered Initially Fluent and not placed in the ELD program. <p>A letter is then sent home within 1 week detailing the type instruction being recommended for the student, as well as descriptions of ELM, SEI and ELD/Sheltered classes. All information necessary for the parent to understand the placement is sent home in English and the parent’s language. Additionally, parents are informed of the waiver out of program and request for another setting process. (The process in both cases involves the site administration and the District Coordinator.) We include the expected time of transition and the criteria for exiting the program. Finally at the end we note the expected rate of graduation. All of these factors are also discussed regularly at ELAC meetings.</p> <p>In the case of a SpEd/ELD student, an EL expert attend the IEP and confers with parents and SpEd staff to be sure that English Language needs are being met.</p> <p>If a parent wants a different setting or to remove their child from the ELD program, they do have information presented in written form as to the processes involved to make this request.</p> <p>Grades of all EL students are reviewed 4 times a year. Any students who have failed required core classes have a letter sent home so that parents are aware that the student is endangering their ability to graduate. The letter also gives options for making up the credit, i.e. summer school. A similar letter is sent home to any RFEP students reclassified within the last two year.</p>

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activity	<ul style="list-style-type: none"> h. information pertaining to parental rights that includes written guidance detailing – <ul style="list-style-type: none"> i. the right that parents have to have their child immediately removed from such program upon their request; and ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA. 	Finally, the District has a letter which is sent to inform parent if the Program fails to make the necessary progress under the Title 1 standards.
<p>Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>		
<p>LEA Parent Notification Failure to Make Progress If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>		

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:	<u>Yes</u> or No	If yes, describe: As noted before, the District provides a very strong and well attended Parent outreach program with ESL classes taught at a variety of time for parent convenience. Along with the support of Migrant Ed we work hard to let parent know how important their assistance is.
	2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:	<u>Yes</u> or No	If yes, describe: Our para's are given training in the same strategies as the teachers. They are the chief contact between parents and teachers and set up conferences, etc. They also administer test in the home language, etc.
	3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	<u>Yes</u> or No	If yes, describe: There are a number of tutorials available both through the school sites. We have a counselor at each site who works specifically with our students. The district also arranges at least 4 trips to colleges for all interested students. Speakers come to classes and share success stories, etc.
Allowable Activities	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	<u>Yes</u> or No	If yes, describe: Please see #9 on page 30

	5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:	Yes or <u>No</u>	If yes, describe:
	6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:	Yes or <u>No</u>	If yes, describe:
Allowable Activities	7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:	<u>Yes</u> or No	If yes, describe: We have very limited Immigrant students but we do work with Community Agencies to provide information and services to all of our EL families. We sponsor a large District wide community day at the beginning of the school year to inform parents of school and community services available. We do partner with "Hispanic Chamber of Commerce" to attend their Career Day held are rotating college campuses. We also provide at least 4 trips a year to visit various institutions of high learning.

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

Summary of Needs and Strengths for Professional Development

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

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

STRENGTHS	NEEDS
<ul style="list-style-type: none"> ➤ Alignment of courses of study to State Academic Content standards. ➤ Support for new teachers. ➤ Support for tenured teachers referred to Peer Assistance and Review. ➤ Instructional Strategies ➤ Data Analysis using Data Director ➤ Use of pacing guides for standards-aligned curriculum ➤ Use of district common assessments aligned to state standards ➤ Use of PD Days for data analysis of assessments 	<ul style="list-style-type: none"> ➤ Improving instructional practice through <u>The Art and Science of Teaching</u> (Marzano 2009) , <u>Tools For Teaching</u> (Fred Jones 2007), and <u>Explicit Direct Instruction-EDI</u> (Hollingsworth/Ybarra 2009) and other research-supported strategies- aimed at increasing the differentiation of instruction ➤ Continuous coaching and monitoring of new, research-proven intervention programs in English/Language Arts and mathematics ➤ Development of student support strategies in smaller learning communities ➤ Administrative supervision of instruction ➤ Effective use of technology to improve instruction and increase student achievement

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

Planned Improvements for Professional Development (Title II)

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

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State’s challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <ul style="list-style-type: none"> ➤ The District Academic Cabinet and site governance teams will conduct an annual professional development assessment based on student achievement data and teacher input and create a professional development plan. At the site level, consultants will work with principals to guide staff through an analysis of student achievement data to help inform instruction and assessment practices and to identify professional development needs ➤ Provide professional development in classroom management and instructional strategies to maximize the extended learning time benefits of block scheduling to all teachers. ➤ Provide professional development in developing and/or using curriculum embedded common assessments, analyzing the results, and using the data to inform instructional practice to teachers of the core subject areas, ➤ Designate and train Content Coaches (CCs) for Math, Science, and English at the comprehensive high schools to support teachers of intervention classes. ➤ Provide training for Department Chairs (DCs) in effective 	<p>Administrative Cabinet, Academic Cabinet, Assist. Supe. Dir. Of Tech. Dir. Of Students Services, Principals Teachers</p>	<p>Training Resources Release time Materials</p>	<p>\$100,000</p>	<p>Title II Gen. Fund</p>

<p>coaching and instructional support practices as needed</p> <ul style="list-style-type: none"> ➤ Train teachers of Intensified Algebra and selected paraprofessionals to assist students in the effective use of the supplemental software selected for these courses ➤ Hire and train paraprofessionals to maintain learning center computers and to support students in the use of technology in completing their assignments ➤ Offer workshops for teachers to incorporate opportunities for students to use technologies such as the internet, email, and various software (Excel, Power Point, Inspiration, Microsoft Word, Page Maker, video streaming, video conferencing, desktop publishing, Web Quest, etc.) into their instruction and assessment practices ➤ Train all administrators to evaluate and improve teachers' instructional practice using the Santa Cruz New Teachers Model ➤ The principals and assistant principals at each site will complete the administrative credential training. 				
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<p>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</p> <ul style="list-style-type: none"> ➤ We have reviewed research on teacher practice and know that teacher quality has the greatest effect on student achievement, and we have based our program on that research. Allowing teachers collaboration time to work to develop common standards-based assessments, to analyze the resulting work and then to modify instruction so that all students can achieve, will result in improved student achievement. ➤ Research also shows that only 10% of new learning will be implemented when a teacher is not coached as s/he works to improve instructional practice. Coaching allows reflective practice and lasting improvements with a high impact on student achievement to occur. ➤ The research-proven intervention programs must be closely adhered to if they are to affect student achievement, and they must be closely monitored for fidelity of implementation. ➤ Research has demonstrated that the thoughtful and intentional use of appropriate technologies can have a strong, positive impact on student achievement. LUHSD has a large variety of software and hardware at its disposal that needs to be utilized more effectively to help raise student achievement. ➤ Research has shown that students consistently achieve at higher levels when they are members of a stable, achievement oriented learning community, in which strategies, resources, and the power of personalization interact to raise student achievement. 	<p>Assist. Supe Principals Teachers Coaches</p>	<p>See detailed listings immediately above and in</p> <p>5. Staff Development and Professional Collaboration Aligned with Standards-based Instructional Materials</p> <p>for Performance Goals 1 and 2</p>
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Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <ul style="list-style-type: none"> ➤ Achievement data from multiple sources is regularly analyzed using an established data analysis protocol. This analysis occurs on many levels (Board of Education, Administrative Cabinet, school staff, Site Council, other parent groups, etc.), and revisions to programs occur as a result of the protocol exercises. Once programs are underway, further analysis occurs so that modifications can be made in a timely fashion. ➤ As a result of this work, programs have been developed or adjusted to eliminate the achievement gap, including the establishment of intervention classes in English/Language Arts and Math, the implementation of and continuing refinements to the ExCEL (Excellence: A Commitment to Every Learner) project, revisions to our small learning community structure and their related vocational pathways, and many more. 	<p>Assist. Supe Principals Teachers Coaches</p>		<p>See above</p>	
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <ul style="list-style-type: none"> ➤ We have developed the ExCEL project, in which we have brought together all program leaders to coordinate services to our underperforming students, including our Title I, 	<p>ExCEL Members, Site Administrators, Program Coordinators, Teacher Leaders</p>		<p>See above</p>	

