(Rev 12-07)
California Department of Education
School and District Accountability Division

(CDE use only)

No Child Left Behind Act of 2001

LOCAL EDUCATIONAL AGENCY PLAN

Submit to local District Board of Trustees for approval and file in District Office.

LEA Plan Information:

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

County/District Code: 06-61622

Dates of Plan Duration (should be five-year plan): 2015–2020

Date of Local Governing Board Approval: June 18, 2015

District Superintendent: Jennifer Foglesong

Address: 260 112th Street, PO Box 7

City: Williams Zip code: 95987

Phone: 530-473-2550 Fax: 530-473-5894

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.

Jennifer Foglesong	6/18/15	Jennifer Foglesong
Printed or typed name of Superintendent	Date	Signature of Superintendent
Noelle Mayes	6/18/15	
Printed or typed name of Board President	Date	Signature of Board President

BOARD APPROVED
Date: 6/18/15

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Part I
Background and Overview

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.

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

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

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

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

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

5. **All students will graduate from high school.**

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

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.

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

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)

Single Plans for Student Achievement for schools in Williams Unified School District will include measurable targets of achievement in benchmark assessments in core subjects. The current SPSAs are summarized below.

<u>Williams Elementary and Upper Elementary SPSA</u>

- Identify students who have grown a band as indicated by CELDT
- Develop criteria for identifying students who have a need for ELD intervention.
- Coaching of individual teachers to increase the use of the ELD program in each general education classroom
- Plan implementation and evaluation of the reading intervention program.
- Using the cycle of inquiry model, implement the reading intervention program and conduct ongoing evaluations to determine student and program outcomes and inform ongoing program needs.
- Schedule training for the school year; Write Tools, EDI, CCSS
- Identify struggling readers and screen and select research-based a reading intervention program that targets the individual literacy needs of struggling students and English learners and includes ongoing assessments of student growth.

<u>Williams Secondary</u>

- Create and implement a school wide writing model and assessment.
- Conduct walk-throughs with feedback.
- Adopt CCSS aligned textbooks for ELA, ELD and mathematics courses
- Use tablet computers and software to enhance student learning
- Incorporate paired and group problem solving strategies
- Realign benchmark and pacing calendar to CCSS
- Focus on instructional strategies for increasing EL achievement

The Local Educational Agency Plan (LEA Plan)

The last LEA Plan for Williams Unified School District was approved by the local governing board in November 2010 and spanned the period to June 30, 2013. The initial plan was approved by the State Board of Education and submitted to the California Department of Education in 2003, as required for federal funding.

The LEA Plan is to be updated annually and copies are to be maintained at the District level only.

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 Update of the LEA Plan

Williams Unified School District designed an involvement process with multiple layers and with a full circle of communication as part of the state's LCFF/LCAP process. This process included all stakeholders: parents, community members, pupils, staff, bargaining units, and members of special groups including youth and parents from foster programs, special education, and English learners. We hosted informational sessions at Board meetings, School Site Council Meetings, District Advisory Committee meetings, District Language Advisory Committee meetings, and at the Williams Parent Institute meetings. The goal of these meetings was to inform and build understanding of the new Local Control Funding Formula and the Local Control Accountability Planning Process. This process is aligned with the Development Process for the LEA Plan.

All stakeholders were invited to these meetings. In addition information was posted on the District website. The District shared the information repeatedly to ensure active participation and understanding. We surveyed all staff members, parents and most stakeholders. We conducted a needs assessment with key participants from each population identified above provided in English and Spanish. During this process we engaged in a series of public meetings to collect feedback on strategies to address priority areas. We had meetings with the DLAC, DAC group on three occasions after school and in the evening to accommodate personal schedules. We hosted staff meetings, teacher meetings, to encourage the focus on district employee needs. Participants were asked to give verbal and written feedback on ideas as well as to suggest new ideas for consideration.

As a result of this series of meetings, goals and strategies were developed and shared with the DAC/DLAC committee, School Site Councils, staff and the public at the Board of Trustees meetings. The result of this work was the development of goals that correlate to the SPSA goals and Board goals.

FEDERAL AND STATE PROGRAMS CHECKLIST

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

Federal Programs		State Programs	
x	Title I, Part A	x	EIA – State Compensatory Education
	Title I, Part B, Even Start		EIA – Limited English Proficient
	Title I, Part C, Migrant Education		State Migrant Education
	Title I, Part D, Neglected/Delinquent	x	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		Gifted and Talented Education
x	Title III, Immigrants		Gifted and Talented Education
	Title IV, Part A, Safe and Drug-Free Schools and Communities		Tobacco Use Prevention Education (Prop 99)
	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
	Adult Education		School Safety and Violence Prevention Act (AB1113, AB 658)
x	Career Technical Education		Tenth Grade Counseling
x	McKinney-Vento Homeless Education		Healthy Start
	IDEA, Special Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
x	21st Century Community Learning Centers		Other (describe):
	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				
Title I, Part B, Even Start		-	-	-
Title I, Part C, Migrant Education		-	-	-
Title I, Part D, Neglected/Delinquent		-	-	-
Title II Part A, Subpart 2, Improving Teacher Quality				
Title II, Part D, Enhancing Education Through Technology		-	-	-
Title III, Limited English Proficient		$63,985		
Title III, Immigrants		$4,469		
Title IV, Part A, Safe and Drug-free Schools and Communities		-	-	-
Title V, Part A, Innovative Programs – Parental Choice		-	-	-
Adult Education		-	-	-
Career Technical Education				
McKinney-Vento Homeless Education				
IDEA, Special Education		-	-	-
21st Century Community Learning Centers				
Other (describe)				
TOTAL				

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		$400,732 (2013-14)	$23,542 (2013-14)	
EIA – Limited English Proficient		-	$299,374 (2013-14)	-
State Migrant Education		-	-	-
School and Library Improvement Block Grant				
Child Development Programs		-	-	-
Educational Equity		-	-	-
Gifted and Talented Education		-	-	-
Tobacco Use Prevention Education – (Prop. 99)		-	-	-
High Priority Schools Grant Program (HPSG)		-	-	-
School Safety and Violence Prevention Act (AB 1113)		-	-	-
Tenth Grade Counseling		-	-	-
Healthy Start		-	-	-
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)		-	-	-
Other (describe)				
TOTAL				

Part II
The Plan

Needs Assessments

Academic Achievement

GRADUATION RATE

Data from California's 2013-14 Accountability Progress Reporting indicates the District met the 5-Year Graduation Rate with a cohort rate of 86.87 overall, 85.90 for Hispanic/Latino students, and 85.88 for socioeconomically disadvantaged students.

