

Application #	
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No Child Left Behind Act of 2001  
**LOCAL EDUCATION AGENCY PLAN/SINGLE SCHOOL  
IMPROVEMENT PLAN**

For school districts and county offices of education mail original and two copies to:

California Department of Education  
School and District Accountability Division  
1430 N Street, Suite 6208  
Sacramento, California 95814-5901

For direct-funded charter schools, mail original and two copies to:

California Department of Education  
Charter Schools Division  
1430 N Street, Suite 5401  
Sacramento, California 95814-5901

**LEA Plan Information:**

**Name of Local Educational Agency (LEA):** *Arena Union Elementary School District*  
County/District Code:

**Dates of Plan Duration: July 1, 2009 to June 30, 2014**

Date of Local Governing Board Approval:

District Superintendent: *Colleen Cross*

Address: *45 Lake St. Box 87*

City: *Point Arena*

Zip code: *94568*

Phone: *(707) 882-2803*

Fax: *707-882-2848*

**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.

***Colleen Cross***

Printed or typed name of Superintendent

Date

Signature of Superintendent

Jim

Printed or typed name of Board President

Date

Signature of Board President

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## INTRODUCTION & OMISSIONS

In our continued effort to fulfill the objectives of the No Child Left Behind's (NCLB's) Act of 2001, the Arena Union Elementary School (AUES) District submits the following *Local Educational Agency Plan/Single School Improvement Plan (2008 - 2009 Revision)*. It details revisions made to our original *LEA Plan*, dated July 1, 2003 through June 30, 2008. Yet, in as much as our changes mostly pertain to Part I & Part II of the original plan, this revision primarily consists of those two sections.

In making our modifications we carefully took into consideration the guidelines set down in Part I of the original document. We followed guidelines that included descriptions of: 1) the 5 performance goals established by the California State Board of Education's (SBE's) accountability system; 2) the 12 performance indicators linked to those goals by the U.S. Department of Education (USDE); 3) the overviews given of the ConApp, LEA Plan, Single Plan for Student Achievement, and Coordinated Compliance Review Process; 4) the development process for the LEA Plan; and 5) the LEA Planning Checklist. Yet, rather than duplicating these sections that did not change, we have intentionally omitted them and replaced them with this explanation of omissions.

In addition, the following omissions and modifications were made: 1) In Part II, the description section for needs assessment was omitted, although it was applied in revising our plan; 2) In Part III, the appendices were omitted, although we did refer to them in developing our plan; and 3) Most information was formatted in the standard table provided by the California Department of Education's (CDE's) LEA Plan template. Yet, separate and additional information was included to further clarify programs and activities that support and indicate the progress we have made in achieving the required Performance Goals.

With these modifications in mind, we submit for your review our revised plan for this past academic year. In academic year 2008 – 2009, AUES will begin using the county wide adopted data management system, Data Director, to help streamline our planning and reporting processes. We anticipate this will allow us to plan and report in a more timely fashion.

## FEDERAL AND STATE PROGRAMS CHECKLIST—2013-14

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

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

**DISTRICT BUDGET FOR FEDERAL PROGRAMS – 2013-14**

*Please complete the following table with information for your district.*

Programs	District Carryovers	2013-14 District Entitlements	2013-14 Direct Services to Students at School Sites (\$)	2013-14 Direct Services to Students at School Sites (%)
Title I, Part A	0	\$60,639	\$60,639	100%
Title I, Part B, Even Start				
Title I, Part C, Migrant Education				
Title I, Part D, Neglected/Delinquent				
Title II Part A, Subpart 2, Improving Teacher Quality	0	\$17,060	\$17,060	100%
Title II, Part D, Enhancing Education Through Technology				
Title III, Limited English Proficient				
Title III, Immigrants				
Title IV, Part A, Safe and Drug-free Schools and Communities				
Title V, Part A, Innovative Programs – Parental Choice				
Adult Education				
Career Technical Education				
McKinney-Vento Homeless Education	0	Est. \$800	\$800	100%
IDEA, Special Education				
21 <sup>st</sup> Century Community Learning Centers				
Other (describe): ASES After School Program	0	\$108,000	\$108,000	100%
Other (describe): Title VI B REAP	0	\$11,361	\$11,361	100%
<b>TOTAL</b>		\$196,260	\$196,260	100%

## DISTRICT BUDGET FOR STATE PROGRAMS – 2013-14

Please complete the following table with information for your district.

Categories	2004-05 District Carryovers	2005-06 District Entitlements	2005-06 Direct Services to Students at School Sites (\$)	2005-06 Direct Services to Students at School Sites (%)
EIA – State Compensatory Education	0	\$48,387	\$48,387	100%
EIA – Limited English Proficient				
State Migrant Education				
School Improvement				
Child Development Programs				
Educational Equity				
Gifted and Talented Education	0	\$11,439	\$11,439	100%
Tobacco Use Prevention Education – (Prop. 99)				
Immediate Intervention/ Underperforming Schools Program (II/USP)				
School Safety and Violence Prevention Act (AB 1113)	0	\$156,887	\$156,887	100%
Tenth Grade Counseling				
Healthy Start				
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				
Other (describe):  English Language Acquisition				
<b>TOTAL</b>	<b>0</b>	<b>\$216,713</b>	<b>\$216,713</b>	<b>100%</b>

## **PART II**

### **LEA PLAN -- 2013 REVISION**

#### **DISTRICT PROFILE**

#### **LOCAL MEASURES OF STUDENT PERFORMANCE**

##### **PERFORMANCE GOAL 1**

*All students will reach high standards, at a minimum, attaining **PROFICIENCY OR BETTER IN READING AND MATHEMATICS, BY 2013-2014***

##### **PERFORMANCE GOAL 2**

*All limited-English-proficient (**LEP**) STUDENTS will become proficient in English and reach high academic standards, at a minimum attaining **PROFICIENCY OR BETTER IN READING/LANGUAGE ARTS AND MATHEMATICS.***

##### **PERFORMANCE GOAL 3**

*All students will be taught by **HIGHLY QUALIFIED TEACHERS BY 2013.***

##### **PERFORMANCE GOAL 4**

*All students will be educated in **LEARNING ENVIRONMENTS THAT ARE SAFE, DRUG FREE AND CONDUCTIVE TO LEARNING.***

##### **PERFORMANCE GOAL 5**

*All students will **GRADUATE FROM HIGH SCHOOL.***

#### **ADDITIONAL MANDATORY TITLE I DESCRIPTIONS**

## **DISTRICT PROFILE**

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

### **NARRATIVE DESCRIPTION**

Arena Union Elementary School (AUES) is located in the small rural community of Point Arena, located along the isolated northern coast of California on Highway One. The community of approximately 2,500 people is located 130 miles north of San Francisco. Traditionally it has been supported by logging and fishing, but is now emerging towards a tourist-based economy.

Transportation is a serious problem as we serve both Mendocino and Sonoma Counties. The majority of our students live along the coast yet others in the further reaches of the district have trouble getting to school. Given the isolation from other cities and colleges, the school locally provides services and opportunities to staff and students that would normally be offered within our county.

The district, over the past seven years, has experienced a decline in its student enrollment. With families re-locating for employment and new populations moving in, the school's demographics have changed markedly. There has been a significant increase in the number of non- or limited-English speaking students. **Currently the enrollment is 218 students. Approximately 112 of our students are of European origin, 69 are Hispanic, 36 are Native American, 3 are African American and 1 is Asian.**

**The limited-English-proficient (LEP) student population consists of 69 of the 218 students, while 75% of the school population is designated as Title I and is part of the free and reduced lunch program.**

### **VISION/MISSION STATEMENT**

Arena Union Elementary School's Board of directors, staff, students, families, and community are involved in a community learning process that honors each element of a healthy, happy and

safe school. Our entire ethnically diverse community values and respects education and works together to ensure that students will have:



- 1) Academic skills and knowledge which demonstrate effective communication;
- 2) A proficiency in mathematical calculations and reasoning;
- 3) An appreciation for a variety of creative and artistic endeavors;
- 4) An ability to access and apply technology;
- 5) Demonstrate behaviors and attitudes that reflect acceptance of personal responsibility;
- 6) Be able to participate productively in the community; and
- 7) Exhibit social and cultural awareness and responsibility.

