



Paramount Unified School District

Local Educational Agency Plan

Board of Education

Tony Peña, President
Linda Garcia, Vice President
Alicia Anderson, Member
Sonya Cuellar, Member
Vivian Hansen, Member

Superintendent

Dr. David J. Verdugo

Developed by District School Leadership Team (DSLTT)

Stella L. Toibin, Assistant Superintendent
Dr. Myrna Morales, Assistant Superintendent
Dr. Michael Conroy, Assistant Superintendent
Kimberly Cole, Director
Dr. Randy Gray, Director
Dr. Deborah Stark, Director
Kay Cotter, Special Education Program Administrator
Dr. Greg Buckner, Principal
Morrie Kosareff, Principal
Lisa Nunley, Principal
Beatriz Spelker-Levi, Principal
Kelly Williams, Principal
Debra Bolds, Curriculum Specialist
Kelly Morales, Curriculum Specialist
Suzanne Fraser, Curriculum Specialist
Linh Roberts, Curriculum Specialist
Deb Meyers, TAP President
Sandy Montemayor, Teacher Representative
Santiago Rios, Teacher Representative
Cheryl Browning, CSEA Representative
Lourdes Aguayo, CSEA Representative
Lloyd Kajikawa, LACOE
Deborah Lott, LACOE
Robert Mata, LACOE

(CDE use only)
Application #

Elementary and Secondary Education Act/No Child Left Behind Act of 2001
LOCAL EDUCATIONAL AGENCY (LEA) PLAN

PLEASE NOTE: The assignment of Corrective Action by the State Board of Education (SBE) to LEAs that advanced to PI Year 3 in September 2010 will not occur at the November 2010 SBE meeting and has been postponed. Once it has been determined when recommendations for LEAs in PI Year 3 Cohort 4 will be taken to the SBE, these LEAs will be notified and this document will be updated.

If you have any questions regarding this note, please contact the District Improvement Office at 916-319-0836.

Please submit your completed revised LEA Plan by e-mail to LEAP@cde.ca.gov **no later than ~~March 9-10, 2011~~**. Please indicate in the subject line of the e-mail: 1) the name of your LEA; 2) the Program Improvement Year; and 3) the name of the document attached (e.g., ZZZ Unified School District; PI Year 3; Revised LEA Plan).

LEA Plan Information:

Name of LEA: Paramount Unified School District

County/District Code: 19-64873

Dates of Plan Duration (should be up to three years): July 1, 2011 – June 30, 2014

Date of Local Governing Board Approval: June 22, 2011

District Superintendent: Dr. David Verdugo

Address: 15110 S. California Avenue

City: Paramount State: CA Zip: 90723

Phone: 562/602-6047 Fax: 562/602-8112

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

See Assurances on pages 121-130. Signatures are required on page 131.

LEA Plan TABLE OF CONTENTS

TOPIC	PAGE
<u>Part I – Background and Overview</u>	
Background	5-7
Descriptions of the Consolidated Application, the Local Educational Agency Plan, the Single Plan for Student Achievement, and the Categorical Program Monitoring Process	7-8
Development Process for the LEA Plan	8-11
LEA Plan Planning Checklist	12
Federal and State Programs Checklist	13
District Budget for Federal and State Programs	14-15
<u>Part II – The Plan</u>	
Needs Assessments	16-18
Academic Achievement	
Professional Development and Hiring	
School Safety	
Descriptions – District Planning	18
District Profile	18-24
Local Measures of Student Performance	25-27
Performance Goal 1	28-67
Performance Goal 2	68-82
Performance Goal 3	83-93
Performance Goal 4	94-109
Performance Goal 5	110-112
Additional Mandatory Title I Descriptions	113-121

TABLE OF CONTENTS
(continued)

Part III – Assurances and Attachments

Assurances	122-131
Signature Page	132
Appendices	133-140
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	

Part I

Background and Overview

Background

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

Development Process for the LEA Plan

LEA Plan Planning Checklist

Federal and State Programs Checklist

District Budget for Federal and State Programs

Background

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The Consolidated Application (ConApp)

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

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

The Single Plan for Student Achievement (School Plan)

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

delineates the actions that are required for program implementation and serves as the school's guide in evaluating progress toward meeting the goals.

The Local Educational Agency Plan (LEA Plan)

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

Categorical Program Monitoring (CPM)

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

Development Process for the LEA Plan

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

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

The LEA Plan can serve as a summary of all existing state and federal programs and establish a focus for raising the academic performance of all student groups to achieve state academic standards. In the context of this plan, improvements in instruction,

professional development, course offerings, and counseling and prevention programs are means of achieving specific academic and support services goals for all groups of students, including identified under-performing student groups. **Federal law requires that school site administrators, teachers and parents from the LEA (which includes direct-funded charter schools) must be consulted in the planning, development, and revision of the LEA Plan.**

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

Step One: Measure the Effectiveness of Current Improvement Strategies

Analyze Student Performance

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

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

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

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

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

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

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

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

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

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

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

Step Three: Develop or Revise Performance Goals

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

Step Four: Revise Improvement Strategies and Expenditures

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

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

Step Five: Local Governing Board Approval

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

Step Six: Monitor Implementation

To verify achievement of performance targets, monitor areas such as: a) assignment and training of highly qualified staff; b) identification of participants; c) implementation of

services; d) provision of materials and equipment; e) initial and ongoing assessment of performance; and f) progress made toward establishing a safe learning environment.

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

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

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

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

FEDERAL AND STATE PROGRAMS CHECKLIST

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

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

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	1,568,011	5,330,265	5,863,535	85%
Title I, Part B, Even Start				
Title I, Part C, Migrant Education				
Title I, Part D, Neglected/Delinquent				
Title II Part A, Subpart 2, Improving Teacher Quality	291,222	973,661	1,201,639	95%
Title II, Part D, Enhancing Education Through Technology	33,195	19,249	49,822	95%
Title III, Limited English Proficient	74,705	675,254	659,964	88%
Title III, Immigrants				
Title IV, Part A, Safe and Drug-free Schools and Communities				
Title V, Part A, Innovative Programs – Parental Choice				
Adult Education				
Career Technical Education				
McKinney-Vento Homeless Education				
IDEA, Special Education	0	3,124,067	2,936,623	94%
21 st Century Community Learning Centers				
TOTAL	1,967,133	10,122,496	10,711,583	

DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
EIA – State Compensatory Education				
EIA – Limited English Proficient	2,664,039	3,688,807	5,526,976	87%
State Migrant Education				
School and Library Improvement Block Grant				
Child Development Programs				
Educational Equity				
Gifted and Talented Education				
Tobacco Use Prevention Education – (Prop. 99)				
High Priority Schools Grant Program (HPSGP)				
School Safety and Violence Prevention Act (AB 1113)				
Tenth Grade Counseling				
Healthy Start				
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				
Other (describe) QEIA – Quality Education Investment Act	1,526,649	1,626,000	3,030,519	96%
TOTAL	4,190,688	5,314,807	8,557,495	

Part II The Plan

Needs Assessments

Academic Achievement

Professional Development and Hiring

School Safety

Descriptions – District Planning

District Profile

Local Measures of Student Performance

Performance Goal 1

Performance Goal 2

Performance Goal 3

Performance Goal 4

Performance Goal 5

Additional Mandatory Title I Descriptions

Needs Assessment

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

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

Academic Performance

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

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

Teacher Quality

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

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

School Safety and Prevention

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

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

Descriptions – District Planning

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

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

District Profile

Paramount Unified School District (PUSD) provides outstanding learning opportunities for 15,785 students in kindergarten through grade twelve in ten K-5 schools, one K-8 school, one 4-8 school, three 6-8 schools, one comprehensive high school, an alternative high school, an Alternate Education Center, a Community Day School, and an Adult Education Center as well as various preschools and Early Education Centers.

Paramount Unified School District, much like the City of Paramount itself, serves a diverse population. The demographic makeup of PUSD is 86% Hispanic or Latino, 9% African American, 3% other and 2% White. English Learners comprise 38% of the enrollment and 92% of the students qualify for Free or Reduced Lunch Program. PUSD has been recognized for work with at-risk students, dedication to implementing arts education for all students and focused professional development. Among the accomplishments of the District are:

- Gaines School was recognized as a California Distinguished School and Lincoln School was recognized as a Title 1 Achieving School based on the impressive student achievement, excellent instructional program, interventions for students and outstanding teacher collaboration.
- Gaines, Hollydale, Lincoln, Roosevelt and Keppel Schools were recognized as "Honor Roll" schools.
- PUSD was one of five school districts in Los Angeles County chosen to participate in the Arts for All Leadership Fellow Program.
- PUSD received an Arts for All Residency Grant to implement arts integration in fourth and fifth grade at identified schools.
- Los Cerritos and Mokler Schools are participating in a partnership with the Los Angeles County Music Center to provide teachers with professional development in order to integrate theater arts with language arts at all grade levels. This partnership will be extended to all K-5 schools.
- PUSD participate in an arts partnership with Museum of Contemporary Art in Los Angeles which provides summer training for teachers to develop critical thinking skills.
- PUSD in partnership with USC received a federally funded grant for \$1 million to provide professional development to 6-8 science and mathematics teachers.

- Three schools, Los Cerritos, Mokler, and Zamboni, receive Quality Education Investment Act (QEIA) funds to reduce class size and provide professional development.

PUSD has made great progress in increasing the achievement of its students over the last eight years, as shown by the gains made in our Academic Performance Index (API) overall and relative to other Unified Districts in Los Angeles County. However, attention will continue to be focused on the specific subgroups which are not consistently meeting the AYP targets. Those subgroups include English Learners, African American students and Students with Disabilities. Specific actions to address the needs of those subgroups include analysis of student achievement data and professional development.

Mission Statement

The mission of the Paramount Unified School District is to ensure learning and success for each student by providing a quality education.

Vision Statement

Paramount Unified School District strives to be an exemplary district. In order to achieve this, all stakeholders of the District must have a clear sense of its goals. They must seek out, understand, and emulate the characteristics of exemplary schools and be ready to contribute their knowledge and talents to transform this vision into a reality. The following vision statement provides the exemplary standards that Paramount Unified School District will strive to achieve and maintain.

Curriculum, Instruction and Assessment

In an exemplary district, curriculum, instruction and assessment are integral components to student success. The State standards and research-based curriculum meet the needs and interests of all students. These are taught through high-quality instruction which reflects best practices, continually addresses individual needs and engages all students. Common assessments are frequent, ongoing and analyzed to inform instruction. There is consistent implementation of these areas across all levels in the District.

In such an exemplary district, curriculum, instruction and assessment encompass the following:

- an emphasis on high quality, engaging instruction which incorporates instructional strategies that reflect best practices and stimulate student interest.
- varied and multiple opportunities for students to improve and to demonstrate proficiency.
- essential standards which are identified and addressed in the curriculum.
- common formative and summative assessments that are ongoing practices used to adjust instruction.
- assessment results which are received in a timely manner to be used to ensure quality learning and to inform teachers and teams regarding instructional decisions.

- curriculum, instructional practices and assessments that take into consideration individual differences, interests and abilities.
- ongoing student/teacher communication on assessment results.
- specific, frequent, meaningful and timely feedback which is provided to each student.
- a system of interventions based on students' needs.
- celebrations of student improvement and achievement.

Focus on Students and Access for All

In an exemplary district, every student has access to a rigorous curriculum so that they have the skills and knowledge needed to make choices for the future. The importance of every student is recognized and valued. There is a focus on students which includes high academic expectations, collective responsibility for student success, professional collaboration and the consistent monitoring of student learning by all.

In such an exemplary district:

- the needs of students are prioritized over the needs of the system.
- all stakeholders work together to take collective responsibility for all students.
- all students, parents and staff have equal access to information about the educational opportunities that are available.
- each student is provided the information, assistance and support to develop educational and career goals.
- all students have access to academic, career planning, behavioral and emotional support services.
- all students are provided with proactive and systematic prevention strategies and interventions instead of waiting for failure.
- interventions are sequenced from least to most intensive.
- each student is encouraged to participate in a variety of curricular and co-curricular programs.
- professional development is provided to staff on how to differentiate instruction for students with diverse needs.
- each student is provided high-quality instruction and interventions that meet that student's needs.
- each student is taught by a highly qualified professional teacher who respects the rights of each student within a diverse community.

Working as a Professional Learning Community

In an exemplary district, Professional Learning Communities are in place to ensure student achievement. The primary focus is on student learning. The staff works collaboratively to determine the curriculum, how to assess learning, how to provide intervention and enhancement based on assessment results. The District operates on the premise that its personnel are an important resource and component for student success to be realized. The District is committed to the recruitment, retention and development of high quality educators and staff. There is a collective responsibility to ensure that the mission and vision are implemented daily.

In such an exemplary district, the Board, administration and staff:

- have high standards and expectations for student success.
- focus on developing high-performing collaborative teams.
- are dedicated to actively improving their practices.
- are committed to research-based professional development for all staff.
- are focused on providing early intervention to students to avoid failure.
- are committed to a high level of trust and open communication.
- are supportive of collaborative problem-solving.
- focus on intervention rather than remediation.
- are focused on a continuous cycle of inquiry and reflection for all staff.
- promote distributed leadership.

A Culture for Learning

In an exemplary District, a culture for learning is established by providing a safe and nurturing environment for students and staff. High expectations are established and maintained through collaboration by all stakeholders. There is a culture of pride in the District.

In such an exemplary District:

- all staff conduct themselves in a professional manner.
- students and staff treat each other with mutual respect and consideration.
- schools are safe, and free of violence, alcohol and other drugs.
- facilities are well maintained and reflect the pride of the stakeholders.
- there is an open and ongoing communication between all members of the District.
- individual and collective effort and achievement are recognized and celebrated.
- there is a collective responsibility to ensure student learning and success.

Continuous Cycle of Improvement

In an exemplary district, a culture is created that promotes a continuous cycle of improvement which is followed by all stakeholders including students, staff and parents throughout the year in monitoring the instructional program and other aspects of District services. Quantitative and qualitative data is collected, analyzed and reflected upon by all stakeholders. A plan of action focusing on student learning is created and reviewed as part of the cycle of improvement, and is revised and refined as needed.

In such an exemplary district:

- all stakeholders take responsibility for learning and success for all students.
- ongoing professional development and job-embedded training is provided on an ongoing, consistent basis.
- structured collaborative meetings are held regularly at all levels including administration, teachers and parents.
- teachers and administrators regularly engage in observing each other to refine best practices.
- all stakeholders celebrate success.
- student achievement data are accessible and openly shared among teachers who work collaboratively to improve student learning.

- a cycle of inquiry and reflection is implemented focusing on student learning as documented with achievement data, and appropriate services are then provided to students by all stakeholders.
- students are provided with on-going specific feedback and are involved in assessing their own learning.
- student learning is the primary focus, rather than teaching.

Community Engagement

In an exemplary District, community engagement is collaboration among all students, families, residents, businesses, schools, government agencies and other educational institutions in a committed effort to ensure success for all students and to provide a bridge from school to work experiences. The community works with the District to enhance learning and broaden students' educational experiences. Partnerships are formed to provide additional artistic, professional and financial opportunities.

In such an exemplary district:

- the stakeholders value and share a common vision of high expectations for all students.
- open and frequent communication exists between all stakeholders.
- parents plan an active role in the education of their children, monitor their academic performance and work collaboratively in the district.
- stakeholders work collaboratively to provide a safe environment for learning.
- all community resources are utilized to provide authentic learning experiences for students and staff.
- there are frequent opportunities for the community to provide feedback to teachers, schools and the District.
- the District provides opportunities for students to serve and participate within the extended community.

LEA Plan for Paramount Unified School District Principles to Support High Quality Implementation of District Initiatives

The Paramount Unified School District (PUSD) is committed to providing the resources and support needed to improve student learning to meet local, state and federal accountability targets. In the last five years, the district has begun important initiatives to meet these goals, including:

- reconfiguring fifteen K-8 Schools to Elementary and Middle Schools in 2009.
- Professional Learning Community teams and collaboration time as part of the school day for all K-12 schools.
- use of Cycle of Inquiry as a continuous improvement process.
- common Benchmark Assessments and Pacing Guides in all grades .
- grading Initiative in middle and high school to promote standards based grading.
- learning walks to support professional development and effective teaching.
- Safe and Civil Schools professional development to create positive learning environments at middle schools and CDS.
- differentiated delivery models for Students with Disabilities.
- Response to Intervention to provide tiered interventions.

As these initiatives have been implemented, PUSD, like all districts in California, has had to deal with diminished state funding that has required us to re-examine our priorities. In order to assure that the initiatives described above result in improved student outcomes, PUSD sees the need to stay focused on and provide support for the high quality implementation of these priorities. As a result, we are committed to the following principles:

- promote the PUSD mission, vision and professional commitments.
- evaluate and prioritize initiatives, making adjustments and continuing best approaches.
- create a balance between the structure of district initiatives and how they are implemented at the school level.
- collaborate, maintaining open and honest communication.
- celebrate progress and success.

Specific strategies that address each of the five principles above will be integrated into how we work. In addition, each year we will evaluate the use of resources, processes for communication, collaboration and accountability against how well they reflect these principles.

Glossary of Terms

ALEKS	Assessment and LEarning in Knowledge Spaces
CDS	Community Day School
DII	Direct Interactive Instruction
DSLTL	District School Leadership Teams
ITIP	Instructional Theory Into Practice
LAT	Language Appraisal Team
MOBI	Mobile interactive whiteboard
OARS	Online Assessment Reporting System
PLC	Professional Learning Community
QEIA	Quality Education Investment Act
RTI	Response to Intervention
SDAIE	Specifically designed academic instruction in English
SIOP	Sheltered instruction observation protocol
SST	Student Success Team

Local Measures of Student Performance

(*other than State-level assessments*)

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

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

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

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

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

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

The Paramount Unified School District has a local assessment program to measure and monitor student learning in reading and math in grades K-5 and in all core academic subjects in grades 6-12.

Description of Local K-12 Assessments

Grade	Content	Assessment Description
Elementary Schools (Grades K-5)	Language Arts Mathematics	Assessments that align with State Content Standards in Reading and Writing are given in Open Court Reading every six to eight weeks. Assessments address reading fluency, comprehension, vocabulary, language conventions and writing. A reading intervention program, <i>Language!</i> measures reading fluency and phonemic awareness skills of 4 th /5 th grade students who read more than two years below grade level. Quarterly math assessments address K-5 math standards and Basic Math Facts (addition, subtraction, multiplication and division facts). Assessments for a math intervention program, <i>Math Triumphs</i> , are given every six weeks for students in grades 4-8. Cut points for each assessment have been established; students scoring at the “Intensive” level receive additional academic support or participate in RTI model.
Middle Schools (Grades 6-8)	Language Arts Mathematics Science Social Studies	Quarterly assessments that align with State Content Standards are given in Language Arts, Mathematics, Science and Social Studies. Fluency and comprehension assessments for ELD and Reading classes using the <i>High Point</i> program are given every six weeks. Integer facts (addition, subtraction, multiplication and division) are assessed in mathematics. Cut points for each assessment have been established; students scoring at the “Intensive” level receive additional academic support or intervention.
High Schools (Grades 9-12)	Language Arts Mathematics Science Social Studies	Quarterly assessments that align with State Content Standards are administered in Language Arts, Mathematics, Science and Social Studies in grades 9-12 at the comprehensive high school and district’s continuation high school. An online diagnostic assessment and tutorial program, ALEKS, is used to measure students’ progress in Algebra Support and CASHEE Math classes.

Access to Assessment Data

The district stores all assessment results using an On Line Assessment and Reporting System, (OARS), which is widely used by teachers and administrators. OARS provides a variety of reports that allow teachers and administrators to look at each student's quarterly assessment results to identify students who score at the lowest levels of proficiency.

