

(CDE use only)
Application #

No Child Left Behind Act of 2001
LOCAL EDUCATIONAL AGENCY PLAN

mail original and two copies to: **California Department of Education
School and District Accountability Division
1430 N Street, Suite 6208
Sacramento, California 95814-5901**

LEA Plan Information:

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

County/District Code: 3467314

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

Date of Local Governing Board Approval:

District Superintendent: Christopher R. Hoffman

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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.

Christopher R. Hoffman

Printed or typed name of Superintendent Date Signature of Superintendent

Bobbie Singh-Allen

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

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Part I

Background and Overview

Background

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Federal and State Programs Checklist

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Background

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

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

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

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

- 1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.**
- 2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**
- 3. By 2005-2006, all students will be taught by highly qualified teachers.**
- 4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.**
- 5. All students will graduate from high school.**

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

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

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

- rigorous academic standards
- standards-aligned instructional materials
- standards-based professional development
- standards-aligned assessment

- an accountability structure that measures school effectiveness in light of student achievement.

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

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

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

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

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

The Consolidated Application (ConApp)

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

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

The Single Plan for Student Achievement (School Plan)

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

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

The Local Educational Agency Plan (LEA Plan)

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

Categorical Program Monitoring (CPM)

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

Development Process for the LEA Plan

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

In developing the Plan, the LEA will review its demographics, test results, performance, and resources. Given that the majority of such information is readily available in the School

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

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

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

Step One: Measure the Effectiveness of Current Improvement Strategies

Analyze Student Performance

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

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

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

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

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

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

- The Academic Program Survey (APS) – school-level survey of status of implementation of the nine essential program components

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

These tools can be found in the Virtual Library on the CDE web site at <http://www.cde.ca.gov/ta/lp/vl/improvtools.asp>.

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

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

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

Step Three: Develop or Revise Performance Goals

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

Step Four: Revise Improvement Strategies and Expenditures

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

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

Step Five: Local Governing Board Approval

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

Step Six: Monitor Implementation

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

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

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

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

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

FEDERAL AND STATE PROGRAMS CHECKLIST

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

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

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	\$3,627,485.34	\$15,255,948.00	\$16,420,377.00	85%
Title I, Part B, Even Start				
Title I, Part C, Migrant Education				
Title I, Part D, Neglected/Delinquent	\$0.00	\$62,584.00	\$59,604.00	95%
Title II Part A, Subpart 2, Improving Teacher Quality	\$901,811.40	\$1,391,176.00	\$2,183,797.00	95%
Title II, Part D, Enhancing Education Through Technology				
Title III, Limited English Proficient	\$529,553.59	\$1,011,761.00	\$1,511,093.00	98%
Title III, Immigrants				
Title IV, Part A, Safe and Drug- free Schools and Communities				
Title V, Part A, Innovative Programs – Parental Choice				
Adult Education	\$0.00	\$728,494.00	\$728,494.00	100%
Career Technical Education	\$27,458.88	\$512,117.00	\$513,881.00	95%
McKinney-Vento Homeless Education				
IDEA, Special Education	\$195,607.00	\$10,276,399.00	\$9,973,339.00	95%
21 st Century Community Learning Centers	\$115,897.38	\$1,340,922.00	\$1,266,799.00	85%

Other (describe)				
TOTAL	\$5,397,813.49	\$30,579,401.00	\$32,657,384.00	

DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
EIA – State Compensatory Education				
EIA – Limited English Proficient				
State Migrant Education				
School and Library Improvement Block Grant				
Child Development Programs	\$49,628.00	\$1,737,153.00	\$1,701,696.00	95%
Educational Equity				
Gifted and Talented Education				
Tobacco Use Prevention Education – (Prop. 99)	\$0.00	\$1,710,903.00	\$1,629,431.00	95%
High Priority Schools Grant Program (HPSG)				
School Safety and Violence Prevention Act (AB 1113)				
Tenth Grade Counseling				
Healthy Start				
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				

Other (describe)				
ASES	\$0.00	\$3,119,371.00	\$2,712,496.00	85%
CPA	\$0.00	\$719,134.00	\$684,890.00	95%
TOTAL	\$49,628.00	\$7,286,581.00	\$6,728,513.00	

Part II

The Plan

Needs Assessments

Academic Achievement

Professional Development and Hiring

School Safety

Descriptions – District Planning

District Profile

Local Measures of Student Performance

Performance Goal 1

Performance Goal 2

Performance Goal 3

Performance Goal 4

Performance Goal 5

Additional Mandatory Title I Descriptions

Needs Assessment

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

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

Academic Performance

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

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

Teacher Quality

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

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

School Safety and Prevention

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

also provide useful information in this area. The Survey is available at http://www.wested.org/pub/docs/chks_survey.html.

Descriptions – District Planning

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

District Profile

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

The Elk Grove Unified School District (EGUSD) serves over 62,000 students in grades K-12. The district is comprised of 40 elementary schools, nine middle schools, nine comprehensive high schools, three continuation schools, on K-12 independent study program, one charter school, one virtual online K-8 program, and one special education school. In addition, the District offers preschool programs at 12 school sites, an adult education program, and a career training center for adults. EGUSD is proud of its diverse population which includes 15% African American, 1% American Indian, 22% Asian, 5% Filipino, 26% Hispanic, 1% Pacific Islander, 23% White students, and 7% are Multiple/No Response. Our English Learner population represents 15% of our student body, and they speak more than 88 different languages and dialects. In addition, over 55% of our students qualify for free/reduced meals.

EGUSD has over 5,000 employees including teachers, administrators, and classified employees who support our district in a variety of roles.

The Elk Grove Unified School District's mission is to provide a learning community that challenges all students to realize their greatest potential. As a district, we are developing an educational improvement plan that will guide us towards excellence in academic achievement and the elimination of the achievement gap. This plan intends to foster the intrinsic motivation of teachers and students while engaging educators and students in continuous improvement of instruction and learning. As a district, we are confident that our improvement plan will positively affect all teachers and students and result in district-wide and school-wide improvements.

The first step in developing our educational improvement plan requires us to define an explicit instructional vision. This vision focuses on every student learning in every classroom, in every subject, every day; and is based on the premise that college and career ready students graduate. The strategic goals for the Elk Grove Unified School District were developed to implement and enhance our instructional vision. These goal areas of high quality classroom instruction and curriculum; assessment, data analysis, and action; wellness; and parent, family, and community partnerships work together to ensure that our students are successful learners. In addition, to guiding our work with the LEA Plan, the goal areas work in conjunction with our district LCAP so that all of our work is intensely focused on our instructional vision.

Local Measures of Student Performance

(*other than State-level assessments*)

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

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

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

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

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

In addition to state mandated assessments, EGUSD implements local assessments to monitor student progress toward meeting Common Core State Standards. Elk Grove Measurement of Academic Progress (EGMAP) assessments are district-wide assessments aligned to the Common Core State Standards by grade and subject level for English Language Arts and mathematics. EGMAP assessments were developed by staff members of EGUSD and/or consist of test forms using test items from adopted curriculum repackaged to align with our scope and sequence.

For students in kindergarten and first grade, the district uses district teacher-developed, CCSS-aligned benchmark assessments. These assessments in ELA and math provide standardized interim information aligned with trimesters. The district also administers “Go Math” trimester assessments for grades 2-6 and supports ELA performance tasks in grades 2-12. The performance tasks can be administered at any time during the year as an assessment or as a class assignment for students. Professional learning is provided to train teachers to score the assessments. The district also makes available a number of optional assessments that can be administered by any school, grade level team, or individual teacher. Options include EGMAP ELA multiple choice assessments adapted from Open Court, Synced Solutions assessments associated with units of study, as well as existing mid-year assessments that have been

repurposed to include only CCSS-aligned test items. Many of these assessments are supported through the district's Student Information System to quickly and easily scan, score, and report results. These technological tools allow for interim assessment use on a practical, weekly, monthly, or quarterly/trimesterly basis to support teacher planning for instructional choices. Teachers also use a variety of classroom-based formative assessments on a regular daily basis to further tailor and adjust instruction. In addition, consortium-wide SBAC interim assessments are available to teachers who may want to use more frequent or targeted assessments.

Teachers use results of these district-wide, school-wide, and classroom-based assessments to monitor students' academic progress toward mastering Common Core State Standards and identify adjustments needed to ensure students meet the academic achievement standards. These processes help teachers enable students who may be initially low achieving to reach a higher level of performance and can be one of many measures to help identify students who are at risk of failure. These results are used to communicate student progress.

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

Planned Improvement in Student Performance in Reading

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

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <ul style="list-style-type: none"> • Add/Maintain ELA Program Specialist, CCSS Instructional Coach, ELD Coach, and TK-3 Reading Coach positions. • Provide K-12 workshops on the CA Common Core State Standards (CCSS) for ELA/ELD and Literacy. • Design and implement a TK-3 Early Literacy Plan 	<p>Education Services/Elementary Education July 2015 - Ongoing</p> <p>ELA/ELD Program Specialists; CCSS Instructional Coaches; K-12 Teachers July 2015 – Ongoing</p> <p>ELA/ELD Program Specialists; Reading Coaches; CCSS Instructional Coaches; ELD Coaches; TK-3 Teachers</p>	<p>Salaries</p> <p>Release Days/Substitutes Stipends</p> <p>Release Days/Substitutes Stipends</p>	<p>\$3.2mil.</p> <p>\$1.3 mil.</p> <p>\$1 mil</p>	<p>General Fund/Title II/Title III</p> <p>General Fund</p> <p>General Fund/Title II/Title III</p>

<ul style="list-style-type: none"> • Provide ELA/ELD professional learning for K-6 teachers targeting analysis of text complexity, the reading/writing connection, and high quality first-time instruction of Integrated ELA/ELD. 	<p>July 2015 – Ongoing</p> <p>ELA/ELD Program Specialist; CCSS Instructional Coaches; K-6 teachers</p>	<p>Release Days/Substitutes Stipends</p>	<p>Inclusive of \$1.3 mil.</p>	<p>General Fund</p>
<ul style="list-style-type: none"> • Provide professional learning for 7-12 teachers on Early Assessment Program (EAP)/Expository Reading and Writing Course (ERWC). 	<p>July 2015 - Ongoing</p> <p>ELA Program Specialist; SCOE; CSUS</p>	<p>Substitutes</p>	<p>Inclusive of \$1.3 mil.</p>	<p>General Fund/Title II/Title III</p>
<ul style="list-style-type: none"> • Identify and implement newly adopted K-6 ELA/ELD instructional materials. 	<p>Aug. 2015 – Ongoing</p> <p>ELA/ELD Program Specialists; CCSS Instructional Coaches; Reading Coaches; ELD Coaches; Site Administration; K-6 teachers</p>	<p>Release Days/Substitutes Stipends Instructional Materials costs</p>	<p>\$5.5mil. Inclusive of \$1.3 mil.</p>	<p>Prop 20/General Fund/Title II/Title III</p>
<ul style="list-style-type: none"> • Provide professional learning for K-6 teachers on newly adopted ELA/ELD instructional materials. 	<p>Fall 2015 - Ongoing</p> <p>ELA/ELD Program Specialists; CCSS Instructional Coaches; Reading Coaches; ELD</p>	<p>Release Days/Substitutes Stipends</p>	<p>Inclusive of \$1.3 mil.</p>	<p>Title II/Title III</p>

<ul style="list-style-type: none"> Identify and implement newly adopted 7-12 ELA/ELD instructional materials. Provide professional learning for 7-12 teachers on newly adopted ELA/ELD instructional materials. Provide K-6 administrators with early literacy training to support the work of the TK-3 Early Literacy Plan. 	<p>Coaches; Site Administration; K-6 teachers Summer 2016 & On</p> <p>ELA/ELD Program Specialists; CCSS Instructional Coaches; Reading Coaches; ELD Coaches; Site Administration; 7-12 teachers Fall 2016 - Ongoing</p> <p>ELA/ELD Program Specialists; CCSS Instructional Coaches; Reading Coaches; ELD Coaches; Site Administration; 7-12 teachers Summer 2017 - Ongoing</p> <p>ELA/ELD Program Specialists; CCSS Instructional Coaches; Reading Coaches; ELD</p>	<p>Release Days/Substitutes Stipends Instructional Materials costs</p> <p>Release Days/Substitutes Stipends</p> <p>Copies of materials, stipends</p>	<p>\$6.1mil. Inclusive of \$1.3 mil.</p> <p>Inclusive of \$1.3 mil.</p> <p>\$1.7mil.</p>	<p>Prop 20/General Fund/Title II/Title III</p> <p>Title II/Title III</p> <p>Title I/Title III</p>
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<ul style="list-style-type: none"> • Provide K-6 administrators on newly adopted ELA/ELD instructional materials. • Provide 7-12 administrators on newly adopted ELA/ELD instructional materials. • Provide professional learning for 7-12 teachers targeting the CCSS Literacy standards for history/social studies, science, and technical subjects. 	<p>Coaches; Site Administration July 2015 - Ongoing</p> <p>ELA/ELD Program Specialists; CCSS Instructional Coaches; Reading Coaches; ELD Coaches; Site Administration Summer 2016 - Ongoing</p> <p>ELA/ELD Program Specialists; CCSS Instructional Coaches; ELD Coaches; Site Administration Summer 2017 - Ongoing</p> <p>ELA/ELD Program Specialists; CCSS Instructional Coaches; ELD Coaches; 7-12 teachers July 2015 - Ongoing</p>	<p>Copies of materials, stipends</p> <p>Copies of materials, stipends</p> <p>Release Days/Substitutes Stipends</p>	<p>\$700,000</p> <p>\$700,000</p> <p>Inclusive of \$1.3 mil.</p>	<p>Title I/Title II/Title III</p> <p>Title I/Title III</p> <p>General Fund/Title II/ Title III</p>
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<ul style="list-style-type: none"> • Ensure that all new teachers participate in Beginning Teachers Support and Assessment to receive support in providing standards-aligned instruction. 	<p>CPL Aug. – May Annually</p>	<p>Substitutes, stipends, materials</p>	<p>\$160,000</p>	<p>Title II</p>
<p>2. Use of standards-aligned instructional materials and strategies:</p> <ul style="list-style-type: none"> • EGUSD utilizes the following curriculum in ELA: <ul style="list-style-type: none"> ○ Kindergarten – 6th grade – <i>Open Court Reading, Language!</i> ○ 7th – 8th grade – <i>Holt, Language!</i> ○ 9th – 12th grade - <i>Holt</i> • Align current resources with CCSS standards (e.g., <i>Open Court, Harcourt/Holt</i>) using online tool <i>Synced Solution</i>. • Provide instructional coaching to support instructional strategies aligned to the CCSS. 	<p>Curriculum and Professional Learning (CPL) Dept. Ongoing</p> <p>ELA/ELD Program Specialists; CCSS Instructional Coaches; ELD Coaches; teachers July 2015 – July 2017</p> <p>CCSS Instructional Coaches, Reading Coaches, ELD Coaches July 2015 - Ongoing</p>	<p>Instructional materials costs</p> <p>Stipends, Online system costs</p> <p>Stipends, salary</p>	<p>\$5.5mil.</p> <p>Inclusive of \$1.3 mil.</p> <p>\$2.4mil.</p>	<p>Prop 20/ General Fund</p> <p>General Fund/Title II/ Title III</p> <p>General Fund/Title II/ Title III</p>

<ul style="list-style-type: none"> • Provide K-12 professional development on instructional strategies aligned to the CCSS. 	<p>ELA/ELD Program Specialists, CCSS Instructional Coaches, Reading Coaches, ELD Coaches July 2015 - Ongoing</p>	<p>Release Days/Substitutes Stipends</p>	<p>Inclusive of \$1.3 mil.</p>	<p>General Fund/Title II/ Title III</p>
<ul style="list-style-type: none"> • Provide instructional coaching to ensure that curriculum is adopted to meet the strategic and intensive intervention needs of SWD, EL, targeted subgroups, and strategic and intensive students. 	<p>CCSS Instructional Coaches, Reading Coaches, ELD Coaches July 2015 - Ongoing</p>	<p>Stipends, salary</p>	<p>\$2.4mil.</p>	<p>General Fund/Title II/Title III</p>
<ul style="list-style-type: none"> • Provide administrative professional learning to prepare principals, vice principals, and PAIS for providing effective supervision and evaluation of standards-aligned instruction in reading. 	<p>ELA/ELD Program Specialists, CCSS Instructional Coaches, Reading Coaches, ELD Coaches July 2015 – Ongoing</p>	<p>Copies of materials, stipends</p>	<p>\$700,000</p>	<p>Title I/Title II/Title III</p>

