

(CDE use only)
Application #

No Child Left Behind Act of 2001
Revised March, 2008
LOCAL EDUCATION AGENCY PLAN

**Mail original and
two copies to:**

**California Department of Education
Specialized Programs Division
1430 N Street, Suite 4309
Sacramento, California 95814-5901**

**Postmarked no later
than June 1, 2008**

LEA Plan Information:

Name of Local Education Agency (LEA): Northern Humboldt Union High School District

County/District Code: 12-62687

Dates of Plan Duration: **July 1, 2003 to June 30, 2008 (to be updated annually)**

Date of local governing board approval: June 17, 2008

District Superintendent: _____

Address: 2755 McKinleyville Avenue _____

City: McKinleyville _____ Zip code: 95519

Phone: 707-839-6470 _____ Fax: 707-839-6477

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.

Kenny Richards, Ed.D. 6/10/08

Printed or typed name of Superintendent Date Signature of Superintendent

Sarie Toste 6/17/08

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

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Part I

Background and Overview

Background

Descriptions of the Consolidated Application, the Local Education Agency Plan, the Single Plan for Student Achievement, and the Coordinated Compliance Review Process

Development Process for the LEA Plan

LEA Plan Planning Checklist

Federal and State Programs Checklist

District Budget for Federal and State Programs

Background

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

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

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, to be developed for each indicator, will be adopted by the SBE by May 2003.

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

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

- rigorous academic standards,
- standards-aligned instructional materials,
- standards-based professional development,
- standards-aligned assessment, and
- an accountability structure that measures school effectiveness in light of student achievement.

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

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

Descriptions of the Consolidated Application, the Local Education Agency Plan, and the Coordinated Compliance Review Process

In order to meet legislative requirements for specific state and federal programs and funding, California currently employs four major processes: the Consolidated State Application, the Local Education Agency Plan, the school-level Single Plan for Student Achievement, and the Coordinated Compliance Review. While inextricably linked, these four components of state and federal funding and accountability remain separate systems. Over the next year, however, **California plans to move aggressively to more closely coordinate and streamline these processes to eliminate redundancies and make them less labor intensive for LEA's, while continuing to fulfill all requirements outlined in state and federal law.**

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

The Consolidated Application (ConApp)

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

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

The Single Plan for Student Achievement (School Plan)

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

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

The Local Education Agency Plan (LEA Plan)

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

Coordinated Compliance Review (CCR)

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. The Coordinated Compliance Reviews are conducted for each district once every four years by state staff and local administrators trained to review one or more of these programs. The purpose of the review is to verify ***compliance*** with requirements of each categorical program, and to ensure that program funds are spent to increase student achievement and performance.

Development Process for the LEA Plan

LEAs must develop a single, coordinated, and comprehensive Plan that describes the educational services for all students that can be used to guide implementation of federal and state-funded programs, the allocation of resources, and reporting requirements. The development of such a plan involves a continuous cycle of assessment, parent and community involvement, planning, implementation, monitoring, and evaluation. The duration of the Plan will be five years (July 1, 2003 through June 30, 2008); the Plan will be updated annually.

In developing the Plan, the LEA will review its demographics, test results, performance, and resources. Given that the majority of such information is readily available in the School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the Academic Performance Index (API) results, and other data sources, the

LEA will find the data easy to access via the Internet. (See Appendix B for links to each of the web sites containing student and staff demographic information, SARC, STAR, and API data.) **The LEA is expected to gather and review its own information from these resources and use it to inform the planning process.**

The LEA Plan can serve as a summary of all existing state and federal programs and establish a focus for raising the academic performance of all student groups to achieve state academic standards. In the context of this plan, improvements in instruction, professional development, course offerings, and counseling and prevention programs are means of achieving specific academic and support services goals for all groups of students, including identified underperforming student groups.

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

1. Obtain input. Seek the input of councils, committees, and community members (e.g., school site council; school health council; committees for Limited English Proficient, state compensatory education, gifted and talented education, special education, etc.).

The most effective plans are those supported by the entire LEA community. The integration of existing program plans, such as Immediate Intervention/Underperforming Schools Program, High Priority Schools Grant Program, Alternative Education Programs, and Focus on Learning: Secondary School Accreditation, and others does not eliminate any program requirements. The combined process must include the requirements of every program involved.

2. Review LEA characteristics. Include the LEA's vision and mission statements as well as a description or profile of the LEA.
3. Analyze student performance and other relevant data. Conduct a comprehensive data analysis of student achievement, including multiple measures of student performance. Identify all relevant assessments and apply thoughtful analyses of current educational practices to establish benchmarks aimed at raising academic performance for all students, especially identified student groups.
4. Analyze current educational practices, professional development, staffing, and parental involvement. Identify, review, and analyze data and related information on factors such as educational practices, parent and community involvement, professional development, support services, and resources that have an impact on student learning.
5. Establish LEA Plan performance targets. Using the five NCLB performance goals and indicators (see Appendix A), develop local performance targets that are: a) derived from group performance data and analysis of related, scientifically based educational practices; b) attainable in the period specified in this Plan and consistent with statewide targets for all students and subgroups; c) specific to the participants (i.e., students, teachers, administrators, paraprofessionals); and d) measurable.

6. Review available resources. Aside from fiscal resources available through federal and state funding, programmatic resources are available on the CDE Web site at <<http://www.cde.ca.gov>>. The Consolidated Application provides funding for **district-operated programs** (including reservations from Title I for various purposes, Title II, Title IV, and Tobacco-Use Prevention) as well as for **school-operated programs** (including Title I, Parts A and D, Title III, Title V, School Improvement, Economic Impact Aid, 10th Grade Counseling, and Miller-Unruh Reading programs).
7. Identify specific plans for improvement. For **district-operated** programs, identify the participants, expected performance gains, and means of evaluating gains. Indicate specific improvements and practical monitoring of their implementation and effectiveness. For **school-operated programs**, summarize those same elements from approved *Single Plans for Student Achievement*.
8. Obtain local governing board approval. The LEA Plan must be approved by the local governing board prior to submittal to CDE. Ensure that all required signatures are affixed.
9. Monitor progress. To verify achievement of performance targets, monitor areas such as: a) assignment and training of highly qualified staff; b) identification of participants; c) implementation of services; d) provision of materials and equipment; e) initial and ongoing assessment of performance; and f) progress made toward establishing a safe learning environment.
10. Evaluate the effectiveness of planned activities. The analysis of data (student, school-wide, support services, professional development) is part of the ongoing program monitoring and evaluation. When results are *not* as expected, it may be helpful to consider the following: a) How are performance targets and activities based on student performance and factual assessment of current educational practice? b) How educationally sound is the plan to help reach the targets? c) How timely and effectively is the plan being implemented? d) If the plan has not been implemented as written, what were the obstacles to implementation?
11. Modify the plan. The LEA Plan must be reviewed and updated annually. Consider factors that may indicate a need to amend the plan, such as: a) a major service or activity that proves ineffective; b) a program allocation is less or more than estimated; c) staff, equipment, or materials essential to the plan cannot be procured; d) school boundaries or demographics suddenly change; e) an activity was found to be non-compliant; and f) a planned activity is not supported by staff, parents, or students.

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

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

✓	LEA Plan – Comprehensive Planning Process Steps
X	1. Obtain input from councils, committees, and community members.
X	2. Include the LEA’s vision/mission statement, description/profile.
X	3. Analyze student performance data from multiple measures of relevant student assessment (both state- and local-level assessments).
X	4. Analyze current educational practices, professional development, staffing, and parental involvement.
X	5. Establish LEA performance targets derived from group performance data and scientifically based practices that are measurable, have a timeline, and identify participants.
X	6. Review all available resources from federal, state, and local levels.
X	7. Describe specific plans for improvement for identified participants stating expected performance gains and means of evaluating gains.
X	8. Obtain local governing board approval of the LEA Plan.
X	9. Establish a timely but specific monitoring process for the implementation of the LEA Plan.
X	10. Evaluate the effectiveness of planned improvements of LEA Plan implementation.
X	11. Modify and update the LEA Plan annually.

FEDERAL AND STATE PROGRAMS CHECKLIST

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

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

DISTRICT BUDGET FOR FEDERAL PROGRAMS – 2007-2008

Please complete the following table with information for your district.

Programs	2006-07 District Carryovers	2007-08 District Entitlements	2007-08 Direct Services to Students at School Sites (\$)	2007-08 Direct Services to Students at School Sites (%)
Title I, Part A	\$17,990	\$158,804	\$158,179	89.47%
Title I, Part B, Even Start				
Title I, Part C, Migrant Education				
Title I, Part D, Neglected/Delinquent				
Title II Part A, Subpart 2, Improving Teacher Quality	0	\$58,425	\$54,971	94.08%
Title II, Part D, Enhancing Education Through Technology	0	\$1,808	\$1,808	100%
Title III, Limited English Proficient	\$819	\$736	\$1,323	85.08%
Title III, Immigrants	\$2,520	\$2,520	\$5,040	100%
Title IV, Part A, Safe and Drug-free Schools and Communities	0	\$5,876	\$5,876	100%
Title V, Part A, Innovative Programs – Parental Choice				
Adult Education				
Career Technical Education	\$25,817	\$2,832	\$28,649	100%
McKinney-Vento Homeless Education				
IDEA, Special Education	0	\$312,176	\$305,170	97.75%
21 st Century Community Learning Centers				
Other (describe) Indian Education	0	\$76,744	\$74,044	96.48%
TOTAL	\$47,146	\$619,921	\$635,060	95.20%

DISTRICT BUDGET FOR STATE PROGRAMS – 2007-2008

Please complete the following table with information for your district.