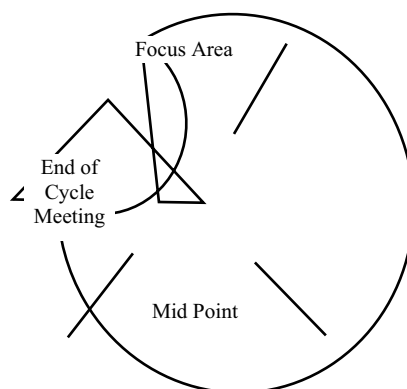
How Local Assessment Results are Used

Teachers and principals use quarterly assessment reports during regularly scheduled meetings to monitor student progress and identify students who need tutoring, differentiated instruction or placement in the Learning Center according to the Response to Intervention process. Elementary and middle school teachers and principals participate in Structured Teacher Planning Time/Collaboration, in which teams of teachers analyze local assessment data, target low performing students and collaboratively discuss strategies to help low performing students. High school teachers have weekly collaboration meetings in which teachers meet in course alike teams to discuss student progress.

OARS provides a variety of reports that allow teachers and administrators to identify groups of students who are performing below grade level on local as well as state assessments. Schools use these reports to create intervention programs and to differentiate daily instruction. Local assessments are also used at the district level. The District's Educational Services staff uses OARS to identify specific grade levels, courses or schools that need additional support in mathematics, language arts, science and social studies. These results are used to determine which schools or programs need additional resources, including professional development, personnel such as math or literacy coaches, or instructional materials.

During collaboration, grade-level teams meet and identify one focus area based on data, and develop a Cycle of Inquiry for a six to eight week period. Teachers select specific strategies they will all incorporate into core instruction. They monitor student growth in this focus area and give an assessment at the mid-point of the cycle. During collaboration the mid-point data is analyzed and instructional modifications are made. Teachers continue to monitor student progress and collaborate on a regular basis through the end of the cycle.

Cycle of Inquiry _____



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

Planned Improvement in Student Performance in Reading

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

(DAIT recommendations are red.)

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>Paramount Unified School District (PUSD) annually uses a Monitoring Report to identify District priorities and their alignment to the content standards. A review of effective schools literature indicates there are identified best practices associated with high performing schools. These practices include prioritizing student achievement with well-defined plans for standards-based curriculum and instructional programs and ensuring availability of instructional resources. These have been incorporated into the implementation of the District's English/Language Arts program in order to increase student achievement.</p> <ul style="list-style-type: none"> ▪ PUSD aligns instruction to content standards through frequent teacher collaboration and analysis of student achievement data. (EPC #8) ▪ PUSD implements the Cycle of Inquiry, a 6-8 week cycle of instruction based on data, to establish a structure for continuous improvement for targeted instructional focus areas. (EPC #1) (DAIT recommendation) ▪ PUSD reviews, revises and implements K-12 pacing guides and/or course outlines including assessments that reflect full implementation of the SBE approved, School Board adopted Core and Intensive Intervention instructional materials and curriculum. (EPC #3) 	<p>Asst. Supt – Ed Srvc Site Administrators Teachers Coaches</p> <p>Teachers</p> <p>Dir. - Ed Srvc Curr. Specialists Coaches Teachers</p>	<p>Substitutes Teacher extra hours</p> <p>No extra cost</p> <p>Extra hours for review and revision</p>	<p>\$24.85 per hour for teachers \$125 for substitutes</p> <p></p> <p>\$24.85 per hour for teachers</p>	<p>General Fund Title I</p> <p>General Fund</p> <p>General Fund Title I</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> ▪ PUSD analyzes California Common Core Standards, identifying similarities and differences from the current sequence of ELA. ▪ PUSD staff monitors the achievement of students including English Learners, Students with Disabilities (SWD) and African American students on a monthly basis through formative and summative assessments to determine progress toward achieving grade-level standards. (EPC #7) (DAIT recommendation) ▪ PUSD monitoring includes multiple forms of data including: teacher observation, student work samples, student achievement data from formative and benchmark assessments and learning walks. The data is disaggregated for numerically significant subgroups in order to make timely adjustments in student programming and instructional delivery. (EPC #7) (DAIT recommendation) ▪ PUSD revises and implements district-wide common K-12 benchmark assessments and pacing guides to align with all adopted textbooks. (EPC #7) 	<p>Dirs. - Ed Svcs Curr. Specialists</p> <p>Asst. Supt – Ed Svcs Dirs. - Ed Svcs Site Administrators</p> <p>Dirs.- Ed Svcs Curr. Specialists Coaches Teachers</p> <p>Curr. Specialists</p>	<p>No extra cost</p> <p>No extra cost</p> <p>No extra cost</p> <p>Extra Hours Compensation</p>	<p></p> <p></p> <p></p> <p>\$24.85 per hour for teachers</p>	<p>General Fund</p> <p>General Fund</p> <p>General Fund</p> <p>General Fund</p>
<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>District and site administrators will ensure that all students including English Learners, Students with Disabilities and African American students, in all classrooms utilize the most recent SBE materials purchased, including Universal Access and strategic intervention in reading/language arts.</p> <p>Current core adopted materials for use are (EPC #1):</p> <ul style="list-style-type: none"> ▪ Pre-K-5: SRA, <i>Open Court Reading</i> (2002) ▪ 6-8: Prentice Hall, <i>Timeless Voices</i> <i>Timeless Themes</i> (2002) ▪ 9-12: Holt, <i>Elements of Literature</i> (2000) <p>Adopted materials for stand-alone interventions currently in</p>	<p>Board of Education Asst. Supt.– Ed Svcs Dirs.- Ed Svcs Curr. Specialists</p> <p>Board of Education</p>	<p>Instructional Materials</p> <p>Instructional Materials</p>	<p></p> <p></p>	<p>Site Categorical Funds</p> <p>IMFRP</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>use are (EPC #1) :</p> <ul style="list-style-type: none"> ▪ 4-5: Intervention: Sopris West, <i>Language!</i> Edition 3 6-8: ELD and Intervention: Hampton -Brown, <i>High Point</i> (to be phased out in 2011-12) and Hampton-Brown, <i>Inside Language Literacy and Content</i> (2008) ▪ 9-12 ELD: Hampton Brown, <i>High Point and McDougall Littell, Language Network, SRA, Corrective Reading</i> <p><u>Note:</u> Hampton Brown, <i>Edge</i> (to be implemented in 2011-12).</p> <p>Ancillary materials and strategies are used to support English learners, Students with Disabilities, African American students and struggling readers. Materials include but are not limited to (EPC #1):</p> <ul style="list-style-type: none"> ▪ Hampton-Brown, <i>English at Your Command</i> ▪ Hampton-Brown, <i>English to a Beat</i> ▪ Hampton-Brown, <i>National Geographic</i> ▪ Hampton-Brown, <i>Avenues Big Books</i> ▪ Hampton-Brown, <i>Language, Literacy and Vocabulary</i> ▪ Hampton-Brown, <i>InZone</i> ▪ OCR, <i>English Learner Support Guide</i> ▪ OCR, <i>ELD Glossary</i> ▪ SRA, Photo libraries ▪ SRA, Fine Art Prints ▪ Culturally responsive trade books ▪ Picture dictionaries 	<p>Asst. Supt.– Ed Srvc Drs.- Ed Srvc Curr. Specialists</p>	<p>Instructional Materials</p>		<p>Lottery</p> <p>Title I Title III</p>
<p>Timeline for implementation of the 2008 SBE-adopted programs will be established as budget and state regulations allow. The Board of Education has approved the following SBE Core and Intervention adopted programs (EPC #1):</p> <p>K-5: SRA - <i>Imagine It</i> (2007)</p> <p>4-5 Intervention: Cambian Learning Group - <i>Language!</i> Edition 4</p> <p>6-8: McDougall-Littell, <i>California Literature</i>, (2008)</p>	<p>Asst. Supt.- Ed Srvc Drs. - Ed Srvc Curr. Specialists Coaches Consultants Teachers</p>	<p>No extra cost</p>		<p>General Fund</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9-12 ELA TBD 9-12 ELD: Hampton Brown, <i>Edge</i>, adopted 2011</p> <ul style="list-style-type: none"> ▪ By 2011-12, PUSD will develop a plan and identify funding sources for the purchase of the adopted programs by 2013-14 (EPC #9). ▪ PUSD will form a committee to examine program components in order to prioritize purchases based on available funding for adopted programs by 2012-13. (EPC #9) ▪ PUSD will implement adopted programs by 2013-14. (EPC #1) (DAIT recommendation) ▪ PUSD will begin professional development on the use of instructional materials for struggling readers, English Learners, Students with Disabilities, African American students and challenge students (advanced learners) by 2013-14. (EPC #5) ▪ PUSD will revise and implement K-12 pacing guides and benchmark assessments to support the adoption of new materials in Core and Intervention. (EPC #3) ▪ PUSD will implement ELD textbooks, materials, technology and software that support new adoptions. (EPC #1) <p>Research-based materials for use at each tier within the RTI system for all students including English Learners, Students with Disabilities and African American students will be identified and adopted by the District. (EPC #1)</p> <p>Educational Services communicates to all staff, including Special Education, mandated, grade-level specific ELA instructional minutes which are to be protected from interruption and dedicated to implementing district-adopted,</p>	<p>Asst. Supt.-Ed Srvc Dirs. – Ed Srvc</p> <p>Asst. Supt.-Ed Srvc Dir. – Ed Srvc Curr. Specialists Teachers</p> <p>Teachers</p> <p>Dir.-Ed. Srvc Dir. – Special Ed Curr. Specialists Program Specialists</p> <p>Dir. – Ed. Srvc Curr. Specialists Teachers</p> <p>Dirs. – Ed Srvc Teachers</p> <p>Dir. – Ed Srvc Dir. - Special Ed Program Specialists Curr. Specialists</p> <p>Dir. - Ed. Srvc Dir. - Special Ed Program Specialists</p>	<p>No extra cost</p> <p>Extra hours</p> <p>Instructional materials</p> <p>Extra hours Substitutes</p> <p>Extra hours for revision</p> <p>No extra cost</p> <p>Instructional materials</p> <p>No extra cost</p>	<p></p> <p>\$24.85 per hour for teachers</p> <p>K-5 \$800,000 6-8-\$225,000 9-12 - \$300,000</p> <p>\$24.85 per hour for teachers \$125 for substitutes</p> <p></p> <p>\$24.85 per hour for teachers</p> <p></p>	<p>IMFRP Lottery</p> <p>General Fund</p> <p>IMFRP Lottery</p> <p>Title I Title II</p> <p>General Fund</p> <p></p> <p>General Fund</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>SBE core curriculum. (EPC #2)</p> <ul style="list-style-type: none"> ▪ Special Education District staff will provide guiding principles for special education service delivery including samples of models to site administrators. (EPC # 1 and #2) ▪ Daily schedules are monitored by site principals and Educational Services to ensure appropriate minutes of ELA instruction are provided for all classes. (EPC #2) <p>District Special Education staff and site administrators will ensure that all students with disabilities in all classrooms will receive instruction based on state content standards, supported by the most recent SBE curriculum materials and delivered by trained instructional staff in the least restrictive and cost effective environment. (EPC #1 and #5) (DAIT recommendation)</p> <ul style="list-style-type: none"> ▪ State content standards are cited in student goals in students' Individualized Educational Program (IEP). (EPC #1) ▪ PUSD provides technology to special education teachers in order to support core curriculum instruction. (EPC #6) <p>District and site administrators ensure that all students (including English Learners, Students with Disabilities and African American students) receive instruction based on state content standards, supported by the most recent SBE curriculum materials and delivered by highly qualified teachers. Teachers utilize research-based practices including but not limited to (EPC #1):</p> <ul style="list-style-type: none"> ▪ SDAIE ▪ SIOP ▪ Academic Language ▪ Culturally and Linguistically Responsive techniques 	<p>Dir. – Special Ed. Program Specialists</p> <p>Site Administrators Dir. - Ed. Svcs Dir. - Special Ed</p> <p>Dir. - Special Ed Program Specialists Site Administrators</p> <p>Program Specialists Teachers</p> <p>Dir.- Special Ed. Program Specialists</p> <p>Dirs. - Ed Svcs Dir. - Special Ed Site Administrators Program Specialists Curr. Specialists Teachers</p>	<p>No extra cost</p> <p>No extra cost</p> <p>No extra cost</p> <p>No extra cost</p> <p>Technology materials Software</p> <p>No extra cost</p>		<p>General Fund</p> <p>General Fund</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. Extended learning time:</p> <p>Paramount Unified School District is committed to providing extended learning time within and beyond the instructional day for all students in need of intervention (based on available funding). (EPC #2)</p> <ul style="list-style-type: none"> ▪ K-5 students who are below grade level in foundational literacy and ELD receive prescriptive, small group interventions. (EPC #1 and #2) ▪ Identified students that are below basic and far below basic will receive individual and/or small group support. (EPC #1 and #2) ▪ Professional development will be offered to teachers on differentiation strategies and instructional approaches to adequately provide extended learning opportunities. (EPC #4) ▪ Tier 2 RTI interventions will be expanded to include extended learning time at all middle schools. (EPC #2) ▪ PUSD provides a double period (110 minutes) of instruction in ELD and Reading classes in grades 6-8. (EPC #2) ▪ PUSD provides three periods (160 minutes) of ELD literacy instruction for students at lowest CELDT levels in grades 9-12. (EPC #2) ▪ Students who are at risk for failure in grades 10-12 are provided with a 30-minute tutorial as part of the master schedule. (EPC #2) ▪ PUSD provides extended learning time (43 minutes of targeted instruction) for Kindergarten students through the modified day Kindergarten program. (EPC #2) 	<p>Coaches Teachers</p> <p>Coaches Teachers</p> <p>Curr. Specialists Coaches Teachers</p> <p>Site Administrators Coaches Teachers</p> <p>Site Administrators Teachers</p> <p>Site Administrators Teachers</p> <p>Teachers Coaches</p> <p>Site Administrators Teachers</p>	<p>Extra hours</p> <p>No extra cost</p> <p>Extra hours</p> <p>No extra cost</p> <p>No extra cost</p> <p>No extra cost</p> <p>No extra cost</p> <p>No extra cost</p>	<p></p> <p></p> <p>\$24.85 per hour for teachers</p> <p></p> <p></p> <p></p> <p></p>	<p>General Funds</p> <p></p> <p>Title I</p> <p></p> <p></p> <p></p> <p></p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> ▪ Supplemental Education Services are offered at Program Improvement Year 2-5 schools by providers from outside the District. (EPC #2) 	SES Providers	SES Providers fees	\$1,000,000	Title I

