

(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): Point Arena Joint Union High School District

County/District Code: 23-65599

Dates of Plan Duration (should be five-year plan): July, 2013 - August, 2018

Date of Local Governing Board Approval:

District Superintendent: Colleen Cross

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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.

Colleen Cross 11-13-13

Printed or typed name of Superintendent Date Signature of Superintendent

James DeWilder 11-13-13

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

TABLE OF CONTENTS

TOPIC	PAGE
<u>Part I</u> – Background and Overview	
<i>Background</i>	5-6
<i>Descriptions of the Consolidated Application, the Local Educational Agency Plan, the Single Plan for Student Achievement, and the Categorical Program Monitoring Process</i>	6
<i>Development Process for the LEA Plan</i>	7-10
<i>LEA Plan Planning Checklist</i>	11
<i>Federal and State Programs Checklist</i>	12
<i>District Budget for Federal and State Programs</i>	13-14
<u>Part II</u> – The Plan	
<i>Needs Assessments</i>	16
<i>Academic Achievement</i>	
<i>Professional Development and Hiring</i>	
<i>School Safety</i>	
<i>Descriptions – District Planning</i>	17
<i>District Profile</i>	18
<i>Local Measures of Student Performance</i>	19
<i>Performance Goal 1</i>	20-25
<i>Performance Goal 2</i>	26-34
<i>Performance Goal 3</i>	35-39
<i>Performance Goal 4</i>	40-53
<i>Performance Goal 5</i>	54
<i>Additional Mandatory Title I Descriptions</i>	55-63

TABLE OF CONTENTS
(continued)

Part III – Assurances and Attachments

Assurances.....64-71

Signature Page.....72

Appendix

Appendix A: California’s NCLB Performance Goals and Performance Indicators....73-74

Appendix B: Links to Data Web sites.....75

Appendix C: Science-Based Programs.....76-78

Appendix D: Research-based Activities.....79

Appendix E: Promising or Favorable Programs.....80-81

Part I

Background and Overview

Background

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

Development Process for the LEA Plan

LEA Plan Planning Checklist

Federal and State Programs Checklist

District Budget for Federal and State Programs

Background

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

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

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

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

- 1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014 (Original NCLB 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.**
- 3. By June, 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. **In June, 2010, California adopted the Common Core State Standards, and will implement them in the 2014-15 school year.**

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, if the LEA takes Title III funds (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. **NOTE: Under the newly adopted California State funding legislation, Local Control Funding Formula, LEA's will be required to adopt a Local Control Action Plan to meet State compliance for LCFF.**

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 underperforming 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
X	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	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		Gifted and Talented Education
	Title III, Immigrants		Gifted and Talented Education
	Title IV, Part A, Safe and Drug-Free Schools and Communities		Tobacco Use Prevention Education (Prop 99)
	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
	Adult Education	LCFF	School Safety and Violence Prevention Act (AB1113, AB 658)
X	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 st Century Community Learning Centers	X	Other (describe): Common Core funding
X	Other (describe): REAP /Title VI		Other (describe):
	Other (describe):		Other (describe):

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers 2012-13	Current Year District Entitlements 2013-14	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	2,434	35,621	38,055	100%
Title I, Part B, Even Start		N/A		
Title I, Part C, Migrant Education		N/A		
Title I, Part D, Neglected/Delinquent		N/A		
Title II Part A, Subpart 2, Improving Teacher Quality	0	6,111	6,111	100%
Title II, Part D, Enhancing Education Through Technology		N/A		
Title III, Limited English Proficient		N/A		
Title III, Immigrants		N/A		
Title IV, Part A, Safe and Drug-free Schools and Communities		N/A		
Title V, Part A, Innovative Programs – Parental Choice		N/A		
Adult Education		N/A		
Career Technical Education	0	68,000	68,000	100%
McKinney-Vento Homeless Education	0	TBA		

IDEA, Special Education		N/A		
21 st Century Community Learning Centers		N/A		
Other (describe) Title VI - REAP	1,769	17,836		
TOTAL		127,568		

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	0	16,252	100%	
EIA – Limited English Proficient		LCFF		
State Migrant Education		N/A		
School and Library Improvement Block Grant	0	117		
Child Development Programs		N/A		
Educational Equity		N/A		
Gifted and Talented Education		N/A		

Tobacco Use Prevention Education – (Prop. 99)		N/A		
High Priority Schools Grant Program (HPSG)		N/A		
School Safety and Violence Prevention Act (AB 1113)	0	181,266	181,266	100%
Tenth Grade Counseling		LCFF		
Healthy Start		N/A		
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)		N/A		
Other (describe) Common Core Implementation grant	0	34,600	34,600	100%
TOTAL		232,235		

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.