District target is an increase in the graduation rate of 2% each year over three years to achieve a 96% graduation rate.

Five-Year Cohort Graduation Rate (Class of 2011-12)

The five-year cohort graduation rate will only be displayed for LEAs, schools, or student groups that meet the eligibility criteria.

Groups	Number of Students in Cohort	Number of Graduates	5-Year Cohort Rate (class of 2011-12)	5-Year Grad Rate Met
LEA-wide	99	86	86.87	Yes
Hispanic or Latino	78	67	85.90	
Socioeconomically Disadvantaged	85	73	85.88	

CALIFORNIA HIGH SCHOOL EXILT EXAM

The combined results for the California High School Exit Exam (CAHSEE) for Grade 10 in English-Language Arts indicates 67% of the students tested passed. In Mathematics the overall pass rate was 73%. Hispanic/Latino pass rates were 64% in English-Language Arts and 73% in Mathematics. Migrant Education pass rates were 64% in both categories. English Learners had a passing rate of 38% in mathematics, 25% in ELA. RFEP students had the highest pass rate at 85% in mathematics, 81% in ELA.

Although students may take the CAHSEE over a period of three years in order to pass the exam, effort will be made to increase the pass rate of tenth grade students and to raise overall scores. Calculations of CAHSEE scores for all 10th graders for federal Adequate Yearly Progress accountability purposes indicate that 36% of all students tested were proficient.

2013-14 10th Grade Combined English-Language Arts CAHSEE

All Students Tested

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	% Proficient & Above
All Students Tested	95	64	67%	31	33%	364	36%

Gender

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	% Proficient & Above
Male	50	34	68%	16	32%	362	34%
Female	45	30	67%	15	33%	365	38%
Unknown	0	--	--%	--	--%	--	--%

Race/Ethnicity

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	% Proficient & Above
American Indian or Alaska Native	1	--	--%	--	--%	--	--%
Asian	3	--	--%	--	--%	--	--%
Native Hawaiian or Pacific Islander	1	--	--%	--	--%	--	--%
Filipino	0	--	--%	--	--%	--	--%
Hispanic or Latino	81	52	64%	29	36%	363	35%
Black or African American	1	--	--%	--	--%	--	--%
White	8	--	--%	--	--%	--	--%
Two or more races	0	--	--%	--	--%	--	--%

Language Fluency

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	% Proficient & Above
English Only Students	15	13	87%	2	13%	380	47%
Initially Fluent English Proficient (IFEP)	1	--	--%	--	--%	--	--%
Reclassified Fluent English Proficient (RFEP)	54	44	81%	10	19%	376	50%
English Learner Students	24	6	25%	18	75%	328	0%
Unknown	1	--	--%	--	--%	--	--%

The results of CAHSEE Mathematics Testing combined for all 10th graders indicates that 73% of all students passed. English Only students had a pass rate of 93%; Reclassified Fluent English Proficient had a pass rate of 85%. English Learners pass rate was 38%.

2013-14 10th Grade Combined Mathematics CAHSEE

All Students Tested

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	% Proficient & Above
All Students Tested	94	69	73%	25	27%	370	36%

Gender

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	% Proficient & Above
Male	49	36	73%	13	27%	372	43%
Female	45	33	73%	12	27%	368	29%
Unknown	0	--	--%	--	--%	--	--%

Race/Ethnicity

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	% Proficient & Above
American Indian or Alaska Native	0	--	--%	--	--%	--	--%
Asian	3	--	--%	--	--%	--	--%
Native Hawaiian or Pacific Islander	1	--	--%	--	--%	--	--%
Filipino	0	--	--%	--	--%	--	--%
Hispanic or Latino	81	59	73%	22	27%	368	32%
Black or African American	1	--	--%	--	--%	--	--%
White	8	--	--%	--	--%	--	--%
Two or more races	0	--	--%	--	--%	--	--%

Language Fluency

Category	Number Tested	Number Passed	Percent Passed	Number Not Passed	Percent Not Passed	Mean Scaled Score	% Proficient & Above
English Only Students	14	13	93%	1	7%	391	57%
Initially Fluent English Proficient (IFEP)	1	--	--%	--	--%	--	--%
Reclassified Fluent English Proficient (RFEP)	54	46	85%	8	15%	377	46%
English Learner Students	24	9	38%	15	63%	344	4%
Unknown	1	--	--%	--	--%	--	--%

TITLE III ACCOUNTABILITY DATA – 2013-14

Williams Unified School District is one of two members of a Title III Consortia in Colusa County with Maxwell Unified School District. 51.4% of Williams students are identified as English Learners. An analysis of CELDT, CAPA, and CAHSEE date was completed to identify and describe key factors of instructional programs that prevented the English Learner subgroup from meeting targets for AMAOs 1 and 2. The intermediate students made the least amount of growth. Students progressing from Early Intermediate level surpassed the state average.

AMAO 1 Annual Growth

The consortium did not meet the AMAO 1 target of 59%. English Learners in the consortium achieved a score of 52.2%. Students achieving annual growth was 51.0% Williams did not meet the AMAO 1 target of 59%.

AMAO 2 Attaining English Proficiency, Less than 5 years

In the Williams District 15.7% of the English learners who attended school for fewer that 5 years met the English proficient level. The state target is 22.8%

Eighty-five of the 197 ELs in school for 5 or more years were at the proficient level or below. Disaggregated data indicates there are students who have not made expected progress over time.