**LOCAL MEASURES OF STUDENT PERFORMANCE**  
*(other than State-level assessments)*

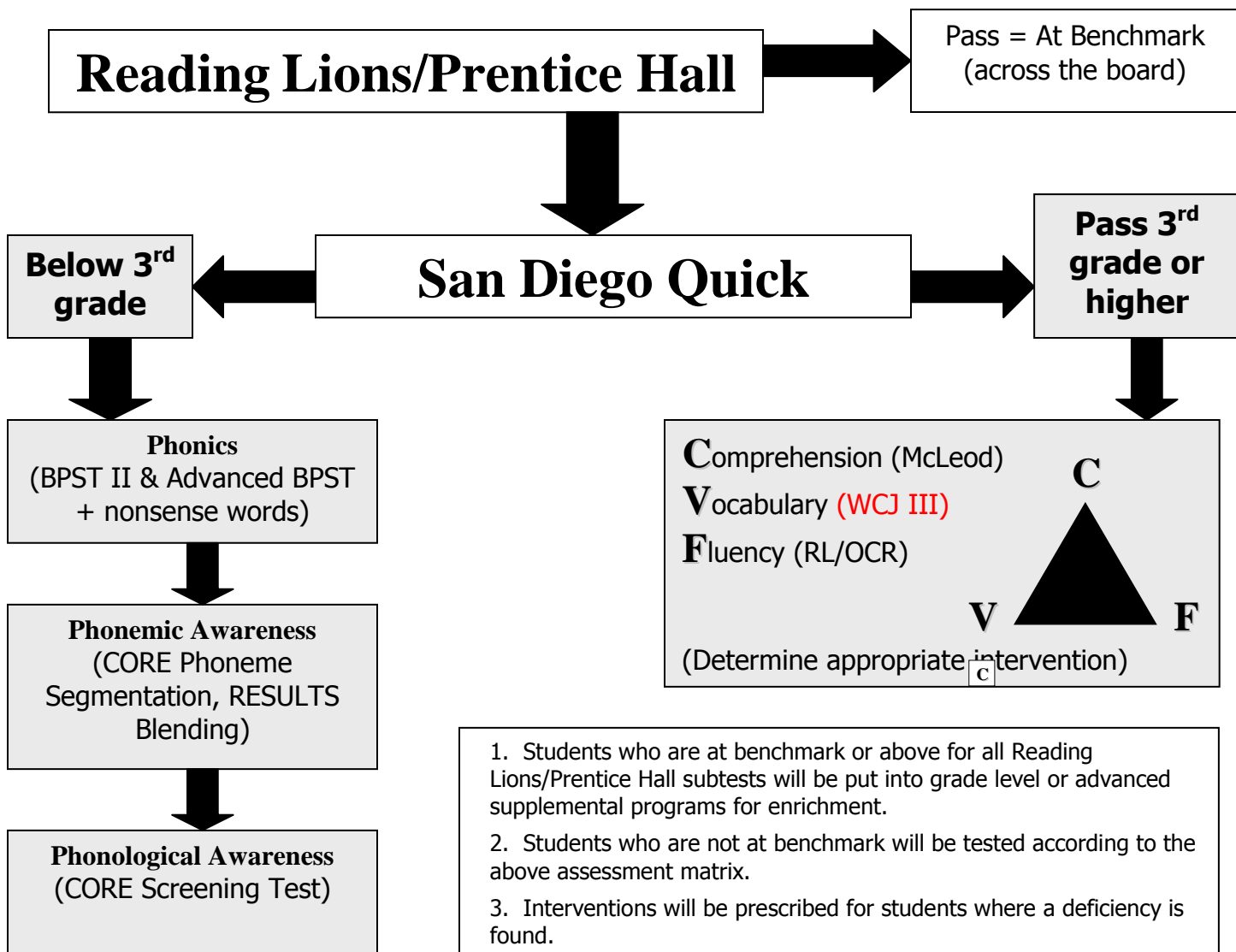
*Per NCLB Section 1112 regarding LEA (Local Education Agency) Plans, each LEA must provide a description of high-quality student academic assessments, if any, that are in addition to the academic assessments described in the State Plan under section 1111(b) (3), that the local educational agency and 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.*

**READING ASSESSMENTS – See Reading Lions/Prentice Hall, Flow Chart (Page 11)**



Key Reading Factors	Assessment	Supplemental Program
Comprehension Vocab	McLeod Woodcock Johnson III	REACH Quick Reads Read Naturally OCR Pre-teaching OCR ELD Site-specific ELD Vocab support Kurzweil 1:1
Fluency	RL/OCR	Quick Reads Leveled Fluency Folders Read Naturally Jump Start 1:1 Individual S/S Card Practice
Phonics	BPST II Advanced BPST	Phonics for Reading OCR Intervention Guide Reteach/Preteach Blending Lessons SIPPS – Challenge
Phonemic Awareness	CORE Segmentation RESULTS Blending	Language! – Sounds and Letters Earobics 1:1
Phonological	CORE Phonological	Language! – Sounds and Letters

**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 <b><u>SPECIFIC ACTIONS TO IMPROVE</u></b> Education Practice in <b><u>READING</u></b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><i>1. Align instruction with content standards.</i></p> <p>a. Principal will receive on-going training in standards, standards-based instruction for Open Court Reading(OCR) and Prentice Hall(PH), standards for teaching profession, and evaluation criteria for monitoring teacher effectiveness in teaching to the standards.</p> <p>b. Teacher recruitment, hiring, evaluation and tenure decisions will focus on the standards.</p> <p>c. All textbooks and supplemental materials continue to be aligned with the standards.</p> <p>d. All new teachers will participate in BTSA.</p> <p>e. Standards-based report cards will be refined so that standards are explicit to parents and students.</p> <p><b>f. Teachers will continue to be trained in 40 hours of SB472 annually.</b></p>	<p>a. principal/ongoing</p> <p>b. principal/superintendent/ongoing</p> <p>c. principal/teachers/ongoing</p> <p>d. new teachers/annually</p> <p>e. superintendent/parents/teachers/Site Council/ongoing</p> <p><b>f. teachers/annually</b></p>	<p>a. consultant’s fees, conference &amp; travel</p> <p>c. release time for teachers to evaluate textbooks, purchase of supplementary materials</p> <p>d. BTSA stipends</p> <p>e. teachers</p> <p><b>f. early release days</b></p>	<p>a. \$5,000</p> <p>c. \$2,500</p> <p>d. \$3,600</p>	<p>a. Title II</p> <p>c. IMF, general fund</p> <p>d. BTSA</p> <p>f. professional development, block grant, early release</p>