<p>English Learner, Special Education, and other at-risk students. This body also ensures that districtwide professional development activities are coordinated and remain focused on raising student achievement.</p> <ul style="list-style-type: none"> ➤ The ExCEL Team meets monthly with the administrators and teacher leaders at each site to review the project’s status and to discuss needs and possible solutions based on student achievement data and teachers’ and administrators’ input. 		
<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <ul style="list-style-type: none"> ➤ working with standards schedules and standards-based, curriculum-embedded common assessments, analyzing the results, and modifying instruction accordingly for all teachers ➤ classroom management and instructional strategies to maximize the extended learning time benefits of block scheduling for all teachers ➤ Provide professional development in classroom management and instructional strategies to all teachers using <u>The Art and Science of Teaching</u> (Marzano 2009) , <u>Tools For Teaching</u> (Fred Jones 2007), and <u>Explicit Direct Instruction-EDI</u> (Hollingsworth/Ybarra 2009) methodologies ➤ effectively integrating technology into instruction and assessment practices for all teachers ➤ training strategies for teachers of ELD and sheltered classes ➤ training and support for Intervention Coaches, Department 	<p>Assist. Supe Principals Teachers Coaches Site Administrators, Program Coordinators, Teacher Leaders</p>	<p>See above</p>

<p>Chairs, and Learning Community Coordinators to help them fulfill their responsibilities as teacher leaders</p> <ul style="list-style-type: none"> ➤ training and follow-up coaching in the Santa Cruz New Teacher model for supervision of instruction for all administrators <p>To determine whether or not the needs of teachers and Principals are met, we will:</p> <ul style="list-style-type: none"> ➤ survey teachers and administrators on effectiveness of the professional development provided ➤ analyze relevant student achievement data to determine the effect of improved teacher practice and programs 		
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Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <p>Department Chairs, Content Coaches, the Technology Coordinator, and the ExCEL project leaders will coordinate needed professional development for teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy.</p>	<p>Dept. Chairs, Coaches, Dir. Of tech., ExCEL teachers</p>		<p>See above</p>	

<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25 percent of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <p>➤ Based on student needs, the Technology Coordinator will provide professional development for teachers, administrators, and school library media personnel to affect students' academic achievement. This professional development will occur at after-school workshops and, in some cases, during the school day in the teacher's classrooms.</p>	<p>Dir. of Technology</p>	<p>Hourly Pay Instructional Materials</p>	<p>\$12,500 \$12,000</p>	<p>Title II</p>
<p>8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</p> <p>All stakeholders have participated in the planning of professional development and in the preparation of this plan. Planning has occurred at the following:</p> <ul style="list-style-type: none"> ➤ Staff meetings at the schools ➤ Department meetings ➤ Shared Governance and Site Based Management Team meetings ➤ Site Council meetings ➤ Administrator meetings ➤ ExCEL meetings 	<p>All Stakeholders continuous</p>	<p>see above</p>		

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> ➤ Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; ➤ Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; ➤ Involve parents in their child’s education; and ➤ Understand and use data and assessments to improve classroom practice and student learning. <p>This training will be provided to teachers in the following ways:</p> <ul style="list-style-type: none"> ➤ Provide workshops and coaching on Marzano, and other research supported instructional strategies aimed at the differentiation of instruction <p>Provide workshops as needed for teachers in need of support with classroom management and/or instructional practices through the Beginning Teacher Induction</p> <ul style="list-style-type: none"> ➤ and PAR programs ➤ Dedicate collaboration time for teachers to analyze student work and to identify appropriate interventions to help all students achieve at higher levels ➤ Continue to expand ParentConnect to families to allow them to monitor their students’ attendance, behavior, and academic progress, with direct email connections to teachers ➤ Hold regular data analysis protocol sessions with all relevant groups. 				

<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <p>To meet the requirements of Section 1119, we will use the funds under this subpart to:</p> <ul style="list-style-type: none"> ➤ support beginning teachers as part of the new teacher induction program to meet the requirements for a teacher credential ➤ provide workshops that will increase all teacher s' effectiveness and satisfy professional development credential requirements. ➤ provide professional development for paraprofessionals to help them become more effective in meeting the requirements of their position 	<p>LUHSD Adult Education</p>	<p>see above</p>

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

Environments Conducive to Learning (Strengths and Needs):

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

STRENGTHS	NEEDS
<p>1. There is a clear set of emergency procedures and scheduled practice drills.</p> <p>2. Parents are provided with regular information through school websites, handbooks, School Accountability Report Cards, and ConnectEd.</p> <p>3. Materials are translated to inform parents about rules, responsibilities and procedures for discipline and behavior problems.</p> <p>4. A system is in place to identify truancy, provide counseling, and conduct early intervention through Student Attendance Review Board (SARB).</p> <p>5. Programs such as Diversity and site Campus Climate Committees foster a positive school climate. Peer Counseling and Peer Education are also available.</p> <p>6. Administrators, faculty, and staff believe emotional and psychological needs of students are intrinsically related to academic achievement and staff development promotes this approach.</p> <p>7. District TUPE Coordinator implements the district's policies and vision for tobacco/drug awareness, prevention, intervention, and cessation.</p> <p>8. Each site has a TUPE Coordinator for implementation of a district vision and adherence to district</p>	<p>1. Tolerance activities need to be fully integrated into learning activities regarding gender, culture, ethnicity, etc.</p> <p>2. Parents need to be more involved at the school site level such as School Site Council, Back to School Night and Open House.</p> <p><u>The Employee School Climate Survey (#9 in Strengths) reflected the following perceived weaknesses:</u></p> <ul style="list-style-type: none"> ▪ 68% of those surveyed felt most students are healthy a physically fit; ▪ 51% felt that their school provided

<p>policies.</p> <p>9. Results of the <u>Employee School Climate Survey</u>, administered to site administrators, teachers, counselors, school resource officers, safety personnel, classified staff and instructional support personnel highlighted <u>the following strengths</u>:</p> <ul style="list-style-type: none"> ▪ 92% of school personnel feel their school is a supportive place for students to learn; ▪ 62% feel their school provides adequate counseling and support services for students; 89% feel their school fosters an appreciation of diversity and respect for each other; 92% feel their school is safe for students and staff. ▪ 91% feel their school collaborates well with law enforcement agencies; ▪ 79% felt that tobacco use among students is a mild to severe problem; ▪ 88% felt that drug use among students is a mild to severe problem. ▪ 73% felt behavior management instruction was provided 	<p>tobacco use prevention activities;</p> <ul style="list-style-type: none"> ▪ 47% felt that character education was available at school; <p>41% felt there were adequate professional development opportunities for staff on how to deal with social, emotional, and developmental needs of youth.</p>
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Environments Conducive to Learning (Activities):

Please list the activities or programs supported by all LCAP 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