Categories	2006-07 District Carryovers	2007-08 District Entitlements	2007-08 Direct Services to Students at School Sites (\$)	2007-08 Direct Services to Students at School Sites (%)
EIA – State Compensatory Education	0	\$75,216	\$72,588	96.5%
EIA – Limited English Proficient				
State Migrant Education				
School Improvement				
Child Development Programs				
Educational Equity				
Gifted and Talented Education	\$109	\$16,189	\$16,298	100%
Tobacco Use Prevention Education – (Prop. 99)				
Immediate Intervention/ Underperforming Schools Program (II/USP)				
School Safety and Violence Prevention Act (AB 1113)	0	\$80,407	\$80,407	100%
Tenth Grade Counseling				
Healthy Start				
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				
Other (describe)				
TOTAL	\$109	\$171,812	\$169,293	98.47%

Part II

The Plan

Needs Assessments

Academic Achievement

Professional Development and Hiring

School Safety

Descriptions – District Planning

District Profile

Local Measures of Student Performance

Performance Goal 1

Performance Goal 2

Performance Goal 3

Performance Goal 4

Performance Goal 5

Additional Mandatory Title I Descriptions

Needs Assessment

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

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

Academic Performance

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

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

Professional Development and Hiring

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

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

School Safety and Prevention

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

Descriptions – District Planning

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

District Profile

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

The Northern Humboldt Union High School District is comprised of two four-year high schools, Arcata High and McKinleyville High; two small continuation high schools, Pacific Coast High and Tsurai High; one charter school, Six Rivers Charter High; one alternative high school, Northern Humboldt Community Day; and Northern Humboldt Adult School.

Both regular high schools have been recognized as California Distinguished Schools. The schools are Digital High School demonstration sites. Our schools have class size reduction programs at the ninth grade level. They have continued to lead high school test scores in Humboldt County. There has been strong Board, community and faculty involvement and support for the District schools. The District's goal is to provide students with the knowledge and skills needed in an information society: liberal arts and sciences, analytical thinking, real world problem solving, and use of technology. Along with a commitment to academics; International Baccalaureate Program (IBO), Advanced Placement (AP) courses, vocational and fine arts, special education, and other regular core programs, the District continues to meet the staff development needs of staff members. The schools are also WASC (Western Association of Schools and Colleges) Accredited.

The District draws from an area of approximately 900 square miles comprising 13 associate elementary schools. The primary community centers are Arcata with a population of 15,700, and McKinleyville with a population of approximately 14,500.

The District has an enrollment of 1,900 in grades 9-12, including adult, continuation and community schools. The ethnic breakdown of the District is 6 percent Native American, 1 percent Black, 1 percent Hispanic, 1 percent Asian and 91 percent White.

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

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

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

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

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

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

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

Planned Improvement in Student Performance in Reading

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

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <p>a) The principal and department chairs will receive training on standards-based curriculum and design and how to coach, supervise and evaluate teachers according to their instructional methodology as it relates to the teaching of standards.</p> <p>b) Each department will revise course of studies to fully align them with state standards.</p> <p>c) Teacher recruitment, hiring, evaluation and tenure decisions will focus on their ability to teach standards.</p> <p>d) All textbooks and other instructional materials will align with state standards.</p> <p>e) Evaluations will stress mastery of standards based content.</p> <p>f) All new teachers and those in need of improvement will participate in BTSA which focuses on standards based instruction. Teachers in need of improvement will participate in PAR. Both programs are based on standards-based instruction.</p>	<ul style="list-style-type: none"> • Administrative staff, staff development team, department chairs, and teachers. • Data will be collected and analyzed to be used by the district for curricular changes. • Curricular standards are reviewed and updated annually. 	<ul style="list-style-type: none"> • Staff Development • Categorical funding through the School Site Council 	<p>\$198,896</p>	<ul style="list-style-type: none"> • General Fund
<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>a) The school will purchase materials on the State Adopted list or aligned with the standards. A specific example is the <i>Language!</i> literacy program used to work with EL and at risk readers.</p> <p>b) Through their own evaluations, diagnostic tests, Longitudinal Assessment Reporting System (LARS) the STAR Exams and the CAHSEE, teachers will examine student achievement to ensure mastery of subject level standards.</p> <p>c) Course descriptions, curriculum, and lesson plans will make</p>	<ul style="list-style-type: none"> • Administration , counselors, and teachers will identify below basic readers on a yearly basis. • Librarian/Media Specialist • Instructional 	<ul style="list-style-type: none"> • Textbooks, supplementary materials, and instructional supplies. • Support staff • Books and media support 	<p>\$796,965 \$22,376</p>	<ul style="list-style-type: none"> • General Fund • Title I

<p>specific reference to the standards being taught and the evaluation processes to determine success.</p> <p>d) Library instructional resources and materials are aligned with state standards.</p>	<p>materials and strategies are reviewed and updated annually.</p>			
<p>3. Extended learning time:</p> <p>a) The school will offer/collaborate with agencies that offer programs that assist students with their studies as it relates to reading.</p> <p>b) The school will offer programs that supplement the curriculum to assist students with their studies as it relates to reading.</p> <p>c) The district will offer Summer School that includes enrichment courses that relate to reading.</p> <p>d) A school wide 20 minute Sustained Silent Reading period will be included in school day, Tuesday through Friday.</p> <p>e) Students with reading needs will receive extra help through remedial classes and extended time for additional instruction.</p> <p>f) Students who have not passed the English/Language Arts portion of the CAHSEE will receive additional instruction through our after school, summer school, or Title I tutoring programs.</p> <p>g) The library is open before, at lunch, and after school.</p>	<ul style="list-style-type: none"> • Administration, teachers, and various tutoring programs including Upward Bound, Indian Education, AmeriCorp, Talent Search, and Title I. • Library Assistant • Program changes are reviewed and updated annually. 	<ul style="list-style-type: none"> • Self-based software programs from 3rd to 12th grades that are aligned with state standards and CAHSEE such as PLATO are used for assessment and remediation. • Support Staff 	<p>\$111,000 \$90,000</p>	<ul style="list-style-type: none"> • Title I • General Fund

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <p>a) Students will continue to utilize computer labs that have access to the Internet and software that enrich reading instruction.</p> <p>b) Students will have access to cassette tapes and software such as Accelerated Reader to assist with reading.</p> <p>c) Teachers will have access to videos, streamed videos, POD Casts and LCD projection systems that assist with reading instruction and motivation.</p>	<ul style="list-style-type: none"> • Administration, site and district technology committees, and teachers. • Technology needs are reviewed and updated annually. 	<ul style="list-style-type: none"> • Technology support • Each classroom supported with current technology including LCD Projectors. • Licensing fees for supporting software. 		<ul style="list-style-type: none"> • Title I • General Fund • Technology Funds such as Microsoft monies.
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>a) The principal and/or designees will participate in AB 75 training, with a module specific to reading instruction.</p> <p>b) The school's teachers will have access to Staff Development opportunities that focus on standards based reading instruction.</p> <p>c) New and improving teachers will have the opportunity to participate in BTSA, with activities that focus on standards based reading instruction.</p> <p>d) Annually, each department will have an opportunity to review, update and revise their courses of study to ensure that they align with the state standards as they relate to reading instruction.</p> <p>e) Individual teachers have professional development opportunities through buy-back days, staff development funds, curriculum development funds, and School Site Council.</p> <p>f) With direction from the district literacy committee, each site is encouraged to implement literacy standards across all curriculums.</p>	<ul style="list-style-type: none"> • Staff development committee, district and site literacy committees, administration, school site council, and teachers. • Title I Coordinator • Staff Development is reviewed and updated annually. 	<ul style="list-style-type: none"> • Professional Development 	\$35,000	<ul style="list-style-type: none"> • Staff Development Funds