Description of <b><i>SPECIFIC ACTIONS TO IMPROVE</i></b> Education Practice in <b><i>READING</i></b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>2. <i>Use standards-aligned instructional materials and strategies.</i></p> <p>a. The district will continue to purchase materials aligned with the standards (K-8).</p> <p>b. Standards and frameworks and related instructional objectives <b>will be referenced and used by students and teachers on a daily basis.</b></p> <p>c. Teachers will collaboratively examine student writing samples to ensure that students are mastering grade-level standards.</p> <p>d. Direct instruction will be used to teach reading skills (phonological awareness, phonemic awareness, phonics, grammar, fluency and vocabulary).</p> <p>e. <b>Staff and administrators will continue to research and collaborate with other Cal Stat schools about their use of standards in daily instruction.</b></p> <p>f. Reading training will be increased for para-educators <b>Make sure paras are enlisted to attend the OC Module March 4<sup>th</sup></b></p> <p>a. <b>Teachers will continue to use an ELA Pacing Guide for both Open Court, K-6, and Prentice Hall, 6-8.</b></p>	<p>a. superintendent/ principal/ teachers/ ongoing</p> <p>b. teachers/ students/daily</p> <p>c. teachers/ students/ongoing</p> <p>d. teachers/daily</p> <p>e. principal/ superintendent/ teachers/ongoing</p> <p>f. principal/para- educators /ongoing</p>	<p>a. reading instructional materials</p> <p>b. duplicating costs</p> <p>c. early release</p> <p>d. training, collaboration, observation</p>	<p>a. \$12,000</p> <p>b. \$300</p> <p>c. \$1,000</p>	<p>a. IMF</p> <p>b. general fund</p> <p>c. Title II</p> <p>d. Title I, III</p>

Description of <i><b>SPECIFIC ACTIONS TO IMPROVE</b></i> Education Practice in <i><b>READING</b></i>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. <i>Extend learning time.</i></p> <p>b. Teachers will continue to collaborate using our Blended Service Model to serve all students (K-8) needing extra support.</p> <p>c. Staff and administrators will continue to maintain Cal Stat Model Site Practice status.</p> <p>d. Teachers will continue to use an ELA Pacing Guide for both Open Court, K-6, and Prentice Hall, 6-8.</p> <p>e. Teachers will consult with the academic support team (AST) to diagnose and prescribe interventions for students needing extra reading support.</p> <p>f. Learning Lab and Learning Center will be implemented to support ongoing tutorial support for students at all grade levels.</p> <p>g. After School Program will provide additional support in daily instruction and pre-teaching for the following day of instruction.</p> <p>h. All teachers will be supported and instructed in using specific EL instruction in the classroom.</p> <p>i. Structured engagement practices will be supported through peer coaching.</p> <p>j. Teachers will continue to offer appropriate interventions including Read Naturally, and High Point to 4-8<sup>th</sup> grade students who are two levels or more below grade level.</p> <p>k. ASP staff will meet regularly with classroom teachers to insure alignment of <b>program</b></p>	<p>a. teachers/daily</p> <p>b. principal /teachers/ daily</p> <p>c. teachers/students/ daily</p> <p>d. AST / teachers/ weekly</p> <p>e. teachers/daily</p> <p>f. teachers/para-educators/daily</p> <p>g. ELD teachers/ LEP students/ daily</p> <p>h. principal, teachers</p> <p>i. teachers/daily</p> <p>j. ASP staff/ teachers/ weekly</p> <p>k. After School Program staff/students/ monthly</p> <p>l. Coast Community Library/ ESL</p>	<p>teachers &amp; administrative staff</p> <p>teachers and administrative staff</p> <p>Learning Center and Learning Lab</p> <p>Substitute teachers</p> <p>ASA</p>	<p>\$5,000</p> <p>\$20,000</p>	<p>special education funds, Cal Stat grant, early release, &amp; Title III</p> <p>d. early release</p> <p>e. general fund</p> <p>f., g. &amp; h. general fund, Titles I &amp; III</p> <p>i. general fund</p> <p>j. 21<sup>st</sup> Century, anytime hours</p> <p>k. early release</p>

Description of <i><b>SPECIFIC ACTIONS TO IMPROVE</b></i> Education Practice in <i><b>READING</b></i>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><b>objectives</b> interventions.</p> <p>l. K-8 teachers will continue to offer ASP to students needing extra reading support.</p> <p>m. The district will offer/collaborate with agencies and individuals that offer other after-school programs/activities to support additional reading support for those students in need.</p> <p>n. The district will continue to encourage cross-age tutoring and community-based tutoring (including high school students and programs such as “Big Brothers”.</p>	<p>Family Program/ Action Network/ Village Tutoring, Tribal Tutorial Program ongoing.</p> <p>n. superintendent/ principal/ ongoing</p>			<p>l. &amp; m. 21<sup>st</sup> Century anytime hours Title III, ELA &amp; SIP</p> <p>n. general fund</p>
<p>4. <i>Increase access to technology.</i></p> <p>The district/school will implement its Enhancing Education Through Technology (EETT) Plan beginning in July of 2006. This plan will allow us to:</p> <p>a. Use listening centers during workshop when appropriate.</p> <p>b. Use OCR and any other professional training videos and DVDs when appropriate for staff development.</p> <p>c. Update classroom teachers’ computers.</p> <p>d. Create a computer elective for Middle School students.</p>	<p>a. teachers/ongoing</p> <p>b. teachers/ para-educators/ ongoing</p> <p>c. technology director/ throughout 2006-2007.</p> <p>d. teachers/ computer cart/ for 2008-2009</p>	<p>new computer purchases, computer upgrades, supplies, technical support, training, new programs and software</p>	<p>\$20,000 upgrades</p> <p>\$2,500 supplies</p>	<p>Tech grants, EETT, Titles I, &amp; II, general fund, SIP, &amp; GATE</p>

Description of <i><b>SPECIFIC ACTIONS TO IMPROVE</b></i> Education Practice in <i><b>READING</b></i>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>e. Ensure students have access to reference and <b>research materials along with word processing and, spreadsheet programs and Power Point presentations.</b></p> <p>f. Support teacher use, <b>awareness and training</b> of interactive curriculum through professional development, equipment such as lcd projectors, document cameras, and computers.</p>	<p>academic year</p> <p>e. teachers/ librarian/ computer lab staff/ ongoing</p> <p>f. principal/staff/te chnology coordinator</p> <p>a. teachers/grant</p>	<p>travel &amp; conference, early release &amp; staff</p>	<p>\$10,000 \$20,000</p>	<p>Titles I, II, &amp; III, EIA,</p>
<p>5. <i>Align staff development and professional collaboration with standards-based instructional materials by:</i></p> <p>a. Maintaining our Reading First (RF) Grant.</p> <p>b. Continuing to use reading coaches as a resource for staff development to drive instruction.</p> <p>c. Continuing to use ELD teacher as a resource for staff development.</p> <p>d. Continuing to use our county office appointed educational specialist as a resource for professional development.</p> <p>e. Frequent ongoing early release collaborative staff meetings to analyze data, writing samples, and develop action plans to drive instruction at all grade levels</p> <p>f. Holding an ELA data meeting at the end of every OCR unit in order to develop action plans to drive</p>	<p>writer or administrator/ Academic year 2008-2009</p> <p>b. teachers/reading coaches/ daily</p> <p>c. ELD teacher/ daily</p> <p>d. teachers/ educational specialist/ ongoing</p> <p>e. teachers/ principal/ weekly</p> <p>f. teachers/ principal/ ongoing</p> <p>g. teachers/</p>	<p>development days, planning time, trainers, consultants &amp; substitutes</p>		<p>special education funds, general fund, Cal Stat, Reading First, early release, staff development grant</p>

Description of <i><b>SPECIFIC ACTIONS TO IMPROVE</b></i> Education Practice in <i><b>READING</b></i>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>instruction. Continue developing Prentice Hall and High Point benchmark assessments</p> <p>g. Involve teachers, administrators and para-educators in annual OCR and PH SB472 training.</p> <p>h. Training administrator in all three AB430 modules.</p> <p>i. Encouraging teachers and administrators to attend workshops and seminars relating to ELA, and observe programs and educators in other RF, OCR and PH schools.</p> <p>j. Continuing to use Cal Stat funds to bring dynamic and cutting edge presenters to our district.</p> <p>k. Support peer coaching efforts of teachers to support and share structured engagement techniques in the classroom</p> <p>6. <i>Communicate assessment results to staff, parents, and community. Include information on notification procedures, parent outreach, and interpretation of student assessment results.</i></p> <p>a. Staff will continue to diagnostically assess the entire student population at regular intervals through Writing Benchmarks and standard based assessments.</p>	<p>administrators/ para-educators/ annually</p> <p>h. Principal/ Academic year 2008-2009</p> <p>i. principal/ teachers/ongoing</p> <p>j. superintendent/ principal/ ongoing</p> <p>k. teachers,principal</p> <p>a. teachers/ students/ongoing</p> <p>b. Site Council members/ monthly</p> <p>c. teachers/school secretaries/ annually</p> <p>d. teachers/ parents/Fall and Spring</p>	<p>Substitute teachers</p> <p>interpretation of data scheduling of parents, notification, mailings clerical support teacher training</p>	<p>\$5,000</p> <p>\$4,000</p>	<p>Titles I, II, &amp; III, Title V, EIA, SIP, general fund, RCEF grants</p>