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>The district will establish and communicate the expectations for identifying, implementing and monitoring the use of supplemental technology materials in support of the core program (by content and student need).</p> <ul style="list-style-type: none"> ▪ All K-12 students will utilize district technology in classrooms, libraries and computer labs to support instruction. (EPC #1) ▪ The state approved Technology Use Plan, approved for 2011-14, will be reviewed, revised and evaluated annually to support the components of the LEA Plan. ▪ PUSD will provide professional development on the technology that accompanies each new textbook adoption. PUSD will purchase the classroom standard for technology for middle and high school ELD classes to support the implementation of new ELD textbooks and materials, as much as funding allows. (EPC #5) ▪ PUSD will support students with emphasis on English learners, students below grade level and students with special needs utilizing technology to support student achievement (e.g., on-line database monitors the distribution of textbooks and library books.) (EPC #1) ▪ The District/School sites may provide supplemental programs utilizing technology to support student achievement in English language arts. (EPC #1) ▪ Video streaming may be utilized at all K-12 sites. (EPC #1) ▪ District approved computer-based programs, such as MOBI learners and responders, will be utilized to diagnose, monitor and evaluate students' attainment of 	<p>Dir. - Ed Svcs Curr. Specialists Site Administrators Coaches Teachers Consultants</p> <p>Dir. – Ed Svcs Curr. Specialists Teachers</p> <p>Dir. – Ed Svcs Curr. Specialists</p> <p>Dir. – Ed Svcs Curr. Specialists</p> <p>Dir.- Ed Svcs Curr. Specialists</p> <p>Dir. – Ed Svcs</p> <p>Dir. – Special Ed Program Specialists</p>	<p>Instructional materials</p> <p>Extra hours</p> <p>Extra hours Sub-release for teachers</p> <p>Instructional materials</p> <p>Instructional materials</p> <p>License Fee</p> <p>Hardware Software</p>	<p></p> <p>\$24.85 per hour for teachers</p> <p>\$24.85 per hour for teachers \$125 for substitutes</p> <p></p> <p></p> <p></p>	<p>Categorical Site Funds</p> <p>Title I</p> <p>Title II</p> <p></p> <p></p> <p>Categorical Site Funds</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>content standards. (EPC #7)</p> <p>Assessment results are stored in the Online Assessment and Reporting System (OARS), widely used by teachers and administrators. Data can be disaggregated to create intervention groups and provide targeted interventions. (EPC #7)</p> <p>A variety of on-line programs are provided by schools and district to support academic progress, including School Loop, Turnitin.com, United Streaming, Accelerated Reader.</p> <ul style="list-style-type: none"> ▪ PUSD will develop a plan to support students with emphasis on English Learners, Students with Disabilities, African American students and struggling readers needs utilizing technology to support student achievement (InterWrite Mobi Learners and Responders) (EPC #1) <p>PUSD will provide 6-12 ELD teachers with teacher technology station to support new ELD adoption (laptop, projector, document camera). (EPC #6)</p>	<p>Dirs. - Ed Svcs Site Administrators Curr. Specialists Coaches Teachers</p> <p>Dir. - Ed Svcs Curr. Specialists</p> <p>Dir. - Ed Svcs Curr. Specialists</p>	<p>License Fee</p>	<p>\$70,000</p>	<p>Title I</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>District-wide staff development for K-12 teachers and administrators is aligned to the district educational priorities for raising student achievement in Reading/Language Arts, ELD and Core, includes but is not limited to:</p> <ul style="list-style-type: none"> ▪ Instructional Theory Into Practice (ITIP) professional development is provided to selected K-8 teachers and focuses on lesson design, student engagement, academic language and differentiation. (EPC #4 and #5) (DAIT recommendation) ▪ New teacher trainings on standards-based instructional materials and use of data management system (OARS). (EPC #4 and #6) ▪ SB 472 Textbook training on new ELD materials will be provided for all middle and high school Language Arts and Special Education teachers. PUSD will provide 3 days of professional development on effective literacy strategies, including vocabulary and writing, for middle and high school ELD teachers. (EPC #6) ▪ Provide 6 days of professional development and coaching on lesson design, effective use of instructional time, checking for understanding and active engagement using Direct Interactive Instruction (DII) to ELA teachers (including SDC) at Paramount High School. (EPC #5) ▪ High school administrators will work with a principal coach who will provide support towards the continued focus on learning and high-quality instruction. Academic coaches will be provided also to support the implementation of the professional development and best practices in teaching. (EPC #4 and 6) (DAIT recommendation) 	<p>Dir. - Ed Svcs Site Administrators Curr. Specialists Coaches</p> <p>Dir. - Ed Svcs Curr. Specialists</p> <p>Consultant Curr. Specialists Teachers</p> <p>Consultant Site Administrators</p> <p>Asst. Supt.- Ed Svcs Dir. - Ed Svcs Site Administrators</p>	<p>Printing Costs Extra hours for teachers</p> <p>Extra hours for teachers</p> <p>Substitutes</p> <p>Consultant Fee</p> <p>Academic Coaches' Salaries Principal Coach Salary</p>	<p>\$20,000</p> <p>\$24.85 per hour for teachers</p> <p>\$13,400</p> <p>\$70,000</p> <p>\$400,000 \$80,000</p>	<p>Title I</p> <p>Title I</p> <p>Title III</p> <p>Site Categorical Funds</p> <p>Program Improvement Funds</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> ▪ Outside provider will provide PD on the role of the coach to support effective instruction for 9-12 administrators. ▪ Special Education Pre-K through 12 collaboration focusing on compliance, academic support, teacher support, and curriculum implementation. (EPC #6 and #8) ▪ PUSD provides support to teachers in the Credentialing process through the Beginning Teacher Support and Assessment (BTSA) program. (EPC #6) <p>Site-based professional development is written into the SPSA which aligns to the LEA plan.</p> <ul style="list-style-type: none"> ▪ Site administrators ensure that each school's Single Plan for Student Achievement describes and funds specific activities that are aligned with LEA Plan's for professional development activities. (EPC #6 and #9) <p>Strengthen district-wide Professional Learning Communities (PLC) by building capacity of district and site leadership teams. K-12 data analysis of district and state assessment results are conducted during grade-level collaboration to monitor student achievement and share effective instructional strategies. (EPC #7 and #8)</p> <ul style="list-style-type: none"> ▪ PLC Teacher Leader meetings are conducted at the beginning, middle and end of year with a focus on Cycle of Inquiry, learning walks, RTI and grading policy. The district will support the PLC Leadership Teams at all sites with structured grade-level/course level collaboration meetings for all certificated staff (General Ed., Sp. Ed., coaches, administrators, etc) to analyze their professional practice for the purpose of improving student achievement. (EPC #8) ▪ Curriculum and Program Specialists will collaborate monthly to discuss the academic needs of all students including English learners, struggling readers, Students 	<p>Consultant</p> <p>Dir. - Special Ed Program Specialists Consultant</p> <p>Asst. Supt. – HR TOSA</p> <p>Site Administrators</p> <p>Asst. Supt.- Ed Svcs Dirs. - Ed Svcs Curr. Specialist</p> <p>Asst. Supt.-Ed Svcs Dirs. - Ed Svcs Site Administrators</p> <p>Curr. Specialists Program Specialists</p>	<p>Consultant Fee</p> <p>TOSA salary Printing costs</p> <p>No extra cost</p> <p>No extra cost</p> <p>Substitutes</p> <p>No extra cost</p>	<p>\$50,000</p> <p></p> <p></p> <p></p> <p>\$14,850</p> <p></p>	<p>PI Funds</p> <p>TCBG</p> <p></p> <p>Title I</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>with Disabilities, and African American students. Collaboration is focused on the Professional Development Cycle of Inquiry and scientifically-based articles and books are cited for discussions pertaining to student achievement. (EPC #5 and 6)</p> <ul style="list-style-type: none"> ▪ Instructional coach meetings are conducted monthly/bi-monthly and focus on district-wide priorities for increasing student achievement including strategies for English learners, Students with Disabilities, African American students, struggling readers and advanced learners. (EPC #6 and #7) ▪ Monthly principal meetings include professional development on effective topics such as but not limited to (EPC #4): <ul style="list-style-type: none"> ▪ Leading and shaping PLC culture ▪ LEA Plan ▪ PUSD Cycle of Inquiry ▪ Professional reading ▪ Sheltered Instruction ▪ Data analysis, monitoring, and feedback training (DAIT recommendation) ▪ School Plan for Student Achievement (SPSA) Plan development training ▪ Effective leadership practices, strategies to support professional development, cycle of inquiry, data analysis. ▪ Program evaluation procedures ▪ Effective strategies for English learners ▪ RTI ▪ Site-collaboration meetings are conducted on a weekly/bi-monthly basis with a focus on grade-level data analysis, Cycle of Inquiry on targeted focus, effective implementation of standards- aligned curriculum, effective strategies and differentiation of instruction. (EPC #7 and #8) ▪ Training and quarterly consultation is provided to support 	<p>Curr. Specialists Coaches</p> <p>Asst. Supt.– Ed Srvc Dirs. – Ed Srvc Site Administrators</p> <p>Site Administrators Coaches Teachers</p> <p>Dir. – Special Ed</p>	<p>No extra cost</p> <p>No extra cost</p> <p>No extra cost</p> <p>Consultant Fee</p>	<p></p> <p></p> <p></p> <p>\$11,200</p>	<p></p> <p></p> <p></p> <p></p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>grades 1-12 general and special education teachers in the Co-Teaching model for delivering specialized instruction to Students with Disabilities and students at risk. (EPC #6 and #8)</p> <ul style="list-style-type: none"> Site-based K-8 autism professional development is provided to K-8 General Education and Special Education teachers, Counselors, Adapted Physical Education teachers, Psychologist, Speech Therapist, Administrators and Paraprofessionals on strategies and methodologies to support students with autism. (EPC #4 and #5) 	<p>Program Specialists Consultant</p> <p>Dir. - Special Ed Program Specialists Consultant</p>	<p>Substitutes</p> <p>Consultant Fee Substitutes</p>	<p>\$57,000</p>	<p>Title II</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>All stakeholders take an active role in the Districts' decision-making through participation in meetings, surveys, conferences and committees. District ensures that all written and oral communications regarding student achievement is provided in English and Spanish.</p> <p>Annually, the District provides training in the composition and purpose of state and federal advisory committees and monitor state and federal guidelines for school site and district-level advisory committees dealing with categorical program funding and expenditures.</p> <p>The District will develop a process that allows increase input for all stakeholders.</p> <p>The District will communicate student progress effectively and consistently (parent conferences, progress reports, report cards, STAR parent meetings, Student Success Team meetings, IEP team meetings).</p> <p>District & site administration annually updates all handbooks, SARC, and websites to reflect current student achievement data.</p> <p>The district ensures that the LEA Plan content is communicated to sites and that School Site Council members understand their responsibilities and options to address LEA goals and budget priorities.</p> <p>School Site Councils is trained in developing Single Plans for Student Achievement that are aligned to the District LEA Plan goals and budget priorities.</p> <p>District and site administrators, in collaboration with teachers, monitor and report CELDT results and re-designation</p>	<p>Dirs. - Ed Svcs Site Administrators</p> <p>Asst. Supt.- Ed Svcs Dirs. - Ed Svcs</p> <p>Dirs. – Ed Svcs Site Administrators</p> <p>Dirs. - Ed Svcs Site Administrators</p> <p>Asst. Supt. -Ed Svcs Dirs. - Ed Svcs</p> <p>Dirs. - Ed Svcs Asst. Principals Site Administrators</p> <p>Dirs. - Ed Svcs Site Administrators</p>	<p>No extra cost</p> <p>No extra cost</p> <p>Substitutes Teacher extra hours</p> <p>No extra cost</p> <p>No extra cost</p> <p>No extra cost</p> <p>No extra cost</p>		

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>percentages to the Board of Education, teachers, ELAC, DELAC, Site Councils and community.</p> <p>Middle school counselors hold annual parent conferences to explain state and local assessment results and promotion requirements each fall.</p> <p>PUSD will pilot the Student Information Systems parent portal to communicate with middle and high school parents.</p> <p>PUSD communicates student academic progress, attendance, and school news to high school parents using a web-based parent portal.</p> <p>PUSD provides oral translations at all parent meetings including but not limited to: IEP meetings, parent conferences and Parent Advisory committees for all parents who require this service.</p> <p>PUSD provides written translations of all parent communications including but not limited to: IEP documents using standard IEP forms upon request, report cards and progress reports, Title I, CELDT, Program Improvement identification.</p> <p>Parents are notified of all students who are entering and exiting Tier 2 and 3 of the RTI Pyramid.</p> <p>District quarterly Special Education parent meetings are held to communication information regarding IDEA laws, the IEP process and strategies for success.</p> <p>PUSD will hold quarterly site-based parent education meetings focusing on strategies and behavior modification to support parent with students with autism.</p> <p>Monthly print communications for parents are available in English and Spanish</p>	<p>Site Administrators Counselors</p> <p>Dir. - Ed Services Site Administrators SIS Department</p> <p>Site Administrators</p> <p>Dir. - Special Ed District Translators</p> <p>Asst. Supt - Ed Svcs Dir. - Special Ed Dirc. - Ed Svcs District Translators</p> <p>Site Administration Coaches Teachers</p> <p>Dir. - Special Ed Program Specialists</p> <p>Dir. - Special Ed Program Specialists</p> <p>Superintendent Dir. - Ed Svcs</p>	<p>Extra hours for translators</p> <p>Printing costs</p>		<p>Title III</p> <p>Site categorical funds</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> ▪ PUSD Website ▪ School newsletters ▪ The district-wide electronic communication system 	Site Administrators			
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>Auxiliary services are provided to students and parents for support and to ensure a smooth transition from preschool, elementary, middle and high school.</p> <p>The district supports students as they transition into elementary, middle and high school with activities including but not limited to:</p> <ul style="list-style-type: none"> ▪ Annual Preschool transition visit to the Kindergarten class ▪ Orientation meetings, school visitations, and middle school parent handbook for 5th grade students entering middle school. ▪ Summer Bridge to orient all incoming 9th grade students and Sophomore Success, a summer orientation for incoming 10th grade students. ▪ Parent information meetings for incoming K, 6th, 9th and 10th-grade students. <p>Students eligible for foster youth services in grades pre-K to adult transition receive one-on-one and/or small group tutoring. A variety of referrals are provided for social, emotional and academic support. Parent classes and college readiness programs are offered with collaborative partners.</p> <p>The District ensures that students and parents are referred for additional services through SSTs,</p>	<p>Dir. - Student Svcs Counselors Site Administrators</p> <p>Middle School Administrators Counselors</p> <p>High School Administrators Counselors</p> <p>K-12 Administrators Coaches Counselors</p> <p>Dir. - Student Svcs Foster Youth TOSA</p> <p>Dir. – Special Ed Dir. - Student Svcs</p>	<p>Transportation costs</p> <p>Extra hours</p> <p>Extra hours</p> <p>No extra cost</p>		<p>Title I</p> <p>Title I</p> <p>Title I</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
504s, and IEPs as appropriate.	Site Administrators			
<p>8. Monitoring program effectiveness:</p> <p>District and site leadership will communicate, implement and monitor a district-wide culture of continuous improvement supported by an ongoing (daily, weekly and monthly) coherent assessment and monitoring system. District grade-level/course-level common assessments are aligned to the district-wide pacing schedules. Learning walks inform classroom, site and district decision making. Additionally, a district-wide plan for accelerating and closing the achievement gap is in place for English learners, Students with Disabilities, African American students. (EPC #7)</p> <p>Program effectiveness will be communicated to all stakeholders by:</p> <ul style="list-style-type: none"> ▪ Develop a common language and understanding of District initiatives related to instruction and intervention. (DAIT recommendation) ▪ Quarterly updates to the Board of Education describing the progress of LEA plan implementation and monitoring the attainment of the performance targets. (EPC #7) ▪ Repurpose the DSLT to quarterly review the progress of the LEA plan implementation and to monitor the attainment of the performance targets. (EPC #7) (DAIT recommendation) ▪ Using the data management system to generate reports and monitor student learning. ▪ Meeting with Educational Services Directors weekly to 	<p>Superintendent Asst. Supt.- Ed Svcs Dirs. - Ed Svcs</p> <p>Superintendent Asst. Supt.- Ed Svcs Dirs. - Ed Svcs</p> <p>Asst. Supt.- Ed Svcs Dirs. - Ed Svcs Consultants</p> <p>Dirs. - Ed Svcs Site Administrators</p> <p>Asst. Supt.-Ed Svcs</p>	<p>No extra cost</p> <p>No extra cost</p> <p>No extra cost</p> <p>Annual License Fee</p> <p>No extra cost</p>		<p>Title I</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>monitor progress of documentation of assessment information as well as appropriate accommodations and supports in IEPs for English learners with disabilities. (EPC #7)</p> <p>Program implementation is monitored through various means including but not limited to:</p> <ul style="list-style-type: none"> ▪ Use an overarching organizer to integrate all initiatives that address instruction and intervention. (DAIT recommendation) ▪ Review monitoring forms/templates to increase integration across related initiatives. (DAIT recommendation) ▪ Develop a process to gather data, generate and analyze reports to evaluate the effectiveness of District initiatives. (DAIT recommendation) ▪ Use of the Cycle of Inquiry process for continuous improvement during teacher collaboration to identify students' academic needs, implement interventions and analyze results. (EPC #7 and #8) ▪ Beginning Teacher Support and Assessment (BTSA) is implemented, reviewed and monitored through the State accreditation system. (EPC #6) ▪ District level tri-annual RTI meetings to discuss program implementation, progress monitoring and support as needed. (EPC #7) <p>A district-wide system for accelerating achievement and closing the achievement gap in state standards is</p>	<p>Dirs.-Ed Svcs</p> <p>Asst. Supt.- Ed Svcs Drs. - Ed Svcs Curr. Specialists</p> <p>Asst. Supt.- Ed Svcs Drs. - Ed Svcs Curr. Specialists</p> <p>Asst. Supt.- Ed Svcs Drs. - Ed Svcs Curr. Specialists</p> <p>Site Administrators Coaches Teachers</p> <p>Asst. Supt. - HR BTSA TOSA</p> <p>Asst. Supt.- Ed Svcs Dir. - Special Ed Dir. – Ed Svcs</p>	<p>No extra cost</p> <p>No extra cost</p> <p>No extra cost</p> <p>No extra cost</p> <p>TOSA salary</p> <p>No extra cost</p>	<p></p> <p></p> <p></p> <p></p> <p></p>	<p></p> <p></p> <p></p> <p></p> <p>TCBG</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>communicated, implemented and monitored for Hispanic/Latino students, English learners, African-American students, Students with Disabilities, and Socio-economically Disadvantaged students.</p> <p>Refine, communicate and implement a district-wide system for students with disabilities and English learners that clearly identifies students and ensures implementation of a standards-based instructional program that provides access to the core materials and includes monitoring of student progress. (EPC #1)</p> <ul style="list-style-type: none"> ▪ Fully utilize district RTI model prior for Special Education referral. 6-8 RTI implementation in 2012-13. ▪ Ensure that Students with Disabilities who are also English learners receive appropriate educational services. (EPC #1) ▪ Delineate linguistically appropriate goals/objectives in the Individualized Educational Programs (IEPS) for English learners with disabilities. (EPC #1) ▪ Determine Special Education eligibility using assessment materials provided and administered in the language and form most likely to yield accurate information on what the pupil knows and can do academically, developmentally, and functionally. (EPC #7) ▪ Continue to monitor and implement a reclassification progress monitoring system through the Language Appraisal Team (EPC #7): <ul style="list-style-type: none"> ○ to ensure students are demonstrating proficiency at or above grade-level content standards. ○ to identify reclassified students who require intervention. 	<p>Asst. Supt.- Ed Svcs Dir. - Special Ed Dir. - Ed Svcs</p> <p>K-5 RTI Teams 6-8 RTI Teams</p> <p>Site Administrators</p> <p>K-12 Special Ed Teachers</p> <p>Site IEP teams</p> <p>Site Administrators Site LAT</p>	<p>Start-up implementation costs</p> <p>No extra cost</p> <p>No extra cost</p> <p>No extra cost</p>	<p>\$25,000</p>	<p>Special Ed</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> ▪ Monitor the number of years English learners take to reclassify into the English mainstream based on their initial proficiency in English. (EPC #7) ▪ Verify that ELD instruction has been documented for all English learners prior to considerations for special education eligibility. ▪ Designated core and ELD instructional minutes are provided by general education and special education staff to all English learner students. (EPC #2) <p>District and site leadership will monitor program effectiveness by:</p> <ul style="list-style-type: none"> ▪ Quarterly DSLT meetings to review the progress of the LEA plan implementation and to monitor the attainment of the performance targets. (EPC #7) ▪ Annual review and update of Single Plan for Student Achievement (SPSAs) to ensure that there is alignment to the LEA plan. ▪ Utilizing data management and assessment technology to generate reports and monitor student learning. Educational Services Directors meet weekly to monitor progress of implementation of the LEA plan, review student achievement and site visitation data, and make needed adjustments for next steps. (EPC #7) ▪ Monitoring teaching and learning through daily observations and quarterly learning walks to ensure that all students, including English learners, Students with Disabilities and African American students have access to the core curriculum. Verify the curriculum is 	<p>Dir. – Ed Svcs Curr. Specialists</p> <p>Dir. – Special Ed Program Specialists</p> <p>Dir. – Special Ed Program Specialists Site Administrators</p> <p>Asst. Supt. –Ed Svcs Dir. – Ed Svcs Dir. – Special Ed Site Administrators Curr. Specialists Program Specialists</p> <p>Dirs. – Ed Svcs Site Administrators</p> <p>Asst. Supt. –Ed Svcs Dirs. – Ed Svcs Dir. – Special Ed Site Administrators Curr. Specialists Program Specialists Coaches</p> <p>Site Administrators</p>	<p>No extra cost</p> <p>No extra cost</p> <p>No extra cost</p> <p>No extra cost</p> <p>No extra cost</p> <p>No extra cost</p> <p>No extra cost</p>		