District Overview:

Point Arena High School is located in the small, rural community of Point Arena, situated on the northern California Highway 1. The town of Point Arena and outlying larger community includes approximately 2,500 people, and is located about 130 miles north of San Francisco. The area is in a state of transition. Traditionally, it has been supported by logging and fishing and agriculture, but now leans towards a tourism based economy. The school serves both Mendocino and Sonoma Counties, with the majority of the students living on a long stretch of the coast, and given the length and depth of the district's attendance boundaries, transportation is a serious challenge. The schools remote location and isolation from larger cities and colleges has necessitated that the school provide services and opportunities to staff and students locally that would normally be offered by city or county services.

Point Arena High School, serving grades 9-12, has an ethnic make-up that includes 41.3% Hispanic, 7% Native American, 2% Asian, and 48.4% white. Of the 155 students, 11 are English Learners (12%), 10% receive Special Education services, and 73% qualify as Socio-Economically Disadvantaged.

Members of the school board, District staff, students, their families, and the community are involved in a learning process that honors each element of a healthy, happy and safe school while education is valued and respected by the entire ethnically diverse community.

The goal of the district for its graduates is that they will be effective, collaborative communicators, creative and critical thinkers and problem-solvers, and have the skills necessary to successfully and skillfully access and navigate technology in the 21st Century world. A graduate will be ready for college and/or career, and able to participate productively in the community and exhibit social and cultural awareness and personal responsibility.

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.

- PAHS has quarterly written benchmarks given to all students grades 9-12. The writing benchmark exams cover a full spectrum of writing genres, writing conventions, and effective communication skills, and are scored by the entire high school faculty each quarter.
- Students must pass eight (8) written benchmark exams over the four years in order to graduate from high school, and opportunities for targeted remediation and writing support are provided to students who do not pass a specific writing benchmark the first time.
- Student written work is kept in a portfolio that follows them for four years

- Students in the feeder middle schools also give similar writing benchmarks that have been aligned and coordinated through vertical articulation meetings with high school and middle school teachers.
- When State assessments (CST/STAR, CAHSEE, CELDT) indicate below average competency in reading or English skills, students are encouraged to take a Study Skills-ELA class, attend ELA Tutorial which is offered for 45 minutes each day, and/or enroll in our remedial *GradPoint* online English skills intervention or CAHSEE support courses. *GradPoint* takes students through a diagnostic exam at the beginning of the course, then designs an individualized, targeted instructional program to address identified areas of weakness.
- Algebra I student progress is monitored using USA test prep online benchmark exams, given three times per year. When benchmark data indicates a need for additional support, students are enrolled in a Math Academy course which provides individual, targeted instruction in math concepts that testing showed to be below average. Students may also attend daily 45 minute tutorial sessions, and/or enroll in a *GradPoint* online math skills refresher course. As mentioned above, *GradPoint* diagnoses areas of weakness then designs a specific, individualized instructional sequence to remediate.
- Quarterly benchmark exams for Biology, Earth Science, World Studies and US History have been discussed, but are on hold until teachers receive training in the implementation of Common Core State Standards. Benchmark exams will then be designed to align with CCSS.
- Administration and counselor conduct an annual transcript study

Performance Goal 1: *All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014 (Original NCLB target/goal—new accountability measures for Common Core State Standards will be released in 2014-15).*

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"> • All textbooks and supplemental materials are aligned with content standards. • PAHS has adopted a bell schedule that provides weekly staff development/collaboration time to work on aligning lessons to content standards, and receiving training in how to support reading standards in all high school courses. • Teacher evaluation criteria is aligned with CA teaching standards for CA standards for teachers which address standards-based instruction • All new teachers participate in BTSA • The District will investigate bringing back a Reading Intervention class in the Master Schedule 	<p>Principal as instructional trainer/leader, all teachers; Four Early Release Wednesdays per year Reading Intervention class</p>	<p>BTSA stipends for support providers (\$1000 each) and mileage reimbursement; cost to write the Reading course description</p>	<p>\$3000 \$1600 for mileage \$500</p>	<p>Title I Title II BTSA funding General fund</p>
<p>2. Use of standards-aligned instructional materials and strategies:</p> <ul style="list-style-type: none"> • With the recent adoption of Common Core State Standards, California is scheduled to begin new CCSS-aligned adoptions in 2015-16. Until then, teachers will use current standards aligned instructional materials, and begin to infuse CCSS materials as they become available. • Teachers have spent and will continue to spend staff development time reviewing the sample SBAC questions online to familiarize themselves with the new student learning expectations and formats. • Three teachers (<i>Pathfinder</i> program) began designing CCSS-aligned lessons and developing CCSS-aligned pre and post assessment measures in ELA, Math and Science in the summer of 2013, and that will continue through the 2013-14 school year. • Teachers will regularly examine student work samples to 	<p>Principal All certificated teachers; One teacher in each-ELA, math and science pilot program <i>Pathfinder</i> teachers (2013-14). Program effectiveness will be analyzed in June, 2014</p>	<p>Paid summer work on an hourly basis, and after school hourly work throughout the school year. Release time to examine CCSS instructional materials</p>	<p>\$6500 \$5500</p>	<p>Common Core funding and general fund line-item Common Core implementation funds.</p>