3. Extended learning time:	LSS Program Specialist; Grant/program Coordinators; teachers; partnership agencies July 2015 -	Learning Support Services staff, Secondary Education staff, salaries	\$1.1 mil.	ASES/Gear UP/Title I
<ul style="list-style-type: none"> • Offer opportunities for out of school time learning via programs such as summer school, intersession, and extended day. 	LSS Program Specialist; Directors of Elementary and Secondary Education; Director of CPL; site administrators; teachers June 2016 - Ongoing	Learning Support Services staff, Elementary and Secondary Education staff, salaries	\$3.2 mil.	General Fund
<ul style="list-style-type: none"> • Offer APEX, online credit-recovery opportunities. 	Director of CPL; Technology Services; APEX instructors, Director of Secondary Ed Aug. 2015 - Ongoing	Licenses and teacher extra hours pay	\$160,000	General Fund

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology district wide for all instructional purposes:</p> <ul style="list-style-type: none"> • Continue to support and update wireless and wired access to school sites. • Continue to refresh obsolete computers and add new computers to lower student-to-computer ratio. This program assists all aspects of the district. • Provide professional development support to infusion of technology. • Provide technical support to all staff members and sites within a reasonable timeline to support productivity and student learning. 	<p>Technology Services Annual Rotation</p> <p>Technology Services; sites Annual Rotation</p> <p>CPL, Technology Services; sites Annual Rotation</p> <p>Technology Services; Daily</p>	<p>Network cabling switches and Wi-fi</p> <p>Computers</p> <p>Technology Integration Support Specialist, Resource Teacher Salaries</p> <p>Salaries Software</p>	<p>\$20,000 per campus</p> <p>\$5,000,000 per year</p> <p>\$280,000</p> <p>\$7,300,000</p>	<p>General Fund and E Rate</p> <p>District “Refresh” Plan- General Fund</p> <p>General Fund</p> <p>General Fund (\$6,700,000) eRate (\$600,000)</p>

<ul style="list-style-type: none"> Review web-based instructional resources for approval of supplementary material Utilize approved and available online resources such as <i>EBSCO</i>, <i>Inspiration/Kidspiration</i>, <i>Accelerated Reader</i> or <i>Reading Counts</i>, as well as teacher/student-generated wikis and blogs that support E/LA instruction. Support electronic professional learning platform (e.g., <i>Adobe Connect</i>, <i>Learning Management System</i>). 	<p>ELA Steering Committees; Technology Services; and teachers As Needed</p> <p>CPL, Teachers July 2015 – Ongoing</p> <p>Technology Services</p>	<p>Release Days/Substitutes Stipends</p> <p>Varies</p> <p>Software for ePL production and online curriculum/learning</p>	<p>\$40,000</p> <p>Varies</p> <p>\$600,000</p>	<p>General Fund</p> <p>General Fund</p> <p>General Fund</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <ul style="list-style-type: none"> Create and deliver series of professional learning workshops designed to continue to examine the CCSS for K-6 teachers and 7-12 ELA/ELD and Special Education teachers. 	<p>ELA/ELD Program Specialists; CCSS Instructional Coaches; Reading Coaches; ELD Coaches; K-12 teachers July 2015-Ongoing</p>	<p>Release Days/Substitutes Stipends</p>	<p>\$1.3 mil.</p>	<p>General Fund/ Title III</p>

<ul style="list-style-type: none"> • Provide site based early literacy professional learning to TK-3 teachers as outlined in the TK-3 Early Literacy Plan. • Develop and communicate electronic professional learning opportunities for K-12 teachers of ELA/ELD. • Analyze formative and summative data via FAST provided by site common assessments, EGMAP, K-1 Assessments, and SBAC in grade-level teams and collaboratively determine responsive, research-based instructional practices for strategic and intensive intervention. 	<p>ELA/ELD Program Specialists; Reading Coaches; CCSS Instructional Coaches; ELD Coaches; TK-3 Teachers July 2015 – Ongoing</p> <p>CPL June 2015 – Ongoing</p> <p>Research and Evaluation; Secondary and Elementary Education; CPL; Instructional Coaches; site administrators; teachers July 2015 - Ongoing</p>	<p>Release Days/Substitutes Stipends</p> <p>-----</p> <p>Copies/handouts, Release Days/Substitutes Stipends</p>	<p>\$1 mil.</p> <p>-----</p> <p>\$35,000</p>	<p>General Fund/Title II/ Title III</p> <p>-----</p> <p>General Fund</p>
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<ul style="list-style-type: none"> • Create and/or maintain Professional Learning Communities (PLCs) focused on improving student achievement of all students including students with disabilities, English Learners, African American students, Hispanic students, and Foster Youth. 	<p>Learning Support Services; Student Services; Special Education; Secondary and Elementary Education; CPL; Instructional Coaches; site administrators; teachers July 2015 - Ongoing</p>	<p>Release Days/Substitutes Stipends</p>	<p>\$2.5mil.</p>	<p>General Fund</p>
<ul style="list-style-type: none"> • Continue district K-6 and 7-12 ELA Steering Committee Meetings structured as PLCs. 	<p>ELA Program Specialist; teachers 6-7 times per year Sept. - May</p>	<p>Release Days/Substitutes Stipends</p>	<p>\$20,000</p>	<p>General Fund</p>
<ul style="list-style-type: none"> • Provide K-6 and 7-12 EL Summer Institute for teachers of EL students emphasizing SDAIE and ELD using adopted materials. 	<p>ELD Program Specialist; ELD Coaches July 2015 – Ongoing</p>	<p>Release Days/Substitutes Stipends</p>	<p>\$200,000</p>	<p>General Fund/Title III</p>

<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <ul style="list-style-type: none"> • Continue use of SchoolLoop at the secondary sites. • Maintain active School Site Councils at each school. • Send district-wide written or electronic notification to all households of registered students regarding pertinent academic information. <ul style="list-style-type: none"> ○ All notices are provided in the primary language whenever 15% or more parents speak that language. • Send school-wide written, electronic or telephone notification to all households of registered students regarding pertinent academic information. 	<p>Teachers July 2015 - Ongoing Site administrators; teachers; parents Daily</p> <p>Site Administrators; Teachers; Parents Sept. – May each school year</p> <p>Communications; CPL; LSS; Elementary and Secondary Education; Research and Evaluation As needed</p> <p>Site Administrators As needed</p>	<p>Vendor Contract</p> <p>Send electronically through SchoolLoop Mailing Costs</p> <p>Copies and postage SchoolLoop</p> <p>Vendor Contract</p>	<p>\$120,000</p> <p>\$133,000</p> <p>\$200,000</p> <p>\$35,000</p>	<p>General Fund</p> <p>General Fund</p> <p>General Fund</p> <p>General Fund</p>
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<ul style="list-style-type: none"> • Provide opportunities for parents to review curricular materials or directly observe classroom instruction (e.g., Parent Review Night, Take Your Parent to School Day). • Create and/or maintain on-going parent groups on campuses (e.g., Parent University, PTA) 	<p>CPL; Site Administrators; Teachers; Parents Annually (schedule varies by site)</p> <p>Site Administrators; Teachers; Parents Annually (schedule varies by site)</p>	<p>No extra cost</p> <p>Copy costs</p>	<p>-----</p> <p>Varies by site \$1,200</p>	<p>-----</p> <p>Title II</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <ul style="list-style-type: none"> • Provide a full range of strategic and intensive intervention options for all students not making adequate progress in reading as demonstrated on the SBAC, CAHSEE, and CELDT assessments. • Offer transition summer programs are offered in high poverty regions to assist students with moving from 6th to 7th and from 8th to 9th grade. 	<p>Site Administrators; Teachers; Parents Annually & aligned to release of state data</p> <p>Site Administrators, Teachers, Support Staff June or August of each year</p>	<p>No extra cost</p> <p>Salaries Instructional Materials</p>	<p>-----</p> <p>\$50,000</p>	<p>-----</p> <p>General Fund</p>

<ul style="list-style-type: none"> • Provide summer school for all students (includes intercession at year round elementary schools and extended day at secondary schools). 	<p>Learning Support Services; Elementary Education; Secondary Education; Site Administrators, Teachers, Support Staff</p>	<p>Salaries Instructional Materials</p>	<p>\$3.2 mil.</p>	<p>General Fund</p>
<ul style="list-style-type: none"> • Provide after school and summer supplemental online courses for credit deficient high school students. 	<p>June 2015 - Ongoing</p> <p>Teachers Daily Sept. - June</p>	<p>APEX Contract Teacher Stipends</p>	<p>\$160,000 per year</p>	<p>General Fund</p>
<ul style="list-style-type: none"> • Support Family Literacy and Adult ESL programs 	<p>Adult Education Staff Offered Throughout Year</p>	<p>Salaries/Timesheets Instructional Materials</p>	<p>\$93,000 per year</p>	<p>Community Based English Tutoring, Adult Education Block Grant</p>
<ul style="list-style-type: none"> • Expand extended day programs to support students with academic needs. 	<p>ASES/ASSETs July 2015 - Ongoing</p>	<p>Personnel costs materials</p>	<p>\$1.1 mil.</p>	<p>ASES, Gear Up, Title I</p>

<p>8. Monitoring program effectiveness:</p> <ul style="list-style-type: none"> • Implement the Formative Assessment of Students for Teachers (FAST) system to score and record common assessments that result in data-driven instructional decisions. • Create and monitor/revise LCAP goals. 	<p>Research and Evaluation Ongoing</p> <p>Learning Support Services; Research and Evaluation; Elementary & Secondary Education; Site Administrators; Throughout the year based upon interim and formative data</p>	<p>Salaries</p> <p>-----</p>	<p>\$778,000</p>	<p>General Fund</p> <p>-----</p>
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Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>EGUSD has targeted services and programs to our lowest-performing student groups; SWDs, EL, Foster Youth, and African American students.</p> <ul style="list-style-type: none"> • Support the Co-ops Collaborative Academic Support Team (CAST) models at sites to coordinate intervention and additional support services for students performing below proficient including English Learners and students with disabilities. • Provide all students in need of strategic and intensive reading intervention with appropriate intervention to accelerate academic progress and close their achievement gap. <ul style="list-style-type: none"> ○ Strategic students receive support either through small group instruction provided by the classroom teacher, or through a pull-out program taught by the site Academic Intervention Teacher(s). ○ Intensive students receive support through the Learning Center in the EGUSD Neverstreaming model. 	<p>Site administrators; Instructional Coaches; Teachers; Parents; Community Services Quarterly</p> <p>Site Administrators; Teachers; Instructional Coaches Semi-Annually</p>	<p>Substitutes and/or stipends, Instructional Coach salaries</p> <p>Instructional Coach salaries</p>	<p>Costs vary by school, typically \$200-\$600 annually</p> <p>\$2.4mil.</p>	<p>General Fund</p> <p>General Fund/Title II/Title III</p>

<ul style="list-style-type: none"> • Provide CAHSEE intervention to all students who have not successfully passed the examination. <ul style="list-style-type: none"> ○ Strategic and Intensive students receive additional CAHSEE support through afterschool tutoring, or through a variety of online CAHSEE intervention programs. • Hold CELDT fairs before school year starts at secondary sites with high numbers of EL. 	<p>Site Administrators; Teachers; Instructional Coaches As needed during the school year</p> <p>Instructional Coaches Site EL Coordinator August – Annually</p>	<p>Instructional Coach salaries</p> <p>Instructional Coach salaries; EL Coordinator stipends</p>	<p>\$900,000</p> <p>\$7,500</p>	<p>General Fund/Title II/Title III</p> <p>General Fund/Title III</p>
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<p>10. Any additional services tied to student academic needs:</p> <ul style="list-style-type: none"> Develop district/site partnerships designed to provide targeted, site-based feedback and instructional support (e.g., Site Support Teams, Instructional Rounds teams). Facilitate opportunities for K-12 regional meetings to identify regional reading and math goals based on student data. 	<p>Education Services; Elementary and Secondary Education; LSS; CPL; Instructional Coaches; Site Administrators; Teachers Monthly</p>	<p>Substitutes Registration</p> <p>Instructional Coach salaries</p>	<p>\$45,000</p> <p>\$1.9mil.</p>	<p>General Fund/Title II/Title III</p> <p>General Fund/Title II/Title III</p>
	<p>Education Services; Elementary and Secondary Education; LSS; CPL; Research and Evaluation; Instructional Coaches; Site Administrators Each Trimester as funding permits</p>	<p>Copies/handouts</p> <p>Instructional Coach salaries</p>	<p>Est. \$5,000 including copies made at sites</p> <p>\$1.9mil.</p>	<p>General Fund</p> <p>General Fund/Title II/Title III</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> <ul style="list-style-type: none"> • K-12 mathematics textbooks are aligned to the CA Common Core State Standards for Mathematics (CCCSSM). • Provide K-12 workshops on the CA Common Core State Standards (CCSS) for Mathematics. • Provide continued professional learning for K-12 teachers on adopted math instructional materials. 	<p>Curriculum/ Professional Learning (CPL) July 2015 - Ongoing</p> <p>Math Program Specialists; CCSS Instructional Coaches; K-12 Teachers July 2015 – Ongoing</p> <p>Math Program Specialists; CCSS Instructional Coaches; K-12 teachers July 2015 - Ongoing</p>	<p>Instructional materials costs</p> <p>Release Days/Substitutes Stipends</p> <p>Release Days/Substitutes Stipends</p>	<p>\$700,000</p> <p>\$1.3 mil.</p> <p>Inclusive of \$1.3 mil.</p>	<p>Prop 20/General Fund</p> <p>General Fund</p> <p>General Fund</p>

<ul style="list-style-type: none"> • Provide continued professional learning for K-12 teachers on implementing the CCSS Mathematical Practices. • Ensure that all new teachers participate in Beginning Teachers Support and Assessment to receive support in providing standards-aligned instruction • Provide professional learning for site administrators regarding the adopted Math CCCSS 	<p style="text-align: center;">CPL July 2015 - Ongoing</p> <p style="text-align: center;">CPL August – May Annually</p> <p style="text-align: center;">Math Program Specialist; CCSS Instructional Coaches; Site Administrators July 2015 – Ongoing</p>	<p style="text-align: center;">Release Days/Substitutes Stipends</p> <p style="text-align: center;">Substitutes, stipends, materials</p> <p style="text-align: center;">Copies of materials, stipends</p>	<p style="text-align: center;">\$4mil./ Inclusive of \$1.3 mil.</p> <p style="text-align: center;">\$160,000</p> <p style="text-align: center;">\$700,000</p>	<p style="text-align: center;">Bechtel Grant/General Fund</p> <p style="text-align: center;">Title II</p> <p style="text-align: center;">Title I</p>
<p>2. Use of standards-aligned instructional materials and strategies:</p> <ul style="list-style-type: none"> • EGUSD utilizes the following curriculum in math: • Kindergarten – 8th <ul style="list-style-type: none"> ○ <i>Go Math</i> by HMH • 8th – 12th <ul style="list-style-type: none"> ○ <i>Integrated Mathematics I</i> by HMH ○ <i>Integrated Mathematics II</i> by HMH ○ <i>Integrated Mathematics III</i> by HMH ○ <i>Prentice Hall Algebra I</i> ○ <i>McDougal-Littell Geometry</i> ○ <i>McDougal Littell Algebra II</i> ○ <i>McDougal Littell Pre-Calculus</i> ○ <i>McDougal Littell Calculus</i> 	<p style="text-align: center;">CPL Ongoing</p>	<p style="text-align: center;">Instructional materials costs</p>	<p style="text-align: center;">\$700,000</p>	<p style="text-align: center;">Prop 20/General Fund</p>

<ul style="list-style-type: none"> • Provide instructional coaching to support the implementation of the mathematics program through site based training and demonstration lessons that are designed to engage all students. • Provide K-12 professional development on instructional strategies aligned to the CCSS. 	<p>CCSS Instructional Coaches July 2015 - Ongoing</p> <p>Math Program Specialists, CCSS Instructional Coaches, July 2015 - Ongoing</p>	<p>Stipends, salary</p> <p>Release Days/Substitutes Stipends</p>	<p>\$1.2mil.</p> <p>\$4mil./ Inclusive of \$1.3 mil.</p>	<p>Bechtel Grant/General Fund</p> <p>Bechtel Grant/General Fund</p>
<p>3. Extended learning time:</p> <ul style="list-style-type: none"> • Maintain opportunities for student learning beyond the scheduled school day via extended day classes and grant programs such as Gear-up and ASES. • Offer APEX, online credit-recovery opportunity, after school or during summer. 	<p>Grant/Program Coordinators; teachers; Partnership Agencies July 2015 - Ongoing</p> <p>Director of CPL; Technology Services; APEX instructors, Director of Secondary Ed Aug. 2015 - Ongoing</p>	<p>Secondary Education Staff; teacher salaries</p> <p>Licenses teacher salaries,</p>	<p>\$1.1 mil.</p> <p>\$160,000</p>	<p>ASES, Gear Up, Title I</p> <p>General Fund</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology district wide for all instructional purposes:</p> <ul style="list-style-type: none"> • Continue to support and update wireless and wired access to school sites. • Continue to refresh obsolete computers and add new computers to lower student-to-computer ratio. This program assists all aspects of the district. • Provide professional development support to infusion of technology. • Provide technical support to all staff members and sites within a reasonable timeline to support productivity and student learning. 	<p>Technology Services Annual Rotation</p> <p>Technology Services; sites Annual Rotation</p> <p>CPL, Technology Services; sites Annual Rotation</p> <p>Technology Services; Daily</p>	<p>Network cabling switches and Wi-fi</p> <p>Computers</p> <p>Technology Integration Support Specialist, Resource Teacher Salaries</p> <p>Salaries Software</p>	<p>\$20,000 per campus</p> <p>\$5,000,000 per year</p> <p>\$280,000</p> <p>\$7,300,000</p>	<p>General Fund and E Rate</p> <p>District “Refresh” Plan- General Fund</p> <p>General Fund</p> <p>General Fund (\$6,700,000) eRate (\$600,000)</p>