The District should set a goal of increasing the percentages of students meeting the target by 2% each year over 3 years districtwide. Since percentages meeting targets are lowest at the junior/senior high school level, particular efforts should be made at these grade levels to raise proficiency. The District goal is to increase AMAO 1 from 52% to 57% and AMAO 2 from 16% to 22%.

	AMAO 1 – Annual Growth			AMAO 2- Attain English Proficiency					
				Less than 5 years			5 Years of More		
	# Annual CELDT Takers	# Met AMAO 1	% Met AMAO 1	# in Cohort	# Attain Eng Prof	% Attain Eng Prof	# in Cohort	# Attain Eng Prof	% Attain Eng Prof
Williams Unified	572	292	51%	472	74	16%	197	85	43%
Williams Primary	287	155	54%	379	53	14%	0	-	-
Williams Upper Elementary	144	75	52%	65	20	31%	82	44	54%
Mid-Valley High	11	-	-	1	-	-	10	-	-
Williams Jr/Sr High	130	60	46	27	-	-	105	39	37%

On all (initial and annual) assessments 37% of the students scored at the Intermediate level, 26% scored at the Early Advanced/Advanced level.

Professional Development and Hiring

Teacher collaboration will focus on instructional practices that incorporate group and paired solving scenarios, realign benchmarks and pacing calendars to increase mathematics proficiency among all students. Instructional Coaching will increase English Language Proficiency. 8-10 days of professional development and coaching provided by Write Tools. Recognize highly effective teachers with Local target % proficient students as measured by SBAC, CELDT and local benchmarks.

All employees will design a personal learning plan appropriate to his/her assignment. 100% of all teachers will be assigned properly to coursework that correlates with their credentials or supplemental credentials.

District will create a Professional Development Plan focused on four areas:

- Standards, curriculum, and assessments;
- Reforming and sustaining a collaborative learning organization;
- Quality performance and management of responsibilities;
- Workplace safety.

District will provide Training in ELD standards and practices by K-12 ELD instructor, Including directly coaching teachers.

School Safety

Appropriate rules, regulations, and discipline policies are well publicized, consistently enforced, and nondiscriminatory, and that take into consideration the due process all students are entitled to receive. A five step Discipline Matrix for all grade levels is publicized to students, parents and the community. At the secondary level, in partnership with One Circle Foundation, gender-based counseling/support programs are offered to develop resiliency and healthy relationships among students.

The 2013-14 Suspension/Expulsion rate is shown below. The low suspension rate indicates that William Unified School District is safe. The suspension rate is 8.6% of the student population at Williams Junior/Senior High, significantly lower than the statewide percentage.

Williams Unified Report

School	Code	Census Enrollment	Cumulative Enrollment	Students Suspended	Suspension Rate	Students Expelled	Expulsion Rate
Mid Valley High (Continuation)	0630038	28	44	1	2.3	1	2.3
District Non-Public Non-Sectarian Schools	0000001	1	1	0	0.0	0	0.0
Williams Junior/Senior High	0637504	550	572	49	8.6	4	0.7
Williams Primary Elementary	6003552	462	495	3	0.6	0	0.0
Williams Upper Elementary	0118729	288	305	14	4.6	2	0.7

A School Safety Plan is provided to parents and students. A Standard Response Protocol has been implemented to respond to critical incidents that threaten student safety. The District has installed a security camera system with 35 cameras. All employees and visitors are required to have a visible identification badge while on campus.

The District collaborates with other public agencies and private organizations to ensure that children's physical, social and emotional needs are met. Counseling services are provided to K-12 students by outside services.

The California Healthy Kids Report for 2011-12 (the most current data available) indicated 80 to 90% of students in grades 7, 9 and 11 scored high or moderate on resilience indicators and school connectedness. Alcohol was reported as the drug-of-choice, and 46% reported that it is very easy to obtain both alcohol and marijuana. The majority of students reported that they have not been a victim of verbal harassment or physical violence at school. Seventy-five percent of the seventh grade students feel safe at school, but the percentage declines in grades 9 and 11. Fifty percent of 11th graders reported feeling safe at school.

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

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.

Performance Goal 3: All students will be taught by highly qualified teachers.

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

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

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.

Williams Unified School District Vision

Students in Williams Unified will graduate with 21st century skills giving them true choices; career or college.

Williams is a community of approximately 5,300 people located 60 miles north of Sacramento and mid-way between the Sierras and the Pacific Coast. Williams is a small, rural farming community. Located in the heart of the Sacramento Valley, Williams is an agriculturally oriented community. Rice, tomatoes, vine and seed crops, walnuts, almonds, hay, grain, and cattle are raised in the area surrounding the city. There is a significant population of migrant farm laborers in the Williams community. According to the 2010 census, 76% of the population is Hispanic/Latino. Because of its relative proximity to Sacramento, Vacaville, and other more well-known Northern California cities, commuters seeking lower housing prices have flocked to the area. Housing developments have sprung up on once-empty land tracts, making Williams a fast-growing community.

District schools are situated on 49 connected acres within the city limits. Williams Unified School District is comprised of one Mid Valley Continuation High School, Williams junior-Senior High School, Williams Upper Elementary School, and Williams Primary Elementary. District enrollment in 2013-14 was 1,329 students, K-12. One thousand two hundred eight students identified as Hispanic/Latino. Ninety-one students identified as white, not Hispanic. Six hundred eighty three students are designated English Language Learners.

Level	Code	K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Ungr Elem	Grade 9	Grade 10	Grade 11	Grade 12	Ungr Sec	Total Enroll
Williams Unified	0661622	121	118	113	110	101	99	88	89	97	0	105	105	98	85	0	1,329

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

A system of local interim assessments, aligned to SBAC formative assessments will be used to evaluate program effectiveness and to guide instruction to have the most positive impact in student performance toward the proficiency of state and national standards.

Create and implement a school wide writing model and assessment rubrics.

SIPPS (Systematic Instruction in Phonological Awareness and Phonics, Site Words) in grades 1-4. The SIPPS program is a systematic decoding curriculum that helps struggling readers develop word-recognition skills and reading fluency.

Language Arts support classes in 7-8 and 7-12 ELD classes will incorporate instruction and assessment of individual students in their progress toward proficiency.