Description of <i><b>SPECIFIC ACTIONS TO IMPROVE</b></i> Education Practice in <i><b>READING</b></i>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>b. School Site Council and ELAC will continue to be maintained with staff, parent and community representatives. Each council receives reports on overall student assessment results in ELA, and communicates results to entire school community.</p> <p>c. Teachers and staff will continue to send each parent his/her student's individual CST/CELDT scores with an explanation of how to interpret them.</p> <p>d. All parents will be encouraged to attend parent conferences and Independent Educational Plans(IEPs) at which teachers will discuss the OCR/PH ELA program for their student's grade-level.</p> <p>e. Family Literacy Night will continue to be held once a year in the Spring.</p> <p>f. The school-wide (K-8), home reading program will require students to read aloud to a parent or older sibling for 20 minutes per night.</p> <p>g. Parent access to Standards Based Report Card will be offered along with instruction for parents in standards based instruction goals</p> <p>h. Newsletters and automatic dialing system will be employed to communicate and inform parents of academic goals and events.</p> <p>7. Establish auxiliary services for students and parents to help them transition from preschool, elementary and middle school.</p>	<p>e. principal/ teachers/ students/parents/ annually in the Spring</p> <p>f. students/parents/ daily</p> <p>g. teachers/parents/ principal</p> <p>h. principal/office staff/teachers</p> <p>a. para-educators/ daily</p> <p>b. para-educators/ ongoing</p> <p>c. teachers/para- educators/ ongoing</p> <p>d. teachers/3 weeks in summer</p> <p>e. reading coach/</p>	<p>Webgrader/One Call Now</p> <p>Title I para-educators, special education para- educators, reading coach, reading teacher, &amp; SSA teachers</p>	<p>\$45,000</p> <p>\$45,000</p> <p>\$45,000</p> <p>\$15,000</p>	<p>Titles I, II, &amp; III, EIA, general fund, anytime hours, &amp; Reading First</p>

Description of <i><b>SPECIFIC ACTIONS TO IMPROVE</b></i> Education Practice in <i><b>READING</b></i>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> <li>a. Para-educators continue to be used as instructional leaders during classroom instruction, Learning Center and After School Program.</li> <li>b. Para-educators are included in all OCR/PH trainings.</li> <li>c. ELA intervention classes are offered to all students below grade-level in ELA.</li> <li>d. Summer School Academy is offered to all students below benchmark in ELA.</li> <li>e. Reading coach continues to support K-3 classrooms per the Reading First Grant.</li> <li>f. Independent workshop time will be implemented in grades K-3 in order to differentiate instruction.</li> </ul>	<ul style="list-style-type: none"> <li>daily</li> <li>f. teachers/reading coaches/daily</li> <li>a. Superintendent, Board, principal/teachers/ongoing</li> <li>b. principal/teachers/annually</li> <li>c. principal/teachers/ongoing</li> </ul>	<ul style="list-style-type: none"> <li>administrative and teaching staff</li> </ul>		<ul style="list-style-type: none"> <li>general fund</li> </ul>
<p>8. <i>Monitor program effectiveness.</i></p> <ul style="list-style-type: none"> <li>a. The district board and administration continues to support the Public School Accountability Act.</li> <li>b. The district participates in all phases of the state’s standards-based assessment system including the California Standards Tests.</li> <li>c. The school maintains our diagnostic/ prescriptive student referral process <b>through the Academic Success Team, (AST).</b></li> <li>d. Classroom teachers regularly assess student mastery of standards by examining student work and by using the Reading Lions Unit Assessments and OARS (On-line Assessment Reporting</li> </ul>	<ul style="list-style-type: none"> <li>d. teachers/ongoing</li> <li>e. principal/teachers/annually</li> <li>f. teachers every 4 weeks throughout each year</li> </ul>	<ul style="list-style-type: none"> <li>administrative and teaching staff, ASA and SSA</li> </ul>	<ul style="list-style-type: none"> <li>existing programs</li> </ul>	<ul style="list-style-type: none"> <li>Title I, EIA, &amp; general fund</li> </ul>

Description of <b><i>SPECIFIC ACTIONS TO IMPROVE</i></b> Education Practice in <b><i>READING</i></b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>System), Writing Benchmark Assessments quarterly, and standards based summative assessments to examine their instruction’s effectiveness.</p> <p>e. Reading Lion scores, diagnostic assessments, local benchmark assessments, regularly administered standards based assessments, CST, API and AYP results are used to monitor OCR/PH and drive instructional practice.</p> <p>f. ELA data meetings are held <b>frequently</b> in order to drive instruction for the subsequent unit. <b>SMART goals will be established based on data results and used to design subsequent instruction.</b></p>	<p>a. principal/ teachers/ongoing</p> <p>b. teachers/annually</p> <p>c. ASP staff/ 3 times per week</p> <p>d. SSA staff/ 3 weeks in summer</p> <p>e. Teachers/staff/Technology staff</p>			
<p>9. <i>Target services and programs to differentiate student groups.</i></p> <p>a. We continue to maintain our diagnostic/prescriptive student referral process.</p> <p>b. The entire student population will continue to be diagnostically assessed at the end of the school year to insure proper placement for the following school year or as prescribed by the AST.</p> <p>c. Continue to offer After School Program (ASP) to those students not at benchmark in ELA.</p> <p>d. Summer School Academy (SSA) continues to be offered for those students performing below benchmark in ELA.</p> <p>e. Students up to 2 yrs below grade level will receive intervention support through High Point. Two or more years below level will receive</p>	<p>a. principal/ teachers/ongoing</p> <p>b. teachers/annually</p> <p>c. ASP staff/ 3 times per week</p> <p>d. SSA staff/ 3 weeks in summer</p> <p>e. Teachers/staff/Technology staff</p>			

Description of <i><b>SPECIFIC ACTIONS TO IMPROVE</b></i> Education Practice in <i><b>READING</b></i>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
support either/and through Language !, Read Naturally or Read 180.				
<p><i>10. Any additional services tied to student academic needs.</i></p> <p>???????????????????? Brainstorm</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 <u>SPECIFIC ACTIONS TO IMPROVE</u> Education Practice in <u>MATHEMATICS</u>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><i>1. Align instruction with content standards.</i></p> <p>a. Principal will continue receiving training in standards, standards-based instruction, standards for the teaching profession, and evaluation criteria for monitoring teacher effectiveness in teaching to the standards.</p> <p>b. All textbooks and supplemental materials align with standards.</p> <p>c. All new teachers continue to participate in BTSA.</p> <p>d. Teacher evaluation criteria will focus on standards-based instruction.</p> <p>e. Teacher recruitment, hiring, evaluation and tenure decisions will focus on the standards.</p> <p>f. Teachers will receive training in standards and standards-based instruction.</p>	<p>a. principal/ ongoing</p> <p>b. principal/ teachers/ superintendent/ ongoing</p> <p>c. new teachers/ ongoing</p> <p>d. principal/ ongoing</p> <p>e. superintendent/ Board/Human Resource Department/ ongoing</p> <p>f. teachers/ ongoing</p>	<p>a. consultant’s fees conference &amp; travel</p> <p>b. release time for teachers to evaluate textbooks, purchase of supplementary materials</p> <p>c. BTSA stipends</p> <p>d principal</p> <p>e principal</p> <p>f. early release days</p>	<p>a. \$5,000</p> <p>b. \$2,500</p> <p>c. \$3,600</p>	<p>a. Title II</p> <p>b. IMF, general fund</p> <p>c. BTSA</p> <p>f. professional development, block grant, &amp; early release</p>