A broad range of programs operate within the district to engage students in a variety of interests, including tutoring, athletics, drama, music, yearbook, etc.
 Grade Level Learning Communities; Career Academies; Counselors; Peer Education; School Resource Officers; Campus Security Staff; Link Crew; Campus Climate Committees; FTE Diversity Coordinator
 Tobacco Use Prevention Education Program conducts classroom presentations, intervention and cessation (TEG/TAP) Classes, Youth Development Activities, and Pregnant Minor/Minor Parent Classes
 Health Classes use the research validated Project Towards No Drug Abuse (TND) curriculum

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

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

STRENGTHS	NEEDS
<ol style="list-style-type: none"> 1. School Safety Plans have been created at each site in the district. 2. The CA Healthy Kids Survey (CHKS) is administered every other year. 3. Other data collection surveys and reports are generated monthly and/or annually regarding suspensions, expulsions, discipline, and crime incidents. 4. District MFT Interns 5. The FTE District Diversity Coordinator provides support weekly at each site. 6. Contra Costa County Office of Education is very supportive of SDFS efforts, and the LUHSD TUPE District Coordinator attends regular meetings, workshops, and training at the COE. 7. Project Toward No Drug Abuse (TND), a research validated curriculum for tobacco, alcohol, substance abuse and reduction of weapons is used in health classes. 	<ol style="list-style-type: none"> 1. The District needs to address greater resource development, funding, and plans to link programs to community agencies and community based organizations. 2. Counseling needs to be more readily available for students involved with the incidence of violence and alcohol, tobacco, and other drug use in the schools and communities.

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: 02 /03 /2014_ Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will decrease biennially by: N/A	5 th ___ % 7 th ___ %	5 th ___ % 7 th ___ %
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by: 2%	7 th ___ % 9th 5% 11th 7%	7 th ___ % 9th 7% 11th 13%
The percentage of students that have used marijuana will decrease biennially by: N/A	5 th ___ % 7 th ___ %	5 th ___ % 7 th ___ %
The percentage of students that have used alcohol within the past 30 days will decrease biennially by: 2%	7 th ___ % 9th 35% 11th 55%	7 th ___ % 9th 33% 11th 53%
The percentage of students that have used marijuana within the past 30 days will decrease biennially by: 2%	7 th ___ % 9th 24% 11th 41%	7 th ___ % 9th 22% 11th 39%

<p>The percentage of students that feel very safe at school will increase biennially by: 2%</p>	<p>5th __ % 7th __ % 9th 20% 11th 27%</p>	<p>5th __ % 7th __ % 9th 22% 11th 29%</p>
<p>The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by: 2%</p>	<p>7th __ % 9th 19% 11th 12%</p>	<p>7th __ % 9th 17% 11th 10%</p>
<p>Truancy Performance Indicator</p>		
<p>The percentage of students who have been truant will decrease annually by __2%__ from the current LEA rate shown here.</p> <p>NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.</p>	<p>14%</p>	<p>12%</p>
<p>Protective Factors Performance Measures from the California Healthy Kids Survey</p>	<p>Most recent date: 02/01/2010</p> <p>Baseline Data</p>	<p>Biennial Goal (Performance Indicator)</p>
<p>The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by: 2%</p>	<p>5th __ % 7th __ % 9th 30% 11th 55%</p>	<p>5th __ % 7th __ % 9th 32 % 11th 57 %</p>
<p>The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by: 2%</p>	<p>5th __ % 7th __ % 9th 44% 11th 45%</p>	<p>5th __ % 7th __ % 9th 56% 11th 47%</p>

<p>The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by: 2%</p>	<p>5th — % 7th — % 9th 14% 11th 17%</p>	<p>5th — % 7th — % 9th 16 % 11th 16 %</p>
<p>The percentage of students that report high levels of school connectedness at their school will increase biennially by: 2%</p>	<p>5th — % 7th — % 9th 44% 11th 46%</p>	<p>5th — % 7th — % 9th 46 % 11th 48 %</p>

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

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

Science-Based Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
Project Toward No Drug Abuse (TND)	ATOD	9-12	8,100	Ongoing 2003-2016	3/28/14	4/1/14

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		9-12
	Conflict Mediation/Resolution		
X	Early Intervention and Counseling		9-12
	Environmental Strategies		
X	Family and Community Collaboration		9-12
	Media Literacy and Advocacy		
	Mentoring		
X	Peer-Helping and Peer Leaders	ATODV-Center for Human Dev	9-12
X	Positive Alternatives		9-12
X	School Policies		9-12
X	Service-Learning/Community Service		9-12
	Student Assistance Programs		
X	Tobacco-Use Cessation	TAP Tobacco Awareness Program	9-12

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

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

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

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

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

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

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

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

The research-validated program selected to meet the highest priority need to educate the general student population about the dangers of tobacco use is Project Towards No Drug Abuse (TND). TND has been used in LUHSD health classes since 2000, and was chosen because it is an effective tobacco education program that is highly recognized and recommended by health, mental health, and youth programs across the nation. One year results for groups using the TND program showed a significant decrease in self-reported cigarette smoking, alcohol use, marijuana use, and hard drug use for students participating in Project TND compared to the control group (Sussman et al., 1998; Sussman, Dent, & Stacy, 2002).

Project TND has been tested at traditional and alternative high schools and was found to reduce alcohol and illicit drug use for students in both settings (Dent et al., 2001; Sussman, Dent, & Stacy, 2002). Two-year follow-up maintenance of effects has been found for cigarette, marijuana, and hard drug use (Sussman et al., 2003). A long term study of the program found that after 5 years, there was a reduction in hard drug use for the students who completed the program and could be follow-up that long (46%; Sun et al., 2006).

Agency/Institution Recognition of the TND Program:

Substance Abuse & Mental Health Services Administration (SAMHSA) Model Program;
Helping America's Youth (HAY) Programs: Level I;
Office of Juvenile Justice and Delinquency Prevention Exemplary Model Program;
Blueprints Model Program;
Health Canada: Exemplary Programs from the Scientific Literature.

b. The programs and strategies selected to support the most vulnerable or "most at risk" students with supplemental tobacco intervention services is Peer Education training that will incorporate peer to peer messaging strategies and media literacy. Link Crew and Leadership students and staff will become TUPE advocates on campus, as this group provides ongoing communication with incoming 9th grade students.

c. The program selected to provide a positive alternative to suspension for students caught using tobacco on campus is called Intervening with Teen Tobacco Users (TEG). TEG is a comprehensive intervention program for students who don't

necessarily want to stop using tobacco. TEG is based on Prochaska and DiClemente's stages of change, and is designed to move teenage tobacco users from not wanting to quit to wanting to quit. Through videos, demonstrations, and cooperative learning, students will learn about the negative consequences of tobacco use, and become familiar with the motivation and action steps necessary for a healthier, tobacco-free lifestyle. Students are encouraged to reduce their tobacco use, quit on their own, or join a voluntary tobacco cessation program.

d. The strategies selected to provide TUPE staff training include staff attendance at TEG, TAP, and Peer Education classes conducted through the Center for Human Development.

e. The science-based program selected for tobacco cessation classes for students, parents, faculty, and staff who wish to stop using tobacco is Helping Teens Stop Using Tobacco (TAP). TAP is a voluntary participation program that consists of 8 one hour sessions with time in-between for reflection and practice. TAP will provide students with the options, resources, education, motivation, and support to stop using tobacco. TAP includes multi-faceted motivational components that work together to help students take the necessary action steps to quit.

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.

CHKS results will be monitored to ensure progress toward TUPE goals; Regular meetings of TUPE staff are conducted to provide feedback and discuss TUPE activities and program success. Other surveys to include parents, community members, and students will be administered to provide input, discuss program improvement/awareness, and sustainability after grant funding.