<ul style="list-style-type: none"> Review web-based instructional resources for approval of supplementary material Utilize approved and available online resources such as <i>EBSCO</i>, <i>Inspiration/Kidspiration</i>, <i>Accelerated Reader</i> or <i>Reading Counts</i>, as well as teacher/student-generated wikis and blogs that support E/LA instruction. Support electronic professional learning platform (e.g., <i>Adobe Connect</i>, <i>Learning Management System</i>). 	<p>ELA Steering Committees; Technology Services; and teachers As Needed</p> <p>CPL, Teachers July 2015 – Ongoing</p> <p>Technology Services</p>	<p>Release Days/Substitutes Stipends</p> <p>Varies</p> <p>Software for ePL production and online curriculum/learning</p>	<p>\$40,000</p> <p>Varies</p> <p>\$600,000</p>	<p>General Fund</p> <p>General Fund</p> <p>General Fund</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <ul style="list-style-type: none"> Create and deliver series of professional learning workshops designed to continue to examine the CCCSS for K-6 teachers and 7-12 Math and Special Education teachers. Develop and communicate electronic professional learning opportunities for K-12 teachers of Math. 	<p>Math Program Specialists; CCSS Instructional Coaches; K-12 teachers July 2015-Ongoing</p> <p>CPL June 2015 – Ongoing</p>	<p>Release Days/Substitutes Stipends</p> <p>Software for ePL production</p>	<p>\$4mil./ Inclusive of \$1.3 mil.</p> <p>\$600,000</p>	<p>Bechtel Grant/General Fund</p> <p>General Fund</p>

<ul style="list-style-type: none"> Analyze formative and summative data, by subgroup, provided by site common assessments, EGMAP, K-1 Assessments, and SBAC in grade-level teams and collaboratively determine responsive, research-based instructional practices. Create and/or maintain Professional Learning Communities (PLCs) focused on improving student achievement for strategic and intensive, EL, SWD, and targeted subgroups. Continue district K-6 and 7-12 Math Steering Committee Meetings structured as PLCs. 	<p>Research and Evaluation; Secondary and Elementary Education; CPL; Instructional Coaches; site administrators; teachers July 2015 - Ongoing</p> <p>Learning Support Services; Student Services; Special Education; Secondary and Elementary Education; CPL; Instructional Coaches; site administrators; teachers July 2015 - Ongoing</p> <p>Math Program Specialist; teachers 6-7 times per year Sept. - May</p>	<p>Copies/handouts, Release Days/Substitutes Stipends</p> <p>Release Days/Substitutes Stipends</p> <p>Release Days/Substitutes Stipends</p>	<p>\$35,000</p> <p>\$2.5mil.</p> <p>\$20,000</p>	<p>Bechtel Grant/General Fund</p> <p>Bechtel Grant/General Fund</p> <p>Bechtel Grant/General Fund</p>
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<ul style="list-style-type: none"> • Provide professional learning for “Meeting the Needs of EL in Math.” 	ELD Program Specialist; ELD Coaches July 2015 - Ongoing	Release Days/Substitutes Stipends Copies	\$100	General Fund/Title III
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <ul style="list-style-type: none"> • Continue use of SchoolLoop at the secondary sites. • Maintain active School Site Councils at each school. • Send district-wide written notification to all households of registered students regarding pertinent academic information. <ul style="list-style-type: none"> ○ All notices are provided in the primary language whenever 15% or more parents speak that language. • Send school-wide written, electronic or telephone notification to all households of registered students regarding pertinent academic information. 	<p>Teachers July 2015 - Ongoing Site administrators; teachers; parents Daily</p> <p>Site Administrators; Teachers; Parents Sept. – May each school year</p> <p>Site administrators; Learning Support Services As needed</p> <p>Site Administrators As needed</p>	<p>Vendor Contract</p> <p>Send electronically through SchoolLoop Mailing Costs</p> <p>Copies and postage SchoolLoop, Auto-Dialer and email notification system</p> <p>Vendor Contract</p>	<p>\$120,000</p> <p>\$133,000</p> <p>\$200,000</p> <p>\$35,000</p>	<p>General Fund</p> <p>General Fund</p> <p>General Fund</p> <p>General Fund</p>

<ul style="list-style-type: none"> • Provide Family Math Nights at elementary level. • Provide opportunities for parents to review curricular materials or directly observe classroom instruction (e.g., Parent Review Night, Take Your Parent to School Day). • Create and/or maintain on-going parent groups on campuses (e.g., Parent University, PTA) 	<p>CPL; site administrators; teachers; parents Varies by site</p> <p>CPL; Site Administrators; Teachers; Parents Annually (schedule varies by site)</p> <p>Site Administrators; Teachers; Parents Annually (schedule varies by site)</p>	<p>Copies</p> <p>No extra cost</p> <p>Copy costs</p>	<p>\$1,200 per site</p> <p>-----</p> <p>Varies by site \$1,200</p>	<p>General Fund</p> <p>-----</p> <p>Title II</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <ul style="list-style-type: none"> • Provide a full range of strategic and intensive intervention options for all students not making adequate progress in reading as demonstrated on the SBAC, CAHSEE, and CELDT assessments. 	<p>Site Administrators; Teachers; Parents Annually & aligned to release of state data</p>	<p>No extra cost</p>	<p>-----</p>	<p>-----</p>

<ul style="list-style-type: none"> • Offer transition summer programs in high poverty regions to assist students with moving from 6th to 7th and from 8th to 9th grade. • Offer summer school for all students (includes intercession at year round elementary schools and extended day at secondary schools). • Provide extended day programs to support students with academic needs. 	<p>Site Administrators, Teachers, Support Staff June or August of each year</p> <p>Learning Support Services; Elementary Education; Secondary Education; Site Administrators, Teachers, Support Staff June 2015 - Ongoing</p> <p>ASES July 2015 - Ongoing</p>	<p>Salaries Instructional Materials</p> <p>Salaries Instructional Materials</p> <p>Personnel costs Materials</p>	<p>\$50,000</p> <p>\$3.2 mil.</p> <p>\$1.1 mil.</p>	<p>General Fund</p> <p>General Fund</p> <p>ASES/Gear Up/Title I</p>
<p>8. Monitoring program effectiveness:</p> <ul style="list-style-type: none"> • Implement the Formative Assessment of Students for Teachers (FAST) system to score and record common assessments that result in data-driven instructional decisions. 	<p>Research and Evaluation Ongoing</p>	<p>Salaries</p>	<p>\$778,000</p>	<p>General Fund</p>

<ul style="list-style-type: none"> • Create and monitor/revise LCAP goals. 	<p>Learning Support Services; Research and Evaluation; Elementary & Secondary Education; Site Administrators; Throughout the year based upon interim and formative data</p>	<p>-----</p>	<p>-----</p>	<p>-----</p>
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Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>EGUSD has targeted services and programs to our lowest-performing student groups; SWDs, EL, Foster Youth, and African American students.</p> <ul style="list-style-type: none"> • Support the Collaborative Academic Support Team (CAST) model at sites to coordinate intervention and additional support services for designated students with a focus on SWDs, EL, and targeted subgroups. • Provide all students in need of strategic and intensive math intervention with appropriate intervention to accelerate academic progress and close their achievement gap. • Provide CAHSEE intervention to all students who have not successfully passed the examination. <ul style="list-style-type: none"> ○ Strategic and Intensive students receive additional CAHSEE support through afterschool tutoring, or 	<p>Site administrators; Instructional Coaches; Teachers; Parents; Community Services Quarterly</p> <p>Site administrators; teachers; Instructional Coaches Semi-annually</p> <p>Site Administrators; Teachers; Instructional Coaches</p>	<p>Substitutes and/or stipends, Instructional Coach salaries</p> <p>Instructional Coach salaries</p> <p>Instructional Coach salaries</p>	<p>Costs vary by school, typically \$200-\$600 annually</p> <p>\$1.2mil.</p> <p>\$900,000</p>	<p>Site Funds</p> <p>General Fund/Title III</p> <p>General Fund/Title II/Title III</p>

<p>through a variety of online CAHSEE intervention programs.</p> <ul style="list-style-type: none"> ○ Intensive students receive support through the Learning Center in the EGUSD Neverstreaming model. <ul style="list-style-type: none"> ● Implement iPass web-based intervention program at Jackman Middle School, Rutter Middle School, Kerr Middle School and Florin Elementary. 	<p>As needed during the school year</p> <p>Special Education, site administrators, Teachers Jan. 2012-Monthly</p>	<p>Network Subscription</p>	<p>\$250,000</p>	<p>General Fund</p>
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<p>10. Any additional services tied to student academic needs:</p> <ul style="list-style-type: none"> • Develop district/site partnerships designed to provide targeted, site-based feedback and instructional support (e.g., Site Support Teams, Instructional Rounds teams). • Facilitate opportunities for K-12 regional meetings to identify regional reading and math goals based on student data. 	<p>Education Services; Elementary and Secondary Education; LSS; CPL; Instructional Coaches; site administrators; teachers Monthly</p> <p>Education Services; Elementary and Secondary Education; LSS; CPL; Research and Evaluation; Instructional Coaches; site administrators Each trimester as funding permits</p>	<p>Registration Fees Substitutes</p> <p>Instructional Coach salaries</p> <p>Copies/handouts</p> <p>Instructional Coach salaries</p>	<p>\$20,000</p> <p>\$1.9mil.</p> <p>Est. \$5,000 including copies made at sites</p> <p>\$1.9mil.</p>	<p>General Fund/Title II</p> <p>General Fund/Title II/Title III</p> <p>General Fund</p> <p>General Fund/Title II/Title III</p>
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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.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Required Activities</p> <ol style="list-style-type: none"> 1. (Per Sec. 3116(b) of NCLB, this Plan must include the following: <ol style="list-style-type: none"> a. Describe the programs and activities to be developed, implemented, and administered under the subgrant; b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122; c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for: <ul style="list-style-type: none"> ▪ meeting the annual measurable achievement objectives described in Section 3122; ▪ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)); ▪ annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1)); d. Describe how the LEA will promote parental and community participation in LEP programs. 	<ol style="list-style-type: none"> 1.a. EGUSD implements the following programs and activities to service students identified as English Learners (EL) according to California law: <ul style="list-style-type: none"> ▪ Structured English Immersion (SEI): K-12 EL students who are designated California English Language Development Test (CELDT) level 1-2 and level 3 with one or more subtests lower than a 3 receive daily instruction in ELD, and access core content subjects through Specially Designed Academic Instruction in English (SDAIE) instruction. ELD instruction is based on the CA ELD standards. ▪ Mainstream English Program: K-12 EL students who are designated CELDT level 3 with no subtests lower than a 3 and level 4-5 receive daily instruction in ELD. In K-6 this is delivered through an adopted ELD program, while in 7-12 this instruction occurs in mainstream classes through support materials of the core program. ▪ Core content instruction is based on CA CCSS and NGSS grade level standards and delivered utilizing, when appropriate, ELD standards for integrated ELD support, CCSS Literacy Standards for language support and/or SDAIE strategies to allow for differentiated instructional support and complete access to core content. 1.b. EGUSD utilizes funds to meet annual measurable achievement objectives the following ways: <ul style="list-style-type: none"> ▪ Allocation of subgrant funds to school sites as a supplemental fund to support site based initiatives to increase the language and academic achievement of EL students. ▪ Utilize the Formative Assessment System for Teachers (FAST), a computer-based assessment system enabling elementary and secondary teachers to administer frequent, standards-based benchmark assessments to inform instruction. Assessments have been developed that specifically target the ELD standards, and allow teachers to supplement the student’s core curriculum. ▪ Provide intervention programs in English Language Arts (ELA), English Language Development (ELD) and mathematics for EL students who are one year or more below grade level. ▪ Provide regular, ongoing Professional Development at the elementary and secondary level on instructional strategies to increase the language and academic achievement of English Learners.

	<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c) .</p> <p>The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> • English proficiency; and • Academic achievement in the core academic subjects 	<p>2. EGUSD utilizes SBE approved curriculum to provide high quality language instruction to its EL students. At the elementary level, students are provided with daily ELD instruction based on their CELDT level utilizing the <u>Avenues</u> curriculum, supplemented with the new CA ELD standards. At the secondary level, multiple measures are used to determine best ELD course placement for EL students (to include, CELDT level, standardized test results in ELA, grades, performance on local measures of ELA proficiency, and teacher recommendation). EGUSD currently utilizes the <u>Inside</u> curriculum to meet the needs of our middle school students, and the <u>Edge</u> curriculum to serve our high school students.</p> <p>EL Instructional Coaches provide professional development with a focus on implementation of designated and integrated ELD, the CA ELA/ELD Framework and CCSS standards, and research-based instructional practices for ELs to include integrated ELD and SDAIE instruction in order to improve access to core content for ELs..</p> <p>EGUSD will continue support the implementation of new ELD curriculum for the secondary programs in order to enhance the instruction for EL students. EGUSD will consider adoption of new ELA/ELD curriculum for its K-6 students. No program will be considered for adoption without evidence of strong integrated and designated ELD components.</p>
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		Description of how the LEA is meeting or plans to meet this requirement.	
Required Activities	<p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p> <p>a. designed to improve the instruction and assessment of LEP children;</p> <p>b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;</p> <p>c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children’s English proficiency or substantially increasing the teachers’ subject matter knowledge, teaching knowledge, and teaching skills;</p> <p>d. long term effect will result in positive and lasting impact on teacher performance in the classroom.</p>	<p>3.a-d. The EGUSD professional development plan provides on-going training for teachers, administrators, and other school or community-based personnel.</p> <p>Training and on-going support for teachers/administrators on the supplemental components of the following:</p> <ul style="list-style-type: none"> • FAST /SISWEB assessments and reports • Use of adopted ELA/ELD curriculum • CA ELA/ELD Framework and standards • Implementation of designated and integrated ELD • Administrator training on observing instructional best practices for ELs • CA Common Core mathematics standards and curriculum • NGSS Science Standards training • GLAD strategies training • Annual EL Summer Institutes • Quarterly release days for grades 7-12 ELD and SDAIE teachers • Regional department/site EL retreats • Regional EL articulation 	
Allowable Activities	<p>4. Upgrade program objectives and effective instruction strategies.</p>	<p>Yes</p>	<p>If yes, describe:</p> <p><input type="checkbox"/> EGUSD annually disaggregates student achievement data by subgroups to plan for instruction</p> <p><input type="checkbox"/> Utilize the Instructional Coaches to offer training and support in effective instructional strategies</p> <p><input type="checkbox"/> Ten additional Instructional Coaches solely focused on the academic achievement of EL students</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	<p>If yes, describe:</p> <input type="checkbox"/> Afterschool EL programs, focusing on ELA and mathematics, developed at sites to serve the specific needs of their EL population <input type="checkbox"/> Selected ASES/ASSETs offer specific EL classes to target the academic needs of their EL students <input type="checkbox"/> Selected sites to offer EL summer school opportunities
	6. Develop and implement programs that are coordinated with other relevant programs and services.	Yes	<p>If yes, describe:</p> <p>The following programs are coordinated to meet the needs of EL students: On-going professional development for high school counselors to ensure appropriate placement of ELs and RFEPs who are struggling</p> <ul style="list-style-type: none"> • ASES/ASSETs • GATE • Migrant Education Program • AVID • Honors/AP Classes • Preschool Program • Regional support for the school master schedule through the CELDT Fair <p>EGUSD holds meetings with school site leaders and administrative support staff at the beginning and middle of each school year with site administrators of Program Improvement schools. The purpose of these meetings is to discuss site budget and coordination of services.</p>

