

No Child Left Behind Act of 2001

LOCAL EDUCATION AGENCY PLAN

**Mail original and
two copies to:**

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

**Postmarked no later
than June 1, 2003**

LEA Plan Information:

Name of Local Education Agency (LEA): Arcadia Unified School District

County/District Code: 19-64261

Dates of Plan Duration: **July 1, 2010 to June 30, 2016 (to be updated annually)**

Date of local governing board approval: **May 27, 2003**

District Superintendent: David Vannasdall

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

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

David Vannasdall

May 27, 2003

Printed or typed name of Superintendent

Date

Signature of Superintendent

Kay Kinsler

May 27, 2003

Printed or typed name of Board President

Date

Signature of Board President

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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	
√	Title I, Part A		EIA – State Compensatory Education
	Title I, Part B, Even Start	√	EIA – Limited English Proficient
	Title I, Part C, Migrant Education		State Migrant Education
	Title I, Part D, Neglected/Delinquent	√	School Improvement
√	Title II, Part A, Subpart 2, Improving Teacher Quality		Child Development Programs
√	Title II, Part D, Enhancing Education Through Technology		Educational Equity
√	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
√	IDEA, Special Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	21 st Century Community Learning Centers		Other (describe):
	Other (describe):		Other (describe):
	Other (describe):		Other (describe):

DISTRICT BUDGET FOR FEDERAL PROGRAMS – 2002-2003

Please complete the following table with information for your district.

Programs	2001-02 District Carryovers	2002-03 District Entitlements	2002-03 Direct Services to Students at School Sites (\$)	2002-03 Direct Services to Students at School Sites (%)
Title I, Part A	20, 594	571, 715	499, 095	87.3 %
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	36, 422	249, 071	233, 330	93.6%
Title II, Part D, Enhancing Education Through Technology	0	17, 082	16, 002	93.7%
Title III, Limited English Proficient	0	83, 980	78, 672	93.7%
Title III, Immigrants				
Title IV, Part A, Safe and Drug-free Schools and Communities	38, 988	42, 322	69, 915	86 %
Title V, Part A, Innovative Programs – Parental Choice	42, 064	29, 957	67, 469	93.7%
Adult Education				
Career Technical Education				
McKinney-Vento Homeless Education				
IDEA, Special Education	0	985, 031	913, 811	92.8%
21 st Century Community Learning Centers				
Other (describe)				
TOTAL	138, 068	1, 979, 158	1, 878, 294	

DISTRICT BUDGET FOR STATE PROGRAMS – 2002-2003

Please complete the following table with information for your district.

Categories	2001-02 District Carryovers	2002-03 District Entitlements	2002-03 Direct Services to Students at School Sites (\$)	2002-03 Direct Services to Students at School Sites (%)
EIA – State Compensatory Education				
EIA – Limited English Proficient	479, 719	303, 747	759, 963	97 %
State Migrant Education				
School Improvement	191, 899	379, 378	530, 081	93 %
Child Development Programs				
Educational Equity				
Gifted and Talented Education	143, 657	92, 297	221, 789	92.4%
Tobacco Use Prevention Education – (Prop. 99)	26, 263	17, 062	41, 120	95 %
Immediate Intervention/ Underperforming Schools Program (II/USP)				
School Safety and Violence Prevention Act (AB 1113)	240, 079	152, 053	368, 822	94 %
Tenth Grade Counseling	327, 967	22, 398	329, 538	94 %
Healthy Start				
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				
Other (describe) IMF (including Schiff Bustamante)	1, 511 ,976	357, 511	1, 869, 487	100 %
TOTAL	2, 921, 560	1, 324, 446	3, 643, 800	

Needs Assessment

Academic Performance

The Arcadia Unified School District annually examines the results of state and local assessment measurements. Using the Extended Test History (ETH) feature in SASI, testing data is readily available for analysis. The data is compiled into a formal report to the Governing Board (attached). Based on the evidence presented, strengths and weaknesses are highlighted.

Assessment measures include:

- District Standards Based Assessments
 - K-5 language arts including writing
 - 6-8 writing
- California Standards Tests (reading, writing, and math)

School sites evaluate CST, CELDT, and local assessment measurements as they evaluate and revise their Single Plan for Student Achievement. The high school includes results of CAHSEE testing as part of its need assessment.

Professional Development and Hiring

- New teachers participate in BTSA, pre-intern, and intern programs designed to enhance their subject matter knowledge and teaching skills to provide all students the opportunity to meet challenging state academic achievement standards
- An annual retreat is held for principals and other administrators prior to the opening of school. At this time data is reviewed and analyzed, needs determined, and goals set for the upcoming year.
- Quarterly leadership development seminars are conducted for principals to assist them in developing instructional leadership skills to help teachers provide all students the opportunity to meet the state's academic achievement standards.

Professional development activities are linked to student achievement. Identified needs are addressed through district wide and site level staff development. For example, when the Single Plans for Student Achievement were written in 2002-2003, a clear need for all sites was that teachers become more comfortable with using formative assessments to better inform instruction and clarify targets for students. Using this as a focus, staff development trainings centered on assessment literacy and standards based lesson design. Some sessions included the use of effective data analysis to identify student needs.

School Safety and Prevention

The California Healthy Kids Survey (CHKS) is administered every two years as required. Results from this survey are reported to the Governing Board along with data from district parent surveys. The CHKS is also reviewed by the Safety Summit Committee, a group of parents, teachers, and administrators, to identify priorities based on this data. From these priorities, goals are set for the year in the areas of alcohol, tobacco, drugs, and violence prevention.

District Profile

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

The Arcadia Unified School District is located in the Los Angeles suburb of Arcadia, a residential community of 58,000+ people consisting primarily of families with professional and business backgrounds. Many residents have been attracted to the area because of their high regard for the educational program in the schools. Arcadia has a well-developed sense of community identity with many residents actively involved in school and civic activities. Arcadia's location affords easy access to the many fine educational institutes and cultural facilities found in the Los Angeles area. An active educational foundation, the Arcadia Educational Foundation [AEF], provides financial support for the District through its multiple fundraising activities. Parents are highly involved in the Foundation as well as in the PTSA units at all sites. In 2007, the citizens of Arcadia overwhelmingly passed a multi-million dollar bond (Measure I) issue to improve and enhance all school sites. All classrooms will be equipped with smart boards, multiple computer stations, improved and integrated sound systems, mounted projectors, and other technologies to enhance the instructional program.

The District is comprised of six elementary schools (TK-5), three middle schools (6-8), and one comprehensive high school (9-12). The District enrollment in 2014-15 was approximately 9,600 students with an ethnic composition of 14.2% Caucasian, 61.7% Asian, 13.5% Hispanic and 10.6% other/not stated. Arcadia Unified School District is a high performing District. Students receive numerous academic awards, recognitions for artistic performance, and compete successfully in many local and state academic competitions. All Arcadia schools had an Academic Performance Index (API) of over 890 with nine of the schools over 900.

The District has had a continuing focus of "our caring makes the difference" centered around four critical questions: • What do we want students to know, do, and feel? • How will we know when each student has made adequate progress towards meeting these goals? • What will we do if each student does not make adequate progress? • What will we do for those students who come to us already having mastered these standards (or master them quickly)? The District has stayed true to this course of "excellence together" which is aligned with the enduring vision and our focus on teaching and learning. Everything we do in the District continues to embrace our vision and the four critical questions which guide us.

While the District is high performing, there has been consistent recognition of the need to address the needs of all students, including those at the lower achievement levels. This plan builds on a foundation of our student learning goal: All students will meet grade-level and/or course proficiency in core academic subjects as determined by multiple measures including state testing results, benchmark assessments, and classroom grades. This goal and our focus on the four questions of "excellence together" are perfectly aligned with the District's enduring vision which was adopted in 1996 and continues to guide our progress:

Vision: In the Arcadia Unified School District, families and community are partners for student success. The policies, personnel and resources of the Arcadia Unified School District are used to ensure that all students are provided engaging, meaningful schoolwork that results in

challenging them to think and reason, develop ownership for their own lifelong learning, respect diversity, and be contributing members of society.

Mission: It is the mission of the Arcadia Unified School District and the obligation of each school to provide quality work which is engaging, results in students learning meaningful content, and challenges every student to learn more.

Arcadia Unified School District recognizes the need to provide quality, research-based interventions for students to be successful. To this end, Teacher on Special Assignment (TOSA) positions were created at each elementary site to coordinate a school-wide intervention program. Identified students are provided supplemental instruction to support their mastery of reading comprehension and writing strategies. Part-time certificated teachers through a Title II program deliver appropriate instruction to elementary students who need skill building support. Additionally the TOSAs work with classroom teachers to deliver whole class lessons geared to meet school goals. The TOSAs and classroom teachers use a variety of data (SBAC, CSTs, District language arts and writing assessments, and other curriculum related measures) to evaluate students and decide on appropriate interventions. At some schools and in some grades, the TOSAs have instituted a Walk to Read program. Their hope is to enlarge this or a similar program to all grades at all elementary schools. TOSA positions are also in place at all three middle schools and the high school. At the three middle schools, English language arts and math support is in place. Design for this support differs by site based on student need. At the high school, a variety of interventions are provided in math and language arts. All three levels have developed Response to Instruction and Intervention (RtI²) pyramids for high quality instruction and early intervention. The pyramids address both the academic and behavioral needs of students.

Approximately 750 students in the district receive special education support and services. Each school is staffed with a credentialed education specialist who provides specialized academic instruction via a resource program model with the support of an instructional assistant. More intensive specialized academic instruction is provided at school sites in nine (9) special day class settings. These settings have specific availability with space constraints. The district is responsible for SELPA classes located on our school sites as well: one class for students with visual impairments; two classes for students identified with autism, one class for pre-kindergarteners with autism; three classes (one for each level) for students with mild developmental delays, one class for students with emotional disturbances, and two classes for students with non-medical severe disabilities.

Arcadia's language arts program is balanced and comprehensive and is a major focus K-12. It includes appropriate literature, language and comprehension components along with emphasis on the development of writing skills. Students receive instruction that is well-organized and includes phonics and decoding skills and addresses the needs of the emergent ELD student. Teachers monitor student progress and give special attention to those who may be having difficulty during the early years when they begin to develop their skills in listening, speaking, writing and reading text, understanding its meaning and applying their skills to learn other things. Intensive reading intervention is in place to support identified struggling readers at all levels K-12. A major focus for staff development (K-12) has been in the area of writing. This training supports instruction in the area of common elements of good writing based on *Write from the Beginning* strategies.

The major focus of mathematics instruction is the development of problem solving skills and introduction of algebraic thinking for grades TK-8 through California Academic Standards. At the high school level, there is a wide variety of regular and AP classes offered through the math department. At all levels, there is emphasis on supporting students who struggle with meeting standards in math. Computer software, algebra labs, specially designed courses are all examples of structured courses and targeted intervention programs for support.

For many years, the District has provided staff with disaggregated data and the opportunity to meet, review and interpret the data. All data are available electronically to each teacher making accessibility easy and readily available. Data-based academic decisions drive teacher planning at all levels. Technology has long been an emphasis in Arcadia Unified School District. Innovation has been a hallmark of the technology department. Teachers are expected to utilize technology as integral to their lessons. Creativity and technology combine as learning tools to prepare students for the realities of living, learning, and leading others in the marketplace.

At the District level, there are Directors of Curriculum, Instruction and Assessment. These two highly-trained professionals guide staff in curriculum development, instructional material selection, lesson development, standards development and implementation, and other academic related areas. They also provide a wide variety of professional development opportunities designed to enhance and support the educational vision of Arcadia Unified School District and the California Academic Standards.