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.

Progress towards SDFSC and TUPE goals and outcomes will be presented at LUHSD Board and TUPE Meetings and in the meeting minutes; CHKS Reports/Results will be available to the public at the District Office; School and District websites will provide notice of availability.

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

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

The programs and strategies selected to support students with the greatest need with supplemental tobacco intervention services is Peer Education training that will incorporate peer to peer messaging strategies and media literacy. Link Crew and Leadership students and staff will become TUPE advocates on campus, as this group provides ongoing communication with incoming 9th grade students. Plans to develop greater collaboration with TUPE staff from middle schools are already in place. Strategically reaching these students before the first day of school provides an opportunity to mold their high school experience early on, and offer positive activities in a supervised environment. This program coordination will also provide greater access to information regarding available resources in the community such as health and nutrition education.

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

Provide a detailed, but brief, explanation of how the LEA will coordinate SDFSC funded alcohol, tobacco, other drug and violence prevention programs with other federal state and local prevention programs.

The Assistant Superintendent of Administrative Services Gene Clare supervises the coordination of SDFSC/TUPE Programs in LUHSD. Mr. Clare has been LUHSD's Community Education Director/Principal of Independence Alternative High School for 5 years, and was the principal of Liberty High School for 10 years. Mr. Clare implemented Smaller Learning Communities in the district, and has many years of experience implementing grant and intervention programs. Mr. Clare will make board and cabinet presentations regarding SDFSC program integration, and monitor all federal and state programs. His position on the Brentwood PAL Board will facilitate the integration of violence prevention and ATOD programs.

Contra Costa County Office of Education has formed a consortium to support SDFSC and TUPE programs in the County. This consortium will provide SDFSC/TUPE training and workshops, youth development assistance, and updates on related materials and conferences. TUPE partners such as Brentwood Police Department, Brentwood Union School District, and individuals will provide support for the program through participation in activities, collaboration on events, integration of programs, and program promotion.

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

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

Parents have a visible and active role at each school in LUHSD. Parents are involved in School Site Councils, Parent Clubs, Boosters, Grad Night, and many other activities at the schools their children attend. Parents will be notified of SDFSC/TUPE programs, activities, opportunities for involvement, and progress towards goals/outcomes through Board Meetings, presentations at Parent Club Meetings, classroom handouts/announcements, websites, and the local newspaper.

TUPE Services for Pregnant Minors and Minor Parents (H&SC 104460):

Describe the TUPE services and referral procedures for pregnant minors and minor parents enrolled in the LEA and how they will be provided with tobacco-use prevention services. Include students participating in programs such as the California School Age Families Education (Cal-SAFE) program, the Adolescent Family Life Program (AFLP) administered through the Department of Health Services, and the Cal-Learn program administered by the Department of Social Services.

Pregnant Minor/Minor Parent classes are provided through the LUHSD Community Education Center. Other services will be provided by TUPE staff, Center for Human Development, and partnerships with Contra Costa Health Services, Familias Unidas, Families Forward, American Cancer Society, and other community agencies. Families Forward will provide a comprehensive wraparound system of services, counseling and advocacy services, support and referrals, including parenting education and referrals to perinatal and related support services. The SDFSC and TUPE programs will provide outreach services and assessment of drug use/smoking status, incentives for participation and motivational messages, cessation services, if appropriate, incentives to maintain a healthy lifestyle, follow-up assessment, and maintenance and relapse prevention services.

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
.5 FTE District TUPE Coordinator	.5 FTE
5 Site Coordinators	\$1,500 stipend

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)	<ul style="list-style-type: none"> Homework Extended Learning Program (HELP) 	11-12 grade	Year round Teacher & Aide	Standards achievement	Supplemental instruction-core
	<ul style="list-style-type: none"> Independence HS (Independent Study) 	9-12 grade	School calendar Asst. Director	Credit completion	General fund
	<ul style="list-style-type: none"> Bridgeway program 	9-12 grade	School calendar Assist Dir.	Attendance rate/credit completion	General fund
	<ul style="list-style-type: none"> Summer school CAHSEE 	10-12 grade	Summer-Teacher	Pass exam	Supplemental instruction/ CAHSEE
	<ul style="list-style-type: none"> Career Pathways and Academies 	11-12 grade	Program coordinator/ teachers	Pathway completion	General fund
	<ul style="list-style-type: none"> Small learning communities 	10-12 grade	Program coordinator/ teachers		General fund
	<ul style="list-style-type: none"> Intervention Classes 	9-12 grade	Teachers/Principal	Test Results	General fund

5.2 (Dropouts)	<ul style="list-style-type: none"> • Learning Center 	9-12 grade	Year round teacher & aide	Graduation	Adult Ed
	<ul style="list-style-type: none"> • Truancy Reduction Program 	9-12 grade	Assistant Superintendent, Student Services	# of students returned to school/improved attendance	General fund
	<ul style="list-style-type: none"> • School Attendance Review Board 	9-12 grade	Weekly teacher, counselor, psychologist, Police Officer, parent, student	Improved attendance	General fund
5.3 (Advanced Placement)	<ul style="list-style-type: none"> • Open access to AP courses 	Grades 10-12	Spring enrollment Counselors	Increase in # of students enrolled	General fund
	<ul style="list-style-type: none"> • Support for students/ test fees waived 	Grade 10-12	Career technician	All students able to take test	State program, local funds
	<ul style="list-style-type: none"> • Student/parent information night 	Grades 10-12 & parents	Spring AP instructors	Increase # of successful AP students	General fund
	<ul style="list-style-type: none"> • Support system for student success preparation/offered materials 	Grades 10-12	Summer AP instructors	Increase # of successful students	General fund

Additional Mandatory Title I Descriptions

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

Describe the measure of poverty that will be used to determine which schools are eligible for Title I funding in accordance with Section 1113, "Eligible School Attendance Areas."	
	Description of how the LEA is meeting or plans to meet this requirement:
<p>Identify one of the following options as the low-income measure to identify schools eligible for Title I funding:</p> <ul style="list-style-type: none"> • Number of children in families receiving assistance under the Cal Works program; • Number of children eligible for Free/Reduced Price Lunch programs; • Number of children ages 5-17 in poverty counted by the most recent census data; • Number of children eligible to receive medical assistance under the Medicaid program; • Or a composite of the above. 	<p>Liberty Union High School District uses Free/Reduced Lunch program participation as the measure of the low-income status.</p>
<p>Describe how the low-income measure described above is used to rank and select schools to receive Title I funds:</p> <ul style="list-style-type: none"> • All schools with a 75% or above poverty level are funded • All other schools are funded by poverty ranking district wide or by grade span. 	<p>LUHSD has a 32.7% of students designated as low-income Socio-Economically Disadvantaged districtwide with Freedom, Liberty, and La Paloma High School having:</p> <p>FHS – 39.6% LHS – 36.4% LaP – 61.8%</p> <p>of its students designated as low-income students. The rest of the LUHSD schools are below the average and do not meet the minimum 40% low income requirement, therefore do not qualify for Title I funding.</p>

Additional Mandatory Title I Descriptions (continued)

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

	Description of how the LEA is meeting or plans to meet this requirement:
<p>For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:</p> <ul style="list-style-type: none"> • A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards. • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards. • Instruction by highly qualified teachers and strategies to attract and keep such teachers. • High quality and ongoing professional development for teachers, principals, paraprofessionals, and if 	<p>None of the LUHSD schools meet the required minimum 40 percent child poverty rate and therefore do not have Title I schoolwide programs.</p>