	<p>7. Improve the English proficiency and academic achievement of LEP children.</p>	<p>Yes</p>	<p>If yes, describe:</p> <p><i>The analysis of our data and dialogue with staff, at various levels of the district, highlighted the following strengths in improving the English proficiency and academic achievement of LEP children:</i></p> <ul style="list-style-type: none"> • <i>Full implementation of CCSS in ELA and Math, K-12.</i> • <i>Full implementation of CA ELD standards, K-12.</i> • <i>SBE adopted materials in ELA (Open Court), ELD (Avenues) and Math (Go Math) at grades K-6 and standards-aligned materials approved by the local board of education in ELA and Math for grades 7-12.</i> • <i>Teachers are provided with detailed information about their ELs, including LTELs and students at risk of becoming LTELs, and struggling RFEP students. The data is provided in a timely fashion and is utilized by the school sites to inform placement and instructional decisions.</i> • <i>All schools participate in quarterly EL classroom observational walk throughs using a standardize format and reporting practice. Data from observation are analyzed and used to inform decisions about site professional development needs.</i> • <i>Availability of SDAIE courses at many secondary sites.</i> • <i>Availability of content based-ELD courses at secondary sites with higher percentage of ELs.</i> • <i>Quality professional development on instructional strategies for English Learners and culturally diverse students.</i> • <i>RFEP students are monitored for a minimum of three years after reclassification for their progress across all content areas.</i> • <i>GLAD strategies implementation at high density elementary sites</i> • <i>Site Support teams utilized to enhance instruction</i> • <i>Instructional Rounds utilized as a tool for improving instruction</i> • <i>Professional Learning Communities (PLCs)</i>
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		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. 	Yes	<p>If yes, describe: Additional DELAC meetings to inform parents of topical issues for their child’s education to include information on Common Core ELA/ELD and math standards implementation and new curriculum, and participation in development and evaluation of goals on the EGUSD LCAP.</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. 	No	<p>If yes, describe:</p>
	<p>10. Other activities consistent with Title III.</p>	No	<p>If yes, describe:</p>

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

<p>Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>
<p style="text-align: center; writing-mode: vertical-rl; transform: rotate(180deg);">Required Activity</p> <ol style="list-style-type: none"> 1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB): <ol style="list-style-type: none"> a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; b. the child’s level of English proficiency, how such level was assessed, and the status of the student’s academic achievement; c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; 	<p>EGUSD parents are annually informed of the requirements through the following:</p> <ol style="list-style-type: none"> a. Title III letter, score on initial CELDT test, and DELAC b. Title III letter, CELDT test, CELDT notification c. Title III letter, district handbook, ELAC, and DELAC d. Title III letter, district handbook, and ELAC e. Title III letter, district handbook, DELAC, and ELAC f. Title III letter, district handbook, DELAC, and ELAC g. District IEP form and process h. Parental exception waiver and Title III letter <p><input type="checkbox"/> All notices are provided in the primary language whenever 15% or more parents speak that language.</p> <p><input type="checkbox"/> Notices are provided to parents no later than 30 days after the beginning of the school year. For students that enroll after the beginning of the school year, notices are provided to parents within two weeks of their child being placed in the EGUSD EL program.</p>

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

Plans to Provide Services for Immigrants

IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table.		Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Allowable Activities	1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children	If yes, describe: N				
	2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth	If yes, describe: Y Provide training to classified staff on how to support newcomers. Provide training to coaches and classified staff on cultural competence.	English Learner Services coaches, Bilingual Teaching Associates		\$2,000.00	Title III Immigrant
	3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth	If yes, describe: N				

		Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Allowable Activities	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds	If yes, describe: Y Support sites with purchases of educational materials and technology for immigrant students to include Rosetta Stone and others.	English Learner Services coaches, Bilingual Teaching Associates		\$71,610.00	Title III Immigrant
	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	If yes, describe: N				

		Description of how the LEA is meeting or plans to meet this requirement.	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Allowable Activities	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	If yes, describe: N				
	7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrant students and their families by offering comprehensive community services	If yes, describe: N				
Immigrant Estimated Costs Total:					\$73,610	
Immigrant Indirect Costs:						

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

Summary of Needs and Strengths for Professional Development

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

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

STRENGTHS	NEEDS
<ul style="list-style-type: none"> • Professional Development in EGUSD is accomplished at three levels: <ul style="list-style-type: none"> ○ District ○ Regional ○ School • District needs are determined via student data, coach and principal requests on behalf of their teachers, teacher steering committees, Professional Development evaluations, requests of groups of teachers, and analysis of district wide goals. • Regional strengths and needs are developed collaboratively by principals and district instructional coaches using a review of student data. • The strengths and needs of school-level Professional Development are determined by the principal and teaching staff, and are based primarily on student performance data and resultant needs identified by staff. • Adequate opportunities of PD include: <ul style="list-style-type: none"> ○ K-12 CCSS Math & materials adoption ○ Utilization of PLC's (varies by site) ○ Early literacy for TK-3 ○ K-12 CCSS ELA/ELD ○ ELD Integration 	<ul style="list-style-type: none"> • Continued development of a consistent district-wide PLC model • Continued understanding of the ELA/ELD and Math CCSS and their implications for instruction specific to teachers' grade levels and content areas, including the literacy standards for History/Social Studies, Science, and Technical Subjects • Continued focus on early literacy foundational skills • Continued focus on effectively teaching writing strategies • Continued focus on effectively teaching reading comprehension • Continued focus on modeling and designing lessons that elicit use of Standards for Mathematical Practice • Ability to provide high-quality assessments that reflect the rigor and intent of standards • Continued focus on effective instruction and integration of ELD • Integration of instructional technology • Elements of appropriate and research-based effective instruction (e.g., lesson design, EDI, CFU, RTI, gradual release of responsibility, etc.) • Awareness and transition of the Next Generation Science Standards (NGSS) • A very small percentage of our teachers are non-compliant within certain subject areas under NCLB and need assistance in achieving compliancy.

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>Professional Development in EGUSD is accomplished at three levels:</p> <ul style="list-style-type: none"> • District • Regional • School <p>• District needs are determined via student data, coach and principal requests on behalf of their teachers, teacher steering committees, Professional Development evaluations, requests of groups of teachers, and analysis of district wide goals.</p>	<p>C/PL Daily</p> <p>Education Services, Elementary Education, Secondary Education Ongoing</p>	<p>C/PL Staff salaries substitutes, stipends, registration fees, outside speakers</p> <p>-----</p>	<p>\$4.6mil</p> <p>-----</p>	<p>General Fund/ Title II/ Bechtel grant</p> <p>-----</p>

<ul style="list-style-type: none"> • Regional strengths and needs are developed collaboratively by principals and district instructional coaches using a review of student data. • The strengths and needs of school-level Professional Development are determined by the principal and teaching staff, and are based primarily on student performance data and resultant needs identified by staff. • Major foci of professional development in the next 5 years: <ul style="list-style-type: none"> ○ Continued training and implementation of Common Core State Standards and instructional strategies. ○ Continued training and implementation for ELD Standards. ○ Continued awareness and implementation of Next Generation Science Standards (NGSS) ○ Continued training and implementation of PBIS. ○ Continued training and integration of technology. ○ Continued development of assessment system. ○ Continued training on Civic Education. ○ Continued training on Document Based Questioning (DBQ). ○ Continued instructional materials adoptions and training. ○ Continued support of beginning teachers through BTSA. ○ Growth of Arts education and integration. 	<p style="text-align: center;">Elementary & Secondary Principals, Instructional Coaches, Teacher Ongoing</p> <p style="text-align: center;">Education Services, Elementary Education, Secondary Education On-going</p>	<p style="text-align: center;">-----</p> <p style="text-align: center;">Staff salaries substitutes, stipends, registration fees, outside speakers</p>	<p style="text-align: center;">-----</p> <p style="text-align: center;">\$4.6mil.</p>	<p style="text-align: center;">-----</p> <p style="text-align: center;">General Fund/ Title II/ Title III/ Bechtel grant</p>
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<ul style="list-style-type: none"> ○ Introduction and awareness of future History/Social Studies Standards and Framework. ○ Equity in Education ○ Culturally Responsive Pedagogy 				
<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>District-level activities are designed with reference to professional literature. Examples: Hattie, Wiliam, Kanold, Marzano, Reeves, Fullan, Fisher and Frey, DuFour, Schmoker, Leinwand, Wu, Van De Walle, as well as guidance from CCSS consortia and Smarter Balanced Assessment Consortium.</p> <p>Activities are expected to improve student achievement for the following reasons:</p> <ul style="list-style-type: none"> • Aligned to current research. • Regional approach provides peer support and sharing of resources for a shared implementation. • Supported by instructional coaches who work with each school to assist with implementation and follow-through. <p>District-wide emphasis on PLC’s at the grade level and course level help to ensure implementation.</p>	<p>Director of C/PL, Director of Instructional Support, Program Specialists Continuous review July - June</p> <p>Program Specialists July - June</p>	<p>Salaries</p>	<p>\$1.1mil</p>	<p>General Fund/ Title II/ Bechtel grant</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> <ul style="list-style-type: none"> • All district-level and regional-level professional development activities have a clear and narrow instructional focus that includes the use of either student data (including data disaggregated by race and ethnicity) or student work. Examples include: Quality writing instruction, the use of writing rubrics in instruction, strategies to develop fractional thinking, the use of decomposition and multiple representations in math. The development of the PD is accomplished by or led by ELA and math curriculum specialists. The PD is provided by curriculum specialists and coaches. Follow-up at the school and classroom level is provided by instructional coaches. • Formative common assessments provide the most typical measure of success of each PD effort. These measures also inform coaches and teachers of adjustments and modifications that need to be made. • The development and use of PLCs among grade level teachers in elementary schools and department- or course-level teams at the secondary level have provided a vehicle for measurement and monitoring of objective attainment. 	<p>ELA and math Program Specialists, Instructional Coaches July - June</p> <p>Principals Instructional Coaches Teachers July - June</p> <p>C/PL, ELA and math Program Specialists, Curriculum</p>	<p>salaries, materials and copying</p> <p>copies</p> <p>Substitutes, stipends</p>	<p>\$2mil.</p> <p>\$35,000</p> <p>Varies by site</p>	<p>General Fund/ Title II/ Bechtel grant</p> <p>General Fund</p> <p>Title II/ Bechtel grant</p>

<p>PD on PLCs has been provided to assist teams of teachers in becoming adept at functioning as PLCs.</p> <ul style="list-style-type: none"> Interim assessments such as the mid-year, district-developed EGMAP, the assessments from Synced Solution, and SBAC Interim assessments help certificated staff to gauge academic progress. SBAC provides the annual measure. 	<p>Specialist, Instructional Coaches, Principals, Teachers July – June</p> <p>Research & Evaluation, C/PL, Elementary Education, Secondary Education, Learning Support Services Ongoing</p>	<p>-----</p>	<p>-----</p>	<p>-----</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>Title II provides funding for our on-going and umbrella initiatives for improvement of the instructional program in transitional kindergarten through twelfth grade, including special ed. ELA and math are the primary areas of Title II focus as evidenced by our EGUSD Math Plan and EGUSD Reading Plan. However, Title II funds are also used to provide support to instructional improvement in other core subjects including literacy in history/social science and science. Title II broad-based efforts are supported through federal and state grants which are more narrowly focused, but in thorough alignment with our Title II plan.</p>	<p>Instructional Coaches July - June</p>	<p>Instructional Coach salaries</p>	<p>\$3.2mil.</p>	<p>General Fund/ Title II/ Title III</p>

<ul style="list-style-type: none"> • Bechtel “Math Generation” grant aligns with and supports the EGUSD Math Plan but augments the support that Title II provides by focusing on instructional PD in mathematics in K-8. (2013-2018) • Support PD for teacher leaders (Steering Committees), and the planning of and communication about PD efforts. • BTSA program supports the fundamentals of classroom environment and student engagement for new teachers • EL instructional coaches as well as PI-EL coaches support teachers in modifying and augmenting instruction within all these initiatives in order to assure the learning and language acquisition of English Learners. 	Program Specialist, Curriculum Specialist, Instructional Coach, clerical July - June	Salaries	\$4mil. (\$6 mil.)	Bechtel grant
	Program Specialists July - June	Program Specialist Salaries	\$700,000	General Fund
	Program Specialist July - June	Substitutes, stipends, supplies	\$160,000	Title II/ General Fund
	EL Instructional Coaches July - June	EL Instructional Coach salaries	\$1.3mil.	Title III
<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <ul style="list-style-type: none"> • PD that is provided meets the needs of teachers and principals. <ul style="list-style-type: none"> ○ On an annual basis, a professional development needs assessment is distributed to all district teachers via email with a Survey Monkey link. 	Director of C/PL, Directors of Instructional Support Spring, annually	No extra cost	-----	-----

<ul style="list-style-type: none"> ○ Site administrators complete a professional development needs assessment. ○ Workshop and PD session evaluation forms typically include a space for “I need...” responses. ○ On a regional level, principals and teacher leaders identify needs that have been noted in, or expressed by, teachers. ○ Instructional coaches report on requests for PD made by teachers. ○ District-level administrators and specialists anticipate PD needs based upon planned changes, e.g. curriculum purchase or the transition to CCSS. ● Various models of PD are used to ensure that the PD reaches the necessary audiences and provides the information and tools for instructional change at the systemic, regional, school, or individual teacher level. <ul style="list-style-type: none"> ○ Large-scale, systemic PD efforts reach all affected teachers and principals: <ol style="list-style-type: none"> 1. PD provided during principals’ and VP 	<p>C/PL, Elementary Education, Secondary Education May/June</p> <p>Program Specialists July – June</p> <p>Principals, teachers Ongoing</p> <p>Instructional Coaches Ongoing</p> <p>C/PL, Elementary Education, Secondary Education On-going</p> <p>C/PL, Instructional Coaches On-Going</p>	<p>No extra cost</p> <p>Copies</p> <p>Substitutes, stipends</p> <p>Instructional Coach salaries</p> <p>No extra cost</p> <p>Substitutes, stipends</p>	<p>-----</p> <p>\$40,000</p> <p>Varies by site</p> <p>\$3.2mil.</p> <p>-----</p> <p>\$4.6mil.</p>	<p>-----</p> <p>Title II</p> <p>Title II</p> <p>Title II/Title III/General Fund/Bechtel grant</p> <p>-----</p> <p>Title II/Title III/General Fund/Bechtel grant</p>
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<p>meetings;</p> <ol style="list-style-type: none"> 2. All-teacher PD provided during pre-service days. 3. Release day and after school PD provided to all teachers. 4. Follow-up provided by instructional coaches at the regional, school, and individual teacher levels. <p>Examples: CCSS, materials adoptions</p> <ul style="list-style-type: none"> • School-wide PD is provided during minimum days, off-track days, or established meeting times. Examples: Math and ELA PLC's; PBIS 	<p>Principals, Instructional Coaches, Teachers July-June</p>	<p>Stipends</p>	<p>Varies by site</p>	<p>Title II</p>
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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> <ul style="list-style-type: none"> • EGUSD Digital Education initiative provides a continued look at the development and application of digital education during the next five years. Leaders of this initiative represent the departments of Curriculum and Professional Learning, Technology Services, and Communications. These directors meet monthly. 	<p>Directors of Curriculum & Professional Learning, Technology Services, and Communications Monthly</p>	<p>N/A</p>	<p>-----</p>	<p>-----</p>

<ul style="list-style-type: none"> • Technology Services supports C/PL in the provision of digital curriculum and in the development and provision of digital PD. • Technology Integration Professional Development Specialists serve as day-to-day liaisons for PD and support for curriculum and instruction. 	<p>Technology Services</p> <p>Technology Integration Professional Development Specialists Aug. - June</p>	<p>N/A</p> <p>Salary</p>	<p>\$300,000</p> <p>\$200,000</p>	<p>Title II D</p> <p>Title II / General Fund</p>
<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25 percent of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <ul style="list-style-type: none"> • EGUSD Digital Education initiative provides a continued look at the development and application of digital education during the next five years. Leaders of this initiative represent the departments of Curriculum and Professional Learning and Technology Services. These directors meet monthly. 	<p>Director of Technology Services, Director of C/PL Monthly Meeting</p>	<p>N/A</p>	<p>-----</p>	<p>-----</p>

<ul style="list-style-type: none"> • Technology Services supports C/PL in the provision of digital curriculum and in the development and provision of digital PD. • The Curriculum & Professional Learning Department, with support from Technology Services, will develop capacity and expertise in offering PD electronically. This will exponentially expand the information available to teachers on a 24/7 clock through easily accessible archives. <ul style="list-style-type: none"> ○ “How To” videos or voice-over Power Point presentations will provide teachers with procedures for accessing technological tools and applications. Examples: How to Upload Student Assessment Data into the FAST System; How to Access Student Data from SISWEB/FAST; How to Access Digital Student Practice Tools; etc. ○ “InfoMercials” that entice teachers to sign up for professional learning series or workshops; 	Professional Development Technology Integration Specialist	Salary	\$300,000	Title II D
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:	C/PL, Technology Services	Software for “eCPL” production and online curriculum/ learning	\$600,000	General Fund
	C/PL Program Specialists	Salary	\$700,000	Title II/ General Fund