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

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

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

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

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

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

a.) In order to 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, the following local assessment measures are used:

Local Measures of Student Performance for all** students include:

Grade:

K: phonemic awareness, alphabet knowledge, concepts about print, reading high frequency words, writing

1: phonemic awareness, spelling, reading high frequency words, comprehension, writing

2: spelling, high frequency words, writing, other reading words, fluency

3-5: phonics test, reading words, fluency check, writing

Grades K-5: alternate ranking

Grades 6-8: writing assessments twice a year

SRI (Schloastic Reading Inventory) [2-12]: twice a year to monitor reading progress toward meeting comprehension standards

All 7th grade students take a validated criterion referenced test to determine readiness for algebra placement. The establishment of comprehensive mathematics benchmarks is a goal.

Presently results of CELDT and STAR as well as those assessments connected to ELD materials are used for ELD placement. Though there are no AUSD reading and writing assessments specifically for ELD students, there are plans to develop such an assessment that will be administered twice a year to ELD students.

** All students includes: regular ed, special ed, GATE, Title I, ELL

b. & d.)

At the kindergarten level, a mid-year assessment of phonemic awareness, concepts about print, and comprehension is administered to identify those students who would benefit from early intervention. All new students (grades 1-5) are assessed against the standard of the previous year in order to identify intervention needs.

Student Study Teams (SSTs) at each site assist in identifying strategies that would provide support for struggling readers and math students. They also identify students in need of formal diagnosis for learning difficulties.

c.) Local assessment measures are used as part of the identification criteria for Title I participation. Combined with state assessments, alternate ranking, and teacher judgment, students receive intervention services based on their needs(see attached). Sites plan and implement intervention programs specific to student needs.

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

Planned Improvement in Student Performance in Reading

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

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards. Arcadia Unified School District will:</p> <p>1) Work with teacher groups to analyze and incorporate California ELA content standards into the District ELA curriculum, TK-12</p> <p>2) Train principals and teachers on the ELA content standards to understand the components of each standard and how they relate to instruction and assessment</p> <p>3) Train principals in strategies for implementing the ELA content standards, including coaching, supervising and evaluating classroom performance</p> <p>4) Purchase textbooks and supplemental materials aligned with ELA content standards</p> <p>5) Develop benchmark assessments to measure student progress toward meeting ELA content standards</p> <p>6) Train teachers to use assessment data to inform instruction and design activities to support all student efforts toward meeting grade-level standards</p>	<p>2010-2016</p> <p>1) Curriculum Coordinators, teachers (2003)</p> <p>2) Curriculum Coordinators, principals, teachers (2010-2016)</p> <p>3) Curriculum Coordinators (2010-2016)</p> <p>4) Teachers & Curriculum Coordinators (2003)</p> <p>5) Curriculum Coordinators, teachers (2003-2005)</p> <p>6) Curriculum Coordinators, Information Services, consultant (2003-2005)</p>	<p>1) Release time/subs</p> <p>2) Subs, teacher hourly</p> <p>3) No extra cost</p> <p>4) Instructional Materials \$</p> <p>5) Release time/subs</p> <p>6) Release time/subs</p>	<p>\$40,000</p> <p>\$150,000</p> <p>\$150,000</p> <p>\$750,000</p> <p>\$150,000</p> <p>\$150,000</p>	<p>1) General Fund \$</p> <p>2) Buyback, district resources, site budget</p> <p>3) District funding</p> <p>4) IMF \$</p> <p>5) General Fund \$</p> <p>6) General Fund \$</p>

<p>2. Use of standards-aligned instructional materials and strategies</p> <p>Arcadia Unified School District will:</p> <ol style="list-style-type: none"> 1) Purchase ELA materials on the State-Adopted List (K-8); align curriculum with standards and purchase standards based materials (9-12) 2) Train teachers in the process of examining student work to ensure that it is aligned with ELA standards and to determine student progress towards mastery 3) Support teacher efforts to inform students and their parents of standards being addressed through instruction 4) Support teachers' communication with parents regarding student progress toward meeting ELA standards 	<p>2010-2016</p> <ol style="list-style-type: none"> 1) Teachers & Curriculum Coordinators (2003) 2) Teachers, Principals & Curriculum Coordinators (2010-2016) 3) Principals & Curriculum Coordinators (2010-2016) 4) Principals & Curriculum Coordinators (2010-2016) 	<ol style="list-style-type: none"> 1) Instructional Materials \$ 2) Release time/subs 3) No extra cost 4) No extra cost 	<p>\$750,000</p> <p>\$150,000</p>	<ol style="list-style-type: none"> 1) IMF 2) General Fund \$ 3) None 4) None
<p>3. Extended Time Learning</p> <p>Arcadia Unified School District will:</p> <ol style="list-style-type: none"> 1) Implement site-based intervention programs during the school day, focused on helping struggling readers and ELL students to meet ELA standards (TK-12) 2) Continue to implement site-level, before and after school intervention programs for targeted students (Title I, ELL, Low Performing, At-risk) 3) Support summer targeted literacy intervention for Hispanic students (K-5) 	<p>2010-2016</p> <ol style="list-style-type: none"> 1) Intervention teachers, classroom teachers (2002-2008) 2) Classroom teachers (2010-2016) 3) Hispanic Community Outreach 	<ol style="list-style-type: none"> 1) Hourly cost of teachers 2) Hourly cost of teachers 3) Hourly cost of Outreach assistant and teacher, materials 	<p>\$1200 per week for 2 days of intervention</p> <p>\$400,000</p> <p>\$5,000</p>	<ol style="list-style-type: none"> 1) Title 1 \$, Intervention \$ 2) K-4 Intervention \$, Title I, site funding, 3) Intervention \$, Title I, site funding

<p>4) Offer a summer review/transition program for eligible Title I students (K-8)</p>	<p>Assistant, teachers (2010-2016) 4) Teachers (2010-2016)</p>	<p>as needed 4) Teacher hourly, materials</p>	<p>\$35,000</p>	<p>4) Title I, Intervention</p>
<p>4. Increased access to technology: Arcadia Unified School District will:</p> <ol style="list-style-type: none"> 1) Provide small word processors (Alpha Smarts) to struggling students for home and school use, K-5 2) Provide books on tape and tape players to K-8 students (including students in the independent study program) for use at home and school 3) Provide laptops to targeted middle school students (Title 1) for home and school use 4) Utilize Read 180 (Scholastic) as an intervention program for targeted students, 6-12 5) Use Read Naturally to improve fluency and comprehension with struggling students, K-5 6) Provide access to Accelerated Reader (Renaissance Learning) at elementary and middle schools to promote reading and improve comprehension skills 7) Provide access to database resources (Big Chalk Library) for research purposes 8) Continue to provide in-class access to library card catalog (Follett) 	<p>2010-2016</p> <ol style="list-style-type: none"> 1) Principals & TIS (2010-2016) 2) Teachers & Curriculum Coordinators (2010-2016) 3) Principals & TIS (2010-2016) 4) Principals, teachers, Curriculum Coordinators, & TIS (2010-2016) 5) Principals, teachers (2010-2016) 6) Principals, teachers (2010-2016) 7) TIS (2010-2016) 8) TIS (2010-2016) 	<p>1) Ongoing replacement and support costs</p> <p>2) Ongoing replacement of books, tapes & players</p> <p>3) Ongoing replacement of laptops</p> <p>4) Upgrades of software, hardware</p> <p>5) Ongoing replacement of Read Naturally materials</p> <p>6) Ongoing replacement of AR software</p> <p>7) Annual subscription cost</p> <p>8) Annual fee</p>	<p>\$6,000</p> <p>\$3,000</p> <p>\$10,000</p> <p>\$10,000</p> <p>\$5,000</p> <p>\$6,000</p> <p>\$6,000</p> <p>\$6,000</p>	<ol style="list-style-type: none"> 1) Technology, Instructional Materials 2) 30% Supply Materials 3) Technology \$ 4) Technology/, Instructional Materials 5) \$30% Supply Materials 6) School Improvement, Library 7) Library 8) Title V

<p>9) Improve access to technology at all sites through the use of laptop carts, connected to the AUSD Network and the Internet</p>	<p>9) Principals, TIS, (2010-2016)</p>	<p>9) Cost of laptop carts, replacement and ongoing costs</p>	<p>\$50,000</p>	<p>9) Technology, SIP, AEF</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials</p> <p>Arcadia Unified School District will:</p> <p>1) Provide ongoing training related to the District ELA Curriculum and Board-adopted ELA materials, all aligned with standards</p> <p>2) Provide CD and Internet-based staff development in literacy strategies for teachers (grades 4-12) using TREC (Teaching Reading in Every Classroom) and RISE (Reading in Secondary Education), programs developed by San Diego County Office of Education</p> <p>3) Facilitate participation of new teachers in BTSA and all activities related to implementing standards-based reading</p> <p>4) Train classroom teachers in assessment strategies designed to inform instruction and help students master standards</p> <p>5) Train classroom teachers (K-8) in research-based instructional strategies designed to support struggling readers (regular ed, special ed, Title I and ELL) making progress toward meeting standards</p>	<p>2010-2016</p> <p>1) Principals, Curriculum Coordinators (2010-2016)</p> <p>2) Curriculum Coordinators (2010-2016)</p> <p>3) BTSA Support Providers & Principals (2010-2016)</p> <p>4) Principals & Curriculum Coordinators (2010-2016)</p> <p>5) Principals & Curriculum Coordinators (2010-2016)</p>	<p>1) Substitutes</p> <p>2) Cost of TREC & RISE</p> <p>3) New teacher Academy, coaching, BTSA activities</p> <p>4) Cost of training materials</p> <p>5) Cost of training materials</p>	<p>\$40,000</p> <p>\$5,000</p> <p>\$5,000</p> <p>\$50,000</p> <p>\$40,000</p>	<p>1) Buy Back, site budgets</p> <p>2) Title II \$</p> <p>3) BTSA, Title II, Title I Staff Development</p> <p>4) District, Title II</p> <p>5) District, Title II, Title I Staff Development</p>

6) Train classroom teachers in strategies for differentiating curriculum and instruction to meet the needs of all learners	6) Principals, Curriculum Coordinators, consultants (2010-2016)	6) Cost of consultants	\$30,000	6) GATE, Buy Back
<p>6. Involvement of staff, parents, and community</p> <p>Arcadia Unified School District will:</p> <p>1) Provide standards documents to parents</p> <p>2) Support School Site Council at each school site and guide communication of results of all students and sub groups toward meeting ELA grade-level standards</p> <p>3) Facilitate communication among constituent groups (school, home and community) related to student progress and programs to support mastery of standards in reading and language arts</p> <p>4) Sponsor bi-annual parent meetings for targeted students who participate in special programs (Title 1 and ELL)</p> <p>5) Facilitate Student-Led Conferences twice each year for students in grades K-5</p> <p>6) Support weekly Latino Literacy parent/student sessions to train parents to be partners in their child's education</p>	<p>2010-2016</p> <p>1) Curriculum coordinators, principals, teachers (2010-2016)</p> <p>2) Principals (2010-2016)</p> <p>3) Principals, Curriculum Coordinators (2010-2016)</p> <p>4) Principals (2010-2016)</p> <p>5) Principals, teachers (2010-2016)</p> <p>6) Hispanic Community Outreach Assistant (2010-2016)</p>	<p>1) Printing costs</p> <p>2) Trainers, Categorical Specialist</p> <p>3) Curriculum Coordinators, Categorical Specialist</p> <p>4) Curriculum Coordinators, Categorical Specialist</p> <p>5) Principals, Curriculum Coordinators, Categorical Specialist</p> <p>6) Outreach Assistants, Arcadia Public Library</p>	<p>\$2,000</p> <p>Salaries</p> <p>Salaries</p> <p>Salaries</p> <p>Salaries</p> <p>Salaries</p>	<p>1) District funding</p> <p>2) Categorical funding, District funding</p> <p>3) District funding</p> <p>4) Title I, ELL, District</p> <p>5) District funding</p> <p>6) Title I, assistance from Arcadia Public Library</p>