<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>a) The school will maintain a Site Council which will receive reports on overall student assessments in reading and communicate the results to the school and community. In addition, the Site Council will solicit ideas for the improvement of Reading within the School.</p> <p>b) The school will send each parent his/her student's individual assessment results for both the STAR Exams and the CAHSEE, with an explanation of how to interpret them.</p> <p>c) Through the SARC, Principal's Newsletter, Title I Parent Meetings, and other correspondence, explanation of reading instruction and assessment will be provided.</p> <p>d) Each parent will be invited to the school on two different occasions where reading curriculum and assessment can be discussed. In addition, individual meetings can be scheduled by either parent or staff to discuss these same issues.</p> <p>e) Annual reports to the School Board.</p>	<ul style="list-style-type: none"> • Administration, teachers, staff, parents, school site council, Title I Coordinator, and community stakeholders. • Involvement of all stakeholders and increased communication is reviewed and updated annually. 	<ul style="list-style-type: none"> • Printing and postage costs 	<p>\$24,000</p>	<ul style="list-style-type: none"> • General Fund
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>a) The Title I program provides 9th grade intensive reading instruction for students who do not meet standards. In addition, the Title I program will provide assistance in the form of classroom aides, supplementary classes, and one-on-one instruction to help students acquire necessary reading skills.</p> <p>b) Summer school and tutoring programs will be made available for those students who have failed the English/Language Arts portion of the CAHSEE before each opportunity they have to take the exam.</p> <p>c) Eighth grade parent information nights and school visitation are conducted yearly.</p> <p>d) Transition programs such as LINK are in place for incoming students.</p> <p>e) Articulation efforts with local associate schools regarding curriculum development, student placement, and multiple measures will continue as a regular part of staff development.</p> <p>f) Research of and the use of reading assessments will be utilized for placement and individualized instruction.</p>	<ul style="list-style-type: none"> • Administration, teachers, staff, school site council, LINK Coordinators, Title I Coordinator, and counselors. • Auxiliary services and transition programs are reviewed and updated annually. 	<ul style="list-style-type: none"> • Certificated teaching staff • Support Staff 	<p>\$150,000 \$40,000 \$49,000</p>	<ul style="list-style-type: none"> • Title I • EIA • Summer School Funding

<p>8. Monitoring program effectiveness:</p> <p>a) The district school board and administration will fully support the Public School Accountability Act.</p> <p>b) The school and district will fully participate in the state’s standards based assessment system.</p> <p>c) The use of test data disaggregated through LARS and API results will be used to monitor our existing programs and serve as a need for program change when necessary.</p> <p>d) Our school will have in place a Single Plan for Student Achievement with the Principal and Site Council having the responsibility for monitoring and revising the plan.</p> <p>e) An annual Title I report is provided for the school site council and school board for review and approval.</p> <p>f) Teachers will have the responsibility of assessing student achievement in the mastery of standards and re-teaching when necessary.</p>	<ul style="list-style-type: none"> • Administration, teachers, staff, school site council, school board members , district testing coordinator, and Title I Coordinator. • The evaluation and monitoring of program effectiveness is reviewed and updated annually 			<ul style="list-style-type: none"> • General Fund • Title I
Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>a) Title I services will be provided for those who qualify in the form of aides, supplementary classes, and necessary materials.</p> <p>b) Remedial summer classes will be provided through the district’s Summer School Program.</p> <p>c) Students who have failed the English/Language Arts section of the CAHSEE will be provided study sessions.</p> <p>d) 12th grade students who have failed the CAHSEE will receive remedial instruction and have five opportunities to take and pass the test.</p>	<ul style="list-style-type: none"> • Administrative team, academic counselors, teachers, and Title I Coordinator 	<ul style="list-style-type: none"> • Title I teachers and aides • Remedial courses in Summer School 	<p>\$100,000</p> <p>\$25,000</p>	<ul style="list-style-type: none"> • Title I • Summer School Funds

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

Planned Improvement in Student Performance in Mathematics

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

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <p>a) The principal and department chairs will receive training on standards-based curriculum and design and how to coach, supervise and evaluate teachers according to their instructional methodology as it relates to the teaching of standards.</p> <p>b) Each department will revise course of studies to fully align them with state standards.</p> <p>c) Teacher recruitment, hiring, evaluation and tenure decisions will focus on their ability to teach standards.</p> <p>d) All textbooks and other instructional materials will align with state standards.</p> <p>e) Evaluations will stress mastery of standards based content.</p> <p>f) All new teachers and those in need of improvement will participate in BTSA which focuses on standards based instruction. Teachers in need of improvement will participate in PAR. Both programs are based on standards-based instruction.</p>	<ul style="list-style-type: none"> • Administrative staff, staff development team, department chairs, and teachers. • Data will be collected and analyzed to be used by the district for curricular changes. • Curricular standards are reviewed and updated annually 	<ul style="list-style-type: none"> • Staff Development • Categorical funding through the School Site Council 	<p>\$198,896 \$35,000 \$4,000</p>	<ul style="list-style-type: none"> • General Fund • IMF Funds • BTSA
<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>a) The school will purchase materials on the State Adopted list or aligned with the standards. A specific example is the Accelerated Math Program to work with at risk math students.</p> <p>b) Through their own evaluations, diagnostic tests, Longitudinal Assessment Reporting System (LARS) the STAR Exams and the CAHSEE, teachers will examine student achievement to</p>	<ul style="list-style-type: none"> • Administration , counselors, and teachers will identify below basic readers on a yearly basis. • Librarian/Media 	<ul style="list-style-type: none"> • Textbooks, supplementary materials, and instructional supplies. • Support staff • Books and media support 	<p>\$796,965</p>	<ul style="list-style-type: none"> • General Fund

<p>ensure mastery of subject level standards.</p> <p>c) Course descriptions, curriculum, and lesson plans will make specific reference to the standards being taught and the evaluation processes to determine success.</p> <p>d) To meet the district Algebra I graduation requirement, a series of Algebra courses have been developed to meet student needs. Student placement in these courses is based on multiple measures including grades, teacher recommendation, and standardized tests.</p>	<p>Specialist</p> <ul style="list-style-type: none"> • Instructional materials and strategies are reviewed and updated annually. 			
<p>3. Extended learning time:</p> <p>a) The school will offer/collaborate with agencies that offer programs that assist students with their studies as it relates to mathematics.</p> <p>b) The school will offer programs that supplement the curriculum to assist students with their studies as it relates to mathematics.</p> <p>c) The district will offer Summer School that includes enrichment courses that relate to mathematics.</p> <p>d) Students with mathematics needs will receive extra help through remedial classes and extended time for additional instruction.</p> <p>e) Students who have not passed the Mathematics portion of the CAHSEE will receive additional instruction through our after school, summer school, or Title I/Peer Tutoring programs.</p> <p>f) The library is open before, at lunch, and after school.</p>	<ul style="list-style-type: none"> • Administration, teachers, and various tutoring programs including Upward Bound, Indian Education, AmeriCorp, Talent Search, and Title I. • Library Assistant • Program changes are reviewed and updated annually. 	<ul style="list-style-type: none"> • Support Staff 	<p>\$30,000 \$7,500 \$8,000</p>	<ul style="list-style-type: none"> • Title I • CAHSEE Funds • General Fund

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <p>a) Students will continue to utilize computer labs that have access to the Internet and software that enrich mathematics instruction.</p> <p>b) Students will have access to cassette tapes and software such as Accelerated Math to assist with mathematics.</p> <p>c) Teachers will have access to videos, streamed videos, POD Casts and LCD projection systems that assist with mathematics instruction and motivation.</p>	<ul style="list-style-type: none"> • Administration, site and district technology committees, and teachers. • Technology needs are reviewed and updated annually. 	<ul style="list-style-type: none"> • Technology support • Each classroom supported with current technology including LCD Projectors. • Licensing fees for supporting software. 	<p>\$15,000</p> <p>\$20,000</p>	<ul style="list-style-type: none"> • General Fund • Technology Funds such as Microsoft monies.
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>a) The principal and/or designees will participate in AB 75 training, with a module specific to mathematics instruction.</p> <p>b) The school’s teachers will have access to Staff Development opportunities that focus on standards based mathematics instruction.</p> <p>c) New and improving teachers will have the opportunity to participate in BTSA, with activities that focus on standards based mathematics instruction.</p> <p>d) Annually, each department will have an opportunity to review, update and revise their courses of study to ensure that they align with the state standards as they relate to mathematics instruction.</p> <p>e) Individual teachers have professional development opportunities through buy-back days, staff development funds, curriculum development funds, and School Site Council.</p>	<ul style="list-style-type: none"> • Staff development committee, district and site literacy committees, administration, school site council, and teachers. • Title I Coordinator • Staff Development is reviewed and updated annually. 		<p>\$35,000</p> <p>\$9,000</p>	<ul style="list-style-type: none"> • Staff Development Funds • BTSA
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>a) The school will maintain a Site Council which will receive reports on overall student assessments in mathematics and communicate the results to the school and community. In addition, the Site Council will solicit ideas for the improvement</p>	<ul style="list-style-type: none"> • Administration, teachers, staff, parents, school site council, Title I 	<ul style="list-style-type: none"> • Printing and postage costs 	<p>\$24,000</p>	<ul style="list-style-type: none"> • General Fund