<p>appropriate, pupil services personnel, parents and other staff.</p> <ul style="list-style-type: none"> • Strategies to increase parental involvement. • Assistance to preschool children in transitioning from early childhood programs to elementary school programs. • Timely and effective additional assistance to students who experience difficulty mastering state standards. 	
<p>For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State’s challenging academic standards. The description should include activities such as:</p> <ul style="list-style-type: none"> • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Strategies that minimize removing children from the regular classroom during regular school hours for instruction. • Instruction by highly qualified teachers. • Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement. 	<p>Freedom, Liberty, and La Paloma High Schools are currently receiving Title I funds and therefore eligible for the targeted assistance programs. In order to identify the student the following criteria is used: English Learners (levels 1-5), social economically disadvantaged students (Free and Reduced lunch qualifiers), foster youth, homeless students, intervention classes to help students achieve grade level proficiency (Intensified Algebra, Geometry support, Read 180, Academic Reading Development, Earth Science, Tutorial support classes) and students deficient in credits needed for graduation (one year behind the coursework for the respective grade level).</p> <p>Several intervention courses are offered to “at risk” students. Intervention courses in math and literacy are offered to students struggling in those academic areas and struggling to be proficient. Teachers teaching those courses have gone through extensive training, workshops, conferences and consultation services to learn about best practices related to differentiated instruction. Counseling staff uses Aeries tracking features to “tag” at risk students in order to monitor their progress. Counselors and associate principals meet with at risk students at regular time periods and monitor their academic progress in Aeries.</p>

	<p>Summer school and intersession (classes offered after the school day hours) are offered to all students needing to repeat courses for graduation credit.</p> <p>Students are not removed from regular classrooms and their regular instruction. All opportunities are available as additional electives.</p> <p>Parents are highly involved and participate in the district wide meetings, School Site Council, PTA, and each school's foundation. Additionally, students are encouraged to attend various informational parent events and meet with the counseling staff.</p>
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Additional Mandatory Title I Descriptions

(continued)

<p>Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115, "Targeted Assistance Schools," will identify the eligible children most in need of services under this part. Please note that multiple, educationally related criteria must be used to identify students eligible for services. Where applicable, provide a description of appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</p> <ul style="list-style-type: none"> • Identify children who are failing or most at risk of failing to meet the state academic content standards. • Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. • Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds. 	<p>District and school administrative staff, site counselors and teachers are involved in the process used to identify students who are at risk and receiving services. Students identified as homeless or living in foster or group homes, are immediately identified as at risk and receiving services. Additionally, students scoring "standard not met" on CAASPP exams and students who are 10 or more credits behind in making progress towards graduation are also identified as eligible for services. Students receiving one or more F grades or with an overall GPA of less than 2.0 are targeted with services and provided with intervention programs.</p>
<p>The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.</p>	<p>LUHSD has a targeted counselor liaison to Homeless and Foster children. During the 14-15 school year, LUHSD had four homeless and nine foster youth student. Both were immediately enrolled, notified of available services and have been monitored for academic progress.</p>
<p>The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.</p>	<p>LUHSD has several students enrolled in the community day program. All students are served with appropriate services and closely monitored to make sure they are making adequate progress towards graduation. When appropriate, students are provided social and emotional support services such as counseling or therapy.</p>

Additional Mandatory Title I Descriptions

(continued)

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

	Description of how the LEA is meeting or plans to meet this requirement:
<p>If the LEA has a PI school(s), describe technical assistance activities the LEA will provide to help the PI school, such as the following:</p> <ul style="list-style-type: none"> • Assistance in developing, revising, and implementing the school plan. • Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas. • Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI. • Assistance in analyzing and revising the school budget so the school's resources are used effectively. 	<p>None of the LUHSD schools are in Program Improvement.</p>

Additional Mandatory Title I Descriptions

(continued)

Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, "Academic Assessment and Local Educational Agency and School Improvement."	
	Description of how the LEA is meeting or plans to meet this requirement:
Describe the process for parent notification of the school's identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.	N/A
Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	N/A

Additional Mandatory Title I Descriptions

(continued)

<p>Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA-level staff in accordance with Section 1118, “Parental Involvement,” and Section 1119, “Qualifications for Teachers and Paraprofessionals.”</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe the LEA’s strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.</p>	<p>Portion of Title I funds has been designated for Professional Development of teachers, administrators and other support staff. Teachers are sent to conferences, workshops, and attend LUHSD Staff Development Days focused on intervention and support strategies, as well as instructional strategies as identified to be most effective with our at risk population. Compensation is provided for teachers working after school hours to collaborate and develop curriculum and lesson plans focused on differentiated instruction, intervention and use of technology to individualize lesson plans.</p> <p>A portion of Title I funds is also designated to provide consultant services to help teachers in designing of the curriculum for the struggling English Language Learners. Title II funds are used to provide Summer Institute opportunities, a 3 day collaborative session available to teachers and focused on best practices, supporting students, differentiated and individualized instructional practices, and collaborative time to work on curriculum and lesson plans.</p>
<p>Describe the LEA’s strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in</p>	<p>LUHSD parents are involved in their students’ education. They are active members of district and site committees and</p>

their children's education.

participate in numerous parent events. Additionally, separate meetings are held for parents of EL and Special Education students to provide them with additional relevant information and in some cases, gather their stakeholder input. Parents are individually contacted if their child is identified as "at risk" and they are asked to attend meetings with counselors and teachers. Aeries is used to communicate grades, assignments and relevant events.

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:
<p>Describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:</p> <ol style="list-style-type: none"> a. Even Start b. Head Start c. Reading First d. Early Reading First e. Other preschool programs f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities. <p>Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.</p>	<p>LUSHD schools serve students in grades 9-12 therefore most of the programs listed are not relevant to high school students.</p> <p>LUSHD offers comprehensive counseling services with targeted services for EL, homeless, foster youth and other students identified to be at risk. Various intervention courses are offered in a variety of content areas to help students make progress towards graduation. Summer school, intersession and Adult Schools are offered to students to repeat classes and obtain credit.</p>

Part III

Assurances and Attachments

Assurances

Signature Page

Appendix

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

Appendix B: Links to Data Web sites

Appendix C: Science-Based Programs

Appendix D: Research-based Activities

Appendix E: Promising or Favorable Programs

Appendix F: Title III Plan

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

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

TITLE I, PART D – SUBPART 2

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

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

TITLE II, PART A

34. The LEA, hereby, assures that:

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

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

TITLE II, PART D

35. The LEA has an updated, local, long-range, strategic, educational technology plan in place that includes the following:

- Strategies for using technology to improve academic achievement and teacher effectiveness.
- Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
- Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
- Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.

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

- Is enforcing the operation of such technology protection measure during any use of such computers by minors
- Has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers, and
- Any LEA that *does* receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

TITLE III

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

TITLE IV, PART A

45. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).
46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.

47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.
48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.
49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:
- Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.
 - Security procedures at school and while students are on the way to and from school.
 - Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.
 - A crisis management plan for responding to violent or traumatic incidents on school grounds.
 - A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
 - Allows a teacher to communicate effectively with all students in the class.
 - Allows all students in the class to learn.
 - Has consequences that are fair, and developmentally appropriate.
 - Considers the student and the circumstances of the situation.
 - Is enforced accordingly.
50. The application and any waiver request under section 4115(a)(3) (to allow innovative activities or programs that demonstrate substantial likelihood of success) will be available for public review after submission of the application.

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

52. The LEA has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents of children attending elementary schools and

secondary schools in the area served by the LEA, with teachers and administrative personnel in such schools, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the LEA.