Performance Goal 1: ***All students will reach high standards, at a minimum, attaining proficiency or better in reading and reading, by 2015-16.***

Planned Improvement in Student Performance in Reading

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: **<u>District</u>** 100% of teachers will receive support in the implementation of new CCSS and instruction. Provide coaching cycle with continuous feedback for credentialed staff. Grade level /content meetings for 30 minutes weekly will focus on CCSS alignment and instructional practices. Implement Lexia to develop reading skills	Site administration, outside providers, Reading coaches Site administration, superintendent Teachers, Reading Specialists	SIPPS None .	$400,000 None	Supplemental/ Concentration Base

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
2. Use of standards-aligned instructional materials and strategies: **District** Academic achievement will be supported by designing and developing curriculum, assessments and instructional materials that are aligned with the Common Core State Standards ELD Coordinator facilitates integration of ELD strategies into ELA program Second-sixth grade focus on integrated curriculum in reading.	Reading specialist Curriculum support coaches ELD Coordinator	Training, observation, feedback, demonstration lessons, planning Outside vendor does training, planning	$175,000 $1500/day	Supplemental/ Concentration
3. Extended learning time: **District** The District will provide for grades 7-12 Saturday Academic intervention/Credit Recovery, CAHSEE Prep classes. 7-12 Summer School and K-6 Language Academy Homework help after for ASES	Teachers, administration, academic counselor Teachers, administration, academic counselor ASES Para-educators	Tracking academic progress at the site Identification of students, curriculum planning, computation of progress	$40,000 $30,000 $161,0,00	Title 1 Base Migrant Ed Base 21stCentury grant

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
4. Increased access to technology: Use tablets, laptops and desktops and purchase new software programs to enhance student learning. Provide mobile carts for third grade and update computer labs. Upgraded wi-fi to connect all computers to the network LCD and Doc cameras in all classrooms.	Teachers Electrician Completed in 2014-15		 $115,000 $30,000	Common Core funding Technology funding Base
5. Staff development and professional collaboration aligned with standards-based instructional materials: **<u>District</u>** Academic achievement will be supported by designing and developing curriculum, assessments, and instructional materials that are aligned with the CCSS, curriculum frameworks, and SBAC assessments. Seven days for 2.5 hours each day improving instructional strategies and implementing Collaborative Conversations, LCAP, SPSA	 Administration, teachers Administration		 Included in salary and contract $10,500	 Base

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):				
<u>District</u> Post all district Board policies, meeting agendas and minutes on district website.	District personnel			
Translating agendas and minutes.	District personnel			
District will offer 3 Parent Nights	Parents, admin, teachers		$4500	
Auto dialer to inform parents of important activities, such as parent nights, minimum days.	Site/District staff			

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): **District** District has partnerships with English Learner parents, Migrant Education parents, Colusa County Behavioral Health Agency, and First Five program. DELAC Committee of parents that meets 8 times a year. Child supervision, meal, and translator are provided at these Establish collaboration in county for Administration and teachers. County superintendents meet monthly Two K-12 Behavioral Health Counselors	Migrant Education On-Site Office, DELAC Committee, Superintendent, Liaison Superintendent Liaison County Superintendent External Provider	Meals Translation	$1,000 $5,000 $30,000	EIA Base Supplemental and Concentration Base dollars

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
8. Monitoring program effectiveness: **District** Each administrator will complete weekly walk through observations and provide feedback to teachers Realign benchmark and instructional map to include the CCSS, technology based formative assessments and local assessments. K-12 Teachers meet on consistent basis to address needs of students. Cabinet meets to determine current issues weekly • Data • District procedures/policies **Williams Elementary and Upper Elementary** Using the cycle of inquiry model, implement the reading intervention program and conduct ongoing evaluations to determine student and program outcomes and inform ongoing program needs.	Administration Teachers District Cabinet Admin Cabinet Administration, Teachers reading specialists, para-educators	SIPPS Program Integrated Curriculum		Base Supplemental Concentration

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
9. Targeting services and programs to lowest-performing student groups. **District** Collect and analyze data for grades K-12 from CELDT, lexile, and content scores. Identify students in each grade that made growth and make a plan for students who lacked 5% growth from previous year/semester. Intervention programs before and after school will be designed according to student needs for academic progress in reading. 90% of students enrolled will successfully complete course work and/or assignments through intervention programs. 60% of students will improve in local assessments. The District will offer • K-4 SIPPS Intervention during school day • Academic intervention/credit recovery to 7-12 grade students • Lunch program • CAHSEE Prep class-one section.	K-12 ELD Coordinator MMARS-ELSAA Report Data Administration Support Staff Reading Specialist Para educators SIPPS		$150,00	Title III Title I Base – part of the school day

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
10. Any additional services tied to student academic needs:				
Construction of block schedule to meet instructional needs of all students in grade 7-12	Cost of 4 sections Increased cost of prep period buyout	Additional Instructional class periods		Base
7-8 grade receive Language Arts and a Language Arts support class	3 sections 7 lab 3 sections 8 lab		$224,000	Supplemental/Concentration EPA

Performance Goal 1: ***All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2015-16.***

Planned Improvement in Student Performance in Mathematics

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. **Alignment of instruction with content standards:** **District** 100% of teachers will receive support in the implementation of new CCSS aligned materials and instruction. Adopt CCSS Math program Provide feedback for credentialed staff on instructional practices.	 Pivot Learning Partners Administration Outside vendor-UC Davis K-12 Administration throughout the year	--	 Pivot -$29,800 UC Davis $11,000 None	Program Improvement Corrective Action Technical Assistance
2. **Use of standards-aligned instructional materials and strategies:** **District** Adopt and purchase instructional materials for Mathematics. Math adoption is budgeted for each grade span: K-6 and 7-12. 100% of teachers will participate in professional development to implement CCSS mathematics.	 Teachers 3 days - July, August 2014, January 2015	--	 $104,700	Provided by publisher Common Core funding