<p>7) Improve home-school connection through the Community Outreach Assistants (e.g. Homework Club, literature lessons, etc.)</p>	<p>7) Community Outreach Assistants (2010-2016)</p>	<p>7) Outreach Assistants salaries</p>	<p>Salaries</p>	<p>7) Title I</p>
<p>7. Auxiliary services for students and parents</p> <p>Arcadia Unified School District will:</p> <ol style="list-style-type: none"> 1) Offer a pre-kindergarten parent program (prior to the start of school) focused on language and reading-readiness skills to support home-school communication and train parents to be partners in their child's education 2) Support Family Reading Nights (K-5) 3) Support Parent/Student programs that build study skills for middle school students (Power Tools) 4) Provide certificated counselors to elementary, middle and high schools who are trained to address the needs of students in targeted programs (TK-12) 5) Provide a high school counselor whose primary responsibility is students at risk to fail the CAHSEE 6) Provide a high school counselor whose primary focus is the ELL who is enrolled in ELD programs or transitioning to mainstream classes 7) Offer summer school reading intervention which targets ELL and students who have not passed the ELA portion of CAHSEE 	<p>2010-2016</p> <ol style="list-style-type: none"> 1) Curriculum Coordinator, teachers (2010-2016) 2) Principals, teachers 3) Principals, teachers 4) Principals, Coordinator of Student Services 5) Coordinator of Student Services, High School AP 6) Coordinator of Student Services, High School AP 7) HS Administration 	<ol style="list-style-type: none"> 1) Hourly cost of teachers 2) Teacher hourly 3) Teacher hourly 4) Counselors (salary, benefits) 5) Counselor (salary, benefits) 6) Counselor (salary, benefits) 7) Teachers, materials 	<p>\$500</p> <p>\$15,000</p> <p>\$1,000</p> <p>Salaries</p> <p>Salaries</p> <p>Salaries</p> <p>varies</p>	<ol style="list-style-type: none"> 1) District funding, Title I 2) School Improvement 3) School Improvement 4) TUPE, 10th Grade Counseling, District funding, Safety Grant 5) Site Based Management 6) Counseling funding 7) Intervention

8. Monitoring program effectiveness	2010-2016			
Arcadia Unified School District will:				
1) Support the Public School Accountability Act through Board Policy	1) All District Employees	1) No extra cost	0	1) None
2) Guarantee participation of all students in the STAR program, and monitor their results on the California Standards Test Language Arts	2) Principals, Teachers, site testing coordinators	2) Stipends	\$8,000	2) STAR budget
3) Provide training to principals and teachers on accessing and using data from STAR and district language arts assessments to inform instruction and to monitor program implementation	3) Curriculum Coordinators, TIS, principals, teachers	3) Hourly cost of teachers	varies	3) General Fund
4) Facilitate development and implementation of a Single Plan for Student Achievement at each site; support the principal and SSC as they monitor progress and revise the plan as needed	4) Principals, Categorical Specialists, School Site Councils	4) Categorical Specialist	Salaries	4) Categorical funding

<p>9. Targeting services and programs to lowest-performing student groups Arcadia Unified School District will:</p> <ol style="list-style-type: none"> 1) Facilitate K-4 intervention designed to target reading instruction for struggling readers during the school day 2) Facilitate pre-teaching for identified Title 1 students as a before or after-school program provided by each student's classroom teacher 3) Provide Scholastic Read 180 and teacher support to meet the needs of identified Title 1 and struggling readers, grades 6-12 4) Provide intervention support and tutoring to 10th and 11th grade students who have failed the CAHSEE 5) Provide site-based summer school programs for Title 1 students focused on reading and language arts 6) Provide site-based state-funded summer school programs for high school students at risk for failing English/language arts 	<p>2010-2016</p> <ol style="list-style-type: none"> 1) Principals & Intervention Coordinator 2) Principals & Intervention Coordinator 3) Principals, Curriculum Coordinators 4) Principal, Counselor, Teacher 5) Principal s, Curriculum Coordinators 6) High School Administration, counselors 	<ol style="list-style-type: none"> 1) Hourly cost of teachers 2) Hourly cost of teachers 3) Hourly cost of teachers, CSR cost 4) Hourly teachers 5) Cost of Summer School 6) Cost of Summer School 	<p>\$400,000</p> <p>\$50,000</p> <p>varies</p> <p>\$53,000</p> <p>varies</p>	<ol style="list-style-type: none"> 1) K-4 Intervention 2) Title 1 3) Title 1 4) Intervention 5) Intervention/Summer School 6) Intervention
<p>10. Any additional services tied to student academic needs:</p>				

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

Planned Improvement in Student Performance in Mathematics

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

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards.</p> <p>Arcadia Unified School District will:</p> <ol style="list-style-type: none"> 1) Work with teacher groups to review and analyze the District Math curriculum aligned with state content standards (TK-12) 2) Train principals and teachers on the math content standards to understand the components of each standard and how they relate to instruction and assessment 3) Train principals in strategies for implementing the Math content standards, including coaching, supervising and evaluating classroom performance 4) Purchase textbooks and supplemental materials aligned with Math content standards 5) Develop benchmark assessments to measure student progress toward meeting Math content standards 6) Train teachers to use assessment data to inform instruction and design activities to support all student efforts toward meeting grade-level standards Alignment of instruction with content standards. 	<p>2010-2016</p> <ol style="list-style-type: none"> 1) Curriculum Coordinators, teachers 2) Curriculum Coordinators, principals, teachers 3) Curriculum Coordinators 4) Teachers & Curriculum Coordinators 5) Curriculum Coordinators, teachers 6) Curriculum Coordinators, teachers 	<ol style="list-style-type: none"> 1) Release time/subs 2) Subs, teacher hourly 3) Curriculum Coordinators 4) Instructional Materials \$ 5) Release time/subs 6) Release time/subs 	<p>\$40,000</p> <p>\$150,000</p> <p>\$150,000</p> <p>\$750,000</p> <p>\$150,000</p> <p>\$150,000</p>	<ol style="list-style-type: none"> 1) General Fund 2) Buyback, district resources, site budget 3) District funding 4) IMF 5) General Fund 6) General Fund

<p>2. Use of standards-aligned instructional materials and strategies</p> <p>Arcadia Unified School District will:</p> <ol style="list-style-type: none"> 1) Purchase Math materials on the State-Adopted List (K-8) or aligned with standards (9-12) 2) Train teachers in the process of examining student work to ensure that it is aligned with Math standards and to determine student progress towards mastery 3) Support teacher efforts to inform students and their parents of standards being addressed through instruction 4) Support teachers' communication with parents regarding student progress toward meeting Math standards. 5) Provide math support through a math lab (9-10) and other supplemental materials to promote student mastery of math standards 	<p>2010-2016</p> <ol style="list-style-type: none"> 1) Teachers & Curriculum Coordinators 2) Teachers, Principals & Curriculum Coordinators 3) Principals & Curriculum Coordinators 4) Principals & Curriculum Coordinators 5) Principals & Curriculum Coordinators 	<ol style="list-style-type: none"> 1) Instructional Materials \$ 2) Release time/subs 3) Curriculum Coordinators 4) Curriculum Coordinators 5) Teachers hourly 	<p>\$750,000</p> <p>\$150,000</p> <p>salaries</p> <p>salaries</p> <p>\$20,000</p>	<ol style="list-style-type: none"> 1) IMF 2) General Fund 3) None 4) None 5) Intervention
<p>3. Extended Time Learning</p> <p>Arcadia Unified School District will:</p> <ol style="list-style-type: none"> 1) Implement site-based intervention programs designed to help the struggling math student master grade-level content standards (TK-12) 2) Focus additional support for students in 8th grade algebra and pre-algebra classes to support deep understanding of content and sustainability in future math courses 	<p>2010-2016</p> <ol style="list-style-type: none"> 1) Intervention teachers, classroom teachers 2) Classroom teachers 	<ol style="list-style-type: none"> 1) Hourly cost of teachers 2) Hourly cost of teachers 	<p>\$400,000</p> <p>\$150,000</p> <p>\$ 30,000</p>	<ol style="list-style-type: none"> 1) Title 1, Intervention 2) Intervention , Title I, site funding

3) Provide intervention and tutoring for students who fail the CAHSEE in math	3) Department Chairs, Intervention Counselor	3) Intervention Counselors		3) Intervention
<p>4. Increased access to technology</p> <p>Arcadia Unified School District will:</p> <p>1) Provide access to networked and internet-based math programs aligned with standards including Destination Math (Riverdeep) and Accelerated Math (Renaissance Learning)</p> <p>2) Provide access to appropriate technology (calculators, computers, word processors) and software to support student mastery of math content standards</p> <p>3) Provide teacher access to assessment data (Extended Test History and eFACTS) and tools aligned with standards designed to promote student mastery of math content standards</p>	<p>2010-2016</p> <p>1. TIS*, teachers, Curriculum Coordinators</p> <p>2. Site administrators, TIS, teachers, Curriculum Coordinators</p> <p>3. TIS*, teachers, Curriculum Coordinators</p> <p>*Technology Information Services</p>	<p>1. Annual licensing fees, expanded software</p> <p>2. Hardware and software costs</p> <p>3. Training costs</p>	<p>\$6,000</p> <p>\$75,000</p> <p>salaries</p>	<p>1. Technology Block Grant</p> <p>2. School Improvement block grants, awards (API)</p> <p>3. Technology Block Grant</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials</p> <p>Arcadia Unified School District will:</p> <p>1) Provide ongoing training related to the District Math Curriculum and Board-adopted Math materials, all aligned with standards</p>	<p>2010-2016</p> <p>1) Principals, Curriculum Coordinators</p>	<p>1) Curriculum Coordinators, trainers, materials</p>	<p>\$40,000</p>	<p>1) Buy Back, site budgets</p>

2) Facilitate participation of new teachers in BTSA and all activities related to implementing standards-based math instruction	2) Curriculum Coordinators, personnel department, BTSA Coordinators	2) Consultants, training materials	\$40,000	2) BTSA, Title II, Title I Staff Development
3) Train classroom teachers in assessment strategies designed to inform instruction and help students master standards	3) Curriculum Coordinators, Principals	3) Training materials	\$50,000	3) Title II, Title I Staff Development
4) Train classroom teachers (K-8) in research-based instructional strategies designed to support struggling math students (Title I, special Ed, regular ed, ELL) making progress toward meeting standards	4) Principals & Curriculum Coordinators	4) Cost of training materials	\$60,000	4) Title II, Title I Staff Development
5) Train classroom teachers in strategies for differentiating curriculum and instruction to meet the needs of all learners (regular ed, special ed, ELL, GATE, Title I)	5) Principals, Curriculum Coordinators, consultants	5) Cost of consultants	\$40,000	5) GATE, Buy Back
<p>6. Involvement of staff, parents, and community</p> <p>Arcadia Unified School District will:</p> <p>1) Support School Site Council at each school site and guide communication of results of all students and sub groups toward meeting Math grade-level standards</p> <p>2) Facilitate communication among constituent groups (school, home and community) related to student progress and programs to support mastery of math content standards</p> <p>3) Facilitate Student-Led Conferences twice each year for students in grades TK-5</p>	<p>2010-2016</p> <p>1) Principals</p> <p>2) Principals, Curriculum Coordinators</p> <p>3) Principals, teachers</p>	<p>1) Principals</p> <p>2) Principals, Curriculum Coordinators</p> <p>3) Principals, teachers</p>	<p>Salaries</p> <p>Salaries</p> <p>Salaries</p>	<p>1) District funding</p> <p>2) District funding</p> <p>3) District funding</p>