53. The LEA will comply with this Part, including the provisions of section 5142 concerning the participation of children enrolled in private nonprofit schools.
54. The LEA will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.
55. The LEA will annually evaluate the programs carried out under this Part, and that evaluation:
 - Will be used to make decisions about appropriate changes in programs for the subsequent year;
 - Will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and
 - Will be submitted to the SEA at the time and in the manner requested by the SEA.

New LEAP Assurances

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

schools that have been designated “persistently dangerous” in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107-110.)

Other

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

SIGNATURE PAGE

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

The superintendent and governing board of the LEA submitting this Plan must sign on behalf of all participants included in the preparation of the Plan. LEAs in Program Improvement Year 3 assigned or required to access the services of a District Assistance and Intervention Team (DAIT) or other technical assistance provider must also secure signatures from the DAIT leads or other technical assistance provider leads.

Mr. Eric Volta
Print Name of Superintendent

_____ on file _____ 6/22/11
Signature of Superintendent Date

Mrs. Yolanda Peña-Mendrek
Print Name of Board President

_____ on file _____ 6/22/11
Signature of Board President Date

Print Name of DAIT Lead or Technical Assistance Provider Lead
(if applicable)

_____ Signature of DAIT Lead or Technical Assistance Provider Lead Date
(if applicable)

Print Name of Title III English Learner Coordinator/Director
(if applicable)

_____ Signature of Title III English Learner Coordinator/Director Date
(if applicable)

Please note that the Title III English Learner Coordinator/Director will only need to sign this Assurance if the LEA is identified for Title III Year 2 or Year 4 improvement status.

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

APPENDIX A

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

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

California's NCLB Performance Goals and Performance Indicators

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

- 1.1 **Performance indicator:** The percentage of students, in the aggregate and for each subgroup, who are above the proficient level in reading on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)
- 1.2 **Performance indicator:** The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(C)(i).)
- 1.3 **Performance indicator:** The percentage of Title I schools that make adequate yearly progress.

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

- 2.1. **Performance indicator:** The percentage of limited-English-proficient students, determined by cohort, who have attained English proficiency by the end of the school year.
- 2.2 **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.

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

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

- 3.1 **Performance indicator:** The percentage of classes being taught by “highly qualified” teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in “high-poverty” schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).
- 3.2 **Performance indicator:** The percentage of teachers receiving high-quality professional development. (See definition of “professional development” in section 9101(34).
- 3.3 **Performance indicator:** The percentage of paraprofessionals (excluding those with sole duties as translators and parent involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).

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

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

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

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

APPENDIX B

Links to Data Web sites

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

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

APPENDIX C

Science-Based Programs

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

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

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

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

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

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

School-Based Programs

Intended program outcomes and target grade levels. See research for proven effectiveness						
Name	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev. Website
Across Ages	4 to 8	x	x	x		x C,
All Stars™	6 to 8	x	x	x		A, C, D, E
ATLAS (Athletes Training and Learning to Avoid Steroids)	9 to 12	x		x		A, B, C, D, C,
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: Research-Validated Programs)

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

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

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

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

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			x			C
Aggression Replacement Training	School				x		D
Aggressors, Victims, and Bystanders	6 to 9				x		D
Al'sPal's: Kids Making Healthy Choices	Pre K to 2				x		D
Baby Safe (Substance Abuse Free Environment) Hawaii	Families	x	x	x			C
Basement Bums	6 to 8		x				A
Be a Star	K to 6					x	C
Behavioral Monitoring and Reinforcement	7 to 8			x	x		C
Bilingual/Bicultural Counseling and Support Services	Communities	x		x			C
Bully Proofing Your School	K to 8				x		B
CAPSLE (Creating a Peaceful School Learning Environment)	K to 5				x		B
Club Hero	6					x	C
Coca-Cola Valued Youth Program (CCVYP)	School					x	B
Colorado Youth Leadership Project	7	x				x	C
Comer School Development Program (CSDP)	School					x	B
Earlscourt Social Skills Group Program	K to 6					x	B
Effective Black Parenting Program (EBPP)	Families				x		B
Facing History and Ourselves	7 to 12				x		D
Family Health Promotion	Families	x	x	x		x	C
FAST Track	1 to 6				x		B
Get Real About Violence	K to 12				x		C
Growing Healthy	K to 6	x	x	x			D

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

Tinkham Alternative High School	9 to 12					x	C
Tobacco-Free Generations	8 to 12		x				A
Viewpoints	9 to 12				x		B
Woodrock Youth Development Project	K to 8	x	x	x		x	C
Yale Child Welfare Project	Families				x		B

APPENDIX F
Title III Plan

Title III Plan
Liberty Union H.S. District

District/LEA Name: Liberty Union H.S. District

Date: December 12, 2012

Goal 2C: AMAO 3, AYP for EL subgroup:

District/LEA SMART Goal: By June of 2014, the percentage of English learners attaining proficiency in English Language Arts will increase from 38.8% to 45%, as measure by the CAHSEE or we will achieve Safe Harbor in ELA for AYP purposes

By June of 2014, the percentage of English learners attaining proficiency in mathematics will increase from 38% to 43% as measured by the CAHSEE or will achieve Safe Harbor in math for AYP purposes

Strategy #1: Use data provided by feeder districts to assess 9th Grade ELs for appropriate EL placement.

Description: All incoming 9th grade EL students will be placed in Language Arts, math, and core classes using a detailed assessment matrix which includes CELDT, CST, CMA and our own District reading assessments.

Action Step	Start Date	End Date	Responsible Person	Target Audience	Est. Cost
1. Develop a detailed matrix for 9th Grade EL Placement	2-15-2013	5-30-2013	Erik Faulkner, Pat Boss	English Learners	None

We will use all of the student scores(CST, CELDT, CMA, Special needs etc.) provided by the feeder districts to create a detailed matrix for accurate academic placement of incoming 9 th grade students		Completed			
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Strategy #2: Provide EL Student Profiles.

Description: A student profile will be prepared for all EL students. The purpose is to provide more specific information about each EL student to their teachers so that accurate, timely and easily accessible student information will allow teachers to modify curriculum to meet each EL student's academic needs.

Action Step	Start Date	End Date	Responsible Person	Target Audience	Est. Cost
1. Prepare Student Profiles.	7-15-2013	8-30-2013	Erik Faulkner, Pat Boss	English Learners	None
The Profile can be compared in purpose to an IEP form that gives a teacher accessible and pertinent data which can help with strategies,		Completed			
scaffolding and other academic support for each individual EL student.					

Strategy #3: Reinforce application of reading programs for all grade levels.

Description: All Overall CEDLT Level 3 EL students and those Level 4s who have reading scores that are CELDT Beginning, Early

Action Step	Start Date	End Date	Responsible Person	Target Audience	Est. Cost
1. Monitor EL placement in Reading programs	4-15-2013	8-15-2013	Erik Faulkner, Pat Boss	English Learners	None
Monitor placement of EL level 3 students to ensure placement in the appropriate reading programs. Monitor and assess Level 4 CELDT students who have FBB or BB reading and writing scores for placement in the Reading programs.		Completed			

Intermediate or Intermediate will be placed in Read 180 or System 44.

Strategy #4: Require targeted data use by all CAHSEE teachers.

Description: CAHSEE teachers will use current data management systems and other assessments to specifically target EL student's individual language arts needs.