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>being delivered at the expected pace and that schedules reflect the required instructional time and provide follow-up support if necessary. (EPC #1, 2 and 3)</p> <ul style="list-style-type: none"> Monitoring use of formative and summative assessments on a weekly/monthly basis including appropriate accommodations and supports (e.g., teacher and district benchmark, text embedded and State). 	Site Administrators	No extra cost		
<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>Paramount Unified School District is committed to providing academic support through a school-wide intervention system for all students including but not limited to English learners, Students with Disabilities, and African-American students.</p> <p>Develop, implement and refine the 3-tiered Response to Intervention (RTI) system in ELA that is supported by district placement criteria and includes powerful first teaching (State Board-adopted core curriculum and materials) as well as strategic and SBE-adopted intensive interventions which are monitored by the district and site leadership (EPC #1, 2, and 3) (DAIT recommendation):</p> <ul style="list-style-type: none"> Thirty minutes of school-wide K-5 intervention will be provided daily in which students are grouped according to academic needs in Language Arts and/or mathematics. (EPC #1 and 2) K-5, daily school-wide intervention team period will be established in September and implemented four days per week by October. Identify and adopt K-5 SBE-approved materials for use at each tier within the RTI system. Clearly delineate those 	<p>Dirs. - Ed Svcs Dir. - Special Ed Site Administrators Curr. Specialists Coaches Teacher Leaders</p> <p>Site Administrators Teachers</p> <p>Dirs. - Ed Svcs Dir. - Special Ed Site Administrators</p> <p>Asst. Supt.-Ed. Svcs Site RTI teams</p>	<p>Substitutes</p> <p>No extra cost</p> <p>No extra cost</p>	<p>\$14,850</p>	<p>Title I</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>materials that are part of the SBE-adopted core and those that are used to supplement the core program. (EPC #1)</p> <ul style="list-style-type: none"> ▪ Identify and communicate to all staff expectations for implementing the School Board approved core, strategic, and intensive interventions program materials for Reading English-language arts. (EPC #1) ▪ Special Education, Resource and General Education teachers serve students in both strategic and intensive tiers. ▪ Professional development is provided to administrators and certificated staff in the use of strategic intervention instructional materials and strategies. (EPC #4 and 5) ▪ Develop criteria for placing students into and exiting from strategic and intensive intervention. ▪ Develop placement criteria and assessments including those in the SBE-adopted materials to place students and monitor their progress. (EPC #7) <p>Provide an ELD instructional block for differentiated grouping based on CELDT proficiency levels in K-5. (EPC #1 and #2)</p> <p>Assist middle and high school ELD classes to assure English learners are taught at the appropriate proficiency and literacy level. Align ELD materials/texts with placement criteria. (EPC #1)</p> <p>Middle and high school administrators develop master schedules that provide support classes for students enrolled in a grade-level ELA course who are also enrolled in ELD and perform more than 2 years below grade level or have not passed CAHSEE. (EPC #1)</p> <p>Provide tutoring or extended learning time during or after</p>	<p>Dir. - Ed Svcs Dir. - Special Ed Site Administrators</p> <p>Teachers</p> <p>Dir. - Ed. Svcs Curr. Specialists Consultants</p> <p>Site RTI Teams</p> <p>Site RTI Teams</p> <p>Site Administrators Teachers</p> <p>Asst. Supt.- Ed Svcs Dir. - Ed Svcs Coaches Teachers</p> <p>Site Administrator</p> <p>Site Administrator</p>	<p>No extra cost</p> <p>No extra cost</p> <p>Consultant Fees Substitutes Extra hours</p> <p>No extra cost</p> <p>No extra cost</p> <p>No extra cost</p> <p>No extra cost</p> <p>No extra cost</p> <p>Extra hours</p>		<p>Title I</p> <p>Title I</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>school to students performing 2 or more years below grade level/students in danger of failing in grades 6-12. For grades 10-12, a daily tutorial block is built into the school day. (EPC #1 and #2)</p> <p>Supplemental Education Services are offered at Program Improvement Year 2 Schools by providers from outside the District. (EPC #1 and #9)</p> <p>K-8 site-based autism program for diploma-bound students with autism which include instructional materials for core, support personnel, monitoring and professional development for parents, teachers, and paraprofessionals. (EPC #1, 4, 5 and 6)</p> <p>Monitor, support and provide adequate staffing to maintain the collaborative Co-teaching model utilized in general education with Resource Specialists to support students with special needs and students at risk in general education. (EPC #9)</p>	<p>Coaches Teachers</p> <p>SES Providers</p> <p>Dir. - Special Ed Program Specialists Site Administrators Consultant (in 2011-12 only)</p> <p>Dir. - Special Ed Program Specialists Site Administrators Consultant (in 2011-12 only)</p>	<p>Provider Faire Printing costs Translations</p> <p>Consultant Fee</p> <p>Consultant Fee</p>	<p>\$1,000,000</p> <p>\$250,000</p> <p>\$80,000</p>	<p>Title I - SES</p> <p>Special Ed</p> <p>Special Ed</p>
<p>10. Any additional services tied to student academic needs:</p> <p>Additional services tied to student academic needs include but is not limited to (EPC #1, 2, 4, 5, 6, 7 and 9):</p> <ul style="list-style-type: none"> ▪ Professional development and instruction to staff and students in the Visual and Performing Arts (VAPA). Visual and performing arts lessons provide students with an opportunity to listen to and produce language structures specific to their proficiency levels. Comprehension will be assessed through in-class performances. Monitor achievement through pre- and post- assessments. Ongoing programs include: <ul style="list-style-type: none"> ▪ Los Angeles Music Center partnership – We Tell Stories ▪ Dancing Dynamos ▪ Art Masters ▪ Literacy Through the Visual Arts 	<p>Asst. Supt.-Ed Srvcs Dir. - Ed Srvcs Curr. Specialists Site Administrators Consultant Teachers</p>	<p>Consultants Extra hours</p>		<p>Title III Arts Music BG</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> ▪ The District has a strong community partnership with the City of Paramount that provides after-school recreation and tutoring (STAR) to students. ▪ Review and revise Board policies and administrative regulations to facilitate increased student achievement and closing the achievement gap. ▪ Utilize outcome measures to identify fewer educational priorities that can serve to leverage the closing of the achievement gap. (DAIT recommendation) ▪ Narrow and focus on those instructional strategies that have the highest impact on student achievement. (DAIT recommendation) 	<p>Dir. - Alternative Ed</p> <p>Superintendent Asst. Supt.- Ed Svcs</p> <p>Superintendent Asst. Supt.- Ed Svcs Asst. Supt.-Bus.Srvcs</p> <p>Superintendent Asst. Supt.- Ed Svcs Asst. Supt.-Bus.Srvcs</p>	<p>No extra cost</p> <p>No extra cost</p> <p>No extra cost</p> <p>No extra cost</p>		

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

Planned Improvement in Student Performance in Mathematics

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

(DAIT recommendations are red.)

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>Paramount Unified School District (PUSD) annually uses a Monitoring Report to identify District priorities and their alignment to the content standards. A review of effective schools literature indicates there are identified best practices associated with high performing schools. These practices include prioritizing student achievement with well-defined plans for standards-based curriculum and instructional programs and ensuring availability of instructional resources. These have been incorporated into the implementation of the District’s Mathematics program in order to increase student achievement.</p> <ul style="list-style-type: none"> ▪ PUSD aligns instruction to content standards through frequent teacher collaboration and analysis of student achievement data in order for all students to meet end-of the-year content standards. (EPC #8) ▪ PUSD implements the Cycle of Inquiry, a 6-8 week cycle of instruction based on data, to establish a structure for continuous improvement using collaborative learning and problem solving for targeted instructional focus areas. (EPC #1) (DAIT recommendation) ▪ PUSD reviews, revises and implements K-12 pacing guides and/or course outlines including assessments that reflect full implementation of the SBE-approved, School Board adopted Core and Intensive Intervention instructional materials and curriculum. (EPC #3) 	<p>Asst. Supt.– Ed Svcs</p> <p>Site Administrators Teachers Coaches</p> <p>Dir. -Ed Svcs Curr. Specialists Coaches Teachers</p>	<p>No extra cost</p> <p>No extra cost</p> <p>Extra hours for teachers</p>	<p></p> <p></p> <p>\$24.85 per hour for teachers</p>	<p></p> <p></p> <p>General Fund</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> ▪ PUSD analyzes California Common Core Standards, identifying differences in current sequence of math courses in middle and high school. The District will develop a plan to align math courses with Common Core Standards by refining pacing guides and local assessments in grades 6-8 and Algebra 1. (EPC #1) ▪ PUSD staff monitors the achievement of students including English learners, Students with Disabilities (SWD) and African American students on a monthly basis through formative and summative assessments to determine progress toward achieving grade-level standards. (EPC #7) ▪ PUSD monitoring includes multiple forms of data including: teacher observation, student work samples, student achievement data from formative and benchmark assessments and learning walks. The data is disaggregated for numerically significant subgroups in order to make timely adjustments in student programming and instructional delivery. (EPC #7) (DAIT recommendation) ▪ PUSD will revise and implement district-wide common K-12 benchmark assessments and pacing guides to align with newly adopted textbooks. (EPC #7) 	<p>Curr. Specialists</p> <p>Asst. Supt. -Ed Svcs Dir. – Ed Svcs Site Administrators</p> <p>Dir. – Ed Svcs Curr. Specialists Coaches Teachers</p> <p>Curr. Specialists Teachers</p>	<p>No extra cost</p> <p>No extra cost</p> <p>No extra cost</p> <p>Extra hours for teachers</p>	<p></p> <p></p> <p></p> <p>\$24.85 per hour for teachers</p>	<p></p> <p></p> <p></p> <p>General Fund</p>
<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>District and site administrators will ensure that all students including English learners, Students with Disabilities and African American students, in all classrooms utilize the most recently purchased SBE materials, including Universal Access and strategic intervention in mathematics.</p> <p>Current core adopted materials for use are (EPC #1):</p> <ul style="list-style-type: none"> ▪ K-2: MacMillan Math, 2009 ▪ 3-5: Harcourt Math, 2002 ▪ 6-8: McDougal Littell, Course 1, 2 and Algebra 1 2008 ▪ 9-12: Glencoe Algebra, 2008 	<p>Board of Education Asst. Supt. –Ed Svcs Dir. – Ed Svcs Curr. Specialists</p>	<p>Instructional materials</p>	<p></p>	<p>IMFRP Lottery</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>McDougal Littell Geometry, 2001 McDougal Littell Algebra II, 2002</p> <p>Adopted materials for stand-alone interventions currently in use are (EPC #1):</p> <ul style="list-style-type: none"> ▪ 9-12 SDC: Globe Fearon, Algebra, 2002 ▪ 9-12 CAHSEE Math: People's Press, Measuring Up, 2005 Scholastic, Numeracy Project, 2009 ▪ 4-8 Intervention/SDC: Glencoe Math Triumphs, 2008 <p>Timeline for implementation of the 2007 SBE adopted programs will be established as budget and state regulations allow. Board of Education has approved the 2007 SBE adopted programs (EPC #1) (DAIT recommendation):</p> <p>3-5: MacMillan Math, 2008 9-12: Holt Geometry McDougal-Littell Algebra II</p> <p>PUSD will identify funds and start the purchase of materials by Spring 2013 for implementation during the 2013-14 school year (pending new state-approved materials aligned to the Common Core Standards). Professional development on the use of new instructional materials will be provided. (EPC #1, 5 and 9)</p> <p>PUSD will provide professional development on the Basic Math Facts Application component to coaches and grade-level representatives at selected sites. (EPC #5) (DAIT recommendation)</p> <p>Professional development on lesson study, content-literacy strategies and academic vocabulary development in mathematics will be provided for all middle school teachers. (EPC #5)</p> <p>Professional development and follow-up coaching targeting student engagement and checking for understanding</p>	<p>Board of Education Asst. Supt. –Ed Srvcs Dir. – Ed Srvcs Curr. Specialists</p> <p>Asst. Supt. –Ed Srvcs Dir.-Ed Srvcs Curr. Specialists Coaches Consultants Teachers</p> <p>Curr. Specialists Coaches Teachers</p> <p>Curr. Specialists Consultants</p> <p>Site Administrators Consultants</p>	<p>Instructional materials</p> <p>No extra cost</p> <p>Extra hours Substitutes</p> <p>Consultant Fees Substitutes</p> <p>Consultant Fees Substitutes</p>	<p></p> <p></p> <p>\$24.85 per hour for teacher \$125 per day for substitutes</p> <p></p>	<p>Title I</p> <p></p> <p>Title I Title III</p> <p>Title I Title III</p> <p>Title I Title III</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>strategies will be provided for all high school math and SDC teachers (Direct Interactive Instruction). (EPC #5)</p> <p>Educational Services communicates to all staff, including Special Ed., the mandated math instructional minutes guidelines by grade-level to be protected from interruption and dedicated to implementing district adopted, SBE-core curriculum. (EPC #2)</p> <ul style="list-style-type: none"> ▪ Special Education District staff provides guiding principles for special education service delivery including samples of models to site administrators. (EPC # 1 and #2) (DAIT recommendation) ▪ Daily schedules in special day classes are monitored by site principals and special education district staff to ensure appropriate minutes of math instruction are provided for all classes. (EPC #2) <p>District Special Education staff and site administrators ensure that all Students with Disabilities in all classrooms receive instruction based on State content standards, supported by the most recent SBE curriculum materials and delivered by trained instructional staff. (EPC #1 and 5)</p> <ul style="list-style-type: none"> ▪ State content standards are cited in student goals in students' Individualized Educational Program (IEP). (EPC #1) ▪ PUSD provides technology to special education teachers in order to support core curriculum instruction. (EPC #6) 	<p>Coaches</p> <p>Dir. – Ed Srvc Dir. – Special Ed Program Specialists</p> <p>Site Administrators Dir. – Ed Srvc Dir. – Special Ed</p> <p>Dir. – Special Ed Program Specialists Site Administrators Teachers</p> <p>Program Specialists Teachers</p> <p>Dir. – Special Ed</p>	<p>No extra cost</p> <p>No extra cost</p> <p>No extra cost</p>		
<p>3. Extended learning time:</p> <p>Paramount Unified School District is committed to providing extended learning time within and beyond the instructional day for all students in need of intervention (based on available funding). (EPC #2)</p> <ul style="list-style-type: none"> ▪ PUSD will create course outlines/pacing guides for double period math classes in grades 6-8 for students 	<p>Curr. Specialists Coaches</p>	<p>No extra cost</p>		

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>who perform below grade level. (EPC #3)(DAIT recommendation)</p> <ul style="list-style-type: none"> ▪ Tier 2 RTI interventions will be expanded to extend learning time for students in danger of failing math at all middle schools (e.g., Learning Center, ALEKS lab). (EPC #2) (DAIT recommendation) ▪ Continue to provide daily 30-minute tutorial session at high school for students who are at risk of failing math. (EPC #2) ▪ Identified students receive an additional period of Algebra to support their progress in the regular Algebra class (grades 9, 10). (EPC #2) ▪ Students who have not yet passed the CAHSEE math receive an additional period of CAHSEE support in grades 11 and 12. (EPC #2) ▪ ALEKS program is integrated into curriculum for Algebra and CAHSEE Support classes. This is a web-based program to support students in their individual areas of need and to track and assess progress. (EPC # 1) 	<p>Intervention Teachers RSP Teachers Coaches</p> <p>Site Administrator Teachers</p> <p>Site Administrator Teachers</p> <p>Site Administrator Teachers</p> <p>Site Administrator Teachers</p>	<p>No extra cost</p> <p>No extra cost</p> <p>No extra cost</p> <p>License Fee</p>	<p></p> <p></p> <p></p> <p>\$20,000</p>	<p></p> <p></p> <p></p> <p>Ed Tech Voucher</p>
<p>4. Increased access to technology:</p> <p>The district will establish and communicate the expectations for identifying, implementing and monitoring the use of supplemental technology materials in support of the core program (by content and student need).</p> <ul style="list-style-type: none"> ▪ Provide ALEKS labs at middle schools that implement double period math intervention classes. (EPC #1 and #7) (DAIT recommendation) ▪ Provide MOBI and responder technology to middle school and high school math classrooms in order to increase engagement and monitor learning. (EPC #1, 7 and 9) ▪ Continue to provide ALEKS technology labs at each high 	<p>Dir. – Special Ed Dir. – Ed Svcs Site Administrators Teachers Program Specialists</p> <p>Dir.- Ed Svcs Curr. Specialist</p> <p>Dir. – Ed Svcs Curr. Specialist</p> <p>Dir. – Ed Svcs</p>	<p>License Fee</p> <p>Technology</p> <p>License Fee</p>	<p>\$5,000</p> <p>\$20,000</p>	<p>Ed Tech Voucher</p> <p>Ed Tech Voucher</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>school campus as part of Algebra I and CAHSEE math classes. (EPC #9)</p> <ul style="list-style-type: none"> Monitor math instruction using MOBI learners and responders in grades 6-12 SDC Programs. (EPC #7) 	<p>Curr. Specialist</p> <p>Program Specialists Teachers</p>	<p>No extra cost</p>		
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>District-wide staff development for K-12 teachers and administrators is aligned to the district educational priorities for raising student achievement in Mathematics includes but is not limited to:</p> <ul style="list-style-type: none"> Instructional Theory Into Practice (ITIP) professional development is provided to selected K-8 teachers and focuses on lesson design, student engagement, academic language and differentiation. (EPC #4 and #5) As part of Improving Teacher Quality Grant, a summer math institute and year-long follow-up professional development will be provided to all middle school math teachers, focusing on collaborative lesson study among teams of teachers. (EPC #5) Provide professional development on how to integrate MOBI learners and responder technology into middle school math curriculum and formative assessment. (EPC #5) 6 days of professional development on lesson design, effective use of instructional time, checking for understanding and active engagement using Direct Interactive Instruction will be provided to all math and Special Education teachers Paramount High School. (EPC #5) High school administrators will work with a principal coach who will provide support towards the continued focus on learning and high-quality instruction. Academic coaches 	<p>Dir. – Ed Svcs Curr. Specialists Coaches</p> <p>Dir. – Ed Svcs Curr. Specialists Consultants</p> <p>Dir. – Ed Svcs Curr. Specialists Consultants</p> <p>Dir. – Ed Svcs Site Administrators Consultants</p> <p>Dir. – Ed Svcs Site Administrators Consultant</p>	<p>Printing Costs Extra hours</p> <p>Consultant Fees Extra hours for teachers</p> <p>Consultant Fees</p> <p>Consultant Fees Academic Coaches' Salaries</p>	<p>\$20,000</p> <p>\$44,800</p>	<p>Title I</p> <p>ITQ Grant</p> <p>Title I Title II</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>will be provided also to support the implementation of the professional development and best practices in teaching. (EPC #4 and 6)</p> <ul style="list-style-type: none"> ▪ Monitor MOBI learners and responder technology in middle school Special Education programs. (EPC #7) ▪ PUSD provides support to teachers in the Credentialing process through the Beginning Teacher Support and Assessment (BTSA) program. (EPC #6) ▪ Site-based professional development is written into the SPSA which aligns to the LEA plan. For example, site collaboration meetings are conducted on a weekly/bi-monthly basis with a focus on grade level data analysis, Cycle of Inquiry, effective implementation of strategies and differentiation of instruction. (EPC #7 and #8) (DAIT recommendation) 	<p>Dir. – Special Ed Program Specialists</p> <p>Asst. Supt. – HR BTSA TOSA</p> <p>Site Administrators Coaches Teachers</p>	<p>TOSA Salary</p>		<p>TCBG</p>
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>All stakeholders take an active role in the District’s decision making through participation in meetings, surveys, conferences and committees. District ensures that all written and oral communications regarding student achievement in English and Spanish.</p> <ul style="list-style-type: none"> ▪ Annually, the District provides training in the composition and purpose of state and federal advisory committees and monitor state and federal guidelines for school site and district advisory committees dealing with categorical program funding and expenditures. ▪ The District communicates student progress effectively and consistently (parent conferences, progress reports, quarter report cards, STAR parent meetings, Student Study Team meetings, IEP team meetings, online access for weekly 	<p>Dir. - Ed Svcs Site Administrators</p> <p>Dir. - Ed Svcs Site Administrators</p>	<p>No extra cost</p> <p>No extra cost</p>		

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>grades at middle and high school levels).</p> <ul style="list-style-type: none"> ▪ The District will develop a process that allows increase input for all stakeholders. ▪ District & site administration annually updates all handbooks, SARC, and websites to reflect current student achievement data. ▪ The district ensures that the LEA Plan content is communicated to sites and that School Site Council members understand their responsibilities and options to address LEA goals and budget priorities. ▪ School Site Councils are trained in developing Single Plans for Student Achievement that are aligned to the District LEA Plan goals and budget priorities. ▪ In fall, annual parent conferences are held to explain state and local assessment results and promotion requirements for middle school students. ▪ PUSD will pilot the Student Information Systems parent portal to communicate with middle and high school parents. ▪ PUSD communicates student academic progress, attendance, and school news to high school parents using the a web-based parent portal. ▪ Provide oral interpretation during IEP meetings for all parents who require this interpretation in order to understand the proceedings. ▪ Provide written translations of IEP documents using standard IEP forms upon request. ▪ Parent notification of all students who are entering and existing tier 2 and 3 of the RTI Pyramid ▪ District quarterly Special Education parent meetings are 	<p>Asst. Supt.-Ed Svcs Dir. - Ed Svcs</p> <p>Dir. - Ed Svcs Site Administrators</p> <p>Asst. Supt – Ed Svcs Dir. – Ed Svcs</p> <p>Dir. – Ed Svcs Asst. Principals</p> <p>Dir. – Ed Svcs Site Administrators</p> <p>Site Administrators Counselors</p> <p>Dir. - Ed Svcs Site Administrators SIS Department</p> <p>Site Administrators</p> <p>Dir. - Special Ed District Translators</p> <p>Site Administrators</p> <p>Dir. - Special Ed</p>	<p>No extra cost</p> <p>Printing cost</p> <p>No extra cost</p> <p>No extra cost</p> <p>No extra cost</p> <p>No extra cost</p> <p>No extra cost</p> <p>Translation</p> <p>Translation</p>		