<p>of mathematics within the school.</p> <p>b) The school will send each parent his/her student's individual assessment results for both the STAR Exams and the CAHSEE, with an explanation of how to interpret them.</p> <p>c) Through the SARC, Principal's Newsletter, Title I Parent Meetings, and other correspondence, explanation of mathematics instruction and assessment will be provided.</p> <p>d) Each parent will be invited to the school on two different occasions where mathematics curriculum and assessment can be discussed. In addition, individual meetings can be scheduled by either parent or staff to discuss these same issues.</p> <p>e) Annual reports to the School Board.</p>	<p>Coordinator, and community stakeholders.</p> <ul style="list-style-type: none"> Involvement of all stakeholders and increased communication is reviewed and updated annually. 			
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>a) The Title I program provides 9th grade intensive reading instruction for students who do not meet standards. In addition, the Title I program will provide assistance in the form of classroom aides, supplementary classes, and one-on-one instruction to help students acquire necessary mathematics skills.</p> <p>b) Summer school and tutoring programs will be made available for those students who have failed the Mathematics portion of the CAHSEE before each opportunity they have to take the exam.</p> <p>c) Eighth grade parent information nights and school visitation are conducted yearly.</p> <p>d) Transition programs such as LINK are in place for incoming students.</p> <p>e) Articulation efforts with local associate schools regarding curriculum development, student placement, and multiple measures will continue as a regular part of staff development.</p> <p>f) Research of and the use of mathematics assessments will be utilized for placement and individualized instruction.</p>	<ul style="list-style-type: none"> Administration, teachers, staff, school site council, LINK Coordinators, Title I Coordinator, and counselors. Auxiliary services and transition programs are reviewed and updated annually. 	<ul style="list-style-type: none"> Support Staff 	<p>\$25,000</p> <p>\$5,000</p>	<ul style="list-style-type: none"> Summer School Funding General Fund
<p>8. Monitoring program effectiveness:</p> <p>a) The district school board and administration will fully support the Public School Accountability Act.</p> <p>b) The school and district will fully participate in the state's standards based assessment system.</p> <p>c) The use of test data disaggregated through LARS and API results will be used to monitor our existing programs and serve as a</p>	<ul style="list-style-type: none"> Administration, teachers, staff, school site council, school board members, district testing 			<ul style="list-style-type: none"> General Fund Title I

<p>need for program change when necessary.</p> <p>d) Our school will have in place a Single Plan for Student Achievement with the Principal and Site Council having the responsibility for monitoring and revising the plan.</p> <p>e) An annual Title I report is provided for the school site council and school board for review and approval.</p> <p>f) Teachers will have the responsibility of assessing student achievement in the mastery of standards and re-teaching when necessary.</p>	<p>coordinator, and Title I Coordinator.</p> <ul style="list-style-type: none"> The evaluation and monitoring of program effectiveness is reviewed and updated annually 			
Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>a) Title I services will be provided for those who qualify in the form of aides, supplementary classes, and necessary materials.</p> <p>b) Remedial summer classes will be provided through the district's Summer School Program.</p> <p>c) Students who have failed the Mathematics section of the CAHSEE will be provided study sessions.</p> <p>d) 12th grade students who have failed the CAHSEE will receive remedial instruction and have five opportunities to take and pass the test.</p>	<ul style="list-style-type: none"> Administrative team, academic counselors, teachers, and Title I Coordinator 	<ul style="list-style-type: none"> Math teachers 	<p>\$30,000</p>	<ul style="list-style-type: none"> Title I

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

Planned Improvement in Programs for LEP Students and Immigrants (Title III)
 (Summarize information from district-operated programs and approved school-level plans)

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activities	1. (Per Sec. 3116(b) of NCLB, this Plan must include the following: <ol style="list-style-type: none"> a. Describe the programs and activities to be developed, implemented, and administered under the subgrant; b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122; c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for: <ul style="list-style-type: none"> ▪ meeting the annual measurable achievement objectives described in Section 3122; ▪ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)); ▪ annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1)); d. Describe how the LEA will promote parental and community participation in LEP programs. 	Our funding from Title III resources is minimal due to the small number of students that are enrolled in the district. These funds are obtained through collaborative efforts between other districts and ours. The funds that we receive partially fund an instructional aide salary. However, EL Services are provided through Title I, EIA, and the General Fund. The district’s EL Program follows: <ul style="list-style-type: none"> • Students are identified through the district’s Home Language Survey and/or recommendation from the previous school. • For these students, the CELDT Test is administered when appropriate. The EL Coordinator evaluates and determines appropriate services based on the test results. The EL Coordinator continues to monitor and assist the academic services provided for each EL student. The CELDT Test is administered to each student yearly until they qualify as a FEP student. • The EL Coordinator utilizes the CELDT, STAR, and CAHSEE Test results along with local assessments to determine proficiency in meeting State Academic Standards. • Parents and community participation is encouraged through direct conversation with the use of interpreters when necessary, invitations for attendance at parent visitations to the school, and through parenting classes provided by the district.
	2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115©). The effectiveness of the LEP programs will be determined by the increase in: <ul style="list-style-type: none"> • English proficiency; and • Academic achievement in the core academic subjects 	<ul style="list-style-type: none"> • The district has adopted <i>Language!</i> as the language instruction program this is based on scientifically based research. The effectiveness of the program will be based on data from <i>Language!</i>, CELDT, STAR, and CAHSEE Test results along with local assessments.

		Description of how the LEA is meeting or plans to meet this requirement.	
Required Activities	<p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p> <p>a. designed to improve the instruction and assessment of LEP children;</p> <p>b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;</p> <p>c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills;</p> <p>d. Long term effect will result in positive and lasting impact on teacher performance in the classroom.</p>	<ul style="list-style-type: none"> The opportunity for CLAD Certification has been available for our teachers for the past five years through our district, local county office of education and on-line. The district has provided incentives for teachers to acquire the certification by bringing an instructor onsite or by paying for the class elsewhere. All administrators have been involved in AB 75 training emphasizing support for EL students. The district has also encouraged and provided staff development opportunities that increase the effectiveness of instruction. Examples include differentiated instruction, concentration on literacy skills for all students across all curriculums, and the use of technology to assist EL learners. 	
	<p>4. Upgrade program objectives and effective instruction strategies.</p>	<p><u>Yes or No</u></p>	<p>If yes, describe: On a yearly basis, the EL Program is evaluated and updated to best facilitate the needs of students. In addition, each department evaluates there courses of study to insure alignment with state standards and effectiveness of instruction. Changes are made to accommodate the needs of all students.</p>
Allowable Activities		Description of how the LEA is meeting or plans to meet this requirement.	

Allowable Activities	<p>5. Provide –</p> <ul style="list-style-type: none"> a. tutorials and academic or vocational education for LEP students; and b. intensified instruction. 	<u>Yes or No</u>	<p>If yes, describe: One-on-one instruction is available from the EL Program and from Title I. Tutoring is available from each of the above listed programs as well as from the Peer Tutoring Program. Intensified instruction is available in the <i>Language!</i> class, summer school, and from two-hour block classes being developed for struggling students in English-Language Arts and mathematics.</p>
	<p>6. Develop and implement programs that are coordinated with other relevant programs and services.</p>	<u>Yes or No</u>	<p>If yes, describe: Programs outside of the school that are available for all students include Talent Search and Upward Bound and are coordinated to assist students become successful in school.</p>
	<p>7. Improve the English proficiency and academic achievement of LEP children.</p>	<u>Yes or No</u>	<p>If yes, describe: Efforts are made to improve the English proficiency and academic achievement of LEP students through the services and programs listed above. In addition, basic classes are offered in English, mathematics, science, and social science that are beneficial to the academic progress of these students as they improve their skills.</p>

		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families – <ul style="list-style-type: none"> ○ To improve English language skills of LEP children; and ○ To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. 	<u>Yes or No</u>	If yes, describe: The district has instituted the Parent Project as a means to assist all parents to better communicate with the school, assist their students, and become involved. PIQUE has also been utilized for this same goal. The district’s adult education program offers literacy/English classes for our adults in the community and for our students. Our EL Coordinators and Spanish instructors have been instrumental as interpreters so that parents can effectively communicate with the school.
	9. Improve the instruction of LEP children by providing for – <ul style="list-style-type: none"> ○ The acquisition or development of educational technology or instructional materials ○ Access to, and participation in, electronic networks for materials, training, and communication; and ○ Incorporation of the above resources into curricula and programs. 	<u>Yes or No</u>	If yes, describe: Our EL Coordinators and our foreign language instructors have researched and found web sites that are useful for EL students to access for the benefit of their education. Software has been purchased that is ability appropriate for success in classes and for preparation for the STAR and CAHSEE Exams. The department chairs and the librarians have purchased texts and other books that are appropriate for the ability levels of all students and in some cases in the primary language of those students. All EL students, as a graduation requirement, must take and pass Technology Essentials, which provides them the necessary skills to access technology found on the campuses. Students are able to continue their study of technology through enrollment in advanced classes.
	10. Other activities consistent with Title III.	<u>Yes or No</u>	If yes, describe: In addition to the core subjects, EL students have access to a vast array of career technical classes. These include classes in the area of fine arts, industrial technology, and business. All students have the opportunity to participate in extra-curricular activities. These activities include sports, clubs, or dances. Field trips to local colleges or subject related venues enhance the educational opportunities for students. Finally, culturally relevant events are hosted/provided by the school or are available in our local community, which provides participation opportunities.