Description of <i><b>SPECIFIC ACTIONS TO IMPROVE</b></i> Education Practice in <i><b>MATHEMATICS</b></i>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>2. <i>Use standards-aligned instructional materials and strategies.</i></p> <p>a. K-8 materials purchased will continue to be aligned with the standards or will be on the state adopted textbook list or legal compliance list.</p> <p>b. Teachers will regularly examine student work samples at grade level meetings, to ensure that students are mastering grade level standards.</p> <p>c. Standards will be posted and referenced by teachers in each classroom.</p> <p>d. Teacher lesson plans, student work, classroom tests and classroom discussions will continue to reflect the content standards.</p>	<p>a. principal/ teachers/ ongoing</p> <p>b. teachers/ongoing</p> <p>c. teachers/annually</p> <p>d. teachers/ongoing</p>	<p>a. math instructional materials</p> <p>b. duplicating costs</p> <p>c. early release</p> <p>d. training, collaboration, observation</p>	<p>a. \$12,000</p> <p>b. \$300</p> <p>c. \$1,000</p>	<p>a. IMF</p> <p>b. general fund</p> <p>c. Title II</p> <p>d. Titles I &amp; III</p>
<p>3. <i>Extend learning time.</i></p> <p>a. SSA staff will continue to teach math to students recommended for intervention.</p> <p>b. The district will continue to offer/collaborate with agencies and individuals that provide after school programs/activities.</p> <p>c. The district will provide an ASP so that students can get help after school with mathematics.</p> <p>d. <b>Instructional minutes will be increased to support math instruction.</b></p>	<p>a. SSA staff/ 3 weeks each summer</p> <p>b. superintendent/ principal/ others/ ongoing</p> <p>c. ASA staff/daily</p> <p>d. <b>Principal/staff ongoing</b></p>	<p>a. summer school teachers</p> <p>b. 21<sup>st</sup> century</p> <p>c. intervention instruction</p>	<p>a. \$10,000</p> <p>c. \$20,000</p>	<p>a. anytime hours</p> <p>b. after school funding</p> <p>c. anytime hours, after school funding</p>

Description of <u><i>SPECIFIC ACTIONS TO IMPROVE</i></u> Education Practice in <u><i>MATHEMATICS</i></u>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. <i>Increase access to technology.</i></p> <p>a. Use computers/lcd projectors for interactive math activities.</p> <p>b. Use internet and adopted math curriculum for interactive mathematics.</p> <p>c. Use CD programs for math with the computer cart.</p> <p>d. <b>Implement new Enhancing Education Through Technology Plan (EETT). I have no idea what this is.</b></p>	<p>a. teachers/para-educators/ ongoing</p> <p>b. teachers/technology director/ ongoing</p> <p>c. teachers/technology director/ ongoing</p> <p>d. technology director/teachers/ academic years 2006-2011</p>	<p>supplies, computer upgrades, training</p>	<p>\$2,500 supplies \$20,000 upgrades</p>	<p>EETT, Titles I, &amp; II, TAP, &amp; general fund</p>
<p>5. <i>Align staff development and professional collaboration with standards-based instructional materials.</i></p> <p>a. The district's administrators will participate in training that specifically includes standards-based instructional materials for mathematics.</p> <p>b. The district's teachers will participate in professional development training in mathematics instruction.</p> <p>c. Teachers will participate in professional development related to implementation of the new state-adopted math curriculum.</p> <p>d. At least two of our K-8 teachers will attend standards-based mathematics programs annually.</p>	<p>a. principal/ ongoing</p> <p>b. teachers/ academic year 2008-2009 &amp; ongoing</p> <p>c. all teachers and principal/ linked to adoption cycle.</p> <p>d. teachers/ academic year 2008 -2009 &amp; ongoing</p>	<p>travel &amp; conference, early release &amp; staff development days.</p> <p>Early release, and professional development</p>	<p>\$10,000 \$20,000</p>	<p>Titles I, &amp; II, EIA, Title III, special education, &amp; general fund</p>

Description of <b><i>SPECIFIC ACTIONS TO IMPROVE</i></b> Education Practice in <b><i>MATHEMATICS</i></b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6. <i>Communicate assessment results to staff, parents, and community. Include information on notification procedures, parent outreach and interpretation of student assessment results.</i></p> <p>a. Maintain the School Site Council (SSC) with staff, parent and community representatives. Each council receives reports on overall student assessment results in mathematics and communicates the results to other school and community members.</p> <p>b. Each school will send each parent his/her student’s individual assessment results with an explanation of how to interpret them.</p> <p>c. <b>Each parent will be invited to two parent conferences, at which teachers discuss the math program and assessment results.</b></p> <p>d. Use standards based report cards to inform parents/guardians of student progress towards proficiency</p>	<p>a. principal/ SSC members/ district business manager/ superintendent/ monthly</p> <p>b. teachers/ secretaries/ annually</p> <p>c. teachers/ parents/ fall and spring</p> <p>d. teachers</p>	<p>clerical staff, related postage &amp; duplicating costs</p> <p>teachers &amp; administrative staff</p>	<p>\$10,000</p>	<p>Titles I, II, &amp; III, special education funds, &amp; general fund</p>



Description of <i><b><u>SPECIFIC ACTIONS TO IMPROVE</u></b></i> Education Practice in <i><b><u>MATHEMATICS</u></b></i>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
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<p>7. <i>Establish auxiliary services for students and parents to help them transition from preschool, elementary and middle school.</i></p> <p>a. Para-educators will work in K-8 classrooms to assist teachers in helping students acquire math skills.</p> <p>b. SSA and after school tutorials will be offered to students to assist them in acquiring math skills.</p> <p>c. Teachers will provide support to make math concepts more accessible to students and their families</p> <p>d. Targeted small group instruction will be implemented for students not proficient in math benchmarks, either through ASP or during the school day.</p>	<p>a. para-educators/ teachers/ daily</p> <p>b. SSA staff/ 3 weeks in summer</p> <p>c. teachers/ongoing</p> <p>d. Principal/staff</p>	<p>daily classroom costs</p> <p>SSA Staffing</p> <p>supplies, clerical support</p> <p>daily administrative and classroom costs</p>	<p>\$30,000</p> <p>\$10,000</p>	<p>Title I</p> <p>anytime hours, 21<sup>st</sup> Century</p> <p>general fund</p> <p>general fund</p>
<p>8. <i>Monitor program effectiveness.</i></p> <p>a. The district board and administration continues to fully support the Public School Accountability Act.</p> <p>b. The district participates in all phases of the state’s standards-based assessment system, including the California Standards test.</p> <p>c. Classroom teachers regularly assess students’ mastery of standards by examining student work and re-teach as needed.</p> <p>d. Test data and API results are used to monitor programs and drive changes in instructional practice, when needed.</p>	<p>a. Board and administrators/ ongoing</p> <p>b. principal/ teachers/ ongoing</p> <p>c. teachers/ongoing</p> <p>d. principal/ teachers/ ongoing</p>			