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>held to communicate information about IDEA laws, the IEP process and strategies for success.</p> <ul style="list-style-type: none"> ▪ Quarterly site based parent education meetings focusing on strategies and behavior modification to support parents of students with autism. ▪ Monthly print communications for parents are available in English and Spanish include: <ul style="list-style-type: none"> ▪ PUSD Website ▪ Site parent newsletters ▪ The district-wide electronic communication system 	<p>Program Specialists</p> <p>Dir. - Special Ed Program Specialists</p> <p>Superintendent Dir. - Ed Svcs Site Administrators</p>	<p>Printing cost Translation</p>		<p>Title I Title III</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>Auxiliary services are provided to students and parents for support and to ensure a smooth transition from preschool, elementary, middle and high school.</p> <p>The district support students as they transition into elementary, middle and high school with activities including but not limited to:</p> <ul style="list-style-type: none"> ▪ Annual Preschool transition visit to the Kindergarten class ▪ Orientation meetings, school visitations, and middle school parent handbook for current 5th grade students who will begin middle school. ▪ Summer Bridge to orient all incoming 9th grade students and Sophomore Success, a summer orientation, for incoming 10th grade students. ▪ Parent information meetings for incoming K, 6th, 9th and 10th grade students. <p>Students eligible for foster youth services in grades pre-K to adult transition receive one on one and/or small group</p>	<p>Dir. – Student Svcs Counselors Site Administrators</p> <p>Middle School Administrators Counselors</p> <p>High School Administrators Counselors</p> <p>Dir.- Student Svcs Foster Youth TOSA</p>	<p>Transportation cost</p> <p>Extra hours</p> <p>Extra hours</p>		<p>Title I</p> <p>Title I</p> <p>Foster Youth Grant</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>tutoring. A variety of referrals are provided for social, emotional and academic support. Parent classes and college readiness programs are offered with collaborative partners.</p> <p>District ensures that students and parents are referred for additional services through SSTs, 504s, and IEPs as appropriate.</p>	<p>Dir. – Special Ed Dir. – Student Svcs Site Administrators</p>	<p>No extra cost</p>		
<p>8. Monitoring program effectiveness:</p> <p>District and site leadership will communicate, implement and monitor a district wide culture of continuous improvement supported by an assessment and monitoring system which includes district wide common assessments aligned to the district pacing guides. Learning walks inform classroom, site and district decision making. Additionally, a district-wide plan for accelerating achievement and closing the achievement gap is in place for English learners, Students with Disabilities, and African American students.</p> <p>Program effectiveness will be communicated to all stakeholders by:</p> <ul style="list-style-type: none"> ▪ Quarterly updates to the Board of Education describing the progress of LEA plan implementation and monitoring the attainment of the performance targets. (EPC #7) (DAIT recommendation) ▪ Conducting quarterly DSLT meetings to review the progress of the LEA plan implementation and to monitor the attainment of the performance targets. (EPC #7) ▪ Using the (OARS) data management system to generate reports and monitor student learning. Meeting with Educational Services Directors weekly to monitor progress of documentation of State-wide assessment information as well as appropriate accommodations and 	<p>Superintendent Asst. Supt. –Ed Svcs Dirs. – Ed Svcs</p> <p>Asst. Supt. –Ed Svcs Dirs.- Ed Svcs Consultants</p> <p>Asst. Supt.-Ed Svcs</p>	<p>No extra cost</p> <p>No extra cost</p> <p>Annual License Fee</p>		

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>supports in the IEPs of each English Language Learner with disabilities. (EPC #7)</p> <p>Program implementation will be monitored through various means including but not limited to:</p> <ul style="list-style-type: none"> ▪ Use an overarching organizer to integrate all initiatives that address instruction and intervention. (DAIT recommendation) ▪ Review monitoring forms/templates to increase integration across related initiatives. (DAIT recommendation) ▪ Develop a process to gather data, generate and analyze reports to evaluate the effectiveness of District initiatives. (DAIT recommendation) ▪ Use of the Cycle of Inquiry process for continuous improvement during teacher collaboration to identify students' academic needs, implement interventions and analyze results. (EPC #7 and #8) (DAIT recommendation) ▪ Regular classroom walk-throughs are conducted in middle school and high school math classes to identify implementation needs and provide follow-up support necessary. ▪ Monitor student progress and program implementation by analyzing quarterly assessment results with principals and math coaches. ▪ Provide instructional coaches in all middle schools and high school to support effective instruction. 	<p>Dirs. - Ed Srvc Curr. Specialists</p> <p>Asst. Supt.- Ed Srvc Dirs. - Ed Srvc Curr. Specialists</p> <p>Asst. Supt.- Ed Srvc Dirs. - Ed Srvc Curr. Specialists</p> <p>Site Administrators Coaches Teachers</p> <p>Site Administrators Dir. – Ed Srvc Curr. Specialists Teachers</p> <p>Dir. – Ed Srvc Curr. Specialists Principals Content/Instructional Coaches</p>	<p>No extra cost</p> <p>No extra cost</p> <p>No extra cost</p> <p>No extra cost</p> <p>No extra cost</p> <p>No extra cost</p>		

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> Beginning Teacher Support and Assessment (BTSA) is implemented, reviewed and monitored through the State accreditation system. (EPC #6) <p>A district-wide system for accelerating achievement and closing the achievement gap in state standards is communicated, implemented and monitored for Hispanic/Latino students, English learners, African-American students, Students with Disabilities, and Socio-economically Disadvantaged students.</p> <p>Refine, communicate and implement a district wide system for Students with Disabilities and English learners that clearly identifies students and ensures implementation of a standards-based instructional program that provides access to the core materials and includes monitoring of student progress. (EPC #1)</p> <ul style="list-style-type: none"> Determine Special Education eligibility using assessment materials provided and administered in the language and form most likely to yield accurate information on what the pupil knows and can do academically, developmentally, and functionally. (EPC #7) <p>District and site leadership monitors program effectiveness by:</p> <ul style="list-style-type: none"> Quarterly DSLT meetings to review the progress of the LEA plan implementation and to monitor the attainment of the performance targets. (EPC #7) Annual review and update of Single Plan for Student Achievement (SPSAs) to ensure that there is alignment to the LEA plan. Utilizing data management and assessment technology (OARS and Data Works) to generate reports and monitor student learning. Educational Services Directors meet weekly to monitor progress of implementation of the LEA 	<p>Asst. Supt. – HR TOSA</p> <p>Asst. Supt. –Ed Svcs Dirs. – Ed Svcs Dir. – Special Ed</p> <p>Dir. – Special Ed Program Specialists Teachers</p> <p>Asst. Supt – Ed Svcs Dir. – Ed Svcs Site Administrators</p> <p>Asst. Supt – Ed Svcs Dir. – Ed Svcs Site Administrators</p> <p>Asst. Supt. –Ed Svcs Dir. – Ed Svcs Dir. – Special Ed Site Administrators Curr. Specialists</p>	<p>TOSA salary</p> <p>No extra cost</p> <p>No extra cost</p> <p>License Fee</p>	<p>TCBG</p> <p>Title I</p>	<p>TCBG</p> <p>Title I</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>plan, review student achievement and site visit data, and make needed adjustments for next steps. (EPC #7)</p> <ul style="list-style-type: none"> ▪ Monitor teaching and learning through daily observations and quarterly learning walks to ensure that all students, including English learners, Students with Disabilities and African American students have access to the core curriculum; verify curriculum is delivered at expected pace and that schedules reflect the required instructional time; and provide follow-up support, if necessary. (EPC #1, 2 and 3) (DAIT recommendation) ▪ Monitor use of formative and summative assessments on a weekly/monthly basis including appropriate accommodations and supports (e.g. benchmark, interims). (DAIT recommendation) 	<p>Program Specialists Coaches</p> <p>Site Administrators</p> <p>Site Administrators</p>	<p>No extra cost</p> <p>No extra cost</p>		

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>Paramount Unified School District is committed to providing academic support through a school-wide intervention system for all students including but not limited to English learners, Students with Disabilities, and African-American students.</p> <ul style="list-style-type: none"> ▪ Identify and communicate to all staff expectations for implementing the School Board approved core, strategic, and intensive interventions in math program materials. (EPC #1) ▪ Implementation of the Math Triumphs intervention program in grades 4-8 Special Education classes. (EPC #1) ▪ Create pacing guides for double period math classes for students who need additional math learning time in grades 6-8. (EPC #3) ▪ High schools offer specialized courses and curriculum designed for students who need support to pass Algebra I or CAHSEE Math. ALEKS math labs at each high school campus provide individualized, interactive technology program tailored to each student’s math skill level. (EPC #1) ▪ Develop criteria for placing students into and exiting from strategic and intensive intervention classes. (EPC #7) 	<p>Dirs. – Ed Svcs Dirs. – Special Ed Site Administrators</p> <p>Dirs. – Ed Svcs Dirs. – Special Ed Site Administrators Curr. Specialists Program Specialists Coaches</p> <p>Dirs. – Ed Svcs Curr. Specialists Program Specialists</p> <p>Site RTI teams</p>	<p>No extra cost</p> <p>No extra cost</p> <p>No extra cost</p> <p>No extra cost</p>		

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> ▪ Assist middle and high school administrators to develop a master schedule which provides students who are struggling in their regular math class with an additional period of math support. (EPC #2) ▪ For grades 10-12, a tutorial block is built into the school day for the lowest performing students. (EPC #2) ▪ Co-teaching model implemented in general education with Resources Specialist providing support to students with special needs and students at risk in general education. ▪ Develop and implement a systematic 3-tiered Response to Intervention (RTI) system in math that is supported by district placement criteria and includes effective first teaching (State Board adopted core curriculum and materials) as well as strategic and SBE adopted intensive interventions which are monitored by the district and site leadership. (EPC #1, 2 and 3) ▪ Middle schools will provide Tier 2 RTI instruction to identified students who need greatest support in math, pre-teaching or teaching skills and concepts they learn in their core math class. 	<p>Site Administrators</p> <p>Site Administrators</p> <p>Dir. – Special Ed RSP teachers</p> <p>Dirs. – Ed Svcs Dirs. – Special Ed Site Administrators Teachers</p> <p>Dirs. – Ed Svcs Site Administrators Teachers</p>	<p>No extra cost</p> <p>No extra cost</p> <p>No extra cost</p> <p>No extra cost</p> <p>No extra cost</p>		

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>10. Any additional services tied to student academic needs:</p> <p>Additional services tied to student academic needs include but is not limited to (EPC #1, 2, 4, 5, 6, 7 and 9):</p> <ul style="list-style-type: none"> ▪ Community partnership with the city of Paramount that provides after-school recreation and tutoring (STAR). ▪ Review and revise Board policies and administrative regulations to facilitate increased student achievement and closing the achievement gap. ▪ Utilize outcome measures to identify fewer educational priorities that can serve to leverage the closing of the achievement gap. (DAIT recommendation) ▪ Narrow and focus on those instructional strategies that have the highest impact on student achievement. (DAIT recommendation) 	<p>Dir. – Alternative Ed</p> <p>Superintendent Asst. Supt.- Ed Srvc</p> <p>Superintendent Asst. Supt.- Ed Srvc Asst. Supt.-Bus.Srvcs</p> <p>Superintendent Asst. Supt.- Ed Srvc Asst. Supt.-Bus.Srvcs</p>	<p>No extra cost</p> <p>No extra cost</p> <p>No extra cost</p> <p>No extra cost</p>		

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)

(DAIT recommendations are red.)

	Description of how the LEA is meeting or plans to meet this requirement.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Required Activities</p> <p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following: a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;</p>	<p>All students that are identified as English learners take the California English Language Development Tests (CELDT) annually until they are redesignated as English proficient. English learner students receive instruction from teachers with appropriate credentials and authorizations. EL students receive the following basic educational services (EPC 1, 5, and 7):</p> <ul style="list-style-type: none"> • Accelerated English Acquisition Program (AEAP) - Students receive core content instruction using SDAIE/SIOP methods which provide access to the core curriculum. In addition, students receive daily English Language Development (ELD) based on state ELD standards which includes listening, speaking, reading, and writing according to students' proficiency levels (Beginning and Early Intermediate). • Transitional Mainstream program - Students receive core content instruction using SDAIE/SIOP methods which provide access to the core curriculum. In addition, students receive daily English Language Development (ELD) based on state ELD standards which includes listening, speaking, reading, and writing according to students' proficiency levels (Intermediate and Early Advanced). • English Language Mainstream program - Students receive core content instruction using SDAIE/SIOP methods which provide access to the core curriculum. In addition, students receive daily English Language Development (ELD) based on state ELD standards which includes listening, speaking, reading, and writing according to students' proficiency levels (Advanced). <p>Continue the implementation of the Title III Improvement Plan Addendum.</p> <p>Revise and implement the Master Plan for English Learners that promote systemic program change and academic reform to ensure that all EL students learn English and meet the Annual Measurable Achievement Objectives (AMAO).</p> <ul style="list-style-type: none"> ▪ Include representatives from all stakeholder groups: parents (DELAC), teachers, administrators, and community members in the continual revision to the Master Plan for English Learners.

	<p>b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;</p>	<p>Title III funds, in addition to other categorical funds, will be used to supplement the base program to provide (EPC #9):</p> <ul style="list-style-type: none"> ▪ Professional development for teachers, administrators and classified staff to learn effective instructional strategies for ELs, disaggregating data for ELs, and to develop the District's ELD instructional component. (EPC #5) (DAIT recommendation) ▪ Supplementary materials that support the core program. (EPC #1) ▪ On-going coaching and support for teachers in differentiation and explicit ELD instruction. (EPC #6) ▪ Supplementary instruction for intervention in language arts, math and ELD during extended day, after school and summer school. (EPC #2) ▪ The District will provide administrative support to monitor programs and services for English Learners. (EPC #7)
--	---	--

	<p>c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <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)); 	<p>Site administrators retain ultimate responsibility for monitoring the instructional program of English learners. District and site administrators will review the daily schedule of ELs to verify that they have both access to the core curriculum and to English Language Development (ELD) instruction. (EPC #1 and #2)</p> <p>District and site administrators will routinely observe K-12 classrooms during core and ELD instruction to monitor the following:</p> <ul style="list-style-type: none"> • Deliver systematic, explicit, and direct instruction (EPC #1) • Build academic language and literacy (EPC #1) • Use on-going assessment to monitor ELD and ELA progress (EPC #7) • Differentiate core and ELD instruction using proficiency information (EPC #1) (DAIT recommendation) • Use flexible grouping • Use Specifically Designed Academic Instruction in English (SDAIE)/ Sheltered Instruction Observation Protocol (SIOP) strategies (EPC #1) <p>District and site administrators will assist in defining the District’s Mission and Vision regarding teaching English to English learners. Site administrators will be trained on the components of the English Learner Master Plan and will monitor EL program requirements at their site. (EPC #4 and #7)</p> <p>The District will provide support for assessment of EL students’ progress in core instruction and English language proficiency. The District will monitor and report CELDT results and redesignation percentages to the PUSD Board of Education, teachers, ELAC, DELAC and SSC. (EPC #7)</p> <p>PUSD will write and implement middle and high school course outlines, pacing guides and common quarterly assessments that support new ELD/Reading adoption and align with State Content Standards. (EPC #1 and #3)</p>
		<p>Revise high school ELD course sequence. Develop transitional ELD course that qualifies for A-G credit. (EPC #1)</p> <p>Write common assessments that support new textbook adoption for students who have not passed CAHSEE Language Arts and students who read more than two years below grade level. (EPC #1 and #7)</p>

	<p>d. Describe how the LEA will promote parental and community participation in LEP programs.</p>	<p>The District has reviewed and updated Parent Involvement policies and practices and has placed a priority on creating school environments that feel inviting to parents. PUSD strives to inform parents of all school activities through a variety of means including School Loop, Connect Ed, phone calls, newsletters, flyers, and personal contacts. Written and oral translations and interpretations are provided for all parents. (DAIT recommendation)</p> <p>All parents receive notification regarding the academic progress and progress towards English proficiency of their children. In addition, all parents receive yearly notification about the progress the District is making in meeting the federal targets for English learners.</p> <p>Each school that has 21 or more English learners must have an English Learner Advisory Committee (ELAC). The ELAC meets throughout the school year for training and to advise the principal on issues regarding English learners. The District English Learner Advisory Committee (DELAC) meets six times a year to address and advise district level issues. Representatives from site ELAC participate in the DELAC meetings. Topics include ways that parents can support their children and become involved at school. In addition, parents are made aware of resources and opportunities such as classes to learn English, Family Literacy events and classes to provide strategies that parents can use at home to support their children's academic progress.</p>
--	--	---

	<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c) . The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> • English proficiency; and • Academic achievement in the core academic subjects 	<p>All teachers who instruct English Learners will have appropriate credentials and authorization. (EPC #5)</p> <p>Title III funds are utilized, along with other categorical funds, to support professional development of instructional staff. This professional development focuses on SDAIE and SIOP strategies and academic language. (EPC #4, 5, 6 and 9)</p> <p>District staff engages in analysis of multiple sources of data to ensure that English learners are making adequate progress in content standards and English Language Development. Data includes CST, CELDT, district benchmarks and curriculum-embedded assessments.(EPC #7)</p> <p>There is full and consistent implementation of standards-based ELD instruction to English learners at all grade levels in order to:</p> <ul style="list-style-type: none"> ▪ Ensure EL placement is made based on language proficiency level determined by the CELDT and local assessment data analysis. (EPC #1) ▪ Monitor English language development progress and adherence to pacing guides during the year through the use of ELD Progress Profiles. (EPC #3 and #7) ▪ Ensure flexible grouping and movement through ELD blocks is based on language growth. (EPC #1 and #7) ▪ Utilize district adopted materials for ELD instruction. (EPC #1) ▪ Conduct Principal/Coach observation and feedback to improve instructional practices. (EPC #1) ▪ Align ELD lessons to core ELA curriculum and standards during bi-monthly grade level/department collaboration meetings. (EPC #1 and #8) ▪ Provide extended learning opportunities for ELs as needed. (EPC #2) ▪ Outline placement guidelines for EL students, based on language and literacy proficiency, in grades 6-12. (▪ Utilize District ELD benchmark assessments to determine EL progress. (EPC #7) ▪ Create master schedules at each middle and high school that provide ELD classes that are differentiated based on language and literacy level. (EPC #2) (DAIT recommendation) ▪ Monitor the implementation of effective language instruction through classroom walk-throughs in ELD classes. (EPC #1, 2 and 7)
--	--	---

		<p>All English learners receive daily instruction from an SBE approved Reading/Language Arts curriculum with embedded intervention materials that provide differentiated support to meet ELs language proficiency levels. (EPC #1)</p> <ul style="list-style-type: none"> ▪ Embed Sheltered instruction (SIOP/SDAIE) features, techniques and strategies into daily lessons using district adopted ELA curriculum and materials. (EPC #1) ▪ Utilize regular grade level/department data analysis collaboration to inform instructional program modifications monitored by Principal. (EPC #8) ▪ Conduct Principal/Coach observation and feedback to improve instructional practice. (EPC #6) ▪ Continue to implement a plan, teach, reflect and assess model (Cycle of Inquiry) at all grade levels focusing on EL achievement. Teachers will meet bi-monthly during grade level or content area collaboration meetings to discuss specific students. District/site administrators will monitor via lesson plans, Learning Walks, collaboration agendas and the results of interim assessments (Language Arts benchmark) every 6-8 weeks. (EPC #7 and #8) (DAIT recommendation) ▪ Utilize Instructional/Content Coaches to provide instructional support and collaboration with teachers. (EPC #6 and #8) ▪ Implement a Response to Intervention program to ensure that all students receive the appropriate differentiated support and or intervention for universal access, strategic, and intensive intervention. (EPC #1) ▪ Utilize the Language Appraisal Team to monitor and provide intervention for RFEP (reclassified) students who are not making adequate progress. (EPC #7) ▪ Offer Supplemental Educational Services (SES) to qualifying students in their specific areas of need. (EPC #2 and 9) ▪ Integrate visual and performing arts lessons to provide students with an opportunity to listen to and produce language structures specific to their proficiency levels. Comprehension will be assessed through in-class performances. (EPC #6) ▪ Utilize Bloom's Taxonomy to differentiate questions for ELs. All students, regardless of the language proficiency level, will be asked to utilize higher-level thinking skills. PUSD and site administrators will monitor the implementation during Learning Walks and assist with planning during quarterly or 6-8 week collaboration/ STPT meetings. (EPC #1) (DAIT recommendation) ▪ Analyze grades and credit completion data, disaggregated by EL subgroup, for students in grades 6-12 to identify students at risk for failure. (EPC #7)
--	--	--