Fourth grade teachers receive additional support from outside provider – UC Davis Math Project K-6 receive additional training from publisher of GoMath.	UC Davis – 5 days throughout school year with 4th grade Houghton Mifflin Publisher 2014-15		UC Davis - $11,000	Included in purchase of materials
3. Extended learning time: **District** The District will provide Saturday Academic intervention and credit recovery, and CAHSEE Prep classes.	Selected teachers. Throughout school year and in summer		$26,910	Supplemental and Concentration, EIA. Migrant Ed, Base

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
4. Increased access to technology: **District** Tablet computers and software programs to enhance student learning – Lexia, SRI Upgraded Wi-Fi to connect all computers to the network LCD and Doc cameras in all K-12 classrooms.	Technology coordinator, teachers, administration Completed in 2014-15 Completed 2015		 $115,000 $30,000	 Common Core funding Technology funding Base
5. Staff development and professional collaboration aligned with standards-based instructional materials: **District** 3 days of professional development and coaching for staff. 100% of teachers will participate in professional development to implement CCSS mathematics. Seven days for 2.5 hours each day improving instructional strategies and implementing Collaborative Conversations. 45 minutes for monthly staff meeting on instructional strategies K-12 Academic achievement will be supported by designing and developing curriculum, assessments, and instructional materials that are aligned with the CCSS, curriculum frameworks, and SBAC assessments	All teachers Site and District administration Pivot Learning Partners July, August, 2014 January 2015 Admin coaching K-12 staff Admin and staff on minimum days and staff meetings.		 None	 Program Improvement Corrective Action Technical Assistance

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
6. **Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):** Parent Nights 3 times yearly County Ag Day for High school ag program (CTE) Job shadows with local businesses for agriculture students	Teachers, staff, admin Brian Parker		$4500	Supplemental and Concentration

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): **District** District has partnerships with English Learner parents, Migrant Education parents, Colusa County Behavioral Health Agency, and First Five program. Establish collaboration in county for Administration and teachers. DELAC Committee of parents that meets 8 times a year. Child supervision, meal, and translator are provided at these Establish collaboration in county for Administration and teachers. County superintendents meet monthly Two K-12 Behavioral Health Counselors	 District and site administration, Teachers, site support staff Throughout school year.		 $5,000 $30,000	 Title III MediCal and supplemental/ concentration
8. Monitoring program effectiveness: **District** Each administrator will complete walk through observations per year with a minimum of two walk through observations per day. Realign benchmark and pacing guides to include the CCSS, technology-based formative assessments and local assessments.	 Site administrators Admin and staff 10% of time Grade level collaboration, staff			

Each administrator will complete weekly walk through observations and provide feedback to teachers K-12 Teachers meet weekly for 30 minutes Cabinet meet to determine current issues weekly • Data • District procedures/policies	meetings, minimum days All teachers Cabinet			
9. Targeting services and programs to lowest-performing student groups: **District** Make a plan for students who lacked 5% growth from previous year/semester. Intervention programs before and after school. The District will offer Saturday Academic intervention to 7-12 grade students and CAHSEE Prep classes	District administration. Teachers Throughout school year Teachers and paraeducators		$40,000	Title I Supplemental/ Concentration
10. Any additional services tied to student academic needs: Construction of block schedule to meet instructional needs of all students in grade 7-12	.5 certificated teacher		$45,000	General fund

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

Planned Improvement in Programs for LEP Students and Immigrants (Title III)

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activities	1. (Per Sec. 3116(b) of NCLB, this Plan must include the following: a. Describe the **programs and activities to** be developed, implemented, and administered under the subgrant; b. Describe how the LEA will use the subgrant funds to **meet all annual measurable achievement objectives** described in Section 3122; c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart **accountable** for: ▪ meeting the annual measurable achievement objectives described in Section 3122; ▪ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B); ▪ annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1); d. Describe how the LEA will promote **parental and community** participation in LEP programs.	**Williams Elementary and Upper Elementary** • Develop criteria for identifying students who have a need for ELD intervention. • Monitor and evaluate the acquisition of skills based on weekly, benchmark and trimester assessments. • Produce EL reports three times per year with CELDT and local assessments. • Develop a list of students who need intensive instruction to create pullout groups. In 1st-6th grade, data will be analyzed to determine growth. • Progress of instruction will be monitored weekly with walk-throughs and observations. Teachers will receive feedback on instruction. • Promote involvement of parents and community in the education of English learners by offering parent forums and increasing parent outreach so that 30% of parents are active participants in the education of their children. Increase the number each year by 5%. .

	2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c) . The effectiveness of the LEP programs will be determined by the increase in: • English proficiency; and • Academic achievement in the core academic subjects	**Williams Elementary and Upper Elementary** • Select and/or develop ELD intervention materials and resources; produce supplementary instructional materials and benchmark assessments. • Coaching of individual teachers to increase the use of the ELD program in each general education classroom. • WUSD will provide 90 minutes of ELA instruction integrated with ELD K-6, 45 minutes ELD in grades 4-6 **Williams Secondary** • Students are identified by CELDT scores and placed in additional ELD courses to accelerate their language acquisition. • WUSD will provide 47 minutes of ELA instruction, 94 minutes of ELD in grades 7-12 • K-12 instruction will be monitored by walk-throughs and observations by site administration on a weekly basis.

Required Activities	3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel. a. designed to improve the instruction and assessment of LEP children; b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students; c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills; d. long term effect will result in positive and lasting impact on teacher performance in the classroom.	**William Elementary and Upper Elementary** • Schedule and provide initial training for instructional staff and schedule follow up professional development activities. • Work with bargaining units to establish a schedule that allows for weekly collaboration. • Grade-level teams will conduct weekly collaboration meetings to analyze student performance data, analyze and set student growth targets, and create action plans based on performance outcomes. • Hire a K-12 ELD Coordinator to assist with implementation of ELD instructional materials. • Professional development in CCSS, EDI - Learning Objective, Check for Understanding, Random Calling, Complete Sentences and Pair Share. • Provide high quality training focused on standards based instruction and materials, and the implementation of the ELD standards in conjunction with language arts and mathematics. • Professional development will also cover writing and SDAIE strategies for all teachers of English learners. **Williams Secondary** • Ten days of professional development and coaching focusing on Common Core writing. • School wide instructional strategies for increasing achievement of English Learners in all subjects. • Professional development will also cover writing and SDAIE strategies for all teachers of English learners. • Work with bargaining units to establish a schedule that allows for weekly collaboration. **District** Schedule trainings of Write Tools, implementation of strategies, and evaluation of student samples, adjust pacing and identify ongoing needs of students. Provide training in two SDAIE strategies each year followed with instructional coaching and walk-throughs.