<p>ensure that students are mastering grade level standards (Writing Benchmarks)</p>				
<p>3. Extended learning time:</p> <ul style="list-style-type: none"> • Students may receive additional learning time for strengthening reading skills via a Study Skills course in addition to their regular English class. • Blended Service Model 	<p>Study Skills teachers, 2013-14 school year and each year of the Plan Expand Study Skills offerings</p>	<p>Built into the regular teaching schedule of 1.5 certificated teachers</p>	<p>No additional cost</p>	<p>General fund Title I</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <ul style="list-style-type: none"> The District has adopted a 5-year Strategic Plan for infusing technology into instruction, with the ultimate goal of having a one-to-one computing program where every student has a district-issued laptop, and every course has tech-enhanced instructional components and learning activities. Purchase two more Smart Boards, to increase the school-wide total to seven. Software and system upgrades to support new educational technology 	<p>Principal; three Pathfinder teachers; technology committee; technology coordinator; August, 2013 and ongoing</p>	<p>Laptop computers and additional site specific tech needs</p> <p>System upgrades</p>	<p>\$13,000 for laptops, \$1248 site tech needs; \$11,400 for two Smart Boards</p> <p>\$1400 software and system upgrade expenses</p>	<p>Common Core 2013-14 allocation from State Title II General fund</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <ul style="list-style-type: none"> All core subject teachers will attend WestEd training in CCSS implementation during the 2013-14 school year. A targeted group of teachers will also attend MCOE-sponsored PLC with a focus on Common Core-aligned instruction. Reading across the curriculum activities New teachers will participate in BTSA CTAP/C-Learn educational technology and instructional support services 	<p>Principal, all core teachers (ELA, ELD, math, science, social science); October 2013 through January, 2014 PLC quarterly in 2013-14</p>	<p>Training registration fees; mileage reimbursement; subs</p> <p>BTSA support stipends and mileage reimbursement</p> <p>CTAP dues</p> <p>Planning time for Reading Across the Curriculum</p>	<p>\$4575 includes, subs, mileage, and registration fees</p> <p>\$4000</p> <p>\$1650</p> <p>\$250</p>	<p>Title IV Title I</p> <p>BTSA funds</p> <p>General fund</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"> • Student assessments results in Reading, ELA, writing, math, science and social science will be presented to the community at a school board meeting, ELAC/DELAC meeting, NAEAC meeting and School Site Council meeting. • They are also presented in the SARC and on the school/district website. • PAHS is scheduled for a WASC mid-term review in the spring of 2014; results will be shared with parents again in that process. 	<p>Superintendent; Governing Board; Principal; all staff; ELAC members and Site Council members; Fall, 2013</p>	<p>No additional costs</p>		
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <ul style="list-style-type: none"> • Transition to 9th grade includes an on-site orientation and tour for all incoming 8th graders. Students are bussed to the high school for the program, and parents are invited to attend. • Learning Lab is open to all students 6 class periods each day for supplemental reading/instructional assistance 	<p>Middle and High School Principals; Spring, 2014 Paraprofessional instructional assistants</p>	<p>Transportation costs Paraprofessional salary and benefits</p>	<p>\$600 \$55,000</p>	<p>State Transportation allocation Special Ed EIA</p>
<p>8. Monitoring program effectiveness:</p> <ul style="list-style-type: none"> • The primary academic monitoring tool will be <i>Illuminate</i>, a student data system that allows for accessing data in multiple formats and aggregations (replaces <i>Data Director</i>, which the school has used for the past 3 years). • <i>Illuminate</i> also provides pre-built benchmark assessments in all core subjects, and access to a 48,000 –question item bank for building targeted tests or quizzes. • The district will participate in all state and federal mandated accountability assessments. • Test data and API will be regularly reviewed and analyzed, and changes in instruction made as data indicates a need 	<p>Principal, Technology Coordinator; all teachers; implementation in Fall, 2013</p>	<p>Illuminate per student annual fees; training of Technology Coordinator and administrators</p>	<p>\$2850</p>	<p>Instructional materials and technology budgets</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
9. Targeting services and programs to lowest-performing student groups: <ul style="list-style-type: none"> Identify below grade level readers using CST ELA scores; provide reading instruction and support through Study Skills class and Learning Lab one-on-one assistance. Students in grades 10-12 who fail the ELA portion of the CAHSEE may enroll in, <i>GradPoint</i> CAHSEE prep Students who fail writing benchmarks may attend writing boot camp 	Teachers; paraprofessional instructional aides ELA teachers	Additional paraprofessional time to expand services to struggling readers Supplemental pay for ELA teachers	\$14,000 \$2000	Title I

Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014 (Common Core accountability measures to be released in 2013-14).

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
1. Alignment of instruction with content standards: <ul style="list-style-type: none"> Data analysis indicated a need for a change in Algebra I curriculum, so we have adopted the Common Core-aligned