<p>The EGUSD LEA Plan is a compilation and result of input in a wide variety of venues from principals, teachers, and paraprofessionals working through committees, program and curriculum specialists in Curriculum & Professional Learning, Program Specialists in Special Education and Learning Support Services, employee union leadership, leadership teams, and parents/stakeholders through the LCAP development.</p>	<p>PreK-12 Directors Fall - Spring</p>	<p>N/A</p>	<p>-----</p>	<p>-----</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"> <input type="checkbox"/> 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; <input type="checkbox"/> Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; <input type="checkbox"/> Involve parents in their child’s education; and <input type="checkbox"/> Understand and use data and assessments to improve classroom practice and student learning. <ol style="list-style-type: none"> 1. Monthly PD sessions for Mild-Moderate teachers 2. PD throughout year for paraprofessionals 3. Positive Behavior Intervention & Support (PBIS) training for all teachers and administrators. 	<p>Special Education Monthly</p>	<p>Salary</p>	<p>\$120,000</p>	<p>Title II Special Education</p>

<p>4. Instructional Coaches provide professional learning to special education and general education teachers in order to assist their efficacy in teaching students with special needs.</p> <p>5. EL Instructional coaches assist other Instructional coaches and teachers at school sites (directly) in meeting the learning needs of EL students through professional development and walkthrough form process.</p> <p>6. Parent Universities, Parent Math Nights, Homework Workshops, Parents-on-Campus Days, daily communication through SchoolLoop, parent leadership through PTA, SSC, ELAC, special committees and booster organizations, Dads-on-Campus programs, Coffee Klatches, Back-to-School Nights, Open House Nights, etc.</p> <p>7. District Advisory Committees such as for District Categorical Advisory, District English Learner Advisory Committee, curriculum preview nights (Family Life, videos, new curricular materials), LCAP, Supt. Parent Advisory</p> <p>8. FAST training, both technical “how to” and interpreting and instructional planning based on assessment results; EGMAP training; K-1 Assessment Training; provision of time for grade level – or course/department-level PLCs; training in PLCs.</p>	<p>Instructional Coaches On-going</p> <p>School Sites On-going</p> <p>Learning Support Services, C/PL On-going</p> <p>C/PL, Research & Evaluation, Instructional Coaches</p>	<p>Instructional Coach salaries</p> <p>Copy costs</p> <p>Copy costs</p> <p>Instructional Coach salaries</p>	<p>\$3.2mil</p> <p>Varies by site \$1,200</p> <p>\$1000</p> <p>\$3.2mil.</p>	<p>Title II/ Title III/General Fund</p> <p>Title II</p> <p>General Fund</p> <p>Title II/ Title III/ General Fund</p>
<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119: LEA Plan guides the work of both Learning Support Services and the Curriculum and Professional Learning Departments.</p>	<p>Education Services On-going</p>	<p>No Extra Cost</p>	<p>-----</p>	<p>-----</p>

<p>On an on-going basis, work is coordinated in four ways:</p> <ol style="list-style-type: none"> 1. Directors of C/PL (Title II) and LSS (Title I) meet on a bi-monthly basis to coordinate the work of the respective departments. 2. Informal communication occurs on a daily, as-needed, basis at the instructional coach, program specialist, and director level. 3. Associate Superintendent of Education Services meets regularly with both directors to assure overall consistency and common direction as well as effective use of funds. 4. Directors of LSS, CPL, Special Education, Instructional Support, Student Services, Grants meet to: <ul style="list-style-type: none"> • Plan PD • Leadership Development <p>In addition, these directors divide the responsibilities of supervision of regional PD and instructional coach support and supervision. The effect is that all directors stay involved with work at the sites and keenly aware of issues at the coach and teacher level.</p>				
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Performance Goal 4: *All students will be educated in learning environments that are safe, drug-free, and conducive to learning.*

Environments Conducive to Learning (Strengths and Needs):

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

STRENGTHS	NEEDS
<p>The district’s mission is to provide a learning community that challenges all students to realize their greatest potential.</p> <p>Core values include:</p> <ol style="list-style-type: none"> 1. <u>Instructional excellence</u> <ul style="list-style-type: none"> ◆ Highly effective teaching staff. Use hiring practices to ensure quality. Support teachers via professional development. ◆ District-wide emphasis on continuous improvement of instruction. Professional Learning Communities are focused on student data. The District-built Formative Assessment System for Teachers (FAST) supports the monitoring of student learning and the adjustment of instruction. ◆ Adherence to standards. Implementation of Common Core State Standards, next generation science standards, and continuous advancement of rigor. ◆ Provision of support and intervention for all learners through excellent initial instruction and effective, early intervention. 2. <u>Safe, peaceful and healthy environment</u> <ul style="list-style-type: none"> ◆ Youth development approach to campus-wide climate with key strategies of: peer leadership, life skills development, community service and staff training. ◆ Bullying and cyberbullying prevention strategies are in place from transitional kindergarten through high school. ◆ EGUSD’s Police Services provides 24 hour, 7 day week coverage for the district that includes sworn school resource officers in every region who are stationed at each comprehensive high school. An additional 	<ul style="list-style-type: none"> ◆ Systematic and continuously available professional learning for teachers ◆ Continued curricular support needed for teachers for CCSS ◆ Varied opportunities for intervention for students ◆ Continued training required for staff, students and parents on bullying and cyberbullying

sworn officer is assigned to alternative schools and the truancy program. A full time Sheriff Sergeant is assigned to oversee all deputies. Additionally, off duty Sheriff Deputies are hired to provide security for school events and to supplement coverage when needed.

- ◆ Comprehensive Safe School Plans are developed collaboratively with all stakeholders.
- ◆ Prevention and intervention programs and services are provided for alcohol, tobacco, and other drugs.
- ◆ Clean, well-lighted and up to date facilities.
- ◆ Students are provided a variety of healthy, low cost meals.
- ◆ Site based delivery model of counseling services to students and families with average secondary level student-to-counselor ratio of 1 to 479 at middle school and 1 to 458 at high school.
- ◆ Site based delivery model of psychological services to students and families with average student to psychologist ratio of 1300 to 1.
- ◆ Qualified nurses provide: specialized health care procedures, screening, referrals and health education to students and families.
- ◆ District wide implementation of Positive Behavior Intervention and Supports (PBIS) is in place.
- ◆ School Attendance Review Board staff works to remove attendance barriers to learning.

3. Enriched learning atmosphere

- ◆ Technology Services supports student learning with computer labs at all schools and Internet access in all classrooms. Additionally, Technology Services continues to update and add enhancement to our student information system (SISWeb).
- ◆ Ongoing professional learning is provided for teachers/administrators on technology integration.
- ◆ Special Education staff provides support to students with disabilities across the continuum of least restrictive Special Education placements as outlined in the **Individuals with**

- ◆ Additional counseling supports at the secondary level to continue to lower the counselor to student ratio and placement of elementary level counselors.

- ◆ Additional psychological supports at the all levels to lower the psychologist to student ratio.

Disabilities Education Act.

- ♦ All students with disabilities receive academic, behavioral, and functional living skills instruction, as delineated in their IEP, that lead to mastery of the California State Standards.
- ♦ Professional development is provided to district stakeholders focused on differentiated instruction, behavioral interventions, IEP development and assessment procedures.
- ♦ Head Start, Title I Pre-Kindergarten, State Preschool and Partners Parent Participation Preschool help 3½ and 4-year old children get ready for kindergarten.
- 4. Collaboration with diverse communities and families
 - ♦ Students speak over 81 different languages and represent more than 90 countries. Assessment and standards-based instruction assists ELL students through the 5 levels of proficiency as identified on California English Language Development Test.
 - ♦ Parent and community advisory committees give input to assessment of data and program planning at the site and district level.
 - ♦ 3 Student Support Centers (formerly Healthy Start) connect students and families to resources that are available in the community to remove barriers to learning.
 - ♦ The Foster Youth Services (FYS) program supports the success and stability of foster youth with a variety of services including: tutoring; providing school supplies and educational passports; referrals for crisis intervention to a FYS Social Worker and training for all site administrators and staff.
 - ♦ The Homeless Education program (Project ACT) provides direct services to families, connections to community resources and is liaison between schools and homeless families.

- ♦ Continue to encourage parents and community members to be active participants in our advisory committees

- ♦ Employ additional tutors and social workers to provide services to foster youth
- ♦ Provide access to the CWS/CMS database for the State of California by district Foster Youth staff to increase efficiency of collaboration.

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">◆ Early academic intervention programs are established before and after school to support students with low standardized test scores.◆ Counselors will continue to provide a comprehensive school-counseling program for all students 7-12 that includes academic, college, career, and personal/social development.◆ The Student Support and Health Services Department provides supportive services through Project ACT Homeless Education, Foster Youth Services, Student Support Centers, Expulsion Due Process, Tobacco Use Prevention Education, Section 504 Compliance, Bullying Prevention Program, Teen Parent Program, Psychologists and School Nurses.◆ Positive Behavior Intervention Support (PBIS) provides a school-wide discipline approach. PBIS emphasizes school-wide systems of support that include proactive strategies for defining, teaching and supporting appropriate student behaviors to create positive school environments.◆ School Resource Officers are assigned to each comprehensive high school region. Additional sworn officers support all schools, district support centers and provide coverage for identified after school programs and activities.◆ The District’s 3 Student Support Centers (formerly Healthy Start) coordinate services to improve the educational, health, and social opportunities for students and families. Student Support Center activities include health screenings, dental screenings, immunization health fairs, parent education workshops, and referrals to city, county and community-based services.◆ Each year the District updates and distributes to each household in the District the Code of Conduct and the Parent Handbook. These documents are available in English, Spanish, Hmong, and Vietnamese.◆ EGUSD’s Virtual Academy is an online independent study program guided by District teachers which offers parents and students the opportunity to customize their education.◆ Outreach programs with an academic focus include Advancement Via Individual Determination (AVID) and Math, Engineering, Science Achievement (MESA).◆ EGUSD offers a wide variety of Career Academies and Pathways at high schools. These are small learning communities that encompass a broad-based industry area, which includes careers from technical learning through professional levels.◆ EGUSD’s has a Service Learning Initiative which promotes project based learning which offers students the opportunity to learn academic content standards while fulfilling a community need.◆ Conflict manager programs and other peer based conflict programs are at secondary schools and most of the elementary schools.◆ Friday Night Live and Club Live are student-led peer education programs at the secondary level which are designed to build leadership skills, provide opportunities for community service, and prevent alcohol and drug use among adolescents.

- ◆ Link Crew is a peer-led transition program that welcomes 9th graders into EGUSD's high schools. Older students provide cross-age mentoring to build assets in younger students. Where Everybody Belongs (WEB) is Link's counterpart for 7th graders.
- ◆ Food and Nutrition Services continues to provide nutritious meals to support the physical and academic development of every child in our district.
- ◆ Athletic/Intramural programs run August through May.

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"> ◆ Data from the 2013 CHKS for 7th, 9th and 11th grade show that all of EGUSD’s tobacco, alcohol, inhalant and marijuana use indicators are lower than state averages. ◆ Most 2013 CHKS indicators for perceived harm of substances and high risk patterns of behavior are more positive than state results. ◆ The District’s Categorical Advisory Committee, Coordinated School Health Program Advisory Committee, and Student Support and Health Services Advisory meet regularly to provide input from staff, community members and parents into the implementation of EGUSD’s prevention programs. ◆ Each school submits a comprehensive Safe School Plan annually which requires crisis response plans and crisis response boxes at each school. ◆ The District has a mandatory 9th grade Health class. Teachers meet with representatives from Student Support and Health Services at the Health Steering Committee regularly to receive updated prevention resources and to consult about Best Practices. ◆ Prevention instruction has transitioned from knowledge-based to a life skills development and asset-based approach. ◆ Project Alert, a research validated alcohol, tobacco, other drugs and violence prevention curriculum, has been implemented in the 7th and 8th grade at all middle schools. ◆ Project SUCCESS (Schools Using Coordinated Community Efforts to Strengthen Students), a research validated ATODV prevention and intervention program, has been fully implemented at all 3 continuation high school. 	<ul style="list-style-type: none"> ◆ Funding support for community-based counseling agencies that provide individual and group substance abuse counseling has been dramatically cut. On-campus services are very limited and many families struggle to provide transportation for these services. ◆ Suspension and expulsion data indicates the need for increased early intervention in alcohol, tobacco, other drugs and violence.

<ul style="list-style-type: none">◆ Only 240 students were brought forward for expulsion in 2014-2015 and of those 85% of the requests for expulsion resulted in an abeyance contract rather than an expulsion hearing.◆ No schools currently meet the criteria of being a persistently dangerous school as defined by the California Department of Education.◆ An annual district-wide Middle School Leadership Conference is led by high school students to develop peer leadership and prevention education programs.◆ Club Live/Friday Night Live and WEB/Link Crew are peer-led prevention and asset development programs at secondary schools.◆ The district-wide attendance rate is a very strong 96.1%.	
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Performance Goal 4: *All students will be educated in learning environments that are safe, drug-free, and conducive to learning.*

Safe and Drug Free Schools and Communities (SDFSC) and Tobacco Use Prevention Education (TUPE)

Prevention Program Performance Indicators (4115(a)(1)(B)):

The LEA is required to establish a biennial goal for all of the performance indicators listed below. List specific performance indicators for each grade level served, and for each listed measure, as well as the date of, and results from, the baseline administration of the Healthy Kids Survey:

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: 10/2013 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will decrease biennially by:	5th N/A 7th 2%	5th N/A 7th 1.5%
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by:	7th 2% 9th 2% 11th 4%	7th 1% 9th 1% 11th 1%
The percentage of students that have used marijuana will decrease biennially by:	5th N/A 7th 5%	5th N/A 7th 1%
The percentage of students that have used alcohol within the past 30 days will decrease biennially by:	7th 5% 9th 15% 11th 21%	7th 1% 9th 2% 11th 2%
The percentage of students that have used marijuana within the past 30 days will decrease biennially by:	7th 3% 9th 11% 11th 18%	7th 1% 9th 2% 11th 2%
The percentage of students that feel very safe at school will increase biennially by:	5th N/A 7th 23% 9th 16% 11th 22%	5th N/A 7th 2% 9th 2% 11th 2%

<p>The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by:</p>	<p>7th 22% 9th 19% 11th 9%</p>	<p>7th 3% 9th 2% 11th 2%</p>
<p>Truancy Performance Indicator</p>		
<p>The percentage of students who have been truant will decrease annually by _____ from the current LEA rate shown here.</p> <p>NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.</p>	<p>39.49%</p>	<p>5%</p>
<p>Protective Factors Performance Measures from the California Healthy Kids Survey</p>	<p>Most recent date: 10/2013 Baseline Data</p>	<p>Biennial Goal (Performance Indicator)</p>
<p>The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by:</p>	<p>5th N/A 7th 39% 9th 31% 11th 38%</p>	<p>5th N/A 7th 3% 9th 3% 11th 3%</p>
<p>The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by:</p>	<p>5th N/A 7th 59% 9th 51% 11th 51%</p>	<p>5th N/A 7th 3% 9th 3% 11th 3%</p>
<p>The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by:</p>	<p>5th N/A 7th 15% 9th 12% 11th 17%</p>	<p>5th N/A 7th 2% 9th 2% 11th 2%</p>
<p>The percentage of students that report high levels of school connectedness at their school will increase biennially by:</p>	<p>5th N/A</p>	<p>5th N/A</p>

	7th	65%	7th	3%
	9th	53%	9th	3%
	11th	48%	11th	3%

Other Performance Measures

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

LEA Specified Performance Measures (Process to Collect Data)	Performance Indicator Goal	Baseline Data
No other performance measures are established.		

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	ATODV	7-8	9713	May 2010	August 31st 2010; online training for new teachers is ongoing.	August 2010
Project SUCCESS (Schools Using Coordinated Community Efforts to Strengthen Students)	ATODV	11 th and 12 th grade at Continuation High Schools	636	August 2006	October 10 th -12 th 2006	October 2006
Second Step	V	Transitional Kindergarten	800	March 2013	April 25 th , 2013	July 2013

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

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

Check	Activities	Program ATODV Focus	Target Grade Levels
X	After School Programs	ATODV	K-12
X	Conflict Mediation/Resolution	V	4-12
X	Early Intervention and Counseling	ATODV	1-12
	Environmental Strategies		
X	Family and Community Collaboration	ATODV	5-12
X	Media Literacy and Advocacy	ATOD	6-12
X	Mentoring	ATODV	4-12
X	Peer-Helping and Peer Leaders	ATODV	4-12
X	Positive Alternatives	ATODV	7-12
X	School Policies	ATODV	K-12
X	Service-Learning/Community Service	ATODV	7-12
	Student Assistance Programs		
X	Tobacco-Use Cessation	T	6-12

Check	Activities	Program ATODV Focus	Target Grade Levels
X	Youth Development Caring Schools Caring Classrooms	ATODV	K-12
	Other Activities		

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

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

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

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

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

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

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

The District has selected and is implementing the following programs and activities based on ongoing needs assessment, research, and guidance from the Sacramento County Office of Education. This coordinated program is the result of collaboration within the District and with the District’s Categorical Advisory Committee, Health Steering Committee, Student Support and Health Services Advisory, the Coordinated School Health Program Advisory Committee as well as various community-based coalitions.