Action Step	Start Date	End Date	Responsible Person	Target Audience	Est. Cost
1. Train all CAHSEE teachers to use data systems to inform instruction	8-01-2013	1-30-2014	Erik Faulkner, Pat Boss	CAHSEE teachers	None

Site Administrators will train CAHSEE teachers to implement the available data management systems in planning lessons to target academic English language growth for individual EL students.		In progress			
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Strategy #5: Data management systems will inform instructional decisions District wide

Description: Principals will provide training to all teachers on how to use data management systems more effectively to inform lesson planning and provide appropriate academic rigor for all EL students. This includes how to formulate instructional strategies that will support and accelerate academic language arts growth for EL students.

Action Step	Start Date	End Date	Responsible Person	Target Audience	Est. Cost
1 Provide additional and updated training in data management systems.	7-30-2013	10-30-2013	Erik Faulkner, Pat Boss	All teachers	None
Administration will not only provide data management training but be sure that teachers understand how to use the information to inform lessons and provide appropriate academic rigor to accelerate language proficiency for EL students.		In progress			

Strategy #6: Build a District EL Professional Learning Community.

Description: Provide EL teacher release time to form a Professional Learning Community that will focus on researched based practices and techniques, reinforce present strategies (EDI), and current curriculum (Edge) with the aim of strengthening EL course and implementing more course rigor so to most effectively support EL student academic growth.

Action Step	Start Date	End Date	Responsible Person	Target Audience	Est. Cost
<p>1 Build an EL Professional Learning Community</p>	9-1-2013	On going	Erik Faulkner, Pat Boss	ELD/Sheltered Teachers	\$2500 for release time
<p>We will plan to have at least 6 and possible 8 meetings each year and for a PLC.</p> <p>We will support the Professional Learning Community which will act as a resource and collaborative support unit for the EL staff.</p> <p>We will require at least 2 visits a year by each EL or sheltered teacher to other EL or sheltered classes in or outside the district.</p> <p>Site EL Administrators will select teachers who are best qualified or are willing to learn how to support EL students' academic needs and are willing to commit to more than a year with the EL program.</p>					

Strategy #7: Provide Professional Development focused on best practices for EL students.

Description: Provide Professional Development for all teachers that will focus on researched based strategies that will raise the academic achievement of EL students and prepare them to achieve proficiency on the CAHSEE.

Action Step	Start Date	End Date	Responsible Person	Target Audience	Est. Cost
<p>1. Involve All teachers in supporting EL academic achievement</p>	7-15-2013	On going	Erik Faulkner, Pat Boss	ELD/Sheltered Teachers	TBD
<p>Provide Professional Development that focuses on the roll of all teachers in supporting EL students. This PD would introduce a variety of techniques and strategies to be used in any classroom to support EL students.</p> <p>As part of the observation tool (2C#8), Administrators will have a list of these techniques and strategies so they can determine how frequently teachers are employing them and how effectively they are used.</p>					

Strategy #8: Develop an EL focused observation tool.

Description: Develop an observation tool that administrators will use to observe instruction of EL students in all classes and support EL and mainstream teachers' engagement with EL strategies .

Action Step	Start Date	End Date	Responsible Person	Target Audience	Est. Cost
1. Develop and implement an observation tool.	8-01-2013	Completed	Erik Faulkner, Pat Boss	Administrators	none
We will develop an EL observation tool that all administrators will use to evaluate if EL student are receiving adequate instructional support. The purpose is to focus particular attention on teacher use of and engagement with EL students and their academic needs.					

Strategy #9: Implement a section of 9th grade English Language Arts with particular focus on CELDT 4 and 5s..

Description: Implement a section of 9th grade English that will focus on long time CELDT level 4 and 5s who are FBB and BB on the CST in ELA to strengthen student achievement in all four language domains and improve their chance for proficiency on the CAHSEE.

Action Step	Start Date	End Date	Responsible Person	Target Audience	Est. Cost
#1 Implement intervention 9th grade English Class	8-01-2013	Completed	Erik Faulkner, Pat Boss	English Learners	None

Incoming 9 th grade EL students with scores of 4 and 5 on the CELDT but who score FBB or BB on the CST need more rigorous English language instruction that focuses on all four language domains.					
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Strategy #10: Start the “Keys to Your Success” program.

Description: Start the “Keys to Your Success” program including all teachers with EL students. Each student will be contacted and mentored by a teacher.

Action Step	Start Date	End Date	Responsible Person	Target Audience	Est. Cost
# 1 Create Keys to Your Success	3-15-2013	Completed	Erik Faulkner, Pat Boss	English Learners	None
Goal is to meet individually with all EL students and discuss the student’s previous two years of scores from the CST, CELDT, and CAHSEE tests. Additionally teacher and student discuss goals for next year. All teachers with EL students will be involved in individual student meetings.		On Going			

Strategy #11: Review and enforce district EL placement policies.

Description: Review and enforce the district policy on placement of ELs and strengthen the procedures for appropriate placement in ELD and sheltered content area instruction.

Action Step	Start Date	End Date	Responsible Person	Target Audience	Est. Cost
#1 Reinforce District Placement Policies	4-15-13	On going	Erik Faulkner, Pat Boss	Counselors Administrators	None
<p>To insure appropriate placement of EL student, particularly in content area sheltered classes, we will develop procedures that counselors and administrators will follow when placing EL students. Additionally, there will be clear directives concerning placement of CELDT level 4 and 5 students in mainstream classes.</p> <p>SpEd EL students will be vetted by the same placement guidelines as all other EL students so that they are provided the best placement to assure their continued English language academic progress. These new policies will be enforced throughout the District.</p>					

Strategy #12: Provide adequate SpEd Paraprofessional support for our inclusion model ELD classes.

Description: Provide adequate SpEd paraprofessional support, in addition to the already present bilingual paraprofessional, in the new SpEd/ELD inclusion model ELD classes so that we better supports all EL students and specifically the EL students with special needs.

Action Step	Start Date	End Date	Responsible Person	Target Audience	Est. Cost
<p>#1 Provide additional SpEd Paraprofessionals in inclusion ELD classes</p>	7-28-2013	Completed	Erik Faulkner, Pat Boss, John Saylor	English Learners	Para salary from SpEd resources
<p>The district uses one high school site for all ELD level 1 and 2 students. We are now including incoming 9th grade ELs with Special Needs in the students being transferred. This is putting a numbers strain on the ELD classroom teacher. To resolve the issues, the district will assign a SpEd paraprofessional along with the already present bilingual paraprofessional to the ELD class so that the students will have every educational opportunity to succeed. The Special Education Director will be involved in staffing decisions and funding of a new position.</p>					

Strategy #13: Use all data provided by feeder districts to assess 9th Grade ELs for appropriate math placement.

Description: All incoming 9th grade EL students will be placed in math according to a more detailed assessment matrix which will include CELDT, CST and CMA and our own District assessments.

Action Step	Start Date	End Date	Responsible Person	Target Audience	Est. Cost
#1 Develop a detailed matrix for 9th Grade EL Math Placement	2-15-2013	Completed	Erik Faulkner, Pat Boss,	English Learners	None
Use Student information (CST, CELDT, CMA, Special needs etc.) provided by the feeder districts to create a detailed matrix for placing incoming 9 th grade students in appropriate math classes.					

Strategy #14: Provide Math Intervention for ELs.

Description: A small number of EL and SpEd/EL student for various reasons do not have command of basic math skills and are overwhelmed by Algebra I. We will Math intervention classes to support these students and prepare them for Algebra.