Description of <u><i>SPECIFIC ACTIONS TO IMPROVE</i></u> Education Practice in <u><i>MATHEMATICS</i></u>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. <i>Target services and programs to differentiate student groups.</i></p> <p>a. Students in grades 2-5 scoring below and far below basic on the CST in mathematics will receive extra help from Title I teachers and para-educators and be supported in Learning Lab and ASP and small group intervention support from credentialed teachers.</p> <p>b. SSA remedial mathematics classes will be offered to all students scoring below and far below basic in mathematics on the CST and other multiple measures indicating below grade level performance, to help them prepare for success in the following grade.</p>	<p>a. Title I teachers/ para-educators/ ongoing</p> <p>b. SSA Staff/ 3 weeks each summer</p>	<p>classroom support and supplies</p> <p>SSA and supplies</p>	<p>\$10,000</p> <p>\$10,000</p>	<p>Titles I, II, III, EIA, Special Education support</p> <p>anytime hours funding, 21<sup>st</sup> Century</p>
<p>10. <i>Any additional services tied to student academic needs.</i></p>				

**PERFORMANCE GOAL 2:** All limited-English-proficient (**LEP 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)

Title III LEA Improvement Plan

*Based on analysis using the English Learner Subgroup Self Assessment (ELSSA), Arena Union Elementary School (AUES) identified a number of factors that prevented this LEA from achieving the Annual Measurement Achievement Objectives' (AMAO's) five page maximum.*

**ARENA'S CURRENT ELD PROGRAM**

***How it works***

All students are assigned to a regular classroom where they spend most of their school day. English instruction is provided in one of the following ways:

- by the ELD teacher in a pull-out class for students at the beginning/or early intermediate phase of language acquisition
- by the classroom teacher under the guidance of the ELD teacher

This arrangement is called “*Structured English Immersion*”. The other placement option Arena offers is called “*Mainstream English*”. Students placed in *Mainstream English* are assigned to an English-only classroom for the entire day. Parents who wish to change their child’s placement may request a waiver which will be considered by the principal and the student’s teachers.

***Instructional Approach***

ELD instruction is designed to build skills in listening, speaking, reading, and writing in English. A typical lesson focuses on one English sentence structure (or a set of related structures) which students practice hearing, saying, reading, and writing, so that all four domains are developed together. Vocabulary is introduced and practiced along with the sentence structures. As students reach more advanced levels of English development, more instructional time is spent on writing to ensure that they master the conventions and

discourse patterns of written English.

These domains are further supported through local Writing Benchmarks. Teachers collaborated to analyze and determine repetitive errors made by English Learners and develop action plans to direct instruction based on their findings. Teachers are supported in techniques of structured engagement through peer coaching activities. In addition, the EL Coordinator will develop modified lesson plans based on the EL acquisition matrix that support language acquisition at all grade levels.

For students less than two years below grade level, the state approved High Point curriculum is used to support these students in attaining grade level proficiency. Students 2 years or more below grade level are being supported through in-class resource aides and pull-out reading support, After School Program support, Read Naturally and Open Court intervention supplements.

EL students are administered the ADEPT test twice yearly by classroom teachers to help teachers further focus on student needs for planning instruction.

### ***Materials***

Except at the beginning level, most ELD instruction is correlated as much as possible to the classroom instruction and is therefore based on the same materials used by the classroom teachers. The ELD component of our Open Court Reading program is often employed, as well as a variety of other supplemental materials, including the Thompson and Heinle and Heinle Dictionaries. Visual aids and realia, pictures, books, and activities from a wide range of sources and interactive technology are all used and encouraged to achieve understanding and proficiency.

### ***How and when students leave the ELD program***

Student progress toward English proficiency is monitored in the following ways:

- the CELDT test, administered once a year to all students identified as English Learners (Students are expected to show growth each year until they reach the advanced levels. Normal progress is about one level per year.)
- consultation between the ELD staff and the classroom teachers
- observation
- the ADEPT

A student who appears fluent and able to function independently in English will be considered for redesignation from English Learner (EL) to Fully English Proficient (FEP). The decision to redesignate is based on the following:

- CELDT scores (A student who scores Early Advanced or Advanced in all areas is considered fluent.)
- academic performance in class
- performance on standardized tests (STAR)
- teacher judgement
- parent judgement
- SOLOM

### ***What happens after students leave the program***

Students who are redesignated are placed in the *Mainstream English* program and no longer receive ELD instruction. For the first year after redesignation, students are watched closely by the ELD staff to make sure that they are succeeding without support. After a year of good progress, the ELD staff will cease to monitor the student, but ELD support will always be available at the request of the student, teacher, or parent.

### ***How parents fit into the program***

As their children's first and most influential teachers, parents play a vital role in the ELD program. Parents have the final say in all decisions affecting their child's education. They have the right to:

- request changes to their child's program at any time
- participate in making decisions about the design of the ELD program by joining the parent's committee (ELAC)

ESL Family classes in Point Arena offer English instruction for parents. The whole family is invited, and childcare is provided. Instruction towards passing the GED is also offered twice weekly to encourage and support academic endeavors within the family.

Description of <i>SPECIFIC ACTIONS TO IMPROVE ENGLISH PROFICIENCY</i> and academic achievement	Persons Involved/ Timeline	Related Expenditures	Estimated Costs	Funding Source
	principal, staff, reading support team  Fall 2008 CELDT  2008/9 school year	instruc- tional materials  Early Release	\$2,500	general fund, Titles I, II & III, EIA, & ELAP
<p><i>Identify goals and targets. Describe specific strategies, based on scientifically-based research, to improve academic achievement in Mathematics.</i></p> <p><b>Goal:</b> All EL students will gain one level of proficiency on the CST in Math.</p> <ul style="list-style-type: none"> <li>▪ Increase professional development opportunities to improve instruction for English learners in math.</li> <li>▪ Provide SB472 training for district-adopted math curriculum</li> <li>▪ Reestablish an annual Family Math Night</li> <li>▪ Employ regularly throughout instruction visual aids and technology to enhance instruction</li> <li>▪ Structure class time to include Workshop to revisit instruction for students needing additional support</li> <li>▪ ASP and Community based tutorial support</li> </ul>	principal, staff, reading support team  Spring 2009 CST	training	\$5,000	general fund, Titles I, II, & III, EIA, ELAP, & AB466

Description of <i>SPECIFIC ACTIONS TO IMPROVE ENGLISH PROFICIENCY</i> and academic achievement	Persons Involved/ Timeline	Related Expenditures	Estimated Costs	Funding Source
<p><i>Identify and describe professional development strategies and activities, based on scientifically-based research, including coordination with other NCLB programs.</i></p> <p>Improve ELD-related professional development by implementing:</p> <ul style="list-style-type: none"> <li>▪ Provide training in frontloading instruction for grades 6-8.</li> <li>▪ ADEPT assessment administration support</li> <li>▪ Data analysis of CELDT and CST information on Data Director</li> <li>▪ Training in active participation and structured engagement techniques to increase opportunities for oral language practice</li> <li>▪ Training in techniques for developing oral language proficiency</li> <li>▪ Training in the use of ELD data to drive instruction</li> </ul> <p>Improve ELA professional development by completing:</p> <ul style="list-style-type: none"> <li>▪ Open Court SB472 advanced training</li> <li>▪ A Reading Coaches Institute</li> <li>▪ School visits to other Open Court, Reading First schools</li> <li>▪ The development of K-8 writing and speaking standards, benchmarks, and assessments</li> <li>▪ District-wide training in the delivery of explicit vocabulary instruction</li> <li>▪ Courses from Region 1 Institute</li> <li>▪ Courses from Cal Stat Institute</li> </ul>	<p>principal, reading support team, superintendent/ District, County Office</p> <p>2008-2009 school year</p>	<p>supplies, clerical support</p>	<p>\$5,000</p>	<p>general fund, Titles I, II, &amp; III, EIA, ELAP, SELPA, &amp; AB466</p>