Required Activities	<p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p> <ol style="list-style-type: none"> a. designed to improve the instruction and assessment of LEP children; b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students; c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children’s English proficiency or substantially increasing the teachers’ subject matter knowledge, teaching knowledge, and teaching skills; d. long term effect will result in positive and lasting impact on teacher performance in the classroom. 	<p>PUSD requires all teachers to be properly credentialed with the appropriate EL authorization. The English Learner Master Plan and the Title III Action Plan all address high quality professional development. Title III and other funds will supplement our current efforts. All plans are aligned to support the goal of implementation of research- based curriculum and strategies to improve the academic achievement of English Learners in all educational settings in the District. (EPC #1, 5 and 9)</p> <p>Professional development for teachers focuses on but is not limited to (EPC #5):</p> <ul style="list-style-type: none"> ▪ Core curriculum in the major subject areas utilizing SDAIE for K-5, SIOP for grades 6-8 and DII for grades 9-12. ▪ Increasing Academic Vocabulary in all content areas. ▪ Cycle of Inquiry linking ELD standards to ELA standards. ▪ Learning Walks to examine students engagement and increasing oral language development. ▪ CELDT data analysis and use. ▪ Textbook training on new ELD materials for all middle and high school Language Arts and Special Education teachers. An additional three days of professional development on effective literacy strategies, including vocabulary and writing will also be provided. ▪ Summer math/science institutes and Fall/Spring follow up professional development for middle school math and science teachers on how to integrate literacy and vocabulary strategies into instruction (Improving Teacher Quality Grant). ▪ VAPA in K-12 ELA for critical thinking and academic language. <p>Professional development for administrators focuses on but is not limited to (EPC #4):</p> <ul style="list-style-type: none"> ▪ Understanding compliance issues for English Learners. ▪ Use of the EL Master Plan for instructional programs. ▪ Use of observation tools in the areas of ELD. ▪ Analysis of student achievement data to ensure success for English Learners. ▪ Monitoring implementation research based EL strategies: active engagement, checking for understanding, vocabulary development, questioning strategies, text structures. <p>Site administrators will help in facilitating conversations during regularly scheduled collaboration times around the progress of English Learners at that school/grade level. Site administrators are responsible for the full and ongoing implementation of the strategies taught in the trainings. (EPC #7 and 8)</p>
---------------------	--	--

	<p>4. Upgrade program objectives and effective instruction strategies.</p>	<p>Yes or No</p> <p>Yes</p>	<p>If yes, describe:</p> <p>ELD Benchmark assessments have been developed for K-5 and are available for site use. (EPC #7)</p> <p>Collaboration for analysis of EL students' needs include (EPC #8):</p> <ul style="list-style-type: none"> ▪ Planning long and short term lessons using appropriate ELD strategies for each proficiency levels ▪ Use of ELA Cycle of Inquiry to support ELD block at each proficiency level ▪ Utilize ELD district approved materials <p>Implement ELA ancillary materials from 2008 (as budget and state regulations allow). (EPC #1)</p> <p>Implement new curriculum, pacing guides, assessments, textbooks and instructional software for middle school ELD classes. (EPC #1 and 3)</p> <p>Restructure ELD course sequence for grades 9-12.</p> <p>Write course outlines for high school language arts courses that integrate SLOP instruction into core content to better meet the needs of Early Advanced EL students who have not been reclassified and continue to need language support. (EPC #1)</p> <p>Use an overarching organizer to integrate all initiatives that address instruction and intervention. (DAIT recommendation)</p> <p>Review monitoring forms/templates to increase integration across related initiatives. (DAIT recommendation)</p> <p>Develop a process to gather data, generate and analyze reports to evaluate the effectiveness of District initiatives. (DAIT recommendation)</p>
--	---	---	---

Allowable Activities	5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.	Yes or No	If yes, describe: Identified ELD instructional block separated by proficiency levels is provided and monitored by District and site administrators. (EPC #2) <ul style="list-style-type: none"> ▪ K-5 English learners are provided with an additional ELD instructional block (K=25 minutes, 1-5 = 35 minutes) ▪ 6-12 English learners at the Intermediate and Early Advanced levels are provided with an additional hour for ELD instruction ▪ A district wide Newcomer Class for newly arrived middle school students provides intensive English literacy instruction while students are mainstreamed for math and other subjects, supporting a successful transition to grades 6-8. ▪ A three period class of Intensive ELD/Literacy is provided for high school students who are newly arrived to the US. Career Technical Education courses are offered at each high school and offered to all students, including English Learners. Current CTE pathways include Health/Medical, Technology/Media Design and Engineering, including a district wide Math, Engineering and Science (MESA) Program. (EPC #1)
	6. Develop and implement programs that are coordinated with other relevant programs and services.	Yes or No	If yes, describe: High school Diploma Lab at Paramount Adult School and ROP Program provide high school students the opportunity to earn additional credits needed for graduation. (EPC #1)
	7. Improve the English proficiency and academic achievement of LEP children.	Yes or No	If yes, describe: Identified ELD instructional block separated by proficiency levels is provided and monitored by District and site administrators. (EPC #2) Universal access in K-5 during core instruction provides small group support for English learners with similar proficiency levels. (EPC #1) See items 3, 4, 5 and 9 in this section.

Allowable Activities	<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –</p> <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. 	<p>Yes or No</p> <p>Yes</p>	<p>If yes, describe:</p> <p>Elementary schools provide:</p> <ul style="list-style-type: none"> ▪ Various parent involvement nights (literacy, math, science). ▪ Opportunities for parents to visit and observe classroom instruction. ▪ Annual parent conferences. <p>Middle High Schools:</p> <ul style="list-style-type: none"> ▪ Have active English Language Advisory Committees, led by parents of EL students, to give input into school programs and services. ▪ Middle schools hold annual parent conferences to inform parents of EL students' achievement levels and grades. High schools use School Loop to communicate with parents on grades, attendance, class assignments and school events. <p>Parents of English Learners participate in a comprehensive English and Citizenship program at Paramount Adult School. In addition to all levels of ESL, courses include CTE and High School Diploma Lab.</p>
	<p>9. Improve the instruction of LEP children by providing for –</p> <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. 	<p>Yes or No</p> <p>Yes</p>	<p>If yes, describe:</p> <p>K-5 English learners have access to Accelerated Reader and Math, and <i>Open Court</i> software that correlates to Core. (EPC #1)</p> <p>Newly adopted ELD textbooks and materials for grades 6-8 include instructional software and web based support to enhance learning.(EPC #1)</p> <p>K-12 teachers have instructional technology that includes laptops, projectors and document cameras. (EPC #6)</p> <p>High school students and parents use School Loop Plus to communicate with teachers on grades and school events.</p> <p>Middle and high schools have one or more computer labs in which students take CTE electives, or participate in on line instruction that supports content instruction, including math and language arts. (EPC #6)</p>
	<p>10. Other activities consistent with Title III.</p>	<p>Yes or No</p> <p>No</p>	<p>If yes, describe:</p>

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

<p>Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>
<p style="text-align: center; writing-mode: vertical-rl; transform: rotate(180deg);">Required Activity</p> <ol style="list-style-type: none"> 1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB): <ol style="list-style-type: none"> a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement; c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; 	<p>All students new to the District register at individual school sites and complete the Home Language Survey. If there is a language other than English identified in the Survey, the student is assessed for language proficiency. All initially identified EL students are assessed within thirty days using the California English Language Development Test (CELDT) and also assessed in their primary language to determine proficiency levels. (EPC #7)</p> <p>The K-12 programs offered in PUSD are: Structured English Immersion, English Mainstream, Transitional Mainstream English, and Alternative Programs. Each program is described in detail in the English Learner Master Plan and District Program for English Learners Guide for Parents. Consistent with the District's goal for educating every student for success in today's global community, each of these programs emphasizes the development of high-level English language skills and academic achievement. In all of the District's instructional programs for English learners, students are speaking and practicing English every day. If a parent requests the Alternative Program they are given the opportunity to request a Parental Exception Waiver and the Waiver Process outlined in the EL Master Plan is followed. (EPC #1)</p> <p>Elementary students are placed in grade-level core instruction utilizing SDAIE strategies as well as a separate ELD instructional block. The primary consideration for placement in ELD is a student's English language ability as determined by the California English Language Development Test (CELDT). Secondary students are placed in the appropriate ELD and ELA courses. The placement is based on a student's language proficiency, the students' number of years in the U.S., English Language proficiency levels, and ELA achievement scores. Counselors work with the students and their parents to explain the EL program and the impact that the student's placement has on their progression towards graduation. Specific exit requirements and transition information is found in the English Learner Master Plan. (EPC #1 and #2)</p>

<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 style="text-align: center;">Required Activity</p> <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>Parents whose children speak a language other than English are notified within thirty days of their child’s initial English language and primary language proficiency levels, their child’s program options, in which program their child was placed, the program exit criteria if applicable, and the approval or denial of the Parent Exception Waiver for placement in the Alternative Program if requested. Parents are notified in writing in the language they understand, and, if possible, in a personal interview/meeting with a qualified school representative. This same process is followed for all English Learners each year until they are reclassified.</p> <p>The District’s educational programs for English learners are designed in accordance with both State and Federal laws requiring that English learners with an IEP or 504 Accommodation Plan receive programs and services that address the student’s special needs, including linguistically appropriate goals and objectives. (EPC #1)</p> <p>Administrators and other appropriate staff are trained in the rights of parents of English learners in order to assist them in understanding the options for placement of their child. Alternative Program Waiver requests are granted as outlined in the English Learner Master Plan. Parents may request that their child be withdrawn from the EL program but not from mandated yearly CELDT testing. (EPC #4)</p>
<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>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>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>	<p>Parents receive written notification of the failure to make progress within 30 days.</p>

Plans to Provide Services for Immigrants

IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:	Yes or No No	If yes, describe: Not applicable, PUSD does not receive these funds
	2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:	Yes or No No	If yes, describe: Not applicable, PUSD does not receive these funds
	3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	Yes or No No	If yes, describe: Not applicable, PUSD does not receive these funds
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 No	If yes, describe: Not applicable, PUSD does not receive these funds
	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 No	If yes, describe: Not applicable, PUSD does not receive these funds

	6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:	Yes or No No	If yes, describe: Not applicable, PUSD does not receive these funds
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 No	If yes, describe: Not applicable, PUSD does not receive these funds

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

Summary of Needs and Strengths for Professional Development

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

(DAIT recommendations are red.)

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

STRENGTHS	NEEDS
<ul style="list-style-type: none"> ▪ Professional Development is high priority and an extensive professional development plan is developed and implemented annually. ▪ Professional Learning Communities (PLCs) are built into the schedule and structured time is provided for all teachers to analyze professional practices and improve individual and collective student achievement. ▪ Professional Learning Communities have been established at all sites. ▪ All schools have dedicated collaboration time within the workday for teachers. ▪ Professional development activities are scientifically research-based, data driven, demonstrate best practices, and are based on the student content standards and California Standards for the Teaching Profession. (DAIT recommendation) ▪ Participants in the Beginning Teacher Support and Assessment Program engage in data driven action research focused on student learning. The BTSA program provides support and training for support providers and new teachers. ▪ 96.6% of Paramount Unified School District teachers (739 out of 762 teachers) meet the NCLB highly qualified teacher definition. ▪ The District's Instructional Action Plan reflects research-based strategies for improved student achievement, specifically 	<ul style="list-style-type: none"> ▪ Continue to recruit NCLB highly qualified teachers. ▪ Ensure teachers are pursuing proper credentials in a timely manner. <p>Ensure that the K-12 Instructional Priorities, LEA Plan, Single Plans for Student Achievement, and fiscal allocations address professional development needs each year.</p> <ul style="list-style-type: none"> ▪ Clearly communicate District's expectations for implementation of professional development content and monitor outcomes. (DAIT recommendation) ▪ Continue to monitor the effectiveness of programs, initiatives and support systems for impact on student outcomes and fiscal resources. (DAIT recommendation) ▪ Provide training for the newly adopted ELA program by 2014 for all K-8 teachers. ▪ Ensure that all K-8 teachers are trained in advanced levels of Instructional Theory Into Practice (ITIP). ITIP topics include Differentiation and Academic Language. ▪ Expand Cycle of Inquiry training for PLCs as needed. ▪ Provide Culturally Responsive training for all staff. (DAIT recommendation) ▪ Continue to monitor and support full implementation of PLCs at all sites

<ul style="list-style-type: none"> ▪ for English Learners. ▪ PUSD has a strong commitment to provide training opportunities for staff members. The following trainings have been offered: <ul style="list-style-type: none"> o High Point o Prentice Hall o Open Court o Language! o 95% of site Principals have completed all three modules of AB 75. o 97% of K-8 teachers have received Instructional Theory Into Practice. o Math instructional strategies and support have been provided by consultant Dixie Dawson. o Additional Professional Development topics included Thinking Maps, lesson planning, motivation, Academic Language, data analysis. ▪ Instructional/Intervention Coaches have been hired to provide ongoing instructional assistance and support for teachers in the core curriculum. ▪ The District will provide professional development on the use of instructional materials for struggling readers, English learners, Students with Disabilities, African-American and Advanced learners. (DAIT recommendation) 	<p>including use of Cycle of Inquiry and common assessments to inform instruction.</p> <ul style="list-style-type: none"> ▪ Expect and monitor continued collaboration time for teachers. ▪ Maintain the same level of Instructional/Intervention coaches currently in place and develop a plan to hire additional coaches for school sites needing more intense assistance, especially for English learners.
--	---

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

Planned Improvements for Professional Development (Title II)
 (Summarize information from district-operated programs and approved school-level plans)
(DAIT recommendations are red.)

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 PUSD professional development plan is designed to enhance the professional knowledge and the instructional delivery of all certificated teachers and instructional support staff K-12. The plan includes newly developed processes and strategies that are expected to produce improvement to district wide instructional design and delivery, and student achievement. Activities are aligned to the California Content Standards to enhance academic improvement for all students.</p> <p>Teachers will review current research related to student achievement and learn specific techniques and strategies to ensure a successful implementation of the instructional program through District trainers. (DAIT recommendation)</p> <p>This training focuses on enriching the depth and breadth of lesson planning and lesson delivery. The main focus of Instructional Theory Into Practice (ITIP) trainings is to use Active Participation strategies and to provide input-model-check for understanding during lessons to assist English learners in assuring understanding of content. The strategies and techniques teachers utilize create an alignment of the California ELD standards to the Language Arts, Mathematics, Science, History-Social Science and VAPA content standards. This alignment is accomplished by integrating content and instructional objectives into all standards based core content lessons.</p>	<p>Curr. Specialists Teachers</p> <p>Curr. Specialists Teachers</p>	<p>Materials Substitutes</p> <p>Materials Substitutes</p>	<p></p> <p>\$28,800</p>	<p>General Funds Title I Title II</p> <p>Title I</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<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>All professional development activities are based on an analysis of student achievement data and designed to enhance teacher knowledge and understanding of current pedagogies and strategies shown to improve academic achievement for all students. Participation in professional development and collaboration will assist teachers in applying the pedagogies and strategies that will have the greatest impact on student achievement. (DAIT recommendation)</p>	<p>Asst. Supt. – HR Asst. Supt. –Ed Srvc Dirs. – Ed Srvc Curr. Specialist Coaches Site Administrators Teachers</p>	<p>Extra hours for teachers Substitutes</p>	<p>\$24.85 per hour for teachers \$125 daily rate for substitutes</p>	<p>Title I Title II Grants</p>
<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>PUSD professional development activities will:</p> <ul style="list-style-type: none"> ▪ Ensure all teachers fully implement the district adopted, state board approved curriculums with fidelity. ▪ Inform, support and enhance the quality and effectiveness of the implementation of district adopted core and intervention instructional materials in grades K-12. ▪ Assist teachers in monitoring achievement growth for students scoring below proficiency in language arts and math. ▪ Promote the implementation of the PUSD Instructional Priorities for student achievement in Language Arts, Math and ELD. 	<p>Site Administrators</p> <p>Dirs. – Ed Srvc Curr. Specialists Coaches</p> <p>Site Administrators Coaches</p> <p>Asst. Supt. –Ed Srvc</p>	<p>No extra cost</p> <p>No extra cost</p> <p>No extra cost</p> <p>No extra cost</p>		

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> ▪ Enable classroom teachers to differentiate teaching methodology to actively engage students in the learning processes and support their ability to make meaning of text and content. ▪ Integrate ELD, SIOP or SDAIE strategies into daily lessons to enhance the instructional program delivery for ELs and reclassified students. ▪ Support the implementation of the PUSD Master Plan for English Learner Instructional Programs. <p>PUSD will develop a process to gather data, generate and analyze reports to evaluate the effectiveness of District initiatives. (DAIT recommendation)</p>	<p>Curr. Specialists Coaches</p> <p>Coaches Teachers</p> <p>Curr. Specialists Coaches Teachers</p> <p>Dir. – Ed Svcs Curr. Specialists</p>	<p>Professional Development</p> <p>No extra cost</p> <p>No extra cost</p> <p>No extra cost</p>	<p>\$24.85 per hour for teachers</p>	<p>Title I Title II</p>
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <ul style="list-style-type: none"> ▪ All programs and activities are cohesively aligned to comply with the PUSD Priorities. ▪ All PUSD teachers are given the opportunity to add secondary credentials/authorizations to meet the requirements of Compliance, Interventions & Sanctions Report. ▪ Any teacher who is not NCLB compliant in his/her teaching assignment may be placed in a different teaching position OR given a plan to gain the necessary credential for NCLB compliance. 	<p>Asst. Supt. – HR Asst. Supt. –Ed Svcs</p> <p>Dir. – Ed Svcs Teachers</p> <p>Asst. Supt. - HR</p>	<p>No extra cost</p> <p>Tuition for courses</p> <p>No extra cost</p>		<p>Title II</p>
<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>				