4) Promote site-level parent informational meetings for home access to Destination Math (Riverdeep). (3-8)	4) Principals, teachers, site SSCs	4) Principals, teachers	Salaries	4) District funding
5) Improve home-school connection through the Community Outreach Assistants (e.g. Homework Club, literature lessons, etc.)	5) Community Outreach Assistants	5) Outreach Assistants salaries	Salaries	5) Title I

<p>7. Auxiliary services for students and parents</p> <p>Arcadia Unified School District will:</p> <ol style="list-style-type: none"> 1) Facilitate classroom teachers in providing targeted intervention to identified Title 1 students as they prepare them for instruction and address gaps in their learning 2) Promote intervention programs in a variety of settings to address the needs of the struggling reader, TK-12 3) Provide certificated counselors to elementary, middle and high schools who are trained to address the needs of students in targeted programs 4) Provide a high school counselor whose primary responsibility is students at risk to fail the CAHSEE math 5) Support implementation of California Math League contest (6-8) 6) Support peer tutoring in math (6-12) 	<p>2010-2016</p> <ol style="list-style-type: none"> 1) Curriculum Coordinator, teachers (2010-2016) 2) Principals, teachers 3) Principals, teachers 4) Principals, Coordinator of Student Services 5) Coordinator of Student Services, High School AP 6) Coordinator of Student Services, High School AP 	<ol style="list-style-type: none"> 1) Hourly cost of teachers 2) Teacher hourly 3) Counselors (salary, benefits) 4) Counselors (salary, benefits) 5) Counselor (salary, benefits) 6) Counselor (salary, benefits) 	<p>\$400,000</p> <p>\$40,000</p> <p>salaries</p> <p>salaries</p> <p>salaries</p> <p>salaries</p>	<ol style="list-style-type: none"> 1) District funding, Title I 2) Intervention 3) Categorical funding, district funding 4) TUPE, 10th Grade Counseling, District funding, Safety Grant 5) GATE 6) School Improvement
<p>8. Monitoring program effectiveness</p> <p>Arcadia Unified School District will:</p> <ol style="list-style-type: none"> 1) Support the Public School Accountability Act through Board Policy 	<p>2010-2016</p> <ol style="list-style-type: none"> 1) All District Employees 	<ol style="list-style-type: none"> 1) No extra cost 	<p>0</p>	<ol style="list-style-type: none"> 1) None

2) Guarantee participation of all students in the STAR program, and monitor their results on the California Standards Test math	2) Principals, Teachers, site testing coordinators, STAR coordinator	2) Stipends	\$8,000	2) STAR budget
3) Provide training to principals and teachers on accessing and using data from STAR and district math assessments to inform instruction and to monitor program implementation	3) Curriculum Coordinators, TIS, principals, teachers	3) Hourly cost of teachers, STAR coordinator	Varies	3) General Fund
4) Facilitate development and implementation of a Single Plan for Student Achievement at each site; support the principal and SSC as they monitor progress and revise the plan as needed	4) Principals, Categorical Specialists, School Site Councils	4) No extra cost	Varies	4) Categorical funding

<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>Arcadia Unified School District will:</p> <ol style="list-style-type: none"> 1) Provide intervention support and tutoring to 10th and 11th grade students who have failed the math portion of CAHSEE 2) Provide intervention support services for struggling math students (TK-12) 3) Provide site-based state-funded summer school programs for high school students at risk for failing math 4) Provide math support through a math lab (9-10) and other supplemental materials to promote student mastery of math standards 	<p>2010-2016</p> <ol style="list-style-type: none"> 1) Principals & Intervention Coordinator 2) Principals & Intervention Coordinator 3) Principal & Curriculum Coordinators 4) Principal, Counselor, Teacher 	<ol style="list-style-type: none"> 1) Hourly cost of teachers 2) Hourly cost of teachers 3) Hourly cost of teachers, CSR cost 4) No extra cost 	<p>\$10,000</p> <p>\$50,000</p> <p>\$75,000</p> <p>\$10,000</p>	<ol style="list-style-type: none"> 1) Intervention 2) Intervention 3) State summer school funds 4) Intervention
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10. Any additional services tied to student academic needs:				
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Performance Goal 2: *All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.*

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

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

	Description of how the LEA is meeting or plans to meet this requirement
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1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:
 - a. Describe the programs and activities to be developed, implemented, and administered under the subgrant

- b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;

- a.**
 - 1) Insure that all instruction in the ELD classes is conducted in English.
 - 2) Provide sheltered immersion classes for students in grades K-5, ranging from 30 –90 minutes each day, four days a week
 - 3) Support in-class instruction (K-5) in English Language Development for students performing at the Intermediate and Early Advanced Level on the CELDT
 - 4) Provide sheltered immersion classes in English and History/Social Science (2 periods daily) for middle students performing at the Beginning, Early Intermediate and Intermediate levels on CELDT
 - 5) Offer SDAIE classes (5 days a week) in English, history/social science and science at the middle schools to ELD students who need additional support in accessing the core curriculum
 - 6) Work with teacher groups to analyze and incorporate California ELD content standards into the District ELD curriculum, TK-12
 - 7) Train principals and teachers on the ELA and ELD content standards to understand the components of each standard and how they relate to instruction and assessment
 - 8) Train principals in strategies for implementing the ELA and ELD content standards, including coaching, supervising and evaluating classroom performance
 - 9) Purchase supplemental materials aligned with ELA and ELD content standards (TK-12)
 - 10) Facilitate additional support in reading and writing through intervention for ELD students in grades 1-12
 - 11) Facilitate and provide access to teacher certification classes in CLAD and/or SB395 to ensure that students are taught by fully-qualified teachers
- b.**
 - 1) Provide access to California Academic Content Standards documents, ELD and ELA standards-based curriculum to all teachers and parents
 - 2) Train all teachers and administrators in implementing the California Academic Content Standards, ELD standards-based curriculum and Board-adopted materials
 - 3) Purchase supplemental, researched-based materials and equipment to support ELL efforts toward meeting adequate yearly progress

4) The District has set the following annual goals for EL students in the area of ELD, reading/language arts and math. ELD growth is measured by the state assessment, CELDT; reading/language arts and math are measured by California Assessment of Student Performance and Progress (CAASPP).

CELDT level	Beginning	Early Int	Intermed	Early Adv	Adv	Redesign
Timeline toward redesignation, based on CELDT level at time of initial enrollment year	1st year	2nd year	3rd year	4th year	5th year	6th year
		1st year	2nd year	3rd year	4th year	5th year
			1st year	2nd year	3rd year	4th year
				1st year	2nd year	3rd year
					1st year	2nd year
						1st year
California ELA Standards Test	Far below basic	Far below basic	Below basic	Basic	Basic	Proficient
California Math Standards Test	Far below basic	Far below basic	Below basic	Basic	Basic	Proficient

c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:

- meeting the annual measurable achievement objectives described in Section 3122;
- making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B));
- annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1));

c.

- 1) Administer the CELDT and SBAC to all ELLs to monitor progress as required by the state
- 2) Store all required assessment data (CELDT and SBAC) for ELD students in a District database that is accessible to classroom teachers and administrators
- 3) Develop and implement District assessments connected to ELD Content Standards that provide additional information for determining progress toward meeting ELD standards
- 4) Facilitate teachers and principals as they analyze all assessment data and recommend appropriate placement for ELLs
- 5) Guide teachers and principals as they monitor progress for ELLs, and make recommendations for changes in placement or reclassification when appropriate
- 6) Support teachers and principals as they monitor ELL progress in all core subjects, providing intervention as needed
- 7) Meet frequently with ELD teachers and administrators to review curriculum, instruction, assessment, student progress toward meeting ELD standards and compliance with state mandates
- 8) Facilitate articulation between elementary and middle schools, middle and high schools, to share information, recommend placement and discuss strengths and weaknesses of incoming ELLs
- 9) Provide training for teacher certification classes in CLAD and/or SB395 to

	<p>d. Describe how the LEA will promote parental and community participation in LEP programs.</p>	<p>d.</p> <ol style="list-style-type: none"> 1) Follow all mandated timelines for notifying parents of student assessment results and placement 2) Notify parents of ELLs of their rights, responsibilities and options related to ELD student services 3) Translate all parent information related to curriculum, instruction, placement, reclassification and upcoming parent meetings into the 4 major languages (Chinese, Japanese, Korean and Spanish) as required by the state 4) Hold bi-annual site-level (ELAC) and district-level (DELAC) parent meetings to address concerns, seek input and evaluate the ELD program 5) Provide oral translators at all site and district-level ELD Parent Meetings, including parent conferences 6) Facilitate parent education opportunities for parents of ELLs; work with local agencies to provide speakers on requested topics 7) Employ a district liaison to provide a link among the district, sites and parents
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	<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: English proficiency; and Academic achievement in the core academic subjects</p>	<p>Arcadia Unified School District will:</p> <ol style="list-style-type: none"> 1) Provide board-approved high quality, research-based instructional materials for ELD students, including ELLoquence (9-12) High Point, Read 180, System 44 (6-8) and ELA/ELD support materials and Imagine Learning (Houghton Mifflin, K-5). 2) Support high quality instruction based on scientific research via on-site coaching, grade-level planning meetings, department meetings and staff development. 3) Monitor ELD student progress based on annual CELDT scores. <p>2001-2002 longitudinal results:</p> <table border="0"> <tr> <td>Proficiency Level</td> <td>2001</td> <td>2002</td> </tr> <tr> <td>Advanced</td> <td>1%</td> <td>20%</td> </tr> <tr> <td>Early Advanced</td> <td>11%</td> <td>32%</td> </tr> <tr> <td>Intermediate</td> <td>51%</td> <td>37%</td> </tr> <tr> <td>Early Intermediate</td> <td>22%</td> <td>9%</td> </tr> <tr> <td>Beginning</td> <td>16%</td> <td>3%</td> </tr> </table> <ol style="list-style-type: none"> 4) Continue to analyze ELD students' performance on CST reading, writing, and math (see attached) 	Proficiency Level	2001	2002	Advanced	1%	20%	Early Advanced	11%	32%	Intermediate	51%	37%	Early Intermediate	22%	9%	Beginning	16%	3%
Proficiency Level	2001	2002																		
Advanced	1%	20%																		
Early Advanced	11%	32%																		
Intermediate	51%	37%																		
Early Intermediate	22%	9%																		
Beginning	16%	3%																		