Action Step	Start Date	End Date	Responsible Person	Target Audience	Est. Cost
# 1 Provide math intervention classes to support EL students	08-01-2013	Completed	Erik Faulkner, Pat Boss, John Saylor	English Learners	2000.00

<p>We will implement both ALEKS which is computer based program and “ SRA Algebra Readiness” as curriculum in intervention classes.</p> <p>Classes will be taught by both EL and SpEd staff</p>					
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Strategy #15: Provide EL Professional development for math teachers.

Description: Provide EL Professional development for math teachers in strategies for teaching English Learners. Math teachers will focus on how to structure their classroom instruction for English Learners.

Action Step	Start Date	End Date	Responsible Person	Target Audience	Est. Cost
# 1 PD for and observation of math teachers.	7-15-2013	On going	Erik Faulkner Pat Boss,	Math Teachers	None
We will build on the recent Math consortium’s work and revisit math teachers offering strategies that work for ELs.					

Goal 2D : High Quality Professional Development

District/LEA SMART Goal: By June 2014, 80% of LUHSD teachers will receive professional development on research-based strategies to improve English Learners attainment of English language proficiency, and proficiency in ELA and Math as determined by the LEA needs assessment.

Strategy #1: Professional Development centered on the new Common Core Standards

Description: Teachers will become well acquainted with the Common Core and how it aligns with ELD Standards. It will be stressed that all teachers will implement research-based strategies so EL students will be academically successful.

Action Step	Start Date	End Date	Responsible Person	Target Audience	Est. Cost
#1 Professional Development focused on Common Core and ELD Standards	8-01-2013	On going	Erik Faulkner Pat Boss,	All Teachers	TBD
Professional Development around the new Common Core and ELD standards will provide additional opportunities to stress the research based strategies that work best to instruct writing and thinking skills.					

Strategy #2: Professional Development around ELD standards and researched based strategies.

Description: Professional Development will be provided for all teachers to review ELD standards and lessons that demonstrate instructional strategies that are successful i.e. scaffolding, developing Vocabulary, Effective Reading strategies and composition development.

Action Step	Start Date	End Date	Responsible Person	Target Audience	Est. Cost
#1 Plan how to implement ELD standard review into PLC meetings	4-15-2013	On Going	Erik Faulkner Pat Boss,	All teachers	TBD
<p>In order to help build collaboration with all of our teachers, we will use PD or PLC meeting to focus on particular ELD standards. Discussions will be led by our ELD staff and focus will be on researched based strategies that will support implementing said standards across the curriculum.</p> <p>A calendar of meeting dates with EL standard topics will be distributed early in the year. The calendar will also give specifics as to other collaborative topics and research based strategies that will be discussed.</p> <p>Collaborative interaction among staff will give all teachers a clearer understanding of how important understanding what EL standards are and how they must be implemented across all curriculum.</p>					

Strategy #3: See strategy Goal 2C Number 7

Strategy #4: See Strategy 2C Number 15

Goal 2E: Parent and Community Participation

District/LEA SMART goal: The LEA will promote the involvement of parents and community members in the education of English learners. By June 2014, the number of parent engagement opportunities for English learner parents will increase.

Strategy #1: Focus on EL Student achievements

Description: Present student work either in classroom situations or in a large display area. The event would only be for EL parents and would be small and more focused with translators available.

Action Step	Start Date	End Date	Responsible Person	Target Audience	Est. Cost
#1 Display student work for EL parents only	8-15-2013	On going	Erik Faulkner Pat Boss,	EL parents, EL Students	None
By focusing on EL Student achievement in various classes, parents would feel comfortable attending. We would also inform them why it is important to keep in contact with the school via ELAC.					

Strategy #2: Recognition of RFEP students.

Description: We will plan an event that will be culturally aware and teen friendly to honor our RFEP students.

Action Step	Start Date	End Date	Responsible Person	Target Audience	Est. Cost
#1 Award ceremony for RFEP students	2-05-2013	4-16-2013 and on going	Erik Faulkner Pat Boss,	EL parents, EL Students	\$350
Have a district wide RFEP recognition night to honor RFEP students and their families.					

Strategy#3: Monitor parent involvement/engagement at ELAC and DELAC meetings

Description: We will implement new ideas to involve parents and keep them involved in ELAC and DELAC meetings.

Action Step	Start Date	End Date	Responsible Person	Target Audience	Est. Cost
#1 Be Proactive in getting parents to attend	8-01-2013	On going	Erik Faulkner Pat Boss, Site Admins	EL Parents	None
We will be proactive and personally contact parents and encourage them to attend. We must also engage parents in planning events and offering suggestions for what will work for them. i.e. RFEP celebration, Parents Night, Meeting on topics of interest: Gangs, Drugs, etc.					

Strategy: #4: Organize 2 District wide ELAC meetings.

Description: In order to raise attendance and present topics of interest to parents, we will organize two District ELAC meetings within the 6 scheduled.

Action Step	Start Date	End Date	Responsible Person	Target Audience	Est. Cost
#1 Organize District wide ELAC meetings	8-15-2013	On going	Erik Faulkner Pat Boss, Site Admins	EL Parents	None
There are topics of great interest to our parents, i.e. Drugs, Gangs, College funding and application, etc. In order to have a reasonable audience for any guest speaker, we will combine two of the six ELAC meetings planned.					

The Following Goals needed no action because the LEA has met the requirements or the goal does not apply to our District:

Goal 2F- Parent Notification

Goal 2G- Service for Immigrant Students

Goal 3- Highly Qualified Teachers **Goal**

5A Graduation Rates

Goal 5B Decrease Dropout Rates

District/LEA SMART Goal: LUHSD had a drop out rate for English Learners of 12.2% in 2010-2011 compared to a District rate of 5.5%. We will implement strategies to improve that rate to 10%.

Strategy #1: Determine a better system to account for students who drop out.

Description: The District will collect information upon registration which helps us track students who leave with no forwarding information.

Action Step	Start Date	End Date	Responsible Person	Target Audience	Est. Cost
#1 Collect necessary information	8-01-2013	7-154-2014	Erik Faulkner Pat Boss, Adam Clark	EL Parents, EI Students	None
<ol style="list-style-type: none"> 1. Make parents aware that it is our responsibility to keep track of each student who enters or leaves our District. 2. At registration and/or walk through, record information that will help us complete records when a student leaves without notice. 3. Inform parents in writing of the need to keep the District informed if the student moves or drops out. 					

Strategy #2: Implement a Dropout Prevention program.

Description: Focus intervention strategies on 9th and 10th grade EL students who are struggling to succeed.

Action Step	Start Date	End Date	Responsible Person	Target Audience	Est. Cost
#1 Intervene with 9th and 10th grade EL students.	1-01-2014	On going	Erik Faulkner, Pat Boss, Adam Clark	9 th 10 th grade EL students, EL Parents	none
<p>Focusing on 9th and 10th grade ELs is more effective. Counselors must make this a priority.</p> <p>Counselors must identify all EL students who are at risk and intervene.</p> <p>SST with parents and students must be conducted early.</p> <p>Teachers must be involved in both the SST process and also informed of any decisions made during the SST.</p> <p>The Peer tutoring program would provide important role models and support.</p>					

Goal 5C Increase Enrollment in AP classes

District/LEA SMART Goal: We will focus on increasing EL student awareness of the value of AP courses with the purpose of increasing enrollment in the coming school year.

Strategy #1: Market AP courses to EL students.

Action Step	Start Date	End Date	Responsible Person	Target Audience	Est. Cost
#1 Develop an action plan	1-10-2014	On going	Erik Faulkner, Pat Boss,	EL Students	None
Involve counselors, teachers and administrators in developing an action plan to promote AP courses to ELs.					