Allowable Activities	4. Upgrade program objectives and effective instruction strategies.	**Yes or No** yes	**If yes, describe:** **Williams Secondary** • Realign benchmarks and pacing calendar to Common Core State Standards and SBAC. • Incorporate group and paired problem solving. Structured responses and Collaborative Conversations are two instructional strategies to be used in all courses. • Provide high quality training focused on standards based instruction and materials, and the implementation of the ELD standards in conjunction with language arts and mathematics. • Professional development will also cover writing and SDAIE strategies for all teachers of English learners.
		Description of how the LEA is meeting or plans to meet this requirement.	

Allowable Activities			
	5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.	**Yes or No** yes	**If yes, describe:** **Williams Secondary** Saturday Academic Intervention, CAHSEE Class CTE programs (Agriculture, Digital Media) are available for LEP students.
	6. Develop and implement programs that are coordinated with other relevant programs and services.	**Yes or No**	**If yes, describe:** SIPPS (Systematic Instruction in Phonological Awareness and Phonics, Site Words) in grades 1-4 Language Arts support classes in 7-8 7-12 ELD classes
	7. Improve the English proficiency and academic achievement of LEP children.	**Yes or No**	**If yes, describe:** • SIPPS (Systematic Instruction in Phonological Awareness and Phonics, Site Words) in grades 1-4 • Language Arts support classes in 7-8 • 7-12 ELD classes • Identify ELs that would benefit from CAHSEE prep courses and schedule into classes each semester. • Schedule ELs into A-G coursework to meet graduation requirements in a 4-year pathway.

	8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families – o To improve English language skills of LEP children; and To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.	**Yes or No**	**If yes, describe:** • Parent Nights • Feedback from DELAC Committee • DELAC meetings • App being developed to provide info about school. • Hold parent forums to discuss student academics, communication and student social development. Schedule forums in the evening to encourage greater attendance. • Use auto dialer system to communicate with parents in English and Spanish in order to increase attendance. • Send bilingual newsletter to parents every 2 months. • Arrange for interpreters to attend all parent meetings.

	9. Improve the instruction of LEP children by providing for – o The acquisition or development of educational technology or instructional materials o Access to, and participation in, electronic networks for materials, training, and communication; and o Incorporation of the above resources into curricula and programs.	**Yes or No**	**If yes, describe:** LCD Doc cameras Live stream media in classrooms CPM and GoMath web programs Parent access to ABI for parents of 7-12 graders
	10. Other activities consistent with Title III.	**Yes or No**	**If yes, describe:**

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

Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.		Description of how the LEA is meeting or plans to meet this requirement.
Required Activity	1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB): a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement; c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;	Work with Migrant Ed to provide access to school for summer employment Identification through CELDT score and achievement on local assessments. Continue to provide letter to 100% of parents of ELs with information regarding their child's: • identification as EL • program options • program placement • English language proficiency level • academic achievement level • redesignation information • graduation requirements and progress toward Parents invited to meet with teacher/site administrator regarding student's needs and progress

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activity	h. information pertaining to parental rights that includes written guidance detailing – i. the right that parents have to have their child immediately removed from such program upon their request; and ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.	
Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the 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.		
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.		Letter to parent

Plans to Provide Services for Immigrants

IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:	**Yes or No**	**If yes, describe:** Parent Night - orientation for immigrant parents to help them understand how to help their children be successful in school.
	2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:	**Yes or No**	**If yes, describe:** Paraeducator support in native language.
	3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	**Yes or No**	**If yes, describe:** Migrant Ed meets with students and parents regarding academic achievement and needs. Regular Academic counseling
Allowable Activities	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	**Yes or No**	**If yes, describe:** ELD courses specific strategies in K-6. 7-12 ELD Support classes – Edge curriculum
	5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:	**Yes or No**	**If yes, describe:** School supplies provided Counseling services

	6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:	**Yes or No** no	**If yes, describe:**
Allowable Activities	7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:	**Yes or No**	**If yes, describe:** Migrant Ed offers additional coursework Woodland Community College provides courses List of service providers made available to families and contacted if necessary.

Performance Goal 3: ***By 2015-16, 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
Administrative walkthroughs and feedback to teachers Academic vision for the district Brought in outside vendors for training 98% staffed by HQ teachers k-12 Reading coaches and ELD coordinator Adequate funding available	PD needs to be consistent and focused on one instructional strategy per year. Need more time for collaboration on a weekly basis Visits to other sites to see CCSS instruction

Performance Goal 3: ***By 2015-16, all students will be taught by highly qualified teachers.***

Planned Improvements for Professional Development (Title II)

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards: • All Year One and Year Two teacher candidates will clear their credentials through the two-year BTSA program. • Specific training in new math programs (GoMath in K-6) and CPM (7-10)	Probationary Teachers Teachers		$11,000 Included in materials cost	Supplemental /Concentration
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: • Targeted instruction to meet needs of students. • Collect and analyze data for grades K-12; identify students in each grade that made growth and make a plan for students who lacked growth.	Teachers	NA	NA	NA

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students: • By identifying specific needs of students we meet them at their instructional level and provide them for greater growth. Anticipated growth is 2-5% per year.	Reading Specialists, curriculum support coach, ELD instructional		$270,000	Supplemental /concentration
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: • PD targets instructional needs and is CCSS-based.	Site admin, support staff, district admin		NA	NA
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: • Admin training in LCAP,SPSA, • Teachers visit other sites and attend conferences • Superintendent meetings staff advisory committee to assess needs	District and site administrators. Selected teachers. Consultants as determined by need		$15,000	Supplemental /Concentration