		Description of how the LEA is meeting or plans to meet this requirement.	
Required Activities	<p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p> <ul 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>a-d</p> <ol style="list-style-type: none"> 1) Train principals and teachers on the ELA and ELD content standards to understand the components of each standard and how they relate to instruction and assessment 2) Train principals in strategies for implementing the ELA and ELD content standards, including coaching, supervising and evaluating classroom performance 3) Store all required assessment data (CELDT and STAR) for ELD students in a District database that is accessible to classroom teachers and administrators 4) Develop and implement District assessments connected to ELD Content Standards that provide additional information for determining progress toward meeting ELD standards 5) Facilitate teachers and principals as they analyze all assessment data and recommend appropriate placement for ELLs 6) Student work 7) Assessment (formative and summative) 8) Instructional strategies for reading and writing (literacy) 9) TREC, RISE 10) Standards Based lesson design (UbD: Wiggins, McTighe) 11) Offer CLAD and SB 395 training 12) Offer opportunities to attend statewide conferences (e.g. CABE, CRA, TESOL) 	
Allowable Activities	<p>4. Upgrade program objectives and effective instruction strategies.</p>	<p>Yes or No</p> <p>No</p>	<p>If yes, describe:</p>

		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.	Yes or No Yes	If yes, describe: Elementary: ELD teachers at each site will provide focused reading and writing instruction in an after school tutorial setting Middle School: Tutorial services will be provided during “zero” period for ELL students High School: An additional period of intensive support for reading is provided for level 1-3 EL students. “Read 180” and Scholastic Reading XL are used as part of the program.
	6. Develop and implement programs that are coordinated with other relevant programs and services.	Yes or No Yes	If yes, describe: Using Title III funds, a variety of programs will be developed to extend the regular instructional program and focus on the needs of EL students. Programs include: <ul style="list-style-type: none"> • current, existing intervention programs • Title I • CBET tutoring programs
	7. Improve the English proficiency and academic achievement of LEP children.	Yes or No No	If yes, describe:

		Description of how the LEA is meeting or plans to meet this requirement.	
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>Services to support the needs of parents of EL students are available but are not supported by Title III funding. A Community Outreach Assistant for the Hispanic community and one for the Asian community are supported through Title I funds. Some of the services they provide are:</p> <ul style="list-style-type: none"> ● Home contacts including home visits when appropriate ● Oral and written translations ● Serve as an advocate for EL families ● Identify families who would benefit from community services ● Provide literacy classes ● Provide classes on how to assist and tutor children at home <p>The CBET program provides tutoring for adults who in turn tutor children. During the summer of 2003, the CBET program will enter into a partnership with the Arcadia Public Library to provide a class at the library, build a relationship with library staff in order to help community members be more aware of library resources not only for themselves but also for the children they will be tutoring.</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>Title I money has been used to purchase small word processors at the elementary level for checkout by identified students. Eligible EL students have access to this technology. At the middle school level, laptops are available for checkout by EL students. EL high school students use Geo Books technology. The high school class has 16 computer stations. In addition, laptop carts are available at all levels to support writing.</p> <p>The District website has some translations in Chinese for EL students and their parents. There is a need to establish an ELD webpage that is linked to the AUSD.net website.</p>

	10. Other activities consistent with Title III.	Yes or No Yes	If yes, describe: Interpreters are readily available to translate documents, assist in parent conferences and facilitate parent meetings.
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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>
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1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):
 - a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program;
 - b. the child’s level of English proficiency, how such level was assessed, and the status of the student’s academic achievement;
 - c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction;
 - d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;
 - e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;
 - f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools;
 - g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;
 - h. information pertaining to parental rights that includes written guidance detailing –
 - i. the right that parents have to have their child immediately removed from such program upon their request; and
 - ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available;
 - iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.

Upon registration of their student, and annually thereafter, parents will receive a written explanation of the following information:

- a) The reasons for the identification of their child as EL and in need of services (Home Language Survey response, score on initial CELDT test)
- b) The child’s level of English proficiency and how it was assessed (explanation of CELDT level, and explanation of CELDT exam). Student academic achievement information is distributed to parents with the student’s STAR report and most recent report card.
- c-f) Parents of grade 6-12 ELD students receive information about the method of instruction the student receives as well as time in ELD and materials to be used, subjects to be taught, and teacher qualifications at Back to School Night. In addition benchmarks and yearly goals are explained so parents can monitor progress towards these goals. Reclassification criteria is explained as well as graduation requirements.

The ELD program K-5 is currently being redesigned and will include a similar communication process.

- g) If the student has a disability, services are determined by the IEP team as they work together to address the needs of individual students
- h) Parental rights to withdraw from the program but not the services is contained in the notification letter

A copy of the currently used parent notification letter is attached.

	Description of how the LEA is meeting or plans to meet this requirement.
<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 school 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>AUSD will follow all requirements and guidelines of the California Department of Education with regards to informing parents of their child’s placement in an ELD program.</p>
<p>LEA Parent Notification Failure to Make Progress If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>	<p>If the District or site fails to make its AYP, all parents will be notified of such failure in writing in a language they understand no later than 30 days after such failure occurs. Outreach Assistants will make phone calls to parents with a follow-up written letter to answer any questions the parents may have and to inform them of their option to choose another school within the district. More than one general meeting will also be held for all parents to explain the AYP and the lack of school progress and options. Child care and translation will be provided.</p>

Plans to Provide Services for Immigrants

<p>IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).</p>		<p>Description of how the LEA is meeting or plans to meet this requirement.</p>	
<p>Allowable Activities</p>	<p>1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:</p>	<p>Yes or No N/A</p>	<p>If yes, describe:</p>
	<p>2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:</p>	<p>Yes or No N/A</p>	<p>If yes, describe:</p>
	<p>3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;</p>	<p>Yes or No N/A</p>	<p>If yes, describe:</p>
<p>Allowable Activities</p>	<p>4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:</p>	<p>Yes or No N/A</p>	<p>If yes, describe:</p>

	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 N/A	If yes, describe:
	6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:	Yes or No N/A	If yes, describe:
Allowable Activities	7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:	Yes or No N/A	If yes, describe:

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

Summary of Needs and Strengths for Professional Development

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

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

STRENGTHS	NEEDS
<p>As of September 2002, 90.5 % of teachers at Title I schools meet the federal definition of highly qualified. 83.4 % of teachers in other schools meet the federal definition of highly qualified.</p> <p>Student achievement data indicate teacher strength in language arts and math. Arcadia students achieve at the advanced or proficient levels of the California Standards Test in reading/language arts and math at levels well above the state averages (see attached). As of May 2003, 97% of the class of 2004 and 95% of the class of 2005, have passed both sections of the California High School Exit Exam (CAHSEE).</p> <p>73.2 % of elementary teachers have advanced degrees and/or certification in reading/language arts. 59% of middle and high school teachers have advanced degrees.</p> <p>All new teachers hired as of July 2003, will either be CLAD certified on hire or will have completed certification by February 1 of second probationary year.</p> <p>Hiring practices have been revised. All new hires must be fully credentialed and met subject matter requirements if hired for middle school or high school positions.</p> <p>AUSD participated in the credentialing audit through Los Angeles County. Principals were provided informational sessions to make them more fully aware of credentialing requirements</p> <p>All parents receive annual notification of their right to access teachers' credential information. (copies attached)</p>	<p>As of September 2002, 9.5 % of teachers at Title I schools are not considered highly qualified; 16.6 % of teachers at non-Title I schools are not considered to be highly qualified. 100 % of these teachers are currently enrolled in programs to complete their credential work. All teachers in Arcadia schools will meet the definition of highly qualified by the school year 2005-2006.</p> <p>Student achievement data do not clearly indicate a need for teacher improvement in instruction. School and District professional development will focus on activities assist teachers become stronger in assisting students meet or exceed grade-level standards and to develop meaningful formative assessments.</p> <p>While all teachers are provided ongoing training to instruct English learners in regular classrooms, 24% of teachers are CLAD or SB395 certified. A need exists to provide opportunities for teachers to acquire appropriate certification for instructing English Language Learners including training in reading strategies for the ELL learners.</p> <p>A need has been identified for teachers to become more knowledgeable about differentiated instruction in order to address the needs of all students. Teachers indicate they can identify struggling readers. But they feel they lack the instructional strategies necessary to improve the child's reading achievement.</p>

<p>Classroom Aides in the Arcadia Unified School District are not funded by Title I. The three Community Outreach Assistants funded by Title I do not work directly with students as part of their duties. However, of these three paraprofessionals, two have advanced college degrees. The third will complete work for the AA degree by June of 2004.</p>	
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Performance Goal 3: *By 2005-06, all students will be taught by highly qualified teachers.*

Planned Improvements for Professional Development (Title II)

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

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State’s challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <p>The district’s Planning Committees will conduct regular professional needs assessment of teachers and principals. The objective will be helping all teachers become highly qualified. Formative and summative assessment of student progress related to state academic and content achievement standards will be analyzed at each school and district wide to identify needs for professional development. Professional development activities will be designed in response to stated needs and staff strengths.</p>	<p>2010-2016</p> <p>Principals</p> <p>Curriculum Coordinators</p> <p>Deputy Superintendent</p> <p>Teachers</p> <p>Leadership Teams</p>	<p>Trainers</p> <p>Materials</p> <p>Teacher release time</p> <p>Coordination</p>	<p>Approx. \$400,000</p>	<p>Title II</p> <p>Title I Staff Development</p> <p>Buy Back</p> <p>District</p>
<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>Activities will be designed to be ongoing in nature and based on scientific research that is proven to have positive impact on student achievement. Curriculum Coordinators will review research of professional development activities that ensure all students will meet or exceed State content and academic standards. The research based works of Wiggins & McTighe, Stiggins, Marzano, and Feldman, among others, will serve as models upon which to build meaningful staff development activities. Staff development activities will be coordinated to meet the varied needs of teachers and the subjects they teach, while maintaining a focus on developing meaningful assessments that demonstrate the progress of all students (regular ed, ELL, GATE, Title I, Special Ed) toward meeting the goal of proficiency in standards.</p>	<p>2010-2016</p> <p>Principals</p> <p>Curriculum Coordinators</p> <p>Deputy Superintendent</p> <p>Teachers</p> <p>Leadership Teams</p> <p>Consultants</p>	<p>Trainers</p> <p>Materials</p> <p>Teacher release time</p> <p>Coordination</p>	<p>Approx. \$400,000</p>	<p>Title II</p> <p>Title I Staff Development</p> <p>Buy Back</p> <p>District</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <p>Activities will be designed to:</p> <ul style="list-style-type: none"> • Address identified content standards • Provide training to help teachers use instructional strategies to help all students (regular ed, special ed, ELL, GATE, Title I) meet standards • Provide ongoing support to teachers for “training to classroom implementation” • Assess progress toward meeting the standard for all student groups • Continue to assist teachers in using electronic data access in a meaningful manner to strengthen their assessment of student progress <ul style="list-style-type: none"> ○ Reference “District Profile,” description of technology: eFACTS ○ Reference “District Profile,” Extended Test History 	<p>2010-2016</p> <p>Principals</p> <p>Curriculum Coordinators</p> <p>Deputy Superintendent</p> <p>Teachers</p> <p>Leadership Teams</p> <p>TIS</p>	<p>Trainers</p> <p>Materials</p> <p>Teacher release time</p> <p>Coordination</p>	<p>Approx. \$400,000</p>	<p>Title II</p> <p>Title I Staff Development</p> <p>Buy Back</p> <p>District</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> <p>The district will ensure that professional development activities are coordinated to address staff needs in assisting all students to meet or exceed State academic achievement standards. Activities will be designed to help teachers integrate standards-based curriculum, instructional practice, assessment and understanding of the strengths and needs of the student populations in their classes. Classroom management, interventions, and working with students’ families, and other topics required by funding sources will be addressed within the context of ensuring that all students meet or exceed State content and academic achievement standards.</p>	<p>2010-2016</p> <p>Principals</p> <p>Curriculum Coordinators</p> <p>Deputy Superintendent</p> <p>Teachers</p> <p>Leadership Teams</p>	<p>Trainers</p> <p>Materials</p> <p>Teacher release time</p> <p>Coordination</p>	<p>Approx. \$400,000</p>	<p>Title II</p> <p>Title I Staff Development</p> <p>Buy Back</p> <p>District</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> <p>Professional Development activities will improve the knowledge of teachers regarding effective instructional practices that:</p> <ul style="list-style-type: none"> • Address the needs of students with different learning styles particularly students with disabilities, students with special needs (including Gifted 	<p>2010-2016</p> <p>All teachers</p> <p>Curriculum</p>	<p>Trainers</p> <p>Materials</p>	<p>Approx. \$400,000</p>	<p>Title II</p> <p>Title I Staff Development</p>