Description of <i>SPECIFIC ACTIONS TO IMPROVE ENGLISH PROFICIENCY</i> and academic achievement	Persons Involved/ Timeline	Related Expenditures	Estimated Costs	Funding Source
<p>Improve Math professional development by completing:</p> <ul style="list-style-type: none"> <li>▪ SB 472 training in district-adopted curriculum</li> <li>▪ Training in use of enVision math benchmark assessment results to drive instruction</li> </ul>				
<p><i>Identify and describe parent involvement and outreach strategies to help parents become active participants in the education of their children, including coordination with other NCLB programs.</i></p> <ul style="list-style-type: none"> <li>▪ Continue to support parent meetings through DELAC/ELAC</li> <li>▪ Align with Point Arena High School in regards to curriculum and DELAC through vertical teaming. Devote early-release time to vertical teaming between elementary school and high school</li> <li>▪ Family Math and Reading Nights</li> <li>▪ Collaboration with Santa Rosa JC and local agencies to support adult ESL/GED program</li> </ul>	<p>principal, staff, superintendent/ District</p> <p>2008-2009 school year</p>	<p>training</p>	<p>\$5,000</p>	<p>general fund, Titles I, II, &amp; III, ELAP, EIA, SIP, &amp; CBET</p>
<p><i>If applicable, describe any changes to the Title III Immigrant Education Program.</i></p> <p>LEA does not receive Title III Immigrant Education Program funds.</p>	<p>NA</p>	<p>NA</p>		<p>NA</p>

**PERFORMANCE GOAL 3: By 2008-09, 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)**

<b>STRENGTHS</b>	<b>NEEDS</b>
<p>All teachers at our Title I school meet the federal definition of highly qualified.</p> <p>Our K-6 grade teachers have participated in ongoing language arts training in order to comply with the requirements of the NCLB legislation.</p> <p>During each of the past three years, teachers completed 40 hours of formal instruction in implementation of the Open Court Reading program.</p> <p>In the current year, teachers also completed an additional 80 hours of training through in-house staff developments. The training program hours will continue for the next two years.</p> <p>In addition to the above mandated training, teachers participate in weekly staff developments on a variety of topics.</p> <p>There are also three yearly non-student training days which focus on particular aspects of curriculum and delivery methods.</p>	<p>Review and understand the use of assessment data to improve classroom practice and student learning.</p> <p>Develop strategies for increasing parental involvement.</p> <p>Technology training for staff, which will help staff to fully utilize computers and software in the classroom. Training will be in line with the new Enhancing Education Through Technology Plan (EETT), July, 2006 – June 30, 2011.</p> <p>Professional development for staff to better support, instruct and accommodate the mainstreaming of special education students.</p>

**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 refer to previous sections that outline professional development plans and programs specific to Reading, Mathematic and LEP (Limited English Proficiency). See pages 12-19 for **PERFORMANCE GOAL 1**, All Students will reach high standards, at a minimum, attaining **PROFICIENCY OR BETTER IN READING**, pages 21-26 for **PERFORMANCE GOAL 1**, All Students will reach high standards, at a minimum, attaining **PROFICIENCY OR BETTER IN MATHEMATICS** and page 29-32 for **PERFORMANCE GOAL 2**, All limited-English-proficient (**LEP**) **STUDENTS** will become proficient in English and reach high academic standards, at a minimum attaining **PROFICIENCY OR BETTER IN READING AND MATHEMATICS**, by 2013-2014. **PERFORMANCE GOAL 4: All students will be educated in LEARNING ENVIRONMENTS THAT ARE SAFE, DRUG-FREE, AND CONDUCTIVE 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
Physical Education activities support the physical needs of students.	Increase student participation in all aspects of school, including activities development through a Student Council
Students are encouraged to interact across grade levels to encourage empathy and caring.	Updated playground equipment in the primary yard.
The school has undergone considerable renovation, making it a more welcoming, pleasant environment.	Renovation in food services, library, science, and technology facilities are needed.
Clearly defined behavior expectations are supported by all staff members and reinforced regularly.	Support teachers with professional development to support high-needs students.
Friday activities, field trips such as ropes course engage middle school students in team building activities .	Improvement in school food service offerings and recycling efforts along with waste diminishment.
After School Program has greatly enhanced its	Regular student access to a variety of technology

offerings for enrichment and tutorial support.	
Weekly AST and CARE team meetings quickly and effectively provide support for students academic and emotional needs.	Implementation of the SARB process.

### Arena Union Elementary School Rules and Expectations

Area/Rule	Be Safe	Be Respectful	Be Responsible
All Common Areas	<ul style="list-style-type: none"> <li>• Walk at all times.</li> <li>• Keep your hands, feet, body and personal belongings to yourself.</li> <li>• Use equipment and materials appropriately.</li> <li>• Get adult help for accidents and spills.</li> <li>• Keep the school gates closed.</li> </ul>	<ul style="list-style-type: none"> <li>• Respect property, yours and others.</li> <li>• Clean up after yourself and others.</li> <li>• Use kind and encouraging words.</li> <li>• Speak in a quiet voice.</li> <li>• Wait for your turn.</li> <li>• Follow adult directions.</li> <li>• Treat others, as you would like to be treated.</li> <li>• Hold door open for person(s) behind you.</li> </ul>	<ul style="list-style-type: none"> <li>• Follow the School Rules.</li> <li>• Know where you're supposed to be and be there on time.</li> <li>• Obtain a pass when you're out of your classroom.</li> <li>• Inform adults of vandalism and other problems.</li> <li>• Resolve conflicts peacefully.</li> <li>• Abstain from chewing gum or eating lollipops at school.</li> <li>• Put litter in trashcans.</li> <li>• Recycle aluminum, plastic and glass into recycle containers.</li> <li>• Take care of your personal belongings.</li> <li>• Use drinking fountains properly.</li> <li>• Abide by the school dress code.</li> </ul>
Bathroom	<ul style="list-style-type: none"> <li>• Keep the water in the sink.</li> <li>• Wash your hands.</li> <li>• Put used towels in the trashcan.</li> <li>• Keep your feet on the floor.</li> </ul>	<ul style="list-style-type: none"> <li>• Knock on the stall door.</li> <li>• Give people privacy.</li> <li>• Treat property with respect.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a bathroom pass</li> <li>• Flush toilet after use.</li> <li>• Return to classroom/playground promptly.</li> </ul>

			<ul style="list-style-type: none"> <li>• Inform adults of vandalism or other problems.</li> <li>• Use bathroom properly.</li> </ul>
Bus Area	<ul style="list-style-type: none"> <li>• Stay behind white line until an adult gives permission to load on buses.</li> <li>• Wait until the bus comes to a complete stop and opens it's door before approaching it.</li> <li>• Stay at a safe distance when buses are arriving and departing.</li> <li>• Walk with your class to bus area.</li> <li>• *On rainy days – Allow access to multipurpose room and hallway doors. Leave passing room.</li> </ul>	<ul style="list-style-type: none"> <li>• Allow smaller children to load first.</li> <li>• Wait your turn.</li> <li>• Follow adult directions.</li> </ul>	<ul style="list-style-type: none"> <li>• Take care of your personal belongings.</li> <li>• Remind others to follow the rules.</li> </ul>
Cafeteria	<ul style="list-style-type: none"> <li>• Keep your food to yourself.</li> <li>• Throwing items is prohibited.</li> <li>• Remain seated at all times.</li> <li>• Sit on the bench with your feet on the floor and facing the table.</li> <li>• Keep play equipment in a safe place and away from your table.</li> <li>• Consume all food and drink inside the multipurpose room.</li> <li>• *Primary Grades – Sit at your own classroom table.</li> </ul>	<ul style="list-style-type: none"> <li>• Use good table manners.</li> <li>• Speak in low voices</li> <li>• Allow anyone to sit next to you.</li> <li>• Be polite to those serving you.</li> </ul>	<ul style="list-style-type: none"> <li>• Wait your turn.</li> <li>• Clear/Clean table and floor around you and others.</li> <li>• Raise hand and wait for permission to be excused or ask a question.</li> <li>• Compost your food and throw trash in bins.</li> <li>• Recycle in proper recycle bins.</li> <li>• Use your own money.</li> <li>• Obtain a pass to go to the bathroom, office, or classroom.</li> </ul>
Office	<ul style="list-style-type: none"> <li>• Walk to the office.</li> <li>• Use chairs and tables properly.</li> </ul>	<ul style="list-style-type: none"> <li>• Wait for your turn.</li> <li>• State your purpose calmly and politely.</li> </ul>	<ul style="list-style-type: none"> <li>• Use an office pass.</li> <li>• Obtain permission to use the phone (emergencies Only).</li> </ul>
Passing Areas	<ul style="list-style-type: none"> <li>• Move to class on time.</li> <li>• Allow passing room for others.</li> <li>• Walk around corners.</li> </ul>	<ul style="list-style-type: none"> <li>• Remember other people are working.</li> </ul>	<ul style="list-style-type: none"> <li>• Know where you're supposed to be and be there.</li> <li>• Use drinking fountain</li> </ul>