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

<p>Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>
<p align="center">Required Activity</p>	<p>1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):</p> <ul style="list-style-type: none"> a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; b. the child’s level of English proficiency, how such level was assessed, and the status of the student’s academic achievement; c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; <p>Add Testing and Enrollment Procedures.(from Christine and Nicole)</p>

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

Plans to Provide Services for Immigrants NOT APPLICABLE TO NOHUM LEAVE PAGES 35 & 36 BL

<p>IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Allowable Activities</p>	<p>1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:</p>	<p>Yes or No</p>	<p>If yes, describe:</p>
	<p>2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:</p>	<p>Yes or No</p>	<p>If yes, describe:</p>
	<p>3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;</p>	<p>Yes or No</p>	<p>If yes, describe:</p>

Allowable Activities	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	Yes or No	If yes, describe:
	5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:	Yes or No	If yes, describe:
	6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:	Yes or No	If yes, describe:
Allowable Activities	7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:	Yes or No	If yes, describe:

Performance Goal 3: *By 2007-08, 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
<p>Annual opportunities for faculty:</p> <ul style="list-style-type: none"> • BTSA program for all new teachers • TESA • Fred Jones Classroom Management Training • Harry Wong • California Teacher Education Institute • Course of Study Revision with inclusion of California Content Standards • CLAD • IB/AP training • Technology <ul style="list-style-type: none"> • Schoolmaster Grade Book • Microsoft Applications • Interactive Web Sites • E-mail • Publishing Programs • Video Production/Pod Casting • School Safety Training Opportunities <ul style="list-style-type: none"> • CPI • First Aide • Emergency Response <p>School sites have access to professional development funds and the School Site Council distributes funds as well to facilitate staff professional development needs.</p> <p>Buy-back days are provided at the beginning of each school year with staff input to determine professional development topics.</p>	<ul style="list-style-type: none"> • Release time • Continued funding • Continued training of selected staff to serve as trainers for our district

<p>Various staff surveys are utilized to assess professional development needs of staff.</p> <p>The Professional Development Committee meets minimally on a bi-monthly basis to plan and assess professional development needs of staff.</p> <p>All faculty are highly qualified and 99% teach within their fields of study.</p> <p>District funds are set aside to pay for grant writing that bring professional development opportunities to the district. A primary example is the Teaching American History Grant which has provided travel and professional development opportunities at historic sites around the country and world as well as provides funding for the acquisition of Master's Degrees in history.</p> <p>Mondays are early dismissal days to allow departments time to assess department needs and work to improve the delivery of instruction. These collegial opportunities are quality professional development opportunities for the sharing of ideas and strategies.</p> <p>The district has made a concerted effort to increase literacy across all curriculums. Professional development has been provided and staff utilizes literacy skills in all classes on the campuses.</p> <p>The school goals outlined in each site's WASC Report emphasize the importance of addressing the needs of under performing students and the evaluation and editing of curriculum and instruction. Professional development opportunities are provided to address these needs.</p>	
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Performance Goal 3: All students will be taught by highly qualified teachers.

Planned Improvements for Professional Development (Title II)

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

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <p>The Northern Humboldt Union High School District facilitates a BTSA program and because the current staff development focus continues to evaluate curricula to meet the California State Content Standards, and the CAHSEE and STAR Exams, 100% of the district's teachers are:</p> <ul style="list-style-type: none"> • aware of the California Content Standards • using the standards to design both their curricula as well as their individual lessons • trained to utilize the STAR and CAHSEE scoring rubrics and data in order to assure both the school as well as the state that they are in compliance with the requirements, spirit, and goals of the standards. <p>To become fully aligned with the California State Content Standards, the district's staff development activities to date have included:</p> <ul style="list-style-type: none"> • staff development activities to learn about the standards and guide faculty in the revision of their curricula to meet the standards. • release time to facilitate the curricula revision process and continued time for ongoing evaluation and curriculum revision. • early dismissal on Mondays to facilitate the curricula revision process and continued time for ongoing evaluation and curriculum revision. • attendance at workshops locally or outside of the area to review state content standards updates or to visit other schools that are recognized for model curriculum. • attendance at workshops locally or outside of the area to review instructional strategies that effectively delivery state content standards or to visit other schools that are recognized for model instructional 	<ul style="list-style-type: none"> • Superintendent • Site Principals • Professional Development Committee • Specific Trainers, ie. BTSA, TESA, Fred Jones, etc. • Faculty involvement 	<ul style="list-style-type: none"> • BTSA Training • In-service buy-back days • University Instruction 	<p>\$9,000 \$75,000</p> <p>\$220,000</p>	<ul style="list-style-type: none"> • BTSA • General Fund • CAHSEE • Teaching American History Grant

<p>strategies.</p> <ul style="list-style-type: none"> the adoption of school wide goals through the WASC Accreditation process that emphasis yearly evaluation of curriculum to address the needs of underperforming students and the curriculum that is utilized. 				
<p>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</p> <p>The NHUHS D has instituted an induction plan for all of its new employees which is based on research and directly connected to the California Content Standards and the California Standards for the Teaching Profession. We insure our new employees are trained with theses standards in mind because we are using BTSA as the model, a program which has the standards at its center. Additionally, the components of the District’s staff development program are likewise research based. Work with TESA is a long-term research based program, as is Fred Jones Classroom Management Training Program (CMTP) and the work of Harry Wong. Furthermore, the work we are doing on revising the curricula to meet California Content Standards is largely based on the work by McRel, Inc., an educational research company, which was one of the original research teams at the 1990 Academic Reform Summit which dealt with developing national performance standards. The District’s Staff Development philosophy focuses on staff development projects which are research based.</p>	<ul style="list-style-type: none"> Professional Development Committee Specific Trainers, ie. BTSA, TESA, Fred Jones, etc. Faculty involvement 	<ul style="list-style-type: none"> Staff Trainings Materials 	\$35,000	<ul style="list-style-type: none"> Staff Development

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <p>It is the intent and vision of the District’s staff development program to have the most highly trained and knowledgeable staff in the county, sensitive to differentiated instruction, to equal response opportunity, fair and equitable treatment, all with the most rigorous curricula afforded to students. It is our intent to have well trained teachers who are aware of and sensitive to the changing needs of each student, academic achievement will continue to increase, in part because of the staff development training provided to each teacher.</p>	<ul style="list-style-type: none"> Administrative, teaching, and counseling staff HCOE staff 	<ul style="list-style-type: none"> Registration and stipends CLAD training 	\$20,000	<ul style="list-style-type: none"> Title I

<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <p>The NHUHSD has and will continue to coordinate professional development resources with funds received under Title II NCLB funding. The expenditure of these funds is under the guidance of the Professional Development Committee consisting of district and site administrators and faculty. The committee surveys faculty for needs which results in organization and planning for professional development opportunities.</p>	<ul style="list-style-type: none"> Professional Development Committee Specific Trainers, ie. BTSA, TESA, Fred Jones, etc. Library-Media Specialists District and Site Technology Coordinators Faculty involvement 	<ul style="list-style-type: none"> Specific Staff Development Activities including: <ul style="list-style-type: none"> Literacy Project Based Learning Differentiated Instruction Technology School Safety TESA Fred Jones Materials and Supplies 	<p>\$12,000 \$9,000</p>	<ul style="list-style-type: none"> General Fund BTSA
<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <p>Teachers, administration, and support staff have access to extensive professional growth opportunities. The strategic plan for staff development has been created by administration and professional development personnel. Individual staff needs are determined from annual surveys and each teacher's annual professional growth plan.</p>	<ul style="list-style-type: none"> District and Site Administration Professional Development Committee Faculty/Staff involvement 	<ul style="list-style-type: none"> Related to the district's professional development plan included in the foregoing statements. 		

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <p>The NHUHSD has a comprehensive technology plan. As a result of the plan, all personnel in the district have and will continue to undergo extensive training in technology for its infusion into all aspects of the curriculum. The student to computer ratio is approximately 3 to 1 with nearly 100% of the teaching staff proficient to expert in the use of technology in their courses.</p>	<ul style="list-style-type: none"> District and Site Technology Coordinators Library-Media Specialists Career Technical Department Members 	<ul style="list-style-type: none"> Technology Trainings District/Site technology assistance 	<p>Varies as determined by individual and departmental needs</p>	<ul style="list-style-type: none"> General Fund State and Federal Sources