<ul style="list-style-type: none"> and Talented), and students with limited English proficiency Effectively use data and assessments to improve classroom practice and student learning 	Coordinators Principals Deputy Superintendent	Teacher release time Coordination		Buy Back District
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Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <p>The district will ensure that technology-related professional development links to other district and school professional development activities that are coordinated to address staff needs in assisting all students to meet or exceed State academic achievement standards. Activities may include:</p> <ul style="list-style-type: none"> Use Extended Test History to access assessment data Use eFACTS to access standards documents, assessments tools and resources Use laptop carts effectively with students Promote student use of small word processors when appropriate Provide staff development software applications as needed Provide innovative uses of technology and expand positively evaluated pilots (e.g Palm pilots, laptop checkouts for Title I and Special Ed students) 	<p>2010-2016</p> <p>TIS (Technology Information Services)</p> <p>Curriculum Coordinators</p> <p>Principals</p> <p>Staff Development Planning Committee</p> <p>LITE Techs (Leaders in Educational Technology)</p>	<p>Computers</p> <p>TIS Staff</p> <p>Teacher release time</p> <p>LITE stipends</p>	<p>\$100,000</p>	<p>Technology</p> <p>AEF</p> <p>District</p> <p>Title II, Part D</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% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <ul style="list-style-type: none"> Sites will implement site technology according to district guidelines for providing access to technology Promote staffing of instructional media centers before and after school and during lunch to meet the needs of students Promote on-line staff development via CTAP online/LACOE courses for teachers; district will support licensing fees at each site. Teachers can earn course credit that applies to the salary schedule. Grade level technology standards for all (regular ed, special ed, GATE, ELL, and Title I) students 	<p>2010-2016</p> <p>Principals, SSC</p> <p>Principals, library media specialists</p> <p>TIS, Curriculum coordinator teachers</p>	<p>Technology costs</p> <p>Personnel costs</p> <p>Cost of licensing</p>		<p>Technology</p> <p>AEF</p> <p>District</p> <p>Title II, Part</p>

<ul style="list-style-type: none"> • Provide opportunities for training to enable all teachers to reach and maintain technology standards • Expansion of electronic portfolios 				
<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>The district staff development is planned with teachers, principals, and district staff. They are divided into three subcommittees: elementary, middle, and high school. Together these groups, under the guidance of the Deputy Superintendent of Curriculum and Instruction, will conduct an annual needs assessment, establish professional development goals, design and select professional development activities, and evaluate the effectiveness of the professional development. The district will monitor and adjust as needed.</p> <p>The District LEA Plan was developed based on the Single Plan for Student Achievement submitted by all school sites in the fall of the 2002-2003 school year. District leaders attended trainings at the Los Angeles County Office of Education. Input was sought from the School Site Councils of all school sites. Based on this input, modifications were made to the LEA Plan. An additional opportunity for parental input was available through the public hearing that preceded the approval of the LEA Plan by the Governing Board.</p>	<p>2010-2016</p> <p>Teachers</p> <p>Principals</p> <p>Curriculum Coordinators</p> <p>Deputy Superintendent</p> <p>School Site Councils</p> <p>E-Team</p>	<p>Teachers</p> <p>Principals</p> <p>Curriculum Coordinators</p> <p>Deputy Superintendent</p> <p>School Site Councils</p> <p>E-Team</p>	<p>Salaries</p>	<p>District</p> <p>Title II</p> <p>Categorical funding</p>
<p>Please provide a description of:</p>	<p>Persons Involved/ Timeline</p>	<p>Related Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</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. <ul style="list-style-type: none"> • Staff Development days will be focused on assessment strategies and best practices used to monitor student progress toward meeting content standards in core subjects. Training will also be provided in retrieving data electronically through the district's database and analyzing the data to inform instruction. • Additional staff development will be provided for CLAD and SB395 to 	<p>2010-2016</p> <p>Teachers</p> <p>Principals</p> <p>Curriculum</p>	<p>Curriculum Coordinators</p> <p>BTSA Support Providers</p> <p>Personnel</p>	<p>\$ 200,000</p>	<p>Title I Staff Development</p> <p>Title II</p> <p>District funding</p>

<p>insure all teachers are highly qualified to teach ELD students.</p> <ul style="list-style-type: none"> • Focused staff development on implementing newly adopted standards based curriculum and materials will be provided in a variety of settings (e.g. staff development days, release time, minimum days, summer, etc.) • Summer institute opportunities will be provided to new teachers (New Teacher Academy). • Summer staff development opportunities will be provided to assist teachers become highly qualified including CLAD and SB395 training, differentiated instruction training, etc. • The New Teacher Academy will include topics such as: <ul style="list-style-type: none"> • Dealing with student behavior • Parent conferencing • Balanced communication with parents to help them support their child’s education • Teaching to different learning styles • Addressing diverse student needs • Standards based lesson design • Quality classroom assessment 	<p>Coordinators Deputy Superintendent</p>	<p>Department trainers</p>		<p>Categorical Funding</p>
<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <p>a. The District in partnership with LACOE (Los Angeles County of Education) provides training and support to teachers who have not yet met subject matter requirements. Qualifying teachers receive assistance in preparing for subject matter exams, weekly support from an experienced teacher, ongoing training on the content standards and best teaching practices, and release time to observe experienced teachers and attend three days of professional development.</p> <p>b. The District with LACOE will provide test preparation support for teachers who must pass subject area exams.</p> <p>c. The District has partnerships with seven (7) local universities to support beginning teachers on the path to full certification.</p> <p>d. Through a consortium with two neighboring districts, Arcadia will provide a BTSA/Induction program. This will support teachers needing to clear their preliminary documents.</p>	<p>2010-2016</p> <p>Curriculum Coordinators</p> <p>BTSA Support Providers</p> <p>Personnel Department</p> <p>trainers</p>	<p>Curriculum Coordinators</p> <p>BTSA Support Providers</p> <p>Personnel Department</p> <p>trainers</p>	<p>\$ 80,000</p>	<p>Title II</p> <p>Title I, Staff Development</p> <p>BTSA</p> <p>District</p>

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

Environments Conducive to Learning (Strengths and Needs):

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

STRENGTHS	NEEDS
<ul style="list-style-type: none"> • The District’s Vision, Beliefs, and Mission Statements all place a high priority on providing a safe learning environment for all students • There is a Board Policy in place that addresses Student Conduct. Board policies have been added to address anabolic steroid use, use of cell phones for safety purposes, and alcohol use. (Copies are attached) • Based on results from parent and student surveys in preparation for the Single Plan for Student Achievement, 95% of parents and 97% of students feel their schools provide a safe environment • Science based programs targeting alcohol, tobacco, marijuana, other drugs, and violence, for middle school are in place: <ul style="list-style-type: none"> ○ Quest (Youth Dev.) ○ Project Alert (alcohol, tobacco, drugs) ○ Peer Assistance and Leadership (violence) • An annual Safety Summit, with broad based community and district membership, continues to guide the district in planning and implementing strategies to support an environment conducive to learning. • The district has a strongly enforced and well-publicized progressive discipline policy (copy of middle and high school Discipline Matrix attached) • There is a clear set of emergency procedures and opportunities for practice drills at the site and district office level • Administrators and staff support the view that emotional, psychological and social needs of students are intrinsically related to academic achievement and promote this approach • There are counselors at all levels: <ul style="list-style-type: none"> ○ Elementary (one per two schools) 	<ul style="list-style-type: none"> • As health curriculums are revised for all grade levels in the 2003-2004 school year, a resiliency module will be included • No program is in place for students caught with tobacco and those who desire to quit tobacco use. A cessation program is needed. • There is a need to make the community and school sites more aware of the newly established board policies regarding anabolic steroid and performance enhancing drugs/supplements, use of cell phones for safety purposes, and alcohol and other drugs. • Science-based programs targeting alcohol, tobacco, marijuana, other drugs, and violence are not currently in place for elementary or high school grades. Selection and implementation needs to be done. • Staff development is needed for teachers in grades TK-12 to implement the science-based programs targeting alcohol, tobacco, marijuana, other drugs, and violence.

- Middle (one at each site)
- High (7 counselors; one devoted to academic intervention, one at-risk counselor, four grade level, one for special ed and ELL students)
- Parents are provided with regular and “Responsibilities” document, a district newsletter, survey reports, the district cable station, and the district website
- In conjunction with the City of Arcadia, an award winning traffic video emphasizing safe driving behaviors in the vicinity of schools was developed and produced in both English and Mandarin and is shown regularly on the District cable channel.
- Parents are provided information through the “District Rights and Responsibilities” document.
- Copies of the District newsletter are widely distributed to the community and school sites. (attached)
- Systems are in place to identify truancy, provide early intervention through counselors, and provide ongoing services to students and their families.
- The physical environment is well maintained and classrooms have been modernized to facilitate learning; there is a district plan to support this as an ongoing process.
- “Diversity Summits” have been held at the high school and middle school levels.
- Conflict mediation programs are in place at all levels (copies are attached)
- The CHAMPS program in the elementary grades provides early intervention and counseling for children who are moderately to high risk socially
- The Green Circle program at the elementary schools helps children develop inclusive skills
- Extensive bullying training has been held for teachers and classified staff at all levels.
- CPR and First Aid are provided for classified and certificated staffs by Red Cross certified trainers.
- “Developing Capable People” (Dr. Stephen Glenn) training sessions for parents are held throughout the year
- The Love and Logic program has been introduced at one of the middle schools. Middle school teachers at all sites have been trained in the philosophy of this program.
- Community Outreach Assistants (funded by Title I) act as liaisons between families and

community services. There is an Outreach Assistant for the Hispanic, Asian, and English speaking populations.

- Each site has a Safe School Plan (SB187) that is reviewed annually and approved by Site Councils. Copies of site plans are maintained at the District Office as well as at the sites. The District is in the process of updating the Emergency Operations Plan for the District Office.
- The California Healthy Kids Survey (CHKS) is conducted every other year. The data is reported to the Governing Board and reviewed by members of the Safety Summit.
- The District collaborates with the City of Arcadia in the facilitation of the Youth Master Plan. Some of the activities that are now in place as a result of this partnership are:
 - After school care at all middle schools
 - The “Apache Pit” (a recreation center) is now open at Arcadia High School. Students are welcome to come and play games, enjoy refreshments, and obtain homework assistance in this safe, supervised environment.
 - Supervised recreation activities at all elementary sites
 - Parks & Recreation activities
 - Day care services
- Positive classroom management techniques are addressed as part of the BTSA program.
- Full-time YES officers (Youth Education Services) are funded jointly by the Arcadia Police Department and the Arcadia Unified School District. One is dedicated to the high school; the other shares his time between the three middle schools.