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy: • Not applicable. Part D funds not received	--	--	--	--
7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.): • Not applicable	--	--	--	--
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: • Each grade level and content area meets to discuss plans and activities • Information is provided to the Superintendent, is summarized and distributed for review.	All teachers through grade level meetings and notes			

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
9. How the LEA will provide training to enable teachers to: □ Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; □ Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; □ Involve parents in their child's education; and □ Understand and use data and assessments to improve classroom practice and student learning. • Student services plan will be provided to teachers to inform them of student needs. • A Behavior Modification Plan will be developed as needed for individual students and provided to teachers	All teachers Special Education staff SST process personnel			
10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:	--	--	--	--

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
Rooms are clean and orderly Phone calls to parents regarding attendance. SARB process Girls Circle Boys Council K-12 counseling on site Colusa County behavioral Health sees students on campus Mobile dental/vision clinic	Developing a strong community-school. connection Health/hygiene education 6-12

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

ACTIVITIES
Vision-dental programs Medi-Cal funds for visions SARB process for addressing attendance issues Teach Like a Champion program to improve teacher practice

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
In 4-6 DARE program Gang Resistance Education In high school Girls Circle Boys Council On site counseling Addition of a home room period for increasing connectedness	Issues with meth and marijuana use and prominence in community Improve education 7-12 in this area

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: __/__/12__ Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will **decrease** biennially by:	5th _4_ % 7th __ %	5th 3__ % 7th __ %
The percentage of students that have used cigarettes within the past 30 days will **decrease** biennially by:	7th _2_ % 9th __ % 11th __ %	7th __1 % 9th __ % 11th __ %
The percentage of students that have used marijuana will **decrease** biennially by:	5th __% 7th _3_ %	5th __% 7th _2_ %
The percentage of students that have used alcohol within the past 30 days will **decrease** biennially by:	7th _11_ % 9th _33_ % 11th _47_ %	7th _10_ % 9th _30_ % 11th _42_ %
The percentage of students that have used marijuana within the past 30 days will **decrease** biennially by:	7th _3_ % 9th 8__ % 11th _17_ %	7th _1_ % 9th 2__ % 11th _10_ %

The percentage of students that feel very safe at school will **increase** biennially by:	5th __47 % 7th _25_ % 9th _12_ % 11th _12_ %	5th _50_ % 7th 30__ % 9th 25__ % 11th _25_ %
The percentage of students that have been afraid of being beaten up during the past 12 months will **decrease** biennially by:	7th __9 % 9th _17_ % 11th __16 %	7th __5 % 9th _12_ % 11th _11_ %
Truancy Performance Indicator		
The percentage of students who have been truant will **decrease** annually by _2%_____from the current LEA rate shown here. NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.	_____%	_____%

Protective Factors Performance Measures from the California Healthy Kids Survey	**Most recent date: __/__/_12_ Baseline Data**	**Biennial Goal (Performance Indicator)**
The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will **increase** biennially by:	5th _68_ % 7th _37_ % 9th _32_ % 11th _30_ %	5th _70_ % 7th 50__ % 9th _50_ % 11th 50__ %
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will **increase** biennially by:	5th __72 % 7th _61_ % 9th _48_ % 11th _43_ %	5th 75__ % 7th 70__ % 9th 50__ % 11th 50__ %

The percentage of students that report high levels of opportunities for meaningful participation at their school will **increase** biennially by:	5th __20 % 7th 18__ % 9th _14_ % 11th 15__ %	5th 50__ % 7th 50__ % 9th _50_ % 11th _50_ %
The percentage of students that report high levels of school connectedness at their school will **increase** biennially by:	5th _68_ % 7th _63_ % 9th _38_ % 11th _43_ %	5th _70_ % 7th _70_ % 9th _50_ % 11th 50__ %

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

LEA Specified Performance Measures (Process to Collect Data)	Performance Indicator Goal	Baseline Data
Block schedule has reduced tardiness		

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
GREAT		4			N/A	Sept
DARE		5			N/A	Sept

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	Enrichment for youth	k-8
	Conflict Mediation/Resolution		
x	Early Intervention and Counseling	Address specific behaviors	k-12
	Environmental Strategies		
	Family and Community Collaboration		
	Media Literacy and Advocacy		
	Mentoring		
	Peer-Helping and Peer Leaders		
	Positive Alternatives		
	School Policies		
X	Service-Learning/Community Service	Service project for graduation requirement.	12
	Student Assistance Programs		
	Tobacco-Use Cessation		

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

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

Promising Program name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
Teach Like a Champion	Learning environment	K-12			3-15	2015-16

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

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Analysis of Data for Selection of Programs and Activities (4115 (a)(1)(D)):
For each selected Appendix C programs or Appendix D activities, provide a brief narrative rationale based on the LEA's analysis of CSS, CHKS, and CSSA data related to why the LEA selected these programs and activities for implementation.

DARE and GREAT are project-based services from local law enforcement provided to the school district.

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.

No evaluation done

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.

n/a

Mandatory Safe and Drug Free Schools and Communities (4114(d)(2)(E)):
Briefly describe how SDFSC funded program services will be targeted to the LEA's schools and students with the greatest need. (Section 4114 [d][3])

n/a

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

n/a

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.

n/a

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.

none

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 section104420 [b][3])

Position/Title	Full time equivalent

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

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

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

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.1 (High School Graduates)	K-12 academic counseling ELD classes in grades 7-12 Saturday Academic Intervention CAHSEE classes	Students not making academic progress in grades 7-12	Teachers, academic counselors, administration, para-educators	Increased graduation rate. Improved progress on CELDT levels	Title I
5.2 (Dropouts)	CTE courses to engage students. Counseling services. Internships, job shadows to connect education to real world	Students not making academic progress in grades 7-12	CTE teachers, Academic counselors, Local businesses	Increased CTE enrollment. Improved student engagement measured by attendance and grades.	Supple-mental/ Concentration
5.3 (Advanced Placement)	Academic counseling	All students	Teachers, administration, academic counselor, Para-educators	Acceptable grades (C or better) in preceding coursework Increased enrollment in AP courses and pre-requisite courses	Title I Supple-mental/ Concentration Base