1. Project Alert – EGUSD’s 2013 CHKS data shows that between 7th and 9th grade substance abuse (“any AOD use past 30 days”) increases from 8% to 21%. Alcohol use in the past 30 days (“at least one drink”) increases from 5% in the 7th grade to 21% in the 11th grade. Marijuana use in the past 30 days increased from 3% to 18% at the same grade levels. While the district has seen a decline in traditional smoking rates among secondary level students, there has been a sharp increase of the use of electronic cigarettes and vaping devices. Rates increase from 4% in 7th grade to 12% in 11th grade, indicating a need for continued education on electronic nicotine delivery devices. This data demonstrates the need for a comprehensive research-validated substance-use prevention education curriculum. EGUSD is implementing Project Alert in the 7th and 8th grades. Project Alert teaches the life skills that are necessary for resistance of alcohol, tobacco, and other drugs including: decision making, assertiveness, refusal skills and coping with anger and anxiety.

2. Project SUCCESS (Schools Using Coordinated Community Efforts to Strengthen Students) – EGUSD’s 2013 CHKS data revealed an increase in tobacco, drug and alcohol use among continuation high school students (primarily 11th and 12th graders) as compared to their grade level counterparts at the comprehensive high school. 47% of continuation students have used alcohol in the past 30 days compared with 21% of their 11th grade peers at the comprehensive high school setting. The same is true for past 30 day use of marijuana with 53% of continuation students using as compared with 18% of 11th graders at comprehensive high schools. 27% of these students report tobacco use in the past 30 days as compared to 4% percent of their peers. 34% of continuation students also reported binge drinking behaviors in the past 30 days (“5 or more drinks in a couple hours”), more than double the 12% rate at the comprehensive high schools. This data demonstrated the need for a targeted program model at the three continuation high schools. Project SUCCESS is currently being implemented at all three continuation schools. Project SUCCESS prevents and reduces adolescent substance use and abuse by placing highly trained professionals in the school to provide a full range of substance abuse prevention and early intervention services.

3. After School Programs – According to the 2009 CHKS (5th grade students were not surveyed in 2011 or 2013 CHKS administration), 36% of 5th grade students reported being home alone at least some of the time after school and 25% of 7th graders are

home alone 2 or more days a week. Only 15% of 5th graders reported high levels of “meaningful participation in school”, similar data is reported for 7th and 9th grade students. CHKS data reveal that caring relationships with adults in school decreases from 56% in 5th grade, to 40% and 34% at the 7th and 9th grades respectively. The District’s offers non-competitive after school programs in arts, athletics and academic enrichment. These programs not only boost student achievement, but also build assets by creating a caring school climate, providing positive adult role models, creative activities, and increased bonding to school.

4. Conflict Mediation/Resolution – 2013 CHKS data for 7th grade shows that 18% of the students have been pushed or hit two or more times during the last year at school and 22% have been afraid of being beaten up. 37% of 9th grade students have had mean rumors or lies spread about them, and 39% of 11th grade students have been made fun of because of the way they look or talk. For this reason, the District continues to see benefit in maintaining and expanding conflict mediation programs to include a greater emphasis on prevention and building a caring school-wide climate. All secondary level and most of the elementary schools in the EGUSD have peer-based conflict mediation programs.

5. Early Intervention and Counseling – Parents, faculty and staff may refer students for early intervention and counseling. Resources are available both internally and through referral to community based counseling agencies. Suspension, discipline referral and attendance tracking data may be used to identify students for intervention. According to the 2013 CHKS, 26% of 7th graders and 36% of 11th graders have experienced sad or hopeless feelings in the past 12 months “almost every day for two weeks or more that you stopped doing some usual activities”. Additionally, 24% of 9th and 23% of 11th grade students reported “seriously considering attempting suicide” in the past 12 months. This data further supports the need for early intervention and counseling.

6. Family and Community Collaboration – Parent education and involvement are encouraged district-wide to specifically target ATODV and to help families build the assets and protective factors that their students need. Parent and community advisory groups such as the District’s Categorical Advisory Committee, Superintendent’s Parent Advisory Committee, Coordinated School Health Program Advisory Committee, Student Support and Health Services Advisory, Parent Teacher Associations (PTA), School Site Councils and a number of community-based coalitions routinely review various sources of needs assessment data and give input to program planning.

7. Peer Helping/Leaders – Students and advisors in groups such as Club Live, Friday Night Live, WEB (Where Everybody Belongs), Link Crew, Peer Conflict Resolution, Peer Counselors and Students Reaching Out receive summaries of the District’s CHKS data with suggestions of how they can use the information to shape norms and plan programs. Prevention research has consistently shown that peer leadership programs such as these are the most effective way to empower students to live alcohol, drug, tobacco and violence free lives.

8. Positive Alternative Programs – CHKS data is shared with positive alternative programs as appropriate. Club Live and Friday Night Live utilize a formal statewide student assessment to measure program impact and progress toward goals. WEB and Link Crew along with parent groups who provide activities such as sober grad nights primarily use informal assessments of student needs on their campuses to plan activities. Secondary schools have a number of additional site-based clubs and programs to meet the individual needs of their school communities.

9. School Policies – The district has adopted school policies to prevent ATODV based on CA Education Code and research that describes the norms and rules that set an environment that is conducive to learning. These policies include but are not limited to: inclusion of comprehensive drug and alcohol prevention education, prevention and intervention on bullying and cyberbullying, closed campuses, dress codes, and truancy policies. The district has updated the policies related to tobacco use to include specific language on electronic nicotine delivery devices and is undergoing a major revision to the Wellness policy.

10. Service-Learning/Community Service – Search Institute research indicates that students are less likely to have problems with ATODV and are more likely to be academically successful if they have more assets or personal strengths. The District’s service-learning and community service program builds assets for secondary-level students in the areas of community values youth, youth as resources, service to others, caring, responsibility and interpersonal competence.

11. Tobacco Use Cessation –According to the 2013 CHKS, lifetime use of tobacco (smoking a whole cigarette 1 or more times) increases from 3% in the 7th grade to 13% in the 11th grade. Past 30 day use of tobacco increases from 2% in the 7th grade to 4% in the 11th grade. Current use of electronic nicotine devices increases from 4% in the 7th grade to 12% in the 11th grade. The district provides cessation support utilizing two methods, the Brief Intervention program and community referrals for cessation services. The Brief Intervention program (BI) is designed specifically for youth who are experiencing mild to moderate problems associated with alcohol or other drug use. BI is conducted when a student violates Education Code 48900h, possession of tobacco on campus, or by staff, parent or self-referral. Trained staff conducts two BI sessions with students during the school day on campus. An optional third session is available to include the parent or guardians. Youth work one-to-one with staff in identifying and changing their choices and behaviors. If further support is needed or other substance abuse is discovered a referral to community counseling services is provided.

12. Youth Development - The CHKS resiliency module provides data to guide the District’s ongoing youth development strategies. In addition, the District is equipped to provide training on the model for students, faculty, staff, parents and community members.

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.

EGUSD no longer receives Title IV Safe and Drug Free Schools and Communities funding. This evaluation information reflects the efforts that are conducted under the competitive Tobacco Use Prevention Education (TUPE) programs which are funded for 6th through 12th grades.

EGUSD TUPE program staff conducts the California Healthy Kids Survey (CHKS) biennially with a district sample of 7th, 9th and 11th grade students, and all students that attend the District’s three continuation high schools. The most recent data available is from the fall of 2013 and includes results from the core and tobacco modules. 5th grade students have not been surveyed since the fall of 2009 as a result of the loss of Title IV SDFS funding.

In response to the evaluation requirements for the LCAP, EGUSD will transition to collecting CHKS data at the site level for 5th, 7th, 9th and 11th grades and with all continuation school students in the fall of 2015. CHKS site level reports will be provided to all schools. Analysis of this data by site and district level staff will indicate progress toward measurable objectives. Staff also review and analyze suspension and expulsion data to determine student needs and plan the most relevant prevention and intervention programs.

Project Alert is the District’s comprehensive tobacco, drug and alcohol prevention program. All nine middle schools began program implementation in the fall of 2010 at the 7th grade level, and 8th grade booster lessons began in 2011. All selected teachers are required to complete the online Project Alert training and submit verification to the TUPE Program Coordinator. The TUPE Coordinator receives written verification from each middle school Principal to ensure the program is taught to fidelity. TUPE program staff conducts classroom observations and provides ongoing technical assistance and training to selected teachers.

EGUSD utilizes Project SUCCESS (Schools Using Coordinated Community Efforts to Strengthen Students) at all three continuation high schools to provide targeted tobacco, alcohol and other drug use prevention education and intervention. Dedicated full-time TUPE program staff is assigned to each continuation high school to implement the program. Staff maintains ongoing student contact logs, and conducts pre/post evaluations with every student. In addition, the District’s Research and Evaluation department provides a comprehensive program analysis. The outcome measures analyzed for this evaluation include credit accumulation, attendance, grade point average, and frequency of home suspensions for tobacco or alcohol related infractions. Outcomes are assessed overall, and from one academic quarter to the next.

Results of all TUPE program evaluation components are analyzed by the prevention staff team, site and district level staff, and community program partners. The District Categorical Advisory Committee, Student Support and Health Advisory and Coordinated School Health Program Advisory Committee, comprised of parents, students, staff and community members, review these results and provide additional insight and recommendations. The prevention staff team also provides ongoing updates to numerous community-based coalitions and solicits input and recommendations to strengthen and improve program outcomes.

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.

EGUSD no longer receives Title IV Safe and Drug Free Schools and Communities funding.

Timeline for gathering data:

Fall 2015 and 2017 - The California Healthy Kids Survey will be administered to all 5th, 7th, 9th and 11th grade students and all continuation high school students. Each school will receive a site report for their CHKS data for evaluation purposes. This data will be reviewed and shared with staff and the parent community.

Quarterly – District suspension and expulsion data is presented to Principals, Vice Principals and the EGUSD Board of Education. A Board Communication discussing this data is submitted quarterly as well.

Annually – District suspension and expulsion data is compiled for UMIRS (Uniform Management Information and Reporting System) which is available to the public online.

Timeline for reporting data:

CHKS – A Board Communication summarizing the CHKS findings and providing a link to the detailed report is provided in the spring following the biennial administration of the survey. District TUPE program staff distributes summary data through program advisor meetings, teacher trainings, community coalition meetings and web postings. School advisors share pertinent summary data at

the site level through web postings, school newsletters, parent nights and “schoolloop” announcements. Complete CHKS data results are also posted on the District’s “Public Folders” accessible by all employees. A web link is also provided to the complete CHKS data results on the WestEd website.

The TUPE Coordinator attends the district’s bi-monthly PBIS Leadership Team meetings to report on ongoing program progress and evaluation.

The District Categorical Advisory Committee, Student Support and Health Services Advisory and Coordinated School Health Program Advisory Committee meet bi-monthly for ongoing evaluation of all available performance indicators.

TUPE Program staff attends a variety of community-based coalitions and reports regularly on the program progress and outcomes. This includes the County-wide Tobacco Control Coalition, County-wide Prevention Coordinators Council, HEAL (Healthy Eating Active Living) Zone Initiative Committee, County-wide Student Mental Health and Wellness Advisory and the Sacramento County Bullying Prevention Program Coordinators meeting.

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])

EGUSD no longer receives Title IV Safe and Drug Free Schools and Communities funding. However, it has always been EGUSD’s policy is to provide equitable distribution of alcohol, tobacco, other drug and violence prevention resources to all schools and students. The needs of each school are evaluated individually. The District then targets its program services to meet each school’s unique needs. Based on our youth development approach to prevention and intervention, EGUSD’s philosophy is to focus on developing the strengths of all of our students.

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.

As stated, EGUSD no longer receives Title IV Safe and Drug Free Schools and Communities funding. However, many effective collaborative relationships with other federal, state, and local prevention programs have been established which support the district's alcohol, tobacco, other drug and violence prevention programs. Currently the district collaborates externally with Sacramento County Department of Human Assistance, Health and Human Services, Sheriff's Department, Probation, Child Protective Services, Alcohol and Drug Services, and Mental Health. In addition, the District collaborates with community-based organizations such as: People Reaching Out, Project SAVE, Sacramento County Office of Education, AB 922 County Committee, County SARB, Sacramento Children's Home Birth and Beyond Program, CSUS Schools of Social Work and Counselor Education, Child Abuse Prevention Council, Sacramento County Homeless Task Force, Kaiser Permanente, Nurse Family Partnership, WellSpace South Valley Counseling Center, Catholic Healthcare West Children's Center and the Sacramento District Dental Society.

TUPE Program staff attends a variety of community-based coalitions and reports regularly on the program progress and outcomes. This includes the County-wide Tobacco Control Coalition, County-wide Prevention Coordinators Committee, HEAL (Healthy Eating Active Living) Zone Initiative Committee, County-wide Student Mental Health and Wellness Advisory and the Sacramento County Bullying Prevention Program Coordinators meeting.

Internally, the Student Support and Health Services Department works collaboratively with Elementary and Secondary Education, Police Services, Food and Nutrition Services, Alternative Education, Adult Education, Special Education, Counseling, Curriculum and Professional Learning, Health Services, Learning Support Services, Research and Evaluation, and Technology Services.

The District's Categorical Advisory Committee is a group of parents and community members who meet bimonthly to provide input into Title I, Project ACT Homeless Education, Foster Youth Services and Tobacco Use Prevention Education (TUPE) programs.

The Coordinated School Health Program (CSHP) Advisory Committee meets quarterly to provide oversight to EGUSD's wellness initiatives. This committee consists of school site representatives, students, parents, community members, representatives of community-based agencies, a member of the School Board and representatives from many departments within the EGUSD including Student Support and Health Services, Learning Support Services, Curriculum and Professional Learning, and Food and Nutrition Services. The eight components of a coordinated school health program addressed by this committee are: health education, physical education, health services, nutrition, counseling and psychological services, healthy school environment, health promotion for staff and family/community involvement.

EGUSD's Foster Youth Services takes a very collaborative approach to meeting the foundational needs of foster youth which include prevention of alcohol, tobacco, other drugs and violence. The District actively participates in the Sacramento County Independent Living Program for foster youth ages 16 to 24. Foster Youth Services constantly collaborates with county social workers, attorneys from the Children's Law Center, foster family agency social workers and probation officers. EGUSD's Foster Youth Services staff provides professional training for foster family agency and county social workers.

Additionally, each secondary school has a Site Prevention Coordinator, who meets biannually with the District TUPE Coordinator to receive training, technical assistance and collaborative planning time.

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.

EGUSD no longer receives Title IV Safe and Drug Free Schools and Communities funding. However, parents are valued partners in the EGUSD and contribute in the development of a variety of programs and services. They participate as volunteers in the classroom and through after school programs. They serve as active members of committees including the Superintendent's Parent Advisory, District Categorical Advisory, Student Support and Health Services Advisory, Coordinated School Health Program Advisory Committee, Special Education Community Advisory, Service Learning Steering, Family Life Advisory, Digital Education Consortium and Video Approval Committees.

At the site level, all parents are encouraged to be actively involved in their parent/teacher organizations (PTA/PTO/PTSA). Each school site keeps their parents informed of relevant issues and encourages their involvement at the school through newsletters and school websites. At the beginning of each year, all families in the district are sent a copy of the Code of Conduct and the Parent Handbook so parents will be fully informed of the range of services offered by the district as well as the behavioral expectations and policies. The Parent Handbook is translated into Spanish, Vietnamese, and Hmong. This document is also available on the District's website.

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.

EGUSD's receives competitive funding from Kaiser Permanente to run the EGUSD Teen Parent Program (TPP). These funds are matched by Tobacco Use Prevention Education (TUPE) funding to provide services for pregnant and parenting minor parents and have helped to offset the loss of Cal-SAFE funding. The goals of the Teen Parent Program are to: 1) increase the number of pregnant and parenting teens regularly attending school; 2) decrease the number of second pregnancies among teen parents; and 3) increase access to ongoing healthcare and other supportive services for teen parents.