Environments Conducive to Learning (Activities):

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

ACTIVITIES
<ul style="list-style-type: none">• Revise health curriculums for grades TK-12; include a resiliency module• Create and implement a smoking cessation program based on student need• Communicate board policies regarding anabolic steroid and performance enhancing drugs/supplements, use of cell phones for safety purposes, and alcohol and other drugs to parents, students, and the school community.• Investigate, purchase, and implement science-based programs targeted at the prevention of alcohol, tobacco, marijuana, other drugs, and violence• Provide staff development for teachers in grades TK-12 to implement the science-based programs targeted at prevention of alcohol, tobacco, marijuana, other drugs, and violence

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"> • There is a Board Policy in place that addresses Student Conduct. Board policies have been added to address anabolic steroid use, use of cell phones for safety purposes, and alcohol use. (Copies are attached) • Science based curricula for middle school are in place: <ul style="list-style-type: none"> ○ Quest (Youth Dev.) ○ Project Alert (alcohol, tobacco, drugs) ○ Peer Assistance and Leadership (violence) • An annual Safety Summit, with broad based community and district membership, continues to guide the district in planning and implementing strategies to support an environment conducive to learning. • The district has a strongly enforced and well-publicized progressive discipline policy (copy of middle and high school Discipline Matrix attached to previous section) • There are counselors at all levels: <ul style="list-style-type: none"> ○ Elementary (one per two schools) ○ Middle (one at each site) ○ High (7 counselors; one devoted to academic intervention, one at-risk counselor, four grade level, one for special ed and ELL students) • Parents are provided with information through the “Rights and Responsibilities” document, a district newsletter, survey reports, the district cable station, and the district website • A system is in place to identify truancy, provide early intervention through counselors, and provide ongoing services to students and their families. • “Diversity Summits” have been held at the high school and middle school levels. • Conflict mediation programs are in place at all levels (copies are attached to previous section) • The CHAMPS program in the elementary grades provides early intervention and counseling for children who are mildly at risk socially • Extensive bullying training has been held for teachers and classified staff at all levels. 	<ul style="list-style-type: none"> • As health curriculums are revised for all grade levels in the 2003-2004 school year, updated resources for teaching about drug, alcohol, marijuana, and violence prevention will be included • No program is in place for students caught with tobacco and those who desire to quit tobacco use. A cessation program is needed. • There is a need to make the community and school sites more aware of the newly established board policies regarding anabolic steroid and performance enhancing drugs/supplements, use of cell phones for safety purposes, and alcohol and other drugs. • Science-based programs targeting alcohol, tobacco, marijuana, other drugs, and violence, are not currently in place for elementary or high school grades. Selection and implementation needs to be done. • Staff development is needed for teachers in grades TK-12 to implement the science-based curriculum. • Update the Little Book of Big Issues

- “Developing Capable People” (Dr. Stephen Glenn) training sessions for parents are held throughout the year
- The Love and Logic program has been introduced at one of the middle schools. Middle school teachers at all sites have been trained in the philosophy of this program.
- Project Alert, a research-validated curriculum for tobacco, marijuana and alcohol is taught by trained instructors at each middle school
- Lions’ Quest, a research validated curriculum, addresses decision making and development of avoidance behaviors to prevent tobacco, alcohol, and drug use is taught by trained instructors at each middle school
- Each site has a Safe School Plan (SB187) that is reviewed annually and approved by Site Councils. Copies of site plans are maintained at the District Office as well as at the sites. The District is in the process of updating the Emergency Operations Plan for the District Office.
- The California Healthy Kids Survey (CHKS) is conducted every other year. The data is reported to the Governing Board and reviewed by members of the Safety Summit.
- Full-time YES officers (Youth Education Services) are funded jointly by the Arcadia Police Department and the Arcadia Unified School District. One is dedicated to the high school; the other shares his time between the three middle schools.
- Communication technology upgrades, such as classroom phones, cell phones, pagers, and ties into the emergency system have been completed
- Classroom teachers and media center assistants at each site provide instruction and guide students on the appropriate use of information from the Internet
- The district published “Little Book of Big Issues” provides parents with information

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:

NOTE: Data for 11th grade is from the 2000 administration of the CHKS.

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: 5/30/2002 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will decrease biennially by:	5 th 2 % 7 th 9 %	5 th 0 % 7 th 0 %
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by:	7 th 2 % 9 th 5 % 11 th 20 %	7 th 0 % 9 th 0 % 11 th 2 %
The percentage of students that have used marijuana will decrease biennially by:	5 th 0 % 7 th 2 %	5 th 0 % 7 th 0 %
The percentage of students that have used alcohol within the past 30 days will decrease biennially by:	7 th 6 % 9 th 15 % 11 th 38 %	7 th 0 % 9 th 0 % 11 th 2 %
The percentage of students that have used marijuana within the past 30 days will decrease biennially by:	7 th 2 % 9 th 5 % 11 th 16 %	7 th 0 % 9 th 1 % 11 th 1 %
The percentage of students that feel very safe at school will increase biennially by:	5 th 97 % 7 th 90 % 9 th 91 % 11 th 93 %	5 th 0 % 7 th 1 % 9 th 1 % 11 th 1 %

The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by:	7 th 19 % 9 th 14 % 11 th 12 %	7 th 1 % 9 th 1 % 11 th 1 %
Truancy Performance Indicator		
The percentage of students who have been truant will decrease annually by 0% from the current LEA rate shown here. NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.	2.5 %	0 %
Protective Factors Performance Measures from the California Healthy Kids Survey * The resiliency module of CHKS was not administered in 2002 for grades 7, 9, and 11. It will be added to future administrations of CHKS	Most recent date: 5/30/2002 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by:	5 th 63 % 7 th — % 9 th — % 11 th — %	5 th — % 7 th — % 9 th — % 11 th — %
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by:	5 th 60 % 7 th — % 9 th — % 11 th — %	5 th — % 7 th — % 9 th — % 11 th — %
The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by:	5 th 73 % 7 th — % 9 th — % 11 th — %	5 th — % 7 th — % 9 th — % 11 th — %
The percentage of students that report high levels of school connectedness at their school will increase biennially by:	5 th — %	5 th — %

	7 th — %	7 th — %
	9 th — %	9 th — %
	11 th — %	11 th — %

Other Performance Measures

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

LEA Specified Performance Measures <hr/> (Process to Collect Data)	Performance Indicator Goal	Baseline Data
N/A		

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

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

Science-Based Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
Project Alert	AT D	7-8	1700	1998	98, 99	1998
Quest	YD	6	1000	1998	98, 99	1998
Positive Action	ATODV	TK-12	9701	2004	2004-2005	2004-2005

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
√	After School Programs	ATODVYD	TK-12
√	Conflict Mediation/Resolution	V	TK-12
√	Early Intervention and Counseling	ATODV	TK-12
√	Environmental Strategies	ATODV	TK-12
√	Family and Community Collaboration	ATODVYD	TK-12
√	Media Literacy and Advocacy	ATODV	TK-12
√	Mentoring	VYD	6-12
√	Peer-Helping and Peer Leaders	ATODVYD	6-12
√	Positive Alternatives	YD	K-8
√	School Policies	ATODVYD	TK-12
√	Service-Learning/Community Service	YD	9-12
	Student Assistance Programs		
	Tobacco-Use Cessation		

Check	Activities	Program ATODV Focus	Target Grade Levels
√	Youth Development Caring Schools Caring Classrooms	VYD	TK-12
√	Other Activities AnimAction	T	6-8

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
Peer Assistance and Leadership Skills	OD, V	7-8	1800	2000	Ongoing	2000
Bullying in Schools	V	K-8	6000	2001	Ongoing	2001

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

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

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

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

The district will evaluate and implement Positive Action (TK-12). Training for the already implemented programs, Project Alert, Lions’ Quest, and PALS, will be updated. The district Safety Summit committee will review these materials and monitor their implementation.

Data from the most recent administration of the California Healthy Kids Survey (2002), data indicates that overall students in Arcadia recognize the dangers of alcohol, tobacco, marijuana, and other drugs. There is a low incidence of violence on all campuses. Use of tobacco, alcohol, marijuana, and other drugs falls well below the state averages as indicated by CHKS. Based on this information, the previously cited programs were selected as vehicles to further strengthen this trend with all students. Since these programs are recognized for being based on scientifically validated research, it is anticipated that decreases of use will continue to occur in the areas of tobacco, alcohol, marijuana, and other drugs. The extensive early intervention programs in place at all grade levels will continue to promote decreased incidences of violence on all campuses.

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.

The district has conducted the CHKS in 2001-2002 and will continue to use it every other year as required. Resiliency modules will be added to the surveys for grades 7, 9, and 11.

The Safety Summit will meet annually to evaluate activities in the district that are focused on alcohol, tobacco, other drug use and violence prevention programs.

The YES officers (school resource officers) will continue to provide information, updates and feedback on trends among students related to marijuana, alcohol, tobacco, and other drug use.

Annually evaluate district suspension data to determine increase or decrease in incidents related to marijuana, alcohol, tobacco and other drug use or violence.

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.

Data Collection Timeline:

- Baseline CHKS data was collected in 2001/2002; progress data will be collected in 2004, 2006, and 2008.
- Teachers will conduct posttest surveys to determine changes in knowledge, attitudes, and intentions following completion of a unit of study related to marijuana, tobacco, other drug, alcohol, and violence prevention.
- Evaluation results will be included as part of the school's accountability report card.

Reporting Timeline:

- The Safety Summit will meet annually to evaluate activities in the district that are focused on alcohol, tobacco, other drug use and violence prevention programs.
- CHKS results will be reported to the Governing Board.

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 following services are funded for the students with the greatest needs:

- Early identification and intervention services with counselors from community-based organizations
- Outreach assistants for high risk families and truant students
- After-school activities that focus on academic tutoring, mentoring, and opportunities to participate in non-academic, creative, and athletic activities
- Saturday School programs for students cited for ATOD use on campus, bullying, and other discipline problems
- A referral system for family counseling and support services
- Middle schools and the high school have been identified as having the greatest need for violence prevention services. Bullying prevention programs are in place to address the specific needs of the school. YES (Youth Education Services) police officers, jointly funded by the district and the Arcadia Police Department, provide high visibility to help maintain a safe learning environment. They respond quickly to high risk behaviors and assist teacher and administrators deal with situations.

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 Curriculum Coordinators will articulate programs at elementary, middle, and high school on a regular basis. They will review program implementation plans, budgetary information, and compliance issues as part of the articulation process to assure the coordination of SDFSC funded alcohol, tobacco, other drug and violence prevention programs with other federal state and local prevention programs.

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 as members of the Safety Summit Committee. All parents receive Rights and Responsibilities as part of the district's summer mailing. Parents are notified of upcoming instruction in the areas of HIV/AIDS, sex education, drug and violence prevention, and other sensitive topics. They have the opportunity to preview materials to be used in instruction. PTA actively supports safety related issues through activities such as Red Ribbon Week, school wide assemblies on safety related issues, etc. Parents participate on School Site Councils and approve site expenditures for safety related programs.

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.

TUPE funds are not available at the high school level. These services are not provided on site but the counselors refer students to outside agencies.