Additional Mandatory Title I Descriptions

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

Describe the measure of poverty that will be used to determine which schools are eligible for Title I funding in accordance with Section 1113, "Eligible School Attendance Areas."	
	Description of how the LEA is meeting or plans to meet this requirement:
Identify one of the following options as the low-income measure to identify schools eligible for Title I funding: • Number of children in families receiving assistance under the CalWorks program; • Number of children eligible for Free/Reduced Price Lunch programs; • Number of children ages 5-17 in poverty counted by the most recent census data; • Number of children eligible to receive medical assistance under the Medicaid program; • Or a composite of the above.	Free and Reduced Lunch Program
Describe how the low-income measure described above is used to rank and select schools to receive Title I funds • All schools with a 75% or above poverty level are funded • All other schools are funded by poverty ranking district wide or by grade span.	All schools have poverty ranking

Additional Mandatory Title I Descriptions
(continued)

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

	Description of how the LEA is meeting or plans to meet this requirement:
For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as: • A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards. • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards. • Instruction by highly qualified teachers and strategies to attract and keep such teachers. • High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff. • Strategies to increase parental involvement.	

• Assistance to preschool children in transitioning from early childhood programs to elementary school programs. • Timely and effective additional assistance to students who experience difficulty mastering state standards.	
For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State's challenging academic standards. The description should include activities such as: • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Strategies that minimize removing children from the regular classroom during regular school hours for instruction. • Instruction by highly qualified teachers. • Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement.	• K-12 counseling services • SIPPS for language development in grades 1-4 • Teachers engage in *Teach Like a Champion* • ELD classes for grades 7-12 • Saturday Academic Intervention • CAHSEE classes • Intensive instruction in grades 1-6 • Reading intervention in grades 103 • Student services plan is provided to all teachers • 17.5 hours dedicated to improvement of instructional strategies • Phone calls to parents regarding attendance • Migrant Ed meets with parents and students regarding academic achievement • Parent Forums • DELAC with childcare, meals, and translator • Math Night for parents 3 times a year •

Additional Mandatory Title I Descriptions
(continued)

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

	Description of how the LEA is meeting or plans to meet this requirement:
Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should: • Identify children who are failing or most at risk of failing to meet the state academic content standards. • Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. • Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds.	Who Identifies: • Counselors • Teachers • Parents Criteria used: • State assessments in ELA and Mathematics • CELDT to determine language levels • Classroom assessments in content areas
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.	Homeless Liaison who works with the county services
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.	Community Day Program is in Yuba City.

Additional Mandatory Title I Descriptions
(continued)

Please describe the actions the LEA will take to assist in its low-achieving schools identified under Section 1116, "Academic Assessment and Local Educational Agency and School Improvement," as in need of improvement.	
	Description of how the LEA is meeting or plans to meet this requirement:
If the LEA has a PI school(s), describe technical assistance activities the LEA will provide to help the PI school, such as the following: • Assistance in developing, revising, and implementing the school plan. • Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas. • Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI. • Assistance in analyzing and revising the school budget so the school's resources are used effectively.	Pgs. 19-21, 24-25, 27-29, 31-32

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.	Annual letter. There are no other schools in the district. Students may attend other schools in the county.
Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	

Additional Mandatory Title I Descriptions
(continued)

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

	Description of how the LEA is meeting or plans to meet this requirement:
Describe the LEA's strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.	Improved salary scale for beginning teachers and make more equitable. Added an additional step on salary schedule. BTSA supports new teachers.
Describe the LEA's strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children's education.	Parent Night. Develop parent component of *Teach Like a Champion* Develop app for parents

Additional Mandatory Title I Descriptions
(continued)

Coordination of Educational Services

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

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

Part III
Assurances and Attachments

Assurances

Signature Page

Appendix

- *Appendix A: California's NCLB Performance Goals and Performance Indicators*
- *Appendix B: Links to Data Web sites*
- *Appendix C: Science-Based Programs*
- *Appendix D: Research-based Activities*
- *Appendix E: Promising or Favorable Programs*

ASSURANCES

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

GENERAL ASSURANCES

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

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

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

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

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

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

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

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

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

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

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

TITLE I, PART A

The LEA, hereby, assures that it will:

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

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

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

14. Provide technical assistance and support to schoolwide programs.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

TITLE I, PART D – SUBPART 2

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

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

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

TITLE II, PART A

34. The LEA, hereby, assures that:

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

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

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

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

TITLE II, PART D

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

- Strategies for using technology to improve academic achievement and teacher effectiveness.
- Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
- Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
- Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
- Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.

- A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
- A description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.
- A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
- Innovative delivery strategies – a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
- A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
- Collaboration with adult literacy service providers.
- Accountability measures – a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.
- Supporting resources – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.

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

37. **Any LEA <u>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))</u> 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; and
    - is enforcing the operation of such technology protection measure during any use of such computers by minors; and
    - 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.
    - Any LEA that <u>does</u> receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

TITLE III

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

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

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

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

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

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

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

TITLE IV, PART A

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

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

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

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

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

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

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

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

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

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

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

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

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

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

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

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

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

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

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

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

New LEAP Assurances

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

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

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

Other

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

SIGNATURE PAGE

Jennifer Foglesong

Print Name of Superintendent

Jennifer Foglesong

Signature of Superintendent

6/18/15

Date

APPENDIX A

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

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

California's NCLB Performance Goals and Performance Indicators

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

5.1 **Performance indicator:** The percentage of students who graduate from high school, with a regular diploma:

- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and,
- calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

5.2 **Performance indicator:** The percentage of students who drop out of school:

- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and
- calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

APPENDIX B

Links to Data Web sites

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

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

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

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

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

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

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

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

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

APPENDIX C

Science-Based Programs

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

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

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

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

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

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

School-Based Programs

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

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

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

APPENDIX D

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

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

APPENDIX E

Promising or Favorable Programs

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

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

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

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

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

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

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

Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health Education	K to 12	x	x	x			D
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