<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.)</p> <p>Every student in the district is required to demonstrate a technical literacy proficiency before receiving a diploma. To that end, all teachers are trained to instruct students how to use technology. Students in our district are given access to technology, both at school and at home through the district's technology plan. Each student is given a computer account upon matriculation which allows him/her both technical as well as internet access to all of the software and instructional programs on the district's server. Additionally, each student is given 50 MB of storage space in his/her account for storage of the required electronic lessons assigned. It is the vision of the NHUHSD that each teacher be proficient to expert in his/her ability to both access and use electronic technology for the enhancement of their student's education. Finally, the use of technology as a form of communication with students and parents is a priority. Students and parents are encouraged to communicate with teachers through e-mail. Our student information system, Schoolmaster, allows our teachers to post student grades to a grade book that students and parents can access through a Parental Access Support System (PASS). Minimally PASS is updated every three weeks so that students and parents can monitor progress. A final use of technological communication is found on the district's and each site's web site. Information for upcoming events, access to school forms, the availability of student services, and information regarding curriculum and specific educational programs can be found on these web pages. Currently, new web pages have been introduced and implemented that are interactive and informative.</p>	<ul style="list-style-type: none"> • Same as # 6 above with the inclusion of staff with expertise with specific technology. 	<ul style="list-style-type: none"> • Same as # 6 above with increased expenditures for specific technology needs. 	<p>\$60,000</p>	<ul style="list-style-type: none"> • Microsoft settlement dollars
<p>8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan.</p> <p>For the past decade, the NHUHSD has practiced shared decision making and long-range project planning. The district has been aggressive in its desire to work with the community and as a result has created over 20 school/community partnerships for the various new programs that have been funded, all of which have required community members to participate in the planning and shaping of the district's programs. Over 200 community members have been part of helping to shape the district's policies regarding the curriculum and the training</p>	<ul style="list-style-type: none"> • All faculty, staff, students, parents, and stakeholders. • Local public safety agencies • Local Chamber of Commerce's • Local Service Clubs • Local business community 	<ul style="list-style-type: none"> • Materials and supplies for collaborative meetings 		<ul style="list-style-type: none"> • General Fund

of teachers.	<ul style="list-style-type: none"> • Local community agencies • Local churches • Local associate schools • HCOE • The armed forces community • Appropriate state and federal agencies 			
Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. How the LEA will provide training to enable teachers to</p> <ul style="list-style-type: none"> • Teach and address the needs of students with different learning styles • Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; • Involve parents in their child’s education; • Understand and use data and assessments to improve classroom practice and student learning; • Students are trained by teachers who have gone through TESA, the prime focus is to allow teachers to give equal access to all students; • Time is built in to staff development for Special Day, Special Education, and resource teachers to work with the faculty to train “regular” teachers to work with children with learning variances. A prime focus is an inclusion model for resource students where they are included in “regular” classes and the resource teacher and the “regular” teacher team teach the class with the use of differentiated instruction; • The classroom management training for all new teachers (required) and those who would like to improve their management skills is offered through the induction plan, the PAR Program, and summer teacher training programs; • The district is continually working to improve parental involvement in their children’s education. To address this need, the district/site sends out newsletters minimally every two months. The newsletters post involvement possibilities for parents and important events occurring 	<ul style="list-style-type: none"> • All personnel and staff development trainers • Outside trainers 	<ul style="list-style-type: none"> • Outside trainers costs • Fess and travel to training sessions 	Contained in staff development budget	<ul style="list-style-type: none"> • General Fund • State and Federal Sources

<p>with in the district. In addition, communication is insured every 6 weeks with grade reports and through the technology plan, all parents have access to internet accounts and the PASS system which allows parents to be in personal touch with all of a student's teachers. The district has used every means at its disposal for making contact with and encouraging parents to become involved with their children's education.;</p> <ul style="list-style-type: none"> • Professional development opportunities such as BTSA include training for teachers to improve parent involvement with their child's education. 				
<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119: All teachers in the NHUHSD are highly qualified. The district hires new teachers that have the proper credentials to teach the subject areas that they are assigned. For those teachers who were not highly qualified upon the enactment of No Child Left Behind, the district provided opportunities, both financially and with time, for teachers to become highly qualified. These opportunities include supporting appropriate professional development such as differentiated instruction for under performing students, training for IB teachers, and Jane Schaffer writing workshops; allowing release time for teachers to continue their education to become properly credentialed, and by providing financial incentives for the attainment of Doctorate and Master's Degrees and CLAD certification.</p>	<ul style="list-style-type: none"> • Professional development committee and site leadership 	<ul style="list-style-type: none"> • Fees and travel to training sessions 		

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
<ul style="list-style-type: none"> • Sufficiently staffed Administrative team at all sites to provide appropriate supervision and support. • Two full time academic counselors with a movement to three during the 2006-07 school year to take advantage of CAHSEE funding. • A full-time crisis counselor on each comprehensive site. The crisis counselor provides immediate crisis counseling services and referrals, conducts study skills workshops, leads boys and girls groups for students experiencing issues, runs a weekly drug and alcohol group for students violating the schools substance abuse policy, and acts as a resource for school staff in dealing with student issues. • The Dean of Students works to address the issues of truancy. The Dean meets daily with students with unexcused absences and assigns appropriate consequences as necessary. The Dean also is each site’s representative on the local SARB Board. • A certificated nurse on each comprehensive school site. In addition to addressing the health needs of students, the nurse works closely with the Dean of Students addressing health related barriers as they relate to student attendance. • A district Licensed Vocational Nurse for students with special needs. • A district speech and language therapist. • A district psychologist. • A mobile medical facility on campus when available. • A staffed career center. • A TUPE Coordinator when funding is available. • An Indian Education Program that is available on a full time basis. • A freshman LINK program that assists the transition of students to the school. • A goal to host an annual Challenge Day for the students at each comprehensive site. • A Gang Risk and Intervention Program when available. • A Peer Mediation Program. 	<ul style="list-style-type: none"> • Additional time and resources for crisis counseling services. • A School Resource Officer at each comprehensive site to assist with proactive programs for students. • Additional programs to address the following: <ul style="list-style-type: none"> -Drug and alcohol abuse -Cultural awareness -Bullying -Conflict management -Anger management • Technology to enhance school safety. • Necessary funding to facilitate activities such as Challenge Days, intervention programs, and medical assistance.

- An Upward Bound Program that assists students to graduate and attend college visiting weekly from College of the Redwoods.
- A Talent Search Program that assists students with college entrance and graduation visiting weekly from Humboldt State University.
- A Workability Program is offered part time for students with special needs.
- The Northern Humboldt Employment Services provides paid vocational training for special needs students age 18 and above.
- Other classes and programs are offered to address the diverse needs of students such as Title I, AP courses, IB courses, and career technology classes.
- ROP classes are included in the curriculum.
- Alternative Education options include continuation school, a district community day school, Independent Study, and Adult Education.
- Drug recognition training for administrators and staff.
- A supportive community.
- Positive relationships with local law enforcement agencies specifically with the Humboldt County Sheriff's Department that provides a deputy who serves as a School Resource Officer in the district.
- Site administration addresses all students 9-12 in the beginning of the year and reviews policies, procedures, and behavior expectations.
- Each site has a Student Assistance Team that reviews issues of at risk students and develops plans to support them.
- The physical sites have undergone major renovation, are clean, well-lit, and are modernized facilities.
- The sites have a Saturday School Program as an alternative to in or out of school suspensions and have utilized community service opportunities as an alternative as well.

The sites offer a full range of academic programs from Career Technical to Advanced Placement or International Baccalaureate classes to ensure that all students' instructional programs are appropriate to ability and interest. Each student also completes and annually updates a four-year academic plan. When the academic environment is not successful for students at the comprehensive sites, alternative programs are available. Each site has its own continuation school and independent study programs. In addition, the district's students have access to the Northern Humboldt Community Day School, to the Northern Humboldt Adult Education Program, and to the Six Rivers Charter High School.

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
<ul style="list-style-type: none">• Title I• EIA• Safe School's Grants• Other, if acquired, state or federally funded grants• SARB

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
<ul style="list-style-type: none">• Proactive administration, teachers, and staff that actively supervise school campus and student activities.• Incidences of crime involve a small percentage of the school’s population.• Consistent use of related discipline policies such as Suspended Expulsion Contracts aimed at deterring drug and alcohol related behaviors.• Health classes provide current factual information for all students.• Implementation of school wide awareness programs such as Every 15 Minutes and partial school awareness programs such as Challenge Days designed to educate students regarding the hazards of drug and alcohol use and positive treatment of others.• Collaboration with local law enforcement agencies.• The comprehensive site’s Crisis Counseling Program that includes various counseling services, conflict resolution, anger management, and a referral process to local social services.	<ul style="list-style-type: none">• A full-time School Resource Officer at both comprehensive sites.• Funding for safety features for the school such as security cameras.• Increased crisis counseling services available at the alternative education sites to address drug and alcohol abuse, cultural awareness, bullying, conflict management and anger management

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: 05/2006 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will decrease biennially by:	5 th NA % 7 th NA %	5 th NA % 7 th NA %
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by:	7 th NA % 9 th NA % 11 th NA %	7 th NA % 9 th 15 % 11 th 15 %
The percentage of students that have used marijuana will decrease biennially by:	5 th NA % 7 th NA %	5 th 10 % 7 th 10 %
The percentage of students that have used alcohol within the past 30 days will decrease biennially by:	7 th NA % 9 th NA % 11 th NA %	7 th NA % 9 th 10 % 11 th 10 %
The percentage of students that have used marijuana within the past 30 days will decrease biennially by:	7 th NA % 9 th NA % 11 th NA %	7 th NA % 9 th 10 % 11 th 10 %

<p>The percentage of students that feel very safe at school will increase biennially by:</p>	<p>5th NA % 7th NA % 9th NA % 11th NA %</p>	<p>5th NA % 7th NA % 9th 5 % 11th 5 %</p>
<p>The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by:</p>	<p>7th NA % 9th NA % 11th NA %</p>	<p>7th NA % 9th 15 % 11th 11 %</p>
<p>Truancy Performance Indicator</p>		
<p>The percentage of students who have been truant will decrease annually by 2 % from the current LEA rate shown here.</p> <p>NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.</p>	<p>2 %</p>	<p>2 %</p>
<p>Protective Factors Performance Measures from the California Healthy Kids Survey</p>	<p>Most recent date: 05/2006 Baseline Data</p>	<p>Biennial Goal (Performance Indicator)</p>
<p>The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by:</p>	<p>5th NA % 7th NA % 9th NA % 11th NA %</p>	<p>5th NA % 7th NA % 9th 25 % 11th 15 %</p>
<p>The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by:</p>	<p>5th NA % 7th NA % 9th NA % 11th NA %</p>	<p>5th NA % 7th NA % 9th 5 % 11th 2 %</p>

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

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.