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>PUSD Professional Development activities for all teachers and administrators in grades K-12 designed to ensure a content standards-based instructional program:</p> <ul style="list-style-type: none"> ▪ Training for the implementation of state board approved, district adopted core and intervention instructional programs in reading/English language arts, mathematics, and English language development. ▪ Professional Development meetings designed to implement the instructional aspects of the School Plan for Student Achievement (SPSA). ▪ Bi-monthly Professional Collaboration meetings designed to analyze state and local student achievement data to inform instruction design and practice. <p>Additional professional development opportunities:</p> <ul style="list-style-type: none"> ▪ Provide sheltered instruction training for all K-5 teachers in Specially Designed Academic Instruction (SDAIE) and 6-12 teachers in the Sheltered Instruction Observation Protocol (SIOP) features. ▪ Provide continued training and support in the implementation of reading/English language arts, mathematics, and ELD instructional programs. ▪ Continue to provide PLC Teacher Leaders professional development on the PUSD Learning Walk process. ▪ Provide quarterly opportunities for teacher participation in the PUSD Learning Walk process. 	<p>Asst. Supt. –Ed Srvc Drs. – Ed Srvc Curr. Specialists</p> <p>Dir. – Ed Srvc Site Administrators</p> <p>Principals Coaches Teachers</p> <p>Curr. Specialists Coaches</p> <p>Curr. Specialists Coaches</p> <p>Dir. – Ed Srvc Curr. Specialists</p> <p>Site Administrators Curr. Specialists Coaches Teachers</p>	<p>Substitutes</p> <p>No extra cost</p> <p>No extra cost</p> <p>Extra hours Substitutes</p> <p>Extra hours Substitutes</p> <p>Substitutes</p> <p>Substitutes</p>	<p>\$125 daily rate for substitutes</p> <p>No extra cost</p> <p>No extra cost</p> <p>Extra hours Substitutes</p> <p>Extra hours Substitutes</p> <p>\$125 daily rate for substitutes</p> <p>\$125 daily rate for substitutes</p>	<p>General Fund Title I</p> <p>Title I</p> <p>Title I Title III</p> <p>Title II</p> <p>Title I</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> ▪ Provide implementation training to identified staff in the PUSD Master Plan for English Learner Instructional Program. ▪ Support implementation of collaboration time and cognitive planning in grades K-12. ▪ Provide training in the methodology of co-Teaching for General and Special Education teachers. ▪ Provide support and training in Data Analysis, Monitoring, and Feedback K-12. ▪ Provide training in the use of the Online Assessment Reporting System (OARS) for data collection and analysis, when new features are added. (DAIT recommendation) ▪ Provide on-going professional development to meet the needs of beginning teachers in the BTSA Program through monthly meetings with Support Providers in the BTSA Program <p>The following are district sponsored activities for all certificated administrators K-12 (DAIT recommendation):</p> <ul style="list-style-type: none"> ▪ Monthly Principal meetings include topics such as but not limited to: <ul style="list-style-type: none"> ▪ Co-teaching ▪ Leading and shaping PLC culture ▪ LEA Plan ▪ PUSD Cycle of Inquiry ▪ Professional Reading ▪ Categorical Program Monitoring ▪ State and federal legal review ▪ Sheltered Instruction 	<p>Curr. Specialists</p> <p>Asst. Supt.-Ed Svcs Dirs. – Ed Svcs Site Administrators</p> <p>Dir. – Special Ed Consultant</p> <p>Dir. – Ed Svcs Site Administrators</p> <p>Dir. – Ed Svcs Site Administrators</p> <p>BTSA TOSA Year 1 and 2 teachers</p> <p>Asst. Supt Ed Svcs Dirs. – Ed Svcs Curr. Specialists Principals Asst. Principals</p>	<p>Extra hours Substitutes</p> <p>No extra cost</p> <p>Consultant Fee</p> <p>No extra cost</p> <p>No extra cost</p> <p>Printing Cost TOSA salary</p> <p>No extra cost</p>		<p>Title III</p> <p>TCBG</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> ▪ ELAC/SSC meetings ▪ Data Analysis, Monitoring, and Feedback training ▪ School Plan for Student Achievement (SPSA) Plan development training ▪ Effective leadership ▪ Program evaluation procedures ▪ Effective strategies for English learners ▪ RTI ▪ School Board policies ▪ Budget & accounting ▪ Legal issues ▪ Differentiation of instruction <p>Implement Standardized Evaluation Process in accordance with district and state policies:</p> <ul style="list-style-type: none"> ▪ Procedures for certificated and classified school professional evaluations 	<p>Superintendent Asst. Supt. – HR Asst. Supt. –Ed Srvc</p>	<p>No extra cost</p>		
<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>Technology associated with board adopted curriculum including software related to assessment generators, presentation Powerpoints, digital text content are reviewed and introduced at the start of each year and revisited quarterly and at content transition.</p>	<p>Asst. Supt. –Ed Srvc Dir. – Ed Srvc Dir. – Technology Curr. Specialists</p>			
<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25 percent of the Title II, Part D Enhancing Education through Technology funding must be</p>				

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>spent on professional development.):</p> <p>All district educators and students have access to network based resources which includes:</p> <ul style="list-style-type: none">▪ Digital textbook content and support▪ Shared lesson plans▪ Curriculum guides▪ Common and formative assessments. <p>Classroom resource library books and textbooks are inventoried and controlled through “Destiny” managed at each site by library staff who meet quarterly for program training.</p>	<p>Dir. – Ed Svcs Curr. Specialists</p> <p>Curr. Specialists Library Technician</p>	<p>Training</p> <p>No extra cost</p>	<p>\$18,287</p> <p>No extra cost</p>	<p>Title</p>
<p>8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</p> <p>Parents, teachers, administrators have been included in collaboration and articulation responsible for the development of the LEA Plan by participating in the following committees and councils:</p> <ul style="list-style-type: none">▪ School Site Council Representative(s)▪ English Learner Advisory Committee Representative(s)▪ District English Learner Advisory Committee Representative(s)▪ District Parent Advisory Committee Representative(s)▪ Educational Services Planning meetings▪ Conduct needs assessments with stakeholders (including Principals and Teacher Leaders) to use to plan the Professional Development Plan. <p>At the end of every district sponsored professional development</p>	<p>Asst. Supt. –Ed Svcs Dir. – Ed Svcs</p> <p>Asst. Supt. –Ed Svcs</p>	<p>No extra cost</p> <p>No extra cost</p>	<p>No extra cost</p>	<p></p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>opportunity, each participant completes an evaluation form which is used to inform the continual improvement of professional development activities. (DAIT recommendation)</p>	<p>Dir. -Ed Svcs Site Administrators Curr. Specialists Coaches Teachers</p>			
<p>9. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> ▪ Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; ▪ Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; ▪ Involve parents in their child’s education; and ▪ Understand and use data and assessments to improve classroom practice and student learning. <p>The district is implementing a comprehensive Response to Intervention (RTI) program that is intended to provide guidance for all certificated staff (teachers and administrators) in the appropriate use of instructional and behavioral programs that differentiate student support based on need.</p> <p>Each school will be responsible for including in their School Site Plan for Student Achievement (SPSA) various parent involvement activities and meetings that provide parents and community members training and information about the instructional program, student achievement, student placement and intervention, extended learning, supplemental services, and school governance.</p> <p>The District will provide evidence-based professional development on cultural proficiency to support African American, English language learners, and Students with Disabilities.</p>	<p>Asst. Supt. –Ed Svcs Dir. – Ed Svcs Site Administrators Coaches Teachers</p> <p>K-12 Site Administrators Coaches</p> <p>Asst. Supt. –Ed Svcs Dir. – Ed Svcs Site Administrators Coaches</p>	<p>Extra hours</p> <p>Printing costs</p> <p>Extra hours</p>		<p>Title I</p> <p>Title I</p> <p>Title I</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
	Teachers			
<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <p>Teachers: a reimbursement is offered for those who pursue proper credentialing through testing.</p> <p>Paraprofessionals: those who meet the “Highly Qualified” requirements are selected for employment.</p>	<p>Dir. – Ed Svcs</p> <p>Asst. Supt. - HR</p>	<p>Reimbursement</p> <p>No extra cost</p>		<p>Title II</p>

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

Environments Conducive to Learning (Strengths and Needs):

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

(DAIT recommendations are red.)

STRENGTHS	NEEDS
<ul style="list-style-type: none"> ▪ Well-articulated, overarching, student achievement goals drive district efforts – the Safe and Drug Free Schools and Communities (S&DFSC) prevention program and 6-8 Safe and Civil Schools design helps ensure peaceful, safe, and drug-free school environments that support these academic goals. ▪ Well-defined prevention policies and procedures are in place and strongly enforced. ▪ Parents are informed of district policy, as well as health-related community resources, via a beginning-of-the-year informational packet (Annual Notification of Parents’ and Students’ Rights) which requires parent and student signatures. ▪ Each school site has developed a Comprehensive Safe School Plan, which is reviewed and updated annually. A critical component of the plan is the site’s Emergency Preparedness Plan – a clear set of site-specific emergency procedures that are practiced on a regular basis. ▪ A Crisis Intervention Plan outlining specific procedures for a psychological crisis is in place. Staff from each site have been trained in the procedures. Key district staff serve on a Crisis Response Team. ▪ Site physical environments are well maintained and classrooms have been modernized to facilitate learning; there is a district plan to support this as an ongoing process. ▪ The <i>Too Good for Drugs</i> (TGFD) and the <i>Too Good for Violence</i> (TGFV) prevention curriculum is being implemented in grades K-8. 	<ul style="list-style-type: none"> ▪ Parent trainings on topics such as regular student attendance, homework, bullying, gang awareness and prevention, needs to be conducted on an annual basis. ▪ The <i>Too Good for Drugs and Violence</i> (TGFDV) and <i>Safe and Civil Schools Program</i> prevention curriculums need to be implemented with fidelity. ▪ Continued yearly review and revision of school safety plans. ▪ Professional development for new teachers in the use of TGFD – TGFV Curriculum. ▪ Yearly in-service on site and district emergency procedures. ▪ Yearly updating of Community Service Resource Guide. ▪ Continued professional development for all district counselors. ▪ Meetings with district counselor to review and monitor counseling services and programs. ▪ Student programs that specifically address gang awareness, prevention and intervention continue to be a need, specifically at the 5th and 6th grade levels. ▪ Continue to plan for the implementation of District-wide behavior intervention as a part of the Response to Intervention (RTI) pyramid. (DAIT recommendation) ▪ Identify culturally relevant needs of High Priority students and provide training in these areas to close the achievement gap. (DAIT recommendation)

- | | |
|---|--|
| <ul style="list-style-type: none">▪ A one semester Health course is a high school graduation requirement.▪ Before and after school programs that extend learning opportunities as well as provide a safe haven during the critical after school hours, are operating at all K-5 and 6-8 sites.▪ A comprehensive K-12 school counseling program is in place and extensive training has been provided for school counselors that align with the national counseling professional standards.▪ District-wide committee (DSHAC) representing teachers, administrators, counselors, parents and community health agencies will guide the district in developing and implementing a comprehensive health and wellness program conducive to learning.▪ Continue to implement the Districts' comprehensive plan to increase attendance rates. (DAIT recommendation) | |
|---|--|

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

1. **Curriculum:** The core prevention curriculums *Too Good for Drugs* and *Too Good for Violence* (grades K-8 and 10th grade Health), Safe and Civil Schools (grades 6-8) will be implemented district-wide.
2. **Intervention and Support:** **The District's School Attendance Review Board (which has been recognized by the state as a model program) will continue to convene weekly, foster youth programs will continue, counseling/treatment services will be offered, along with ongoing referrals to local health agencies, and each K-5 site will participate in the Pyramid Response to Intervention (PRTI) and secondary sites will participate in the Student Study Team process. (DAIT recommendation)**
3. **Gang Prevention:** Programs that specifically address gang awareness, prevention, and intervention - e.g. GRIP, will be implemented at designated high priority school sites. In conjunction with the student programs, staff trainings will also be conducted, and parent workshops will be offered in the evenings.
4. **Before/After School Programs:** Before and after school programs that extend learning opportunities as well as provide a safe haven during the critical after school hours will continue to be offered district-wide.
6. **Middle Safe and Civil School Program:** The Safe and Civil Schools Program will continue to be implemented at all the district's middle schools.
7. **Community Collaborations:** The District will continue to expand its prevention and intervention program services for students and their families through collaborations with organizations and services such as Community Family Guidance, Atlantic recovery, Pathways, and Long Beach Guidance Center.
8. **School Resource Officer (SRO) Program:** The SRO program will continue to be implemented at the high school sites.
9. **Advisory Committee for Safe School Representatives:** K-5 and 6-8 sites will designate a representative for the District Student Health Advisory Committee (DSHAC). The representatives will facilitate site prevention program implementation efforts and assist the District Alternative Education/ Student Support Director in monitoring program effectiveness.
10. **Supplemental Prevention Activities:** School sites will continue to augment the core prevention curriculum with a variety of supplemental activities and strategies that address substance use, safety and violence concerns – Red Ribbon Week, peer helper and mediation programs, Sophomore Orientation, and various other guidance and intentional counseling lessons.
13. **Community Day School:** The Community Day School will continue to ensure behavioral rehabilitation for expelled students and facilitate their successful transition back to regular school settings.
14. **Comprehensive school counseling program:** The District counseling program will use site and district behavior data to develop systematic behavioral intervention plans with pre and post assessments.
15. **Behavior Intervention:** **The District will plan for the implementation of District wide behavior intervention as part of the Pyramid Response to Intervention (PRIT). (DAIT recommendation)**
16. **Cultural Awareness Training:** **The District identify culturally relevant needs of High Priority students and provide training in those areas to close the achievement gap. (DAIT recommendation)**
17. **Attendance:** **The District will continue to implement a comprehensive plan to increase attendance rates. (DAIT recommendation)**

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"> ▪ All sites annually evaluate and address their site safety needs through participation in the state Comprehensive School Safety Plan program. ▪ There is ongoing data collection and analysis on alcohol, tobacco other drugs, and violence (ATODV) issues utilizing the California Healthy Kids Survey (CHKS). Suspension and expulsion records, discipline referrals, attendance/truancy and crime data are also reported annually. ▪ Site administrators review behavior expectations with students at the start of each school year. ▪ The majority of students feel that regular use of cigarettes is harmful or extremely harmful (CHKS, 2009). ▪ Partnerships and collaborations with the city and local health agencies have increased services available to students and families in the prevention/intervention arena. 	<ul style="list-style-type: none"> ▪ The core prevention curriculums/programs need to be implemented with fidelity. ▪ Bullying and harassment needs to be a program emphasis – approximately one fourth of students in grades seven, nine and eleven indicated that they had been harassed in the last year. (CHKS, 2009) ▪ Staff trainings in effective bullying and harassment prevention/intervention strategies need to be conducted. ▪ Transitional programs from middle to high school need to be strengthened and expanded. ▪ The CHKS (2009) indicates that less than half of 7th, 9th, and 11th grade students have a caring relationship with a teacher or adult on campus. Staff development as well as intentional guidance lessons should be implemented to address this area of need. ▪ A wide variety of positive youth development activities need to be developed and conducted. Students need to be strongly encouraged to participate.

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: 11/15/09 Baseline Data	Biennial Goal (Performance Indicator)
<p>The percentage of students that have ever used cigarettes will decrease biennially by:</p> <p>Grades: 5th – 1%, 7th – 2%.</p>	<p>5th _3_ % 7th _7_ %</p>	<p>5th _2_ % 7th _5_ %</p>
<p>The percentage of students that have used cigarettes within the past 30 days will decrease biennially by:</p> <p>Grades: 7th – 2%, 9th – 2%, 11th – 2%.</p>	<p>7th _6_ % 9th _8_ % 11th_12_ %</p>	<p>7th _4_ % 9th _6_ % 11th_10_ %</p>
<p>The percentage of students that have used marijuana will decrease biennially by:</p> <p>Grades: 5th – 1%, 7th – 2%.</p>	<p>5th _2_ % 7th _12_ %</p>	<p>5th _1_ % 7th _10_ %</p>
<p>The percentage of students that have used alcohol within the past 30 days will decrease biennially by:</p> <p>Grades: 7th – 2%, 9th – 4%, 11th – 5%.</p>	<p>7th _16_ % 9th _24_ % 11th_38_ %</p>	<p>7th _14_ % 9th _20_ % 11th_33_ %</p>
<p>The percentage of students that have used marijuana within the past 30 days will decrease biennially by:</p> <p>Grades: 7th – 1%, 9th – 2%, 11th – 3%.</p>	<p>7th _6_ % 9th _15_ % 11th_20_ %</p>	<p>7th _5_ % 9th _13_ % 11th_17_ %</p>

<p>The percentage of students that feel very safe at school will increase biennially by:</p> <p>Grades: 5th – 5%, 7th – 10%, 9th – 10%, 11th – 10%.</p>	<p>5th _55_ % 7th 24 % 9th _18_ % 11th _14_ %</p>	<p>5th _60_ % 7th _34_ % 9th _28_ % 11th _27_ %</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>Grades: 7th- 2%, 9th – 2%, 11th – 2%.</p>	<p>7th _26_ % 9th _19_ % 11th _14_ %</p>	<p>7th _24_ % 9th _17_ % 11th _12_ %</p>
<p>Truancy Performance Indicator</p>		
<p>The percentage of students who have been truant will decrease annually by <u>10%</u> 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><u>50</u> %</p>	<p><u>40</u> %</p>
<p>Protective Factors Performance Measures from the California Healthy Kids Survey</p>	<p>Most recent date: 11/15/09 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>Grades: 5th – 5%, 7th – 10%, 9th – 10%, 11th – 10%.</p>	<p>5th _60_ % 7th _29_ % 9th _26_ % 11th _31_ %</p>	<p>5th _65_ % 7th _39_ % 9th _36_ % 11th _41_ %</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>Grades: 5th – 3%, 7th – 4%, 9th – 5%, 11th – 8%.</p>	<p>5th _63_ % 7th _56_ % 9th _45_ % 11th _42_ %</p>	<p>5th _66_ % 7th _60_ % 9th 50 % 11th _50_ %</p>

<p>The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by:</p> <p>Grades: 5th – 5%, 7th – 10%, 9th – 10%, 11th – 10%.</p>	<p>5th _21_ % 7th _10_ % 9th _11_ % 11th _14_ %</p>	<p>5th _26_ % 7th _20_ % 9th _21_ % 11th _24_ %</p>
<p>The percentage of students that report high levels of school connectedness at their school will increase biennially by:</p> <p>Grades: 5th – 5%, 7th – 5%, 9th – 5%, 11th – 5%.</p>	<p>5th _56_ % 7th _42_ % 9th _39_ % 11th _29_ %</p>	<p>5th _61_ % 7th _47_ % 9th _44_ % 11th _34_ %</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> <hr/> <p>(Process to Collect Data)</p>	<p>Performance Indicator Goal</p>	<p>Baseline Data</p>
<p>N/A</p>	<p>N/A</p>	<p>N/A</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
Too Good For Drugs	X	K-8	6990	6/2003	2003 - ongoing	2003
Too Good for Violence	X	K-8	5278	6/2003	2003 - ongoing	2003
Health – Holt - Rhinehart	X	10	1200	6/2006	2006	2006

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	DV	K-8
	Conflict Mediation/Resolution	V	K-12
X	Early Intervention and Counseling	ATODV	K-12
	Environmental Strategies		
X	Family and Community Collaboration	ATODV	K-12
	Media Literacy and Advocacy		
	Mentoring		
	Peer-Helping and Peer Leaders		
X	Positive Alternatives	ATODV	K-12
X	School Policies	ATODV	K-12
X	Service-Learning/Community Service	ATODV	9-12
	Student Assistance Programs		
X	Tobacco-Use Cessation	T	K-12

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

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

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

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

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

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

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

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

An examination of district data regarding risk behaviors associated with violence and substance use. California Healthy Kids Survey (CHKS), Uniform Management Information Reporting System (UMIRS), related student surveys, and other program records, revealed the following key areas of concern:

- Frequent use of tobacco, alcohol and marijuana also increases as students' progress through the grade levels (CHKS, 2009).
- The age of onset for alcohol, cigarettes and marijuana (one full drink or cigarette) is between 13-14 years of age (CHKS, 2009).
- Perceptions of perceived harm of alcohol decrease with age (CHKS, 2009).
- Alcohol is the most commonly used substance at all grade levels (CHKS, 2009).
- A relatively high percentage of students report experiencing a violence-related incident (CHKS, 2009).
- Approximately one-fourth of students in grades seven, nine and eleven indicated they have been harassed in the past year (CHKS, 2009).
- Approximately one half of fifth grade students have reported being bullied at school (CHKS, 2009).

District and site staff involved in prevention programming, have identified a variety of research-validated programs and strategies that will address the aforementioned district needs. Early intervention and counseling will continue to be an overarching program emphasis. In addition, the following programs and strategies will be utilized:

- Well-defined prevention policies and procedures are in place and strongly enforced. Parents are informed of district policy, as well as health-related community resources, via a beginning-of-the-year informational packet. This information is also posted on the district's web page.
- District counselors will continue to provide guidance and intentional lessons that focus on conflict resolution and bullying.
- The comprehensive core prevention curriculums *Too Good for Drugs* and *Too Good for Violence* (grades K-8), and 10th grade Health classes, will be implemented with fidelity district-wide. The consistent format and message of the TGFDV curriculum will span the grade levels and increase program effectiveness.