			properly.
Playground	<ul style="list-style-type: none"> <li>• Walk to and from playground.</li> <li>• Chips, rocks, and sticks belong on the ground.</li> <li>• Sit on the bench to eat snacks (First recess).</li> <li>• Stay within school and playground boundaries.</li> <li>• Stay within eyesight of the yard duty supervisor.</li> <li>• Carry play equipment to and from the playground.</li> <li>• Be aware of where others are playing.</li> <li>• Keep the playground gates closed.</li> <li>• Primary yard: Chasing games prohibited on and between play structures.</li> </ul>	<ul style="list-style-type: none"> <li>• Use playground equipment properly.</li> <li>• Play fairly within the rules of the game.</li> <li>• Include everyone.</li> </ul>	<ul style="list-style-type: none"> <li>• Return all playground equipment.</li> <li>• Resolve conflicts peacefully.</li> <li>• Inform yard duty supervisor of vandalism or other problems.</li> <li>• Put litter in trashcans.</li> <li>• Listen for the bell and/or whistle and walk from the playground.</li> <li>• Get permission to leave playground.</li> <li>• Obtain a pass from yard duty to use bathroom, go to the office or elsewhere on campus.</li> <li>• Use the gates to retrieve play equipment from outside playground boundaries.</li> <li>• Use drinking fountains properly.</li> </ul>
Special Events and Assemblies	<ul style="list-style-type: none"> <li>• Sit properly on your bottom.</li> <li>• Walk in quietly</li> <li>• Wait for teacher signals during arrival and dismissal.</li> </ul>	<ul style="list-style-type: none"> <li>• Use good manners</li> <li>• Be quiet during presentation.</li> <li>• Focus on presentation.</li> <li>• Applaud at appropriate times. (Clap when you're suppose to)</li> <li>• Listen (Use your ears).</li> <li>• Hats off</li> <li>• Allow anyone to sit next to you.</li> <li>• Hold door open for person(s) behind you.</li> </ul>	<ul style="list-style-type: none"> <li>• Take care of personal belongings.</li> <li>• Obtain a pass for the bathroom, office or classroom.</li> </ul>



## ***BEHAVIOR COMMUNICATION REFERRAL PROCESS***

The following referral process is used when a student breaks the School Rules and Expectations, and/or the classroom rules. It is used in conjunction with the referral form. It is a progressive discipline system. Which culminates with a student-parent administrator consultation.

### **STEP 1: Issue of concern** (Example: Defiance/Disrespect)

- A. Teacher models desired behavior and prompts student to comply.
- B. Teacher reminds student of positive behavior expectations.

### **STEP 2: Issue of concern** (Example: Defiance/Disrespect)

- A. Teacher models desired behavior and prompts student to comply.
- B. Teacher issues warning and reminds student of positive behavior expectations
- C. Teacher completes referral form and submits to behavior support person or principal.

### **STEP 3: Issue of concern** (Example: Defiance/Disrespect)

- A. Teacher models desired behavior and prompts student to comply.
- B. Teacher imposes intervention and reminds student of positive behavior expectations.
- C. Teacher completes referral form and submits to behavior support person or principal.
- D. Behavior support or principal contacts parents and requests conference.

### ***STEP 4: Administrative Consequences:***

- A. Teacher sends student and referral form to administrator.
- B. Administrator imposes consequence (such as detention, community service, loss of privilege).
- C. Administrator contacts parent to attend mandatory conference prior to restoration of the loss of privilege.

In addition to the above, continued problems may result in any or all of the following interventions, depending upon the number and severity of the violation: behavior contract, referral to counseling services, referral to Student Success Team, in-school suspension, continued loss of privileges, home suspension, law enforcement notification, recommendation for expulsion.



Description of <u><i>SPECIFIC ACTIONS TO CREATE LEARNING ENVIRONMENTS THAT ARE SAFE, DRUG-FREE, AND CONDUCTIVE TO LEARNING.</i></u>	Persons Involved/ Timeline	Related Expenditures	Estimated Costs	Funding Source
<p><i>Clarify the policies of the Student Handbook</i></p> <ul style="list-style-type: none"> <li>▪ Outline expectations for grades K-8</li> <li>▪ Implement social behavior training in the classrooms with teacher support</li> <li>▪ Consequence should include choices including school service as well as detention</li> <li>▪ Involve parents whenever possible in counseling, behavior support and modification</li> </ul>	complete by June 08			
<i>Employ full-time therapeutic counselor on campus</i>	District personnel			

Description of <u><i>SPECIFIC ACTIONS TO CREATE LEARNING ENVIRONMENTS THAT ARE SAFE, DRUG-FREE, AND CONDUCIVE TO LEARNING.</i></u>	Persons Involved/ Timeline	Related Expenditures	Estimated Costs	Funding Source
<ul style="list-style-type: none"> <li>▪ Individual and family counseling is available to support at-risk students</li> <li>▪ Mediation will happen between students to minimize bullying</li> <li>▪ Small group counseling will also be used to support positive student behavior</li> </ul>	academic year 08-09			

**PERFORMANCE GOAL 5: All STUDENTS WILL GRADUATE FROM HIGH SCHOOL.**

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

AUES works closely with Point Arena High School to minimize our area's percentage of High School dropouts and thereby increase its percentage of students who graduate. As mentioned earlier in this plan, AUES is actively aligning itself with the high school through vertical teaming. Teachers utilize early release time to coordinate on curriculum activities and District English Language Advisory Committee (DELAC) input to our programs. We provide a number of after school assistance programs to extend the learning time should students need further help in preparing them for their secondary school requirements (e.g. ASP, SSA, Big Brothers, cross-age tutoring and community tutoring programs). Although specific high school drop out statistics were not readily available to AUES (a grade K-8 school) for this revision, it is our understanding that High School graduation rates are currently increasing and thus our dropout rates are on the decline.

## ADDITIONAL MANDATORY TITLE I DESCRIPTIONS

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

Please refer to previous sections that for descriptions of how AUES utilizes funding for Title I and coordinates those funds with other funding programs. See pages 12-19 for **PERFORMANCE GOAL 1**, All Students will reach high standards, at a minimum, attaining **PROFICIENCY OR BETTER IN READING**; pages 21-26 for **PERFORMANCE GOAL 1**, All Students will reach high standards, at a minimum, attaining **PROFICIENCY OR BETTER IN MATHEMATICS**; and pages 29-32 for **PERFORMANCE GOAL 2**, All limited-English-proficient (**LEP**) STUDENTS will become proficient in English and reach high academic standards, at a minimum attaining **PROFICIENCY OR BETTER IN READING AND MATHEMATICS**, by 2013-2014.

## **PART III**

**Assurances**

**Signature Page**

## 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 4<sup>th</sup> and 8<sup>th</sup> 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©. 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: (1) have the lowest proportion of highly qualified teachers; (2) have the largest average class size; or (3) 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

Marc Iacuaniello

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*Print Name of Superintendent*

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*Signature of Superintendent*

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*Date*