<p>LEA Specified Performance Measures</p> <p>_____</p> <p>(Process to Collect Data)</p>	<p>Performance Indicator Goal</p>	<p>Baseline Data</p>
<p>Each program is based on research-based programs that is expected to produce desirable outcomes if implemented with quality and fidelity to the original model. Projects are not expected to reproduce the kinds of extensive, complex evaluations that were originally required to show the effectiveness of each research-based program. The local self-evaluation is a “continuous improvement” model that relies on the collection of a variety of data focused on quality and fidelity, ending with a comprehensive review of this information for the purpose of sustaining effective program elements and making revisions to those that might not be working optimally.</p>	<p>The reduction of ATOD and Violence through out the district</p>	<p>To be collected on a monthly basis</p>

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

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

Science-Based Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
Project TND	ATOD	9	157	08-05	08-05	09-05
Project Success	ATOD	9-12	ALL	09-04	09-04	09-05

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

Based on the research cited in Appendix D, check the box for each activity the LEA will implement as part of the comprehensive prevention program and provide all other requested information.

Check	Activities	Program ATODV Focus	Target Grade Levels
X	After School Programs	ATODV	9-12
X	Conflict Mediation/Resolution	ATODV	9-12
	Early Intervention and Counseling		
	Environmental Strategies		
X	Family and Community Collaboration	ATODV	9-12
	Media Literacy and Advocacy		
	Mentoring		
X	Peer-Helping and Peer Leaders	ATODV	9-12
	Positive Alternatives		
	School Policies		
X	Service-Learning/Community Service	ATODV	9-12
X	Student Assistance Programs	ATODV	9-12
	Tobacco-Use Cessation		

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

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

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

Program name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
Project Challenge	ATODV	9	150	09-05	09-5	09-06
Parent Project	ATODV	9-12	ALL	09-05	09-05	10-05

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

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

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

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

- **CHKS:** 2005/06 data for McKinleyville HS and Arcata HS (data is not available for schools with less than 25 surveys)
McKinleyville HS compared to State (CSS averages):
 - “% been harassed” was higher than the 2005-06 State averages for 9th and 11th grades
 - “% felt very safe” was higher than the 2005-06 State averages for 9th and 11th grades
 - “% current gang member” was higher than the 2005-06 State average for 9th grade and lower than the State average for 11th gradeArcata HS compared to State (CSS averages):
 - “% been harassed” was about the same as the 2005-06 State averages for 9th and 11th grades
 - “% felt very safe” was higher than the 2005-06 State averages for 9th and 11th grades
 - “% current gang member” was lower than the 2005-06 State average for 9th grade and about the same as the State average for 11th grade

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.

MANDATORY COLLABORATIVE PARTNER SURVEY.

Grant requirements reviewed: “Administering the School Community Violence Prevention Survey to be completed in April each year.... Therefore, one central component of the evaluation will be a survey to be completed by program clientele

This **must include all collaborative partners in the program** (from the district, local law enforcement, social service agencies and others) as well as key individuals at the schools who have a role in Implementation

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.

Annually this information is gathered and reported in the School Accountability Report Card (SARC), to the School Site Council via the Consolidated Application, and to the Northern Humboldt Union High School District Board of Trustees.

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])

District will review dates to determine sites that have the greatest need and will direct funds to those sites.

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

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

The Student Assistant Service program of McKinleyville High School was developed for teens and their caregivers to address issues involving alcohol and other drugs, as well as crisis intervention, anger management and peer mediation issues. The program is designed to develop communication skills needed to deal with difficult parent-teen issues and to begin the process of identifying how to make choices and the consequences our choices have. The Student Assistant Services program is a comprehensive intervention, education and counseling program dedicated to networking with other providers and agencies in Humboldt County. In addition, outreach teen seminars are presented to the local middle school. Project SUCCESS (Schools Using Coordinated Community Efforts to Strengthen Students) prevents and reduces substance abuse among high-risk, multi-problem high school adolescents, 14 to 18 years of age, by placing highly trained professionals in schools to provide a full range of substance use prevention and early intervention services. These include normative and preventive education, counseling and skills training, problem identification and referral, community-based processes, and environmental approaches. Project Success

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.

Parent Project: 10 to 16 week parent training program designed specifically for parents of strong-willed or out-of-control adolescent children. The curriculum teaches concrete prevention, identification, and intervention strategies for the *most* destructive of adolescent behaviors (poor school attendance and performance, alcohol and other drug use, gangs, runaways, and violent teens).

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.

Currently, we are not receiving TUPE funds.

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

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

Position/Title	Full time equivalent

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

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

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

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
<p>5.1 (High School Graduates)</p>	<ol style="list-style-type: none"> 1) All students complete four-year academic plans upon enrollment. 2) Parents are notified annually of graduation requirements. 3) Counselors are assigned to all students and schedule annual meetings to assess progress every six weeks. 4) Notices are sent to parents concerning progress and student study team meetings and conferences are scheduled when needed. 5) Student Assistance Team Meetings are held weekly to identify students in need of assistance and plans are developed to assist them. Members include the Assistant Principal, the Dean of Students, academic counselors, the crisis counselor, the psychologist, the nurse, the SRO, and other support personnel when necessary. 6) Prep for the CAHSEE is provided prior to each test administration. 7) Alternative Education placements are available in the district to accommodate individual student 	<ul style="list-style-type: none"> ● All students with an emphasis on: <ul style="list-style-type: none"> ▫ At-risk students ▫ Students who have not passed the CAHSEE ▫ Title I students ▫ 504 students ▫ RSP Students ▫ SDC Students ▫ Life Skills Students 	<ul style="list-style-type: none"> ● Counselors ● Administrators ● Teachers ● Support Personnel ● Students ● Parents 	<ul style="list-style-type: none"> ● Yearly review of graduation rates with a goal of 100% graduation. ● Annual review of local and state/national data for our students to determine success of test pass rate. ● Annual review of Special Education caseloads to insure the best possible placements for students. 	<ul style="list-style-type: none"> ● General Fund ● CAHSEE ● Title I/EIA ● 10th Grade Counseling ● Violence Prevention Grant ● Special Education

	<p>needs including continuation high school, community day school, the district's charter school, independent study, home and hospital, and adult education.</p> <p>8) Administration facilitates Student Study Team meetings for staff, students, and parents when necessary. When deemed necessary, students are tested as a result of this process to determine eligibility for district special education programs.</p> <p>9) For students requiring assistance, a Title I Program is in place for Title I students and those who qualify for 504 plans..</p> <p>10) For students that qualify for Special Education services, the district has programs for RSP, SDC, and Life Skills students.</p>				
<p>5.2 (Dropouts)</p>	<p>1) There are a variety of student clubs and organizations, including leadership, Native American Club, and Spanish/French/German Clubs.</p> <p>2) Many interscholastic sports teams are available for both males and females.</p> <p>3) Peer mediation, crisis counseling, Talent Search, Upward Bound, the career development center, and student study teams are programs that are available to assist students.</p> <p>4) Student Assistance Team and programs are available for students in need.</p> <p>5) Alternative Educational settings are available for students to accommodate their educational/emotional needs.</p>	<ul style="list-style-type: none"> ● Available for all Students 	<ul style="list-style-type: none"> ● Certificated and classified staff 	<ul style="list-style-type: none"> ● Annual review of drop-out rate with a continued goal of 100% graduation rate. 	<ul style="list-style-type: none"> ● General Fund ● ASB Accounts ● Title I/EIA ● Violence Prevention Grant ● Pupil Retention Block Grant

<p>5.3 (Advanced Placement)</p>	<ol style="list-style-type: none"> 1) The master schedule is based on student sign ups. 2) Advanced Placement courses are available for all students. 3) International Baccalaureate course are available for all students. 4) Upward Bound and Talent Search are available for students. 5) Students can take classes at Humboldt State University and College of the Redwoods. 	<ul style="list-style-type: none"> ● All that are willing to accept the academic rigor. ● Upward Bound and Talent Search is available for students in lower income ranges and for those whose parents did not attend college. 	<ul style="list-style-type: none"> ● Administration, Department Chairs, teachers, and counselors. 	<ul style="list-style-type: none"> ● Annual review of local and state/national data for our students to determine success of curriculum. 	<ul style="list-style-type: none"> ● General Fund ● AP/IB Funding
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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.

Please describe the poverty criteria that will be used to select school attendance areas under Section 1113.

Free and reduced lunch eligibility data from associate schools and from district sign up.

Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115 will identify the eligible children most in need of services under this part.