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
Elementary counselors	22.68 FTE

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

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

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

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
<p>5.1 (High School Graduates)</p>	<ul style="list-style-type: none"> • All students complete four-year academic plans upon enrollment • Parents are notified of graduation requirements • Counselors are assigned to all students and schedule annual meetings to assess progress • Notices are sent to parents concerning progress; conferences are scheduled when needed • An Academic At Risk Counselor counsels students who demonstrate social, emotional, and academic at risk behaviors • An Academic Intervention Counselor focuses on two groups of students: those in danger of not graduating, those in danger of not passing CAHSEE • Intervention support classes are provided for students at risk or not graduating or not passing the CAHSEE • Students have the 	<p>All students, 9-12</p> 	<ul style="list-style-type: none"> • Counselors, administrators at enrollment • Administrators and parents annually • Counselors/ Ongoing • Administrators, counselors and parents as needed • Academic At Risk Counselor • Academic Intervention Counselor • Teachers, counselors, administrators • Counselors, summer school 	<ul style="list-style-type: none"> • The current graduation rate of 99.3 will continue to be maintained 	<ul style="list-style-type: none"> • General fund, 10th grade counseling • Site budget • General fund, 10th grade counseling • Site budget • District, Safety Grant • District, Site budget • Intervention funds • State summer school funds

	opportunity to attend summer school to make up courses needed for graduation		staff		
<p>5.2 (Dropouts)</p>	<ul style="list-style-type: none"> • Student government council • 51 interscholastic athletic teams for males and females serve 853 students (25% of the student body) • Extensive music programs which serve more than 41% of the student body, including special education students • 55 Chartered clubs, 8 academic teams, and 12 curricularly based activities are available for student participation • Students serve on the AHS School Site Leadership Team • A peer counseling program provides emotional support for students • After school tutoring program for any student who needs help with classwork • Regional Occupation Program (ROP) offers career education opportunities 	<ul style="list-style-type: none"> • Elected students • 853 athletes • 1500 members • 1500 students • Elected student members • 300 students • 350 students • 800 students 	<ul style="list-style-type: none"> • ASB Coordinator/ongoing • Coaches/annual seasonal for each sport • Music department/ongoing • Faculty club advisors/ongoing • Principal, SSLT/ongoing • Teacher advisor • Staffed by volunteer students • Teachers 	<ul style="list-style-type: none"> • The dropout rate will continue to be less than 1% for the duration of this plan (currently 0.08%) 	<ul style="list-style-type: none"> • General fund • General fund • General fund • General fund • General fund • District staffing allocation • No cost • Los Angeles Office of Education

<p>5.3 (Advanced Placement)</p>	<ul style="list-style-type: none"> Advanced Placement (AP) classes are offered in 20 different subjects Multiple entrance criteria has been added to open up more opportunity to access program for underrepresented student populations 	<ul style="list-style-type: none"> 850 students 	<ul style="list-style-type: none"> Teachers, administration Teachers, administration 	<ul style="list-style-type: none"> Increase number of students taking AP classes Match AP offerings to student interests 	<ul style="list-style-type: none"> District staffing District staffing
--	--	--	--	--	--

Additional Mandatory Title I Descriptions

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

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

The poverty indicator used by the Arcadia Unified School District to identify schools eligible for Title I funds is the free/reduced lunch rate as indicated on the Consolidated Application. The current poverty rate is 8.7%. Seven (7) schools are at or above this poverty level and thus receive Title I funds.

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

Criteria have been established to identify students eligible for Title I services at identified sites (copies attached). Using this objective rating scale, teachers rank the students in their class. In consultation with the principal, ELL teachers, special education teachers, and parents, teachers identify students for Title I participation for a variety of services:

Elementary Program:

- Identified to participate in small group pre-teaching sessions before school or after school taught by classroom teachers
- Identified to receive services within the regular classroom through differentiated instruction
- Identified to watch and consult

Middle School Program

- Identified to participate in a class (zero period) focused on reading instruction
- Identified to receive an additional elective class focused on reading instruction
- Identified to be in an ELA class of 20:1

District support staff maintain regular communication with the sites about the Title I program and student services to assure support and compliance.

Parents are surveyed annually about the Title I programs at their site. Information gained through the surveys is used to adjust programs as needed.

Beginning in school year 2003-2004, Title I parent meetings will be coordinated between the middle schools and their feeder schools. This format will enable parents to have a broader picture of the Title I program and be able to provide more informed input.

Additional Mandatory Title I Descriptions

(continued)

Please provide a general description of the nature of the programs to be conducted by the LEA's schools under Sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.

The Categorical Program Specialist and the School Service Facilitator serve as the Homeless liaisons for the Arcadia Unified School District. Procedures have been established to identify individuals caught in a homeless situation. Upon identification, steps are taken to assure confidentiality, school enrollment, and coordination of services. The Homeless Liaisons have attended Los Angeles County Office of Education trainings and continue to update information on the most effective yet sensitive ways to handle homeless situations. If there is a question about procedures, the Los Angeles County Office of Education will be consulted. The district's Community Outreach Assistants provide a valuable link in serving the homeless. The Assistants serve the Hispanic, Asian, and English speaking communities. They can provide such services as: obtaining hotel/motel vouchers, arranging transportation, assisting in translations, arranging for clothing through Operation School Bell, referrals to Child Health Council for healthcare needs and emergency food and supplies. All efforts are made to assure children in homeless situations are enrolled in school and provided equal educational opportunities. In addition, extra efforts are taken to assure no one needing similar services is excluded from access to public education in Arcadia.

Please describe the actions the LEA will take to assist in its low-achieving schools identified under Section 1116 as in need of improvement.

N/A

Additional Mandatory Title I Descriptions

(continued)

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

N/A

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

Funds received through Title I and Title II for professional development will be coordinated to support training that will ensure consistency in curriculum delivery and development of meaningful assessments. Special attention will be given to new teachers to guide them as they not only become highly qualified but highly skilled in their art. Emphasis will be placed on standards based lesson design to support Title I and all classroom teachers as they serve the needs of all (regular ed, special ed, ELL, GATE, Title I) students. Training will also be provided for administrators responsible for providing support and evaluation to teachers. Parent education opportunities are available at the sites and are based on the needs of their parents. Hiring procedures have been revised and now include an agreement between any newly hired teachers and the district regarding CLAD certification. New teachers must agree to be CLAD certified by February 1 of their second probationary year as a condition of employment. Title II funds are used to provide stipends for teachers involved in CLAD training. Obtainment of CLAD certification helps make a teacher at a Title I school more highly qualified.

Additional Mandatory Title I Descriptions

(continued)

Coordination of Educational Services

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

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

The California State Standards are the basis for content instruction for all (regular ed, special ed, ELL, GATE, Title I) students. Arcadia Unified School District curricula are developed based on these standards. Assessment is tied to the standards for all (regular ed, special ed, ELL, GATE, Title I) students. Through the electronic eFACTS system (reference District profile, technology paragraph), assessments are accessible electronically to administrators, classroom teachers, and support staff. Intervention services designed for special education, ELL, at risk, and homeless students are targeted for achievement of standards. At the site level, coordination of services is provided through regularly scheduled meetings of the principal, site staff, and special education staff. At the District level, weekly meetings of the staffs for curriculum, categorical programs, staff development, special education, assessment, technology services, and personnel, with the Deputy Superintendent of Educational Services, provide valuable planning opportunities as well as time to review and evaluate programs. These regular sessions offer chances for all departments to coordinate efforts, producing a more efficient and effective approach to program implementation. District coordination of resources assures that programs are not jeopardized by lack of funding. Principals meet on a regular basis both by levels and as a total group to coordinate and eliminate duplication of services.

Part III

Assurances and Attachments

Assurances

Signature Page

Appendix

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

Appendix B: Links to Data Web sites

Appendix C: Science-Based Programs

Appendix D: Research-based Activities

Appendix E: Promising or Favorable Programs

Appendix F: NCLB Legislation, Sections 1111 through 1120

ASSURANCES

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

GENERAL ASSURANCES

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.
3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non-profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.
4. The LEA will adopt and use proper methods of administering each such program, including – (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
5. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.
6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.
7. The LEA will – (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.
8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.
9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.
- 9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.

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

TITLE I, PART A

The LEA, hereby, assures that it will:

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

action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.

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

TITLE I, PART D – SUBPART 2

31. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.
32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.
33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A

34. The LEA, hereby, assures that:

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

TITLE II, PART D

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

- Strategies for using technology to improve academic achievement and teacher effectiveness.
- Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
- Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
- Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
- Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.
- A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
- A description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.
- A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
- Innovative delivery strategies – a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.

- A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
 - Collaboration with adult literacy service providers.
 - Accountability measures – a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.
 - Supporting resources – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.
36. The LEA must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.
37. **Any LEA that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) hereby assures the SEA** that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:
- has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and
 - is enforcing the operation of such technology protection measure during any use of such computers by minors; and
 - has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.
 - Any LEA that does receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

TITLE III

38. The LEA assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education-related community groups, nonprofit organizations, and institutions of higher education in developing the LEA Plan.
39. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.
40. The LEA is complying with Section 3302 prior to, and throughout, each school year.
41. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.
42. The LEA has based its proposed plan on scientifically based research on teaching limited-English-proficient students.

43. The LEA ensures that the programs will enable to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.
44. The LEA is not in violation of any State law, including State constitutional law, regarding the education of limited-English-proficient students, consistent with Sections 3126 and 3127.

TITLE IV, PART A

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

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

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

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

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

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

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

New LEAP Assurances

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

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

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

Other

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

SIGNATURE PAGE

Mimi Hennessy, Ed. D.

Print Name of Superintendent

Signature of Superintendent

May 27, 2003

Date

APPENDIX A

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

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

California's NCLB Performance Goals and Performance Indicators

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

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

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

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

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

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

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

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

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

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

APPENDIX B

Links to Data Web sites

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

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

APPENDIX C

Science-Based Programs

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

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

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

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

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

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

School-Based Programs

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

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

APPENDIX D

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

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

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

APPENDIX E

Promising or Favorable Programs							
<p>Either the United States Department of Education's Expert Panel, the University of Colorado's Center for the Study and Prevention of Violence, or the Center for Substance Abuse Prevention has identified the programs listed below as producing a consistent positive pattern of results (CSAP) or have evidence of a deterrent effect (Blueprints) but otherwise did not match all of the criteria established by these agencies to be identified as an exemplary or model program. The code in the last column of the chart provides a quick reference indicating which web sites have information specific to each program.</p> <p>A: < http://www.californiahealthykids.org > (California Healthy Kids Resource Center)</p> <p>B: < http://www.colorado.edu/cspv/blueprints/model/overview.html > (University of Colorado: Blueprints)</p> <p>C: < http://modelprograms.samhsa.gov/model_prog.cfm > (Center for Substance Abuse Prevention)</p> <p>D: < http://www2.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
Earls court Social Skills Group Program	K to 6					x	B
Effective Black Parenting Program (EBPP)	Families				x		B
Facing History and Ourselves	7 to 12				x		D
Family Health Promotion	Families	x	x	x		x	C
FAST Track	1 to 6				x		B
Get Real About Violence	K to 12				x		C
Growing Healthy	K to 6	x	x	x			D
Intensive Protective Supervision Program	Community				X		B
Iowa Strengthening Families Program	Family	x					B
Kids Intervention with Kids in School (KIKS)	6 to 12	x	x	x	x	x	C
Let Each One Teach One	Mentoring					x	D
Linking the Interests of Families and Teachers (LIFT)	1 to 5				x		B, C, D
Lion's Quest Working Toward Peace	5 to 9				x		D
Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health Education	K to 12	x	x	x			D
Open Circle Curriculum	K to 5				x	x	D
Parent-Child Assistance Program (P-CAP)	Families	x		x			C
PeaceBuilders	K to 8				x		D
Peacemakers Program	4 to 8				x		D

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