- The aforementioned core prevention curriculum will be augmented with a variety of supplemental activities and strategies, e.g. before and after-school programs (STAR), Red Ribbon Week activities, peer helper, mediation and mentoring programs, service learning/community service activities, tobacco use prevention education programs and activities, student assistance programs, to name only a few, of the many supplemental programs and strategies that will be implemented.
- To expand and enhance the prevention/intervention services available to students and their families, school district collaborations with local health agencies (Atlantic Recovery, Community Family Guidance, Long Beach Guidance Center, and Pathways) and other community agencies will continue.
- Programs that specifically address gang awareness, prevention and intervention will be implemented at designated high priority school sites. In conjunction with the program being offered during the day to students, related staff trainings will be conducted, and parent workshops will be offered in the evenings.

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.

All school sites in the district will administer the California Healthy Kids Survey (CHKS) biennially to grades 5, 7, 9 and 11. The risk and resiliency module will be included to determine student's internal and external assets. The federal Uniform Management Information Reporting System (UMIRS), Suspension/expulsion, attendance/truancy data is collected and reported annually. Site Safe and Civil School Committees, grades 6-8, will review their site data, UMIRS, and CHKS data in conjunction with the annual updating of their Comprehensive Safe School Plan to determine progress toward achieving their alcohol, tobacco, other drugs and violence (ATODV) prevention program goals and objectives. Based on their data analysis, their updated plan will describe how they will improve and strengthen their ATODV prevention programs and strategies. School Counselors will continue to use the CHKS, UMIRS, and site developed assessments to develop intentional guidance lessons. District Health Advisory Committee (DSHAC) will also review the CHKS, UMIRS, and other related program data, and incorporate their findings into district level prevention programs.

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.

All school sites in the district will administer the California Healthy Kids Survey (CHKS) biennially to grades 5, 7, 9 and 11. The risk and resiliency module will be included to determine student's internal and external assets. The federal Uniform Management Information Reporting System (UMIRS), Suspension/expulsion, attendance/truancy data is collected and reported annually. The District Student Health Advisory Committee will analyze the results to determine progress toward attaining performance measures and recommend changes to improve the District's comprehensive prevention program as needed. The results will be published and presented to the School Board. Various District level committees will be provided with the results and analysis of the CHKS and UMIRS via the DSHAC committee.

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

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

The school district defines the highest need students as students who receive Title I services, live in single parent households, are English Language Learners, have emotional or mental health problems, have received a discipline suspension, and are performing below standards. The following services are funded for students with the greatest needs:

- Early identification, intervention, and comprehensive support services from school and district staff.
- Individual and family counseling services, as well as student support groups on topics that include drug and tobacco use diversion, anger management, decision making, gang diversion and grief issues.
- Evening parent/student gang awareness/prevention workshops (GRIP).
- The Safe and Civil School Program.
- Intentional Guidance Lessons

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

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

The District Student Health Advisory Committee – comprised of parents, school, and district staff, students and representatives from community based organizations – will meet quarterly and provide ongoing input into the design and development of the districts Title IV, S&DFSC and related prevention programs. District collaborations with agencies such as Community Family Guidance, Long Beach State Counseling Interns, Atlantic Recovery, Long Beach Community Counseling Center, Paramount PEP, and STAR after-school program, will be able to effectively coordinate the programs and services that are supported with these funds into one seamless comprehensive prevention program effort. Student Support Services and Alternative Education staff belongs to various community collaboratives, and, in an effort to coordinate all prevention programs, appraises these collaboratives of district prevention activities on a regular basis.

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

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

Parents are involved in the prevention programming at many levels – they assist with prevention activities at the sites as volunteers and serve on committees involved with the district’s prevention efforts such as the DSHAC, School Site Councils, ELAC and PTA. Parent volunteers are essential to the successful implementation of a variety of annual supplemental prevention activities such as Red Ribbon Week. Parents and students are notified annually of their rights, responsibilities, and protections as well as health-related community resources via a beginning-of-the year informational packet. This information is also posted on the district’s web site. Sites disseminate additional prevention information to parents via brochures, site newsletters and resource booklets.

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.

When pregnant minors or minor parents are identified, they meet with a counselor or school administrator who refers them to the District's California School Age Families Education (CAL-SAFE) Program. The CAL-SAFE program is located on the Paramount High School campus and provides services for all District students. The CAL-SAFE program provides a comprehensive, continuous, community-linked school-based program that focus on youth development and dropout prevention. In the CAL-SAFE program, students receive education in the course curriculum in drug, tobacco, and alcohol use during pregnancy. They are made aware of the dangers of drug use during pregnancy and of the effects it has on the fetus. In addition, referrals are made to outside community agencies such as: Counseling Services, WIC, and EL Nido. The program is funded and monitored using California School-Age Families Education (CAL-SAFE) guidelines.

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
N/A – PUSD no longer receives TUPE funding	

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.

(DAIT recommendations are red.)

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.1 (High School Graduates)	Teachers and administrators monitor D and F grades by course. Use weekly collaboration meetings for teachers to identify effective instructional strategies that address students at risk of failure/credit deficiency. Teachers analyze common formative assessments to monitor student learning.	All students, grades 9-12	High School Administrators Teachers		General Fund
	Counselors notify parents of graduation requirements and High School Course A-G requirements through Parent meetings in 9th-12th grade. (DAIT recommendation)	All students, grades 9-12	High school administrators Counselors		General Fund
	PUSD ensure that student placements in grades 9-12 support four-year graduation requirements and meet UC/CSU readiness criteria. (DAIT recommendation)	Students, grades 9-12	High school administrators Counselors		General Fund

	<p>All high school teachers will utilize Professional Learning Communities; meeting regularly to analyze achievement data, monitor student progress, and inform instruction. (DAIT recommendation)</p> <p>High School students will have access to Extended Learning Opportunities as needed.</p> <p>High School Counselors monitor and refer credit deficient students to district programs including:</p> <ul style="list-style-type: none"> ▪ High School Diploma Lab ▪ Extended Day ▪ ESY/ Summer School ▪ Teen Parent Program ▪ Continuation High School Programs that address students who are credit deficient ▪ Independent Study Programs ▪ Alternative Education Program <p>High School Counselors focus on engaging parents of High-Priority students by providing opportunities for increase involvement and input.</p>	<p>All students, grades 9-12</p> <p>All students, grades 9-12</p> <p>Credit deficient students in grades 10-12.</p> <p>Parents of High-Priority students</p>	<p>Teachers</p> <p>Teachers</p> <p>High School Administrators Counselors</p> <p>High School Administrators Counselors</p>		<p>General Fund</p> <p>Title I</p> <p>Title I</p>
<p>5.2 (Dropouts)</p>	<p>Support and monitor the District's Alternative Education Center, providing options for students to graduate as fifth year seniors.</p> <p>Maintain Adult School's concurrent enrollment/High School Diploma Lab program for high school students who are credit deficient.</p>		<p>Dir. - Alternative Education</p> <p>Adult School Principal</p>		<p>General Fund</p> <p>General Fund</p>

	<p>Implement continuation high school's WASC action plan to provide viable alternatives to the comprehensive high school setting.</p> <p>California High School Exit Exam (CAHSEE) support programs specifically designed for students who have not passed the CAHSEE Exam.</p> <p>Early identification and interventions for students at risk including counseling.</p> <p>9th grade transition orientation.</p> <p>School Attendance and Review Team (SART) support students at risk of dropping out of high school.</p>	<p>All students, grades 9-12</p>	<p>Dir. - Alternative Education</p> <p>Counselors Teachers</p> <p>High School Administrators Counselors</p> <p>High School Administrators Counselors</p>		<p>General Fund</p> <p>Title I</p> <p>General Fund</p>
<p>5.3 (Advanced Placement)</p>	<p>Increase AP course sections offered at high school. Remove any remaining pre-requisite requirements for enrolling in AP courses. Provide professional development for AP teachers.</p>	<p>All students, grades 9-12.</p>	<p>High School Administrators</p>		<p>General Fund</p>

Additional Mandatory Title I Descriptions

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

Describe the measure of poverty that will be used to determine which schools are eligible for Title I funding in accordance with Section 1113, "Eligible School Attendance Areas."	
	Description of how the LEA is meeting or plans to meet this requirement:
<p>Identify one of the following options as the low-income measure to identify schools eligible for Title I funding:</p> <ul style="list-style-type: none"> • Number of children in families receiving assistance under the CalWorks program; • Number of children eligible for Free/Reduced Price Lunch programs; • Number of children ages 5-17 in poverty counted by the most recent census data; • Number of children eligible to receive medical assistance under the Medicaid program; • Or a composite of the above. 	<p>Paramount Unified School District uses the number of children eligible for Free/Reduced Price Lunch programs as the low-income measure to identify schools eligible for Title I funding.</p>
<p>Describe how the low-income measure described above is used to rank and select schools to receive Title I funds:</p> <ul style="list-style-type: none"> • All schools with a 75% or above poverty level are funded • All other schools are funded by poverty ranking district wide or by grade span. 	<p>Paramount Unified School District uses the number of children eligible for Free/Reduced Price Lunch programs as the low-income measure to identify schools eligible for Title I funding. All schools have 75% or above poverty level and are funded.</p>

**Additional Mandatory Title I Descriptions
(continued)**

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

	Description of how the LEA is meeting or plans to meet this requirement:
<p>For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:</p> <ul style="list-style-type: none"> • A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards. • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards. • Instruction by highly qualified teachers and strategies to attract and keep such teachers. • High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff. • Strategies to increase parental involvement. • Assistance to preschool children in transitioning from 	<ul style="list-style-type: none"> ▪ PUSD will allocate unrestricted fiscal resources to K-12 Core programs and allocate ongoing and carryover restricted funds towards priorities focused on Corrective Action 6. District will also examine all Tier III categorical programs and fully maximize transfers. (DAIT recommendation) ▪ Each site will conduct a needs assessment that takes into account, at minimum, the California Standards Test, STAR Writing assessment, CELDT, curriculum embedded assessments, teacher assessments, end-of course exams, GPA, graduation credits, AP participation, CAHSEE pass rate, attendance data, professional development surveys and parent and student surveys as applies. ▪ Sites will use strategies based on scientific research that: <ul style="list-style-type: none"> • Ensures all students receive differentiated instruction based on need • Implements the district's adopted, standards-based core instructional materials • Provides extended learning time • Targets lowest achieving students • Measures effectiveness of practice • Staff will meet NCLB "Highly Qualified Teacher" requirements • Provide continuous professional development opportunities for teachers, administrators,

<p>early childhood programs to elementary school programs.</p> <ul style="list-style-type: none"> • Timely and effective additional assistance to students who experience difficulty mastering state standards. 	<p>para-professionals, parents and support staff with a focus on assisting students in mastery of state content standards and graduation requirements.</p> <ul style="list-style-type: none"> ▪ Institute effective parent engagement strategies which: <ul style="list-style-type: none"> • Are meaningful to parent • Support student achievement • Provide information in the primary language of families • Use a combination of communication systems (meetings, newsletters, website) • Provide workshops and events for families (e.g family literacy nights, community events, assemblies, parent academies) ▪ Coordinate local, state, and federal funding to implement a comprehensive school-wide program at each site that address the needs of students
<p>For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State’s challenging academic standards. The description should include activities such as:</p> <ul style="list-style-type: none"> • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Strategies that minimize removing children from the regular classroom during regular school hours for instruction. • Instruction by highly qualified teachers. • Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement. 	<p>N/A – No Targeted Assistance Schools</p>

Additional Mandatory Title I Descriptions
(continued)

<p>Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115, "Targeted Assistance Schools," will identify the eligible children most in need of services under this part. Please note that multiple, educationally related criteria must be used to identify students eligible for services. Where applicable, provide a description of appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</p> <ul style="list-style-type: none"> • Identify children who are failing or most at risk of failing to meet the state academic content standards. • Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. • Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds. 	<p style="text-align: center;">N/A – No Targeted Assistance Schools</p>
<p>The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.</p>	<p>Homeless students are identified and referred to the Program Liaison for Intervention and Student Support Services who provides assistance in areas including, but not limited to:</p> <ul style="list-style-type: none"> ▪ Enrollment and attendance ▪ Health/immunizations ▪ Referrals to community services ▪ Tutoring/program support ▪ Transportation
<p>The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.</p>	<p>Referral and placement in Community Day School when appropriate.</p>

Additional Mandatory Title I Descriptions

(continued)

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

	Description of how the LEA is meeting or plans to meet this requirement:
<p>If the LEA has a PI school(s), describe technical assistance activities the LEA will provide to help the PI school, such as the following:</p> <ul style="list-style-type: none"> • Assistance in developing, revising, and implementing the school plan. • Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas. • Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI. • Assistance in analyzing and revising the school budget so the school's resources are used effectively. 	<p>According to the 2010 Adequate Yearly Progress (AYP) Report, PUSD has five schools in Program Improvement: two are in PI Year 5 (Collins and Mokler), one is in PI Year 3 (Jackson), and two are in PI Year 2 (Wirtz and Paramount High School).</p> <p>The District has provided guidance and assistance for all of these schools. Upon entering PI status, the schools were given assistance in revising their Single Plan for Student Achievement (SPSAs) to address curricular areas and subgroups that were not meeting their AYP proficiency goals. The Single Plans and the school budgets are annually reviewed by Educational Services staff to assist the sites in meeting their academic goals. The District has worked closely with each of the schools who entered PI to implement new and effective strategies.</p> <p>Additionally,</p> <p>The LEA will implement the following:</p> <ul style="list-style-type: none"> ▪ District School Leadership Team, DSLT, support for all school entering PI (DSLTL support includes regularly scheduled meetings, classroom visitations, staff meetings, data review and core program implementation. ▪ Development of a list of recommendations for improvement

	<ul style="list-style-type: none">▪ Support in writing the Restructuring plan in Year 4 PI which includes but is not limited to:<ul style="list-style-type: none">▪ Implementation of core programs▪ Attention to student engagement▪ Implementation of assessment systems▪ Implementation of monitoring systems▪ Safe learning environments▪ Professional Learning Communities▪ Continued implementation of RTI model▪ Staff development based on staff needs▪ Additional District and LACOE support assigned in Year 6 to oversee and assist schools in full implantation of SPSA and Restructuring Plan.
--	---

Additional Mandatory Title I Descriptions

(continued)

<p>Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, “Academic Assessment and Local Educational Agency and School Improvement.”</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe the process for parent notification of the school’s identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.</p>	<p>Upon a site’s identification of Program Improvement the LEA will:</p> <ul style="list-style-type: none"> ▪ Send PI identification letters to the parents of eligible students offering the choice transfer option following all NCLB guidelines.
<p>Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.</p>	<p>When a school is identified as Program Improvement Year 2 or beyond the LEA will:</p> <ul style="list-style-type: none"> ▪ Send notification letters to parents of eligible students ▪ Notify parents of enrollment procedures for obtaining Supplemental Education Services ▪ Coordinate parent choice of enrollment and placement in SES by working collaboratively with SES providers and school sites. ▪ Follow all guidelines related to SES as provided in NCLB regulations.

Additional Mandatory Title I Descriptions

(continued)

<p>Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA-level staff in accordance with Section 1118, "Parental Involvement," and Section 1119, "Qualifications for Teachers and Paraprofessionals."</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe the LEA's strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.</p>	<p>The Human Resources department of Paramount Unified School District utilizes Ed Join to post job openings and attends job fairs to recruit highly qualified teachers. Our Beginning Teacher Support and Assessment (BTSA) program connects Support Providers directly with our Beginning Teachers to ensure they are successful teachers.</p>
<p>Describe the LEA's strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children's education.</p>	<p>The LEA and sites provide ongoing parent communication through several avenues. The PUSD website is updated with district and school information. Referrals to community resources are provided through the Health Services staff, district office staff, and school site staff. The DELAC and school site ELAC groups serve the needs of the English learners and their families, allowing them to provide their input into the school and district programs. School sites distribute monthly newsletters to disseminate information regarding school and parent programs available. PTAs, SSCs, and family events provide opportunities for parents to become directly involved in support of their individual school sites.</p>

Additional Mandatory Title I Descriptions

(continued)

Coordination of Educational Services	
<p>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.</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:</p> <ol style="list-style-type: none"> a. Even Start b. Head Start c. Reading First d. Early Reading First e. Other preschool programs f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities. <p>Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.</p>	<p>PUSD has rewritten the LEA Plan to serve as a guide for individual school site plans and to reflect District goals. The Educational Services Department coordinates services to support student achievement goals. Site administrators, the District Parent Advisory Committee, the District English Learner Advisory Committee, and teachers will also provide input to support the academic success of all students enrolled in our schools.</p> <p>All site plans must adhere to the District mission and vision, State standards, and utilize research based effective strategies and student data to guide the specificity of the site plan.</p> <p>All teachers will use the state approved district adopted curriculum and instruction programs and District common assessment results to monitor student achievement during the school year.</p> <p>The District works collaboratively with the City of Paramount to provide after school programs on all K-5 and 6-8 campuses.</p>

Part III

Assurances and Attachments

Assurances

Signature Page

Appendix

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

Appendix B: Links to Data Web sites

Appendix C: Science-Based Programs

Appendix D: Research-based Activities

Appendix E: Promising or Favorable Programs

ASSURANCES

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

GENERAL ASSURANCES

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

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

TITLE I, PART A

The LEA, hereby, assures that it will:

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

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

TITLE I, PART D – SUBPART 2

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

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

TITLE II, PART A

34. The LEA, hereby, assures that:

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

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

TITLE II, PART D

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

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

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

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

TITLE III

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

TITLE IV, PART A

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

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

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

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

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

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

New LEAP Assurances

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

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

Other

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

SIGNATURE PAGE

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

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

Dr. David Verdugo
Print Name of Superintendent

Signature of Superintendent

Date

Mr. Tony Pena
Print Name of Board President

Signature of Board President

Date

Los Angeles County Office of Education
Print Name of District Assistance and Intervention Team (DAIT) (if applicable)

Signature of DAIT Lead (if applicable)

Date

Dr. Randy Gray
Print Name of Title III English Learner Coordinator/Director (if applicable)

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

Date

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

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

APPENDIX A

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

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

California's NCLB Performance Goals and Performance Indicators

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

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

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

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

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

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

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

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

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

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

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

APPENDIX B

Links to Data Web sites

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

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

APPENDIX C

Science-Based Programs

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

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

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

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

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

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

School-Based Programs

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

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

APPENDIX D

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

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

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

APPENDIX E

Promising or Favorable Programs							
<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: Research-Validated Programs)</p> <p>B: < http://www.colorado.edu/cspv/blueprints/index.html >(University of Colorado: Blueprints)</p> <p>C: < http://www.modelprograms.samhsa.gov >(Center for Substance Abuse Prevention: Model Programs)</p> <p>D: < http://www2.edc.org/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
Earlscourt Social Skills Group Program	K to 6					x	B
Effective Black Parenting Program (EBPP)	Families				x		B
Facing History and Ourselves	7 to 12				x		D
Family Health Promotion	Families	x	x	x		x	C
FAST Track	1 to 6				x		B
Get Real About Violence	K to 12				x		C
Growing Healthy	K to 6	x	x	x			D
Intensive Protective Supervision Program	Community				X		B
Iowa Strengthening Families Program	Family	x					B
Kids Intervention with Kids in School (KIKS)	6 to 12	x	x	x	x	x	C
Let Each One Teach One	Mentoring					x	D
Linking the Interests of Families and Teachers (LIFT)	1 to 5				x		B, C, D

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