Eligible children are identified by administrators, counselors, and teachers as failing or most at risk of failing to meet the State's challenging student academic standards on the basis of multiple educationally related objective criteria or multiple measures. This also may include children, who are economically disadvantaged, children of disabilities with 504 plans, limited English proficient, or homeless. Specific criteria may include:

- Teacher observation of classroom performance
- Students who score below 35% on the norm referenced STAR tests.
- Students who score below proficient on the CST portions of the STAR test.
- Students who score below the 8th grade reading level on the Gates-McGinitie reading assessment.
- Students who score below proficient from the mathematics pretests.
- Students receiving 2 or more F's in an academic semester grading period.

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 and 1115 and, where 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.

Specific classes are offered as remediation and/or skill level appropriate for students in the Title I program. Taught by qualified certificated staff, the emphasis is on language arts, mathematics, and study skills standards. Classified aides are also utilized to assist certificated personnel in these classes.

Students in the Title I program receive additional assistance in the form of one-on-one or small groups from classified aides in a pullout program. These aides are given a caseload of students at the beginning of each semester to monitor and assist with their progress. These aides check with students' teachers for missing assignments, provide tutoring during minimal academic times, and contact home as needed.

Other programs available to Title I students beyond the school day include tutoring by teachers, peers, and outside agencies.

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 as in need of improvement.

The low-achieving schools in the district will receive additional district support administratively, personnel, and financially to improve test scores. High quality staff will be moved to the sites as needed to increase the quality of instruction that students receive.

Please describe the actions the LEA will take to implement public school choice and Supplemental Services, consistent with the requirements of Section 1116.

Brian and Kenny

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 sections 1118 and 1119.

The Northern Humboldt Union High School District has developed its core curriculum in a departmentalized setting taking into account state standards and multiple assessment measures including: grades, STAR results, CAHSEE results, teacher recommendations, and in-house assessments. The staff is comprised of highly qualified credentialed teachers, who are supported with a strong district staff development program. These programs include Beginning Teacher Support and Assessment Program (BTSA), Teacher Expectation and Student Achievement (TESA), Fred Jones Classroom Management, Crisis Prevention Institute (CPI), CLAD training, Drug and Alcohol Recognition training, and various other staff development training. In addition, departments have reviewed and aligned their courses of study with state standards providing for a strong core curriculum to all students.

Additional Mandatory Title I Descriptions

(continued)

Coordination of Educational Services

In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as:

Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.

All multi-funded students in the Northern Humboldt Union High School District receive access to appropriate services for which they are eligible. The supplemental programs are designed to support and enhance the specific needs of these students within the core curriculum. This integration of services has enabled our schools the opportunity to provide a relevant and effective education for this student population.

The master schedule is developed using student requests and four-year course planning with an emphasis on appropriate selection and guidance from academic counselors. A focus for the district is to meet the individual needs of our student population to include those in our multi-funded programs. The district strongly supports extensive course offerings, which allow students to explore and master skills beyond the offerings within the core curriculum. Examples of these courses include, the American Indian Academy (AIA) courses, the Arcata Arts Institute (AAI) courses, Advanced Placement and International Baccalaureate courses, Industrial Arts courses, Business/Career Technical courses, Humboldt Regional Occupation Program (HROP) courses, and Agriculture courses. Additionally, students are provided the opportunity to enroll in courses through continuation school, community day school, independent study, adult education, Six Rivers Charter School, College of the Redwoods, and Humboldt State University.

The Northern Humboldt Union High School District utilizes categorical funding to strengthen and support the regular high school curriculum to allow success for every child in the district. Funding sources include:

- Title I-The district uses funds to target student deficiencies in language arts and mathematics. Summer school, counseling and support services, after-school instruction pertaining to the CAHSEE, after-school tutoring, teacher aides in the classroom, and course in the master schedule that provide remedial instruction for targeted students.
- EIA-The district utilizes EIA funds to supplement classroom instruction, classroom supplies, and training. An area of emphasis is the use of monies to provide for an EL aide to support those students with limited English skills.
- Indian Education-The Indian education Program provide support services which include tutoring, academic monitoring, personal counseling, and motivational activities that are available through a federal grant.
- School and Library Improvement-These funds are utilized in the district's libraries for purchase of books, media materials, and technology improvements.
- Pupil Retention-Funds are utilized from the Pupil Retention Block Grant to support the continuation high schools associated with each comprehensive site in the district. Personnel is the biggest use of funds.
- School Safety and Violence Prevention-These funds are utilized in the district to pay for portions of the salaries of each comprehensive site's Dean of Students and Student Assistance Counselor.

Part III

Assurances and Attachments

Assurances

Signature Page

Appendix

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

Appendix B: Links to Data Web sites

Appendix C: Science-Based Programs

Appendix D: Research-based Activities

Appendix E: Promising or Favorable Programs

Appendix F: NCLB Legislation, Sections 1111 through 1120

ASSURANCES

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

GENERAL ASSURANCES

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

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

TITLE I, PART A

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the LEA receives more than \$500,000 in Title I funds, it will allow 1% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.
13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to schoolwide programs.
15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.
18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001*.
21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.

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

TITLE I, PART D – SUBPART 2

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

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

TITLE II, PART A

34. The LEA, hereby, assures that:

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

TITLE II, PART D

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

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

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

TITLE III

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

TITLE IV, PART A

45. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).
46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.
47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.
48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.
49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:
 - Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.

- Security procedures at school and while students are on the way to and from school.
- Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.
- A crisis management plan for responding to violent or traumatic incidents on school grounds.
- A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
 - Allows a teacher to communicate effectively with all students in the class.
 - Allows all students in the class to learn.
 - Has consequences that are fair, and developmentally appropriate.
 - Considers the student and the circumstances of the situation.
 - Is enforced accordingly.

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

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

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

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

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

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

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

- will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and
- will be submitted to the SEA at the time and in the manner requested by the SEA.

New LEAP Assurances

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

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

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

Other

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

SIGNATURE PAGE

Print Name of Superintendent

Signature of Superintendent

Date

APPENDIX A

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

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

California's NCLB Performance Goals and Performance Indicators

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

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

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

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

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

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

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

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

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

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

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

APPENDIX B

Links to Data Web sites

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

- Academic Performance Index (API)
< <http://www.cde.ca.gov/psaa/api/index.htm> >
- California Basic Educational Data System (CBEDS)
< <http://www.cde.ca.gov/demographics/coord/> >
- California English Language Development Test (CELDT)
< <http://www.cde.ca.gov/statetests/celdt/celdt.html> >
- California High School Exit Exam (CAHSEE)
< <http://www.cde.ca.gov/statetests/cahsee/eval/eval.html> >
- California Standardized Test (CST)
< <http://www.cde.ca.gov/statetests/index.html> >
- DataQuest
< <http://data1.cde.ca.gov/dataquest/> >
- School Accountability Report Card (SARC)
< <http://www.cde.ca.gov/ope/sarc/> >
- Standardized Testing and Reporting (STAR) Program
< <http://www.cde.ca.gov/statetests/star/index.html> >

APPENDIX C

Science-Based Programs

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

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

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

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

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

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

School-Based Programs

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

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

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

APPENDIX D

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

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

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

APPENDIX E

Promising or Favorable Programs							
<p>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.</p> <p>A: < http://www.californiahealthykids.org > (California Healthy Kids Resource Center)</p> <p>B: < http://www.colorado.edu/cspv/blueprints/model/overview.html > (University of Colorado: Blueprints)</p> <p>C: < http://modelprograms.samhsa.gov/model_prog.cfm > (Center for Substance Abuse Prevention)</p> <p>D: < http://www2.ed.gov/msc/model.asp > (United States Department of Education: Expert Panel)</p> <p>E: < http://www.gettingresults.org/ > (Getting Results)</p>							
Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			x			C
Aggression Replacement Training	School				x		D
Aggressors, Victims, and Bystanders	6 to 9				x		D
Al'sPal's: Kids Making Healthy Choices	Pre K to 2				x		D
Baby Safe (Substance Abuse Free Environment) Hawaii	Families	x	x	x			C
Basement Bums	6 to 8		x				A
Be a Star	K to 6					x	C
Behavioral Monitoring and Reinforcement	7 to 8			x	x		C
Bilingual/Bicultural Counseling and Support Services	Communities	x		x			C
Bully Proofing Your School	K to 8				x		B
CAPSLE (Creating a Peaceful School Learning Environment)	K to 5				x		B
Club Hero	6					x	C
Coca-Cola Valued Youth Program (CCVYP)	School					x	B
Colorado Youth Leadership Project	7	x				x	C
Comer School Development Program (CSDP)	School					x	B
Earls court Social Skills Group Program	K to 6					x	B
Effective Black Parenting Program (EBPP)	Families				x		B
Facing History and Ourselves	7 to 12				x		D
Family Health Promotion	Families	x	x	x		x	C
FAST Track	1 to 6				x		B
Get Real About Violence	K to 12				x		C
Growing Healthy	K to 6	x	x	x			D
Intensive Protective Supervision Program	Community				X		B
Iowa Strengthening Families Program	Family	x					B
Kids Intervention with Kids in School (KIKS)	6 to 12	x	x	x	x	x	C
Let Each One Teach One	Mentoring					x	D
Linking the Interests of Families and Teachers (LIFT)	1 to 5				x		B, C, D
Lion's Quest Working Toward Peace	5 to 9				x		D
Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health Education	K to 12	x	x	x			D

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