Four part-time outreach staff is assigned regionally to provide case management services to TPP students. Students are referred by counselors, teachers, parents and other community partners. Outreach staff visits the school to conduct an intake interview and assess the student's need for services. At the intake all students are asked if they smoke or if anyone in the home smokes. If so, TUPE resources are provided and cessation referrals are given. Outreach staff checks in with students regularly to see if additional cessation support is needed.

The Cal-SAFE program is an active partner with TPP. Though the funding to Cal-SAFE was dramatically cut, the program still provides for one child development center that is located at William Daylor Continuation High School. The center provides free child care for any EGUSD parenting student. TPP outreach staff partner with the Cal-SAFE teacher to coordinate parenting classes and workshops for students and collaborate regularly on the services and supports that these students need including any alcohol, tobacco, and other drug prevention and intervention services.

The Teen Parent Program Collaborative meets quarterly and includes membership from a variety of district, health and social service organizations throughout Sacramento County. The collaborative reviews the progress of the project, identifies gaps in service, offers input and shares resources. Members include the Nurse Family Partnership, Sutter Adolescent Family Life Program, Planned Parenthood's Teen Success Program, Sacramento Covered, Chicks in Crisis, and EGUSD's Cal-SAFE, Student Support Center and Preschool Programs staff.

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
Program Specialist (TUPE Coordinator)	1.0 FTE
Lead Project Implementer	.85 FTE
Project Implementer /Calvine	.75 FTE
Project Implementer/Daylor	.75 FTE
Project Implementer/Rio Cazadero	.75 FTE
Project Implementer/Middle School	.75 FTE
Program Assistant	.80 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
5.1 (High School Graduates)	Ensure implementation of Common Core standards-aligned curriculum in ELA and Math.	All students	Teachers Aug. 2015-June 2020	Course syllabi Grades Observation Forms	General Fund LCFF
	Continue to provide training in Common Core State Standards (CCSS) and Smarter-Balanced assessment to teachers and administrators.	All students	Principals Secondary Education Aug. 2015-June 2020	Sign in sheets Evaluations of CCSS and SBAC Professional Learning Sessions	General Fund LCFF
	Provide all 9 th grade students with access to College and Career Readiness inventory which focuses on high school graduation and post-secondary options .	All students	Counselors Principals Aug. 2015-June 2020	Traditional graduation rates Cohort graduation rates Grades Transcripts Course registration data	General Fund
	Assign counselors to all students to ensure that they enroll in courses that meet graduation requirements; monitor students’ course completion on a regular basis	9 th /10 th graders	Counselors Principals Aug. 2015-June 2020	Traditional graduation rates Cohort graduation rates Grades Transcripts Course registration data	General Fund

	<p>Conduct an annual A-G Transcript Study of all students' transcripts to monitor percentages of students' A-G completion; identify gaps and actionable areas of focus.</p>	All students	<p>Counselors Aug. 2015-June 2020</p>	<p>Graduation rates Percent of A-G completion College-going rates</p>	N/A
	<p>Review quarterly district and school suspension and expulsion data disaggregated by grade level, gender, and ethnicity. Develop, implement, and monitor plans to reduce suspensions/expulsions.</p>	All students	<p>Student Support & Health Services Secondary Education Principals Aug. 2015-June 2020</p>	<p>Suspension data Expulsion data</p>	N/A
	<p>Develop and implement school site plans to reduce disproportionality related to Honors/AP course access, discipline, and special education status.</p>	Under and over-represented students	<p>Secondary Education Aug. 2015-June 2020</p>	<p>School plans Data reports Increased numbers for Honors/AP Enrollment Decreased numbers for discipline and Special Education identification</p>	N/A
	<p>Provide PSAT to all 10th grade students to identify those with AP Potential</p>	All sophomores	<p>Secondary Education Aug. 2015-June 2020</p>	<p>AP Potential Reports, AP Enrollment Reports, AP Test Results</p>	LCAP
	<p>Review annually site-level graduation data, disaggregated by ethnicity. Emphasize graduation rates as a focus for district administration's work with principals. Include graduation rate as part of the principals' evaluations</p>	All students	<p>Secondary Principals Secondary Education Aug. 2015-June 2020</p>	<p>Graduation Rate Data Report</p>	N/A

	<p>Conduct performance data reviews and discussions regularly with principals and vice principals, using CAASPP, CAHSEE, and CELDT data, GPA and analysis of credits to monitor and evaluate students' academic achievement.</p> <p>Disaggregate data by ethnicity, EL, socio-economic, foster youth and special education status.</p>	All students	<p>Secondary Principals Secondary Vice Principals Secondary Education Aug. 2015-June 2020</p>	<p>Data from multiple sources Longitudinal data analysis by subgroup SchoolLoop</p>	N/A
	<p>Send progress notices and final grade reports to parents regarding student progress at intervals specified in Board Policy; schedule conferences when needed.</p>	All students	<p>Teachers Counselors Timeline per Board Policy</p>	<p>Progress reports Report cards</p>	General Fund
	<p>Utilize School Loop at middle schools and comprehensive high schools to regularly communicate student progress and curriculum expectations to parents.</p>	All students enrolled in SchoolLoop schools	<p>Site Administration Teachers Counselors Aug. 2015-June 2020</p>	<p>SchoolLoop Data Reports</p>	Various
	<p>Ensure that all students and parents have access to the District Course Catalog and College Planning Guide, which outlines graduation requirements and course offerings.</p>	All students	<p>Principals Curriculum & Professional Learning Aug. 2015-June 2020</p>	<p>Course Catalog EGUSD website</p>	Various
	<p>Provide information regarding graduation requirements to all</p>	All students	<p>Site Administrators Aug. 2015-June</p>	<p>Course catalogs Newsletters Flyers</p>	Various

	<p>students and parents through Course Catalogs, college fairs, orientations, parent meetings, bulletins, and newsletters. Provide and translate materials for speakers of other languages as required.</p>		<p>2020</p>	<p>Translated documents</p>	
	<p>Support the district's Career Academies and Pathways in providing a personalized learning environment for students, with a specific focus on Career Technical Education/Linked Learning</p>	<p>All students</p>	<p>Secondary Education Aug. 2015-June 2020</p>	<p>Student surveys Academy Enrollment Data</p>	<p>CPA Funding General Fund ROP</p>
	<p>Offer academic intervention opportunities at all high schools.</p>	<p>At-Risk-students</p>	<p>Intervention teachers Site Administrators Aug. 2015-June 2020</p>	<p>CAHSEE pass rate Graduation rate CST data, etc.</p>	<p>General Fund EIA-SCE LCAP</p>
	<p>Provide a comprehensive Summer School Program, to include intervention and credit recovery classes, as well as enrichment and acceleration options.</p>	<p>All students</p>	<p>Principals Secondary Education Teachers Aug. 2015-June 2020</p>	<p>Enrollment data Credits earned</p>	<p>General Fund LCAP</p>
	<p>Provide online credit recovery programs and extended day classes to support students in meeting graduation requirements.</p>	<p>At-Risk and Failing students</p>	<p>Site Administrators Aug. 2015-June 2020</p>	<p>D/F Report Graduation rate Completion of credits</p>	<p>General Fund EIA-SCE ASSETs</p>
<p>Offer credit retrieval classes through Adult Education to seniors 5-10 credits shy of graduating.</p>	<p>Credit Deficient Seniors</p>	<p>Adult Education Aug. 2015-June 2020</p>	<p>Completion of program</p>	<p>EGACE</p>	

	<p>Allow seniors who are within 20 credits of graduating to enroll in Track 1, an ISP summer program to make up credits and receive a high school diploma after completion. 2015</p>	Credit Deficient Seniors	<p>Independent Study Program Secondary Education Aug. 2015-June 2020</p>	<p>Completion of credits Number of students served</p>	General Fund
5.2 (Dropouts)	<p>Provide a variety of alternative high school programs for students who may need a different environment to complete their high school education. Including:</p> <ul style="list-style-type: none"> • Independent Study Program • Charter School • Continuation High Schools 	At Risk, Credit Deficient Students	<p>Secondary Education Alternative Education Aug. 2015-June 2020</p>	<p>Graduation rates Completion of credits</p>	General Fund
	<p>Provide an Independent Study option to students who require a more flexible schedule to complete their high school education.</p>	9 th -12 th Grade Students	<p>Independent Study Program Aug. 2015-June 2020</p>	<p>Graduation rates Completion of credits</p>	General Fund
	<p>Provide after school CTE programs to assist students with school-to-career connections.</p>	11 th -12 th Grade Students	<p>Director of CTE Principals Aug. 2015-June 2020</p>	<p>Participation rate Completion rate</p>	General Fund
	<p>Offer intervention courses in mathematics and reading at all schools to provide opportunities for students who require additional support.</p>	At-Risk Students	<p>Site Administration Annually Aug. 2015-June 2020</p>	<p>Participation rate Test data Master schedules</p>	General Fund EIA-SCE

	Expand Linked Learning/CTE pathways to support viable post-secondary careers for students.	All Students	Career Technical Education Division Principals Aug. 2015-June 2020	Participation rates Surveys Master Schedules	General Fund Grant Funding
	Implement PBIS (Positive Behavior and Intervention Support) at all secondary schools.	All Students	Director of CTE Principals Aug. 2015-June 2020	Discipline data Reduction in bullying incidents	LCAP
	Offer health and psychological services to students through social workers, nurses, psychologists, and mental health therapists.	All Students	Student Support & Health Services Aug. 2015-June 2020	Student/parent surveys	General Fund Grant Funding
	Utilize the IEP process to monitor and adjust programs to ensure academic success for Special Education students.	Special Education Students	Site Administration Special Education Teachers Aug. 2015-June 2020	IEPs	Special Education Funds
	Work with counselors to regularly monitor “at risk” students’ progress toward graduation.	At-risk and failing students	Program Administrators, Instructional Support Counselors Aug. 2015-June 2020	Traditional Dropout rate Cohort dropout rate D & F reports 4 year plans	General Fund
	Monitor to ensure school-to-home communication to parents regarding interventions for at-risk students.	At-risk-Students	Site Administrators Aug. 2015-June 2020	Parent letters Parent phone calls School Loop data	General Fund
	Evaluate the impact of Extended-Day Credit Recovery programs on graduation rates.	Credit deficient students	Site administrators Counselors Aug. 2015-June 2020	Enrollment rate/pass rate	General Fund

	<p>Provide educational opportunities to 5th year seniors for high school completion at continuation high schools.</p> <p>Utilize Adult Education as a means for students who did not graduate to complete their high school education and receive a diploma, or complete coursework and pass the GED.</p>	<p>5th Year Seniors</p> <p>5th Year Seniors</p>	<p>Continuation high schools Aug. 2015-June 2020</p> <p>Adult Education Aug. 2015-June 2020</p>	<p>Graduation rates</p> <p>Completion of credits/number who graduate/earn GED</p>	<p>General Fund</p> <p>EGACE</p>
<p>5.3 (Advanced Placement)</p>	<p>Regularly address the issue of disproportionality of underrepresented students in AP/Honors' meetings with follow-up by district office personnel.</p> <p>Utilize PSAT/AP Potential to identify students with potential to succeed in AP courses; Send letters to parents encouraging enrollment.</p> <p>Maintain an open enrollment philosophy for students' enrollment into Honors/AP courses and establish procedures for early identification and recruitment of students historically under-represented in Honors/Advanced Placement courses.</p>	<p>Under-represented student groups</p> <p>All</p> <p>All</p>	<p>Secondary Education Secondary Principals Aug. 2015-June 2020</p> <p>Site Administrators RED Aug. 2015-June 2020</p> <p>Site AP Coordinator Site Administrators AP teachers Aug. 2015-June 2020</p>	<p>Increase number of underrepresented students in AP classes Improve test participation and performance</p> <p>Letters AP enrollment</p> <p>AP Enrollment rate Honors enrollment rate AP grades AP assessment scores</p>	<p>General Fund LCAP</p> <p>General Fund</p> <p>N/A</p>

	Ensure that middle schools offer a variety of Honors classes to build an academic content foundation for success in future AP courses.	All	Middle School Site Administrators Teachers Aug. 2015-June 2020	Enrollment in Honors classes Number of Honors classes	N/A
	Expand professional development for Honors/AP teachers through College Board Trainings	All	Middle School Teachers High School Teachers Secondary Administrators Aug. 2015-June 2020		Title II LCAP
	Strengthen horizontal teaming and vertical articulation structures between middle and high schools to promote Honors/AP program planning.	All	Secondary Education Principals/Vice Principals by region. Aug. 2015-June 2020	Regional articulation days	General Fund, Title II
	Partner with Gear-Up and AVID to build a strong college-going culture in our district and in our schools.	All	Site Administrators AVID Coordinators Aug. 2015-June 2020	AVID data Gear-Up events College-going rate	Gear-Up Grants General Fund LCAP
	Expand students' access to AVID through expanded course sections at each school	All	Site Administrators AVID Coordinators Aug. 2015-June 2020	AVID data College-going rate	
	Fund Summer Advanced Placement (AP) Institute training for AP teachers.	All	Secondary Education Secondary Principals Aug. 2015-June 2020	Completion of AP training	Title II LCFF

	<p>Monitor enrollment in AP courses, AP test participation rates, and pass rates for AP Exams annually by subgroup to review equity as well as district and individual school growth. Report data to vice principals, principals, Cabinet and Board of Education.</p>	<p>All</p>	<p>Secondary Education Secondary Principals Aug. 2015-June 2020</p>	<p>AP course enrollment AP participation rate AP pass rate</p>	<p>N/A</p>
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Additional Mandatory Title I Descriptions

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

Describe the measure of poverty that will be used to determine which schools are eligible for Title I funding in accordance with Section 1113, "Eligible School Attendance Areas."	
	Description of how the LEA is meeting or plans to meet this requirement:
<p>Identify one of the following options as the low-income measure to identify schools eligible for Title I funding:</p> <ul style="list-style-type: none"> • Number of children in families receiving assistance under the CalWorks program; • Number of children eligible for Free/Reduced Price Lunch programs; • Number of children ages 5-17 in poverty counted by the most recent census data; • Number of children eligible to receive medical assistance under the Medicaid program; • Or a composite of the above. 	<p>In the Elk Grove Unified School District, the number of students eligible for free and reduced priced lunch is the indicator of poverty used to determine Title I funding.</p>
<p>Describe how the low-income measure described above is used to rank and select schools to receive Title I funds</p> <ul style="list-style-type: none"> • All schools with a 75% or above poverty level are funded • All other schools are funded by poverty ranking district wide or by grade span. 	<p>Elk Grove Unified School District serves, in order of poverty, all schools that are over 75% with Title I funds, with a concentration at the elementary level. Additionally, the district funds those school attendance areas where the percentages of children from low-poverty families are at least as high as the percentage of children from poverty district wide. The district free and reduced lunch average is 55%, all of the elementary schools above 75% are funded school-wide with Title I funds.</p>

Elk Grove Unified chooses to employ the grade span ranking and serving procedure, and therefore funds only elementary schools with Title I funds. Secondary schools are funded with comparable state funds.

The following schools have been determined as school-wide Title I Schools in rank order:

School-Wide Title I Schools:	Enrollment:	Free/Reduced Lunch %:
Samuel Kennedy Elementary	948	96
Union House Elementary	921	92
Anna Kirchgater Elementary	887	90
David Reese Elementary	933	89
Sierra Enterprise Elementary	439	87
Prairie Elementary	1027	85
Charles Mack Elementary	908	85
Isabelle Jackson Elementary	921	85
John Reith Elementary	579	84
Barbara Comstock Morse Elementary	790	83
Herman Leimbach Elementary	623	82
Florin Elementary	633	82
Mary Tsukamoto Elementary	986	77

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

<p>Please provide a general description of the nature of the programs to be conducted by the LEA’s schools under Sections 1114, “Schoolwide Programs,” and/or Section 1115, “Targeted Assistance Schools.” Direct-funded charters and single school districts, if conducting a schoolwide program authorized under Section 1114, may attach a copy of the Schoolwide Plan or Single Plan for Student Achievement in lieu of this description. All ten of the required components must be addressed. (For more information on Schoolwide, please go to http://www.cde.ca.gov/sp/sw/rt/; for Targeted Assistance go to http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp).</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:</p> <ul style="list-style-type: none"> • A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards. • Effective methods and instructional strategies based on scientifically-based research. 	<p>Each Title I School annually completes a needs assessment as part of the completion of the Single Plan for Student Achievement (SPSA). This needs assessment includes a review of standardized testing data, and additional data relevant to their student population, including the California Alternative Proficiency Assessment (CAPA) data for special education students, California English Language Development Test (CELDT) data for English Learner students, attendance data, and local standards-based assessments.</p> <p>Title I Schools have implemented a number of school-wide reform strategies to provide opportunities for all children to meet the state standards including the Collaborative Academic Support Team process, Family Support Teams, Site Support Teams, the implementation of Instructional Rounds and Decision Making Frameworks. Schools use the Decision Making Framework model to meet as grade level teams to discuss teaching methodologies, review student assessment data and work samples, set annual improvement goals with interim checkpoints, and discuss how to adapt the instruction in their classrooms to meet the needs of all</p>

<ul style="list-style-type: none"> • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Proven strategies that address the needs of historically underserved students, low achieving students, and those at risk of not meeting state standards. • Instruction by highly qualified teachers and strategies to attract and keep such teachers. 	<p>students.</p> <p>Research-based instructional strategies employed at our Title I schools include a strong focus on cultural competency and engagement strategies to close the Achievement Gap. These strategies include questioning strategies, the use of academic language, student driven strategies such as Think-Pair-Share, and the use of technology in the classrooms including SMART Boards and extensive access to Chromebooks which promote increased engagement through technology-based learning.</p> <p>Every Title I School reserves a portion of their Title I allocation for extended day activities. All Title I Schools have an active ASES Afterschool program that serves students until 6:00 each day. Title I funding is integrated into the ASES program to support academic tutoring during the ASES time. Additionally, Title I funds are used to support small group instruction by credentialed teachers afterschool, and during intersession programs and summer school programs.</p> <p>EGUSD Title I Schools employ Academic Intervention Teachers to address the needs of historically underserved students, low achieving students, and those at risk of not meeting the state standards. These teachers provide direct, explicit instruction to small groups of students focusing on standards areas that are determined by individual assessment data, and through CAST process.</p> <p>All teachers hired at Title I Schools meet the requirements of highly qualified teachers. Each school uses a portion of their budget to provide release time for professional development, collaboration time with grade level colleagues, and participation in Site Support Team meetings to attract and retain highly qualified teachers.</p>
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<ul style="list-style-type: none"> • High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff. • Strategies to increase parental involvement. • Assistance to preschool children in transitioning from early childhood programs to elementary school programs. 	<p>High quality and ongoing professional development is provided for Title I teachers and principals through the use of Instructional Coaches. Coaches provide professional development throughout the school year on cultural competency, instructional pedagogy, engagement strategies, analyzing assessment data to drive instruction and meet the needs of students with disabilities, from poverty, and English Learners. Paraprofessionals receive professional development to aid them in aligning their support to the classroom standards, and to support effective teaching strategies.</p> <p>Strategies to increase Parental Involvement include parent training for membership on School Site Council and English Language Advisory committees, and an annual Title I parent meeting that includes a review and update of the School Parent Compact. Schools hold family literacy and mathematics nights, parent training programs during afterschool programs, and adult education courses are offered on campus or in the surrounding neighborhood to assist parents in English and GED requirements, which in turn support the family to assist students at home with homework. Parents are invited to meet with the Principal regularly through Coffee Klatch events, and an active Watch D.O.G.S. (Dads of Great Students) program that creates a climate of school support from fathers and other male caregivers.</p> <p>Preschool transition to kindergarten is facilitated through articulation between our PreK and kindergarten teachers two times each year. In the fall, curriculum and the strengths and weaknesses that kindergarten teachers have seen in preschool students who have transitioned in the past is discussed so that the preschool program can continue to align their program with the needs of kindergarten. In the spring the preschool teachers review results of assessments,</p>
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<ul style="list-style-type: none"> • Timely and effective additional assistance to students who experience difficulty mastering state standards. 	<p>academic strengths and weaknesses, and social and emotional needs of the students transitioning into kindergarten with the kindergarten teachers. The teachers develop a transition plan for each student as a team. With the Title I preschool classes located on Title I elementary campuses, these staff members are able to continue to communicate regarding students after they transition into kindergarten.</p> <p>Timely and effective additional assistance for students who are struggling to master state standards happens in a variety of ways. Each classroom teacher conducts a minimum of 30 minutes of WIN (What I Need) time each day to target students in small groups based on needs determined by classroom curriculum imbedded assessments and benchmark assessments. These groups focus on reading/language arts and mathematics, and the groupings are fluid throughout the year as student needs change. Academic Intervention Teachers are intervention specialists who work with students individually or in small groups in a pull out or push in model to support struggling learners. The site Learning Center supports students with Individual Education Plans (IEPs) and/or 504s, and students who need extra support to meet the standards. All of our Title I schools have an afterschool program that provides additional tutoring and homework support by credentialed teachers.</p>
<p>For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State’s challenging academic standards. The description should include activities such as:</p> <ul style="list-style-type: none"> • Effective methods and instructional strategies based on scientifically-based research. 	<p>The method and instructional strategies for supporting targeted assistance students will include the hiring of highly qualified Academic Intervention Teachers (AIT) to provide 1 on 1 and small group direct instruction in an intervention model.</p>

<ul style="list-style-type: none"> • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Strategies that minimize removing children from the regular classroom during regular school hours for instruction. • Instruction by highly qualified teachers. • Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement. 	<p>The AITs work with students a maximum of 30 minutes each school day, via a push in and pull out model that minimizes removing students from the classroom during the regular day. Extended day opportunities occur three days per week for an hour. Additionally, a four week, four hour per day summer school program is offered for targeted students.</p> <p>All teachers who work within the Title I program are certified to be highly qualified as part of the hiring process.</p> <p>High quality and ongoing professional development is provided for teachers through the use of Instructional Coaches. They provide professional development throughout the school year on cultural competency, instructional pedagogy, engagement strategies, analyzing assessment data to drive instruction and meet the needs of students from poverty. Paraprofessionals receive professional development to aid them in aligning their support to the classroom standards, and to support effective teaching strategies.</p> <p>The following strategies will be used to increase parental involvement: Parent liaison, parent university nights, parent ‘quick connect’ opportunities in the community (i.e., in the community room at an apartment complex), donuts and coffee meeting with administrators in the morning at drop off time, etc.), the Watch Dog program, and workshops and/or support groups for foster families.</p>
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Additional Mandatory Title I Descriptions

(continued)

<p>Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115, “Targeted Assistance Schools,” will identify the eligible children most in need of services under this part. Please note that multiple, educationally related criteria must be used to identify students eligible for services. Where applicable, provide a description of appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</p> <ul style="list-style-type: none"> • Identify children who are failing or most at risk of failing to meet the state academic content standards. • Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. • Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds. 	<p>Students in grades K-2 were identified using developmentally appropriate assessments administered at the start of the school year and by teacher recommendation through the CAST process, which includes the team of administrator, teacher, special education specialist, intervention teacher and other specialists.</p> <p>Students in grades 3-6 were identified using assessments administered at the start of the school year and by teacher recommendation through the CAST process.</p>
<p>The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.</p>	<p>The district has a Liaison to the homeless and a program that identifies and provides services to homeless children, Project ACT (Assisting Children in Transition). In addition, Board Policies 5111 and 6173 exist to insure alignment with Federal Law and the California Department of Education’s Categorical Program Monitoring requirements, including immediate enrollment, remaining in the school of origin, transportation assistance and a dispute resolution process.</p>

<p>The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.</p>	<p>EGUSD contracts with the Sacramento County Office of Education for these services, and they are available to children in targeted assistance schools.</p>
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Additional Mandatory Title I Descriptions

(continued)

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

	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>If the LEA has a PI school(s), describe technical assistance activities the LEA will provide to help the PI school, such as the following:</p> <ul style="list-style-type: none"> • Assistance in developing, revising, and implementing the school plan. • Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas. 	<p>Title I school sites that are identified for Program Improvement are offered an annual training on the fundamentally different plan. In addition to this annual training, each site is given individual training sessions at their school site. At these individual sessions technical assistance is provided on aligning resources to the needs assessment of their site. Title I schools are continually supported in the implementation of their school plan through the Site Support Team meetings. At these regular meetings district and site personnel review site goals and discuss strategies for implementation and monitoring.</p> <p>Schools are annually provided with their performance data. This data is broken down by subject area and grade level. In addition, site administrators have been trained on and have access to the district SISWeb system which houses all student data. Common assessments are utilized to provide ongoing formative data to principals and teachers to discuss instructional implications for</p>

<ul style="list-style-type: none"> • Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI. • Assistance in analyzing and revising the school budget so the school's resources are used effectively. 	<p>increased student achievement. Instructional Coaches are provided to assist with this process. Site administrators meet at their monthly principal meetings to discuss issues with instruction, parent involvement, and site professional development needs. Regular Site Support Team (SST) meetings are held at Program Improvement sites to address other areas of site need.</p> <p>Program Improvement sites are required to hold regular Site Support Team meetings. At these meetings district and site personnel review site goals, observe classroom instruction, discuss improvement strategies, and monitor the implementation of the school plan.</p> <p>Learning Support Services provides technical assistance to sites in analyzing and revising budgets. Each site is offered an annual "Budget Builder" where members of the department with specific knowledge about the spending requirements and restrictions for each of the categorical funds are present. The team reviews the school site action plan and assists with developing a spending plan. All purchases made with categorical funds are reviewed by Learning Support Services to ensure the items are allowable under the funding source and are located in the site's Single School Plan. In addition, Learning Support Services provides ongoing support to sites through regular meetings with site administration.</p>
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Additional Mandatory Title I Descriptions

(continued)

Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, “Academic Assessment and Local Educational Agency and School Improvement.”	
	Description of how the LEA is meeting or plans to meet this requirement:
Describe the process for parent notification of the school’s identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.	Parents are annually notified of their school’s Program Improvement status. This notification, which is also translated into Spanish, contains information on the parent’s right to transfer their student to a school not identified for Program Improvement, and details how transportation costs are covered by the district. In addition, the notification provides information, for eligible school sites, on their right to Supplemental Educational Services. This notification is mailed to the parent/guardian of each student that attends a Program Improvement school in the Elk Grove Unified School District.
Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	<p>Parents receive two opportunities per school year to transfer their student. The parents are mailed an application for Public School Choice, and information on the schools that are available for transfer. Parents are informed that transportation will be paid for by Elk Grove Unified School District.</p> <p>Parents whose students attend a Program Improvement Year 2 or higher school also receive information on Supplemental Educational Services. Parents are provided with a SES brochure that contains information regarding each tutoring company and the services they provide. Parents are also invited to attend multiple Provider Fairs held during the enrollment period(s).</p>

<p>Learning Support Services is responsible for the coordination of these services to families. The department ensures that eligible students receive their requested services and works collaboratively with Supplemental Educational Services providers.</p>
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Additional Mandatory Title I Descriptions

(continued)

Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA-level staff in accordance with Section 1118, “Parental Involvement,” and Section 1119, “Qualifications for Teachers and Paraprofessionals.”	
	Description of how the LEA is meeting or plans to meet this requirement:
Describe the LEA’s strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.	<p>The District uses its Title I funds to coordinate with and support the work funded from Title II funds to provide professional development for teachers. The Title I Professional Development set aside provides professional development with a focus in:</p> <ul style="list-style-type: none"> • Professional Learning Communities • California Common Core State Standards implementation • Next Generation Science Standards Implementation • Guided Language Acquisition Development (GLAD) Training <p>Additionally, Title I site funds support professional learning communities (PLCs), release time for teacher collaboration, and fund professional development sessions for staff to update their instructional strategies. Title I funds Academic Intervention Teachers in grades K-6, and their support to students and staff serves as an incentive to retain highly qualified teachers at Title I schools.</p>
Describe the LEA’s strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children’s education.	<p>The District coordinates the parent involvement resources of many state and federal programs including Title I, Title III, ASES/ASSETs afterschool programs, foster youth and homeless education.</p> <p>The District Advisory Committee is a group of parents representing</p>

each school receiving Title I or equivalent state funding. This group meets eight times per year to provide input to district programs, review and approve applications for funding, and advise on parent involvement activities. Homeless education and Foster Youth services share information with families annually through this committee.

The afterschool programs at the Title I schools, funded through a combination of state and federal funds, have an active parent advisory council and parent literacy activities. Parents have the opportunity to participate in parenting classes, literacy activities, and adult education classes.

English Learner families participate in school English Language Advisory Committees, the District English Language Advisory Committee, and also serve on many PTA and School Site Councils. Language translation is offered for all parent meetings, and invitations are communicated in the primary language.

Additional Mandatory Title I Descriptions

(continued)

<i>Coordination of Educational Services</i>	
<p>In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:</p> <ol style="list-style-type: none"> a. Even Start b. Head Start c. Reading First d. Early Reading First e. Other preschool programs f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities. <p>Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.</p>	<p>Preschool programs, including Title I, Head Start, and state preschool are coordinated by the staff of PreK in the PreK-6 division. The district Pre-K program coordinates the curriculum, staffing and services of all programs to an extent that it is seamless to families and students. Academic Program Coordinators oversee the preschool program and are integral members of the Title I site administrative team. As campus administrators, they receive professional development as site instructional leaders.</p> <p>Other district services are coordinated with Title I services at the district and site level. During the Collaborative Academic Support Team (CAST) meetings that each Title I site holds about every student, the team of administrator, teacher, special education specialist, intervention teacher and other specialists coordinate referrals to services available to serve Migrant, neglected and delinquent, homeless, immigrant, Indian education, English Learner, Gifted and Talented, and children with disabilities. Additionally, students with these specific needs are</p>

	<p>integrated into intervention and afterschool services funded through Title I programs.</p> <p>Native American services are coordinated with Title I funds to provide related services when students attend school in high poverty areas. This coordination allows Native American students to receive tutoring, academic support services, and enrichment opportunities beyond the limited funding that the federal grant can support.</p> <p>The EGUSD Student Support Centers, serving high poverty families, are supported through Medi-Cal funding and operate on three campuses located in the Valley and Florin regions. Their goal is to improve educational, health and social outcomes for students and their families, using the school site as the hub for service coordination. The Student Support Centers work with students and families using a case management approach to provide referral and follow-up to schools, district programs, community service agencies and community resources.</p> <p>The district has a Liaison to the homeless and a program that identifies and provides services to homeless children, Project ACT (Assisting Children in Transition). In addition, Board Policies 5111 and 6173 exist to insure alignment with Federal Law and the California Department of Education's Categorical Program Monitoring requirements, including immediate enrollment, remaining in the school of origin, transportation assistance and a dispute resolution process.</p> <p>Project ACT staff assist with enrollment, including placement in and expedited assessments for appropriate programs such as GATE, Head start, 504, special education and after school programs. Students are immediately eligible for the free breakfast</p>
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	<p>and lunch programs. Additional Services include case management, providing backpacks, school supplies, hygiene supplies, clothing and transportation when necessary to maintain the student in the school of origin.</p> <p>Foster Youth Services (FYS) program supports the success and stability of the foster youth with a variety of services such as tutoring, educational advocacy and records retrieval, coordination of support groups, and a County Independent Living program.</p> <p>In addition, FYS provides fully stocked backpacks for foster youth; collaboration with county social workers, family agency social workers, and probation officers; crisis intervention referrals; professional development; mentoring and collaboration with the Children’s Law Center of Sacramento Attorneys.</p>
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Part III

Assurances and Attachments

Assurances

Signature Page

Appendix

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

Appendix B: Links to Data Web sites

Appendix C: Science-Based Programs

Appendix D: Research-based Activities

Appendix E: Promising or Favorable Programs

ASSURANCES

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

GENERAL ASSURANCES

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

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

TITLE I, PART A

The LEA, hereby, assures that it will:

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

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

TITLE I, PART D – SUBPART 2

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

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

TITLE II, PART A

34. The LEA, hereby, assures that:

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

TITLE II, PART D

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

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

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

TITLE III

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

TITLE IV, PART A

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

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

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

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

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

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

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

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

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

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

New LEAP Assurances

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

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

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

Other

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

SIGNATURE PAGE

Print Name of Superintendent

Signature of Superintendent

Date

APPENDIX A

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

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

California's NCLB Performance Goals and Performance Indicators

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

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

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

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

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

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

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

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

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

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

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

APPENDIX B

Links to Data Web sites

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

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

APPENDIX C

Science-Based Programs

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

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

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

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

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

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

School-Based Programs

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

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

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

APPENDIX D

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

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

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

APPENDIX E

Promising or Favorable Programs							
<p>Either the United States Department of Education's Expert Panel, the University of Colorado's Center for the Study and Prevention of Violence, or the Center for Substance Abuse Prevention has identified the programs listed below as producing a consistent positive pattern of results (CSAP) or have evidence of a deterrent effect (Blueprints) but otherwise did not match all of the criteria established by these agencies to be identified as an exemplary or model program. The code in the last column of the chart provides a quick reference indicating which web sites have information specific to each program.</p> <p>A: < http://www.californiahealthykids.org > (California Healthy Kids Resource Center)</p> <p>B: < http://www.colorado.edu/cspv/blueprints/model/overview.html > (University of Colorado: Blueprints)</p> <p>C: < http://modelprograms.samhsa.gov/model_prog.cfm > (Center for Substance Abuse Prevention)</p> <p>D: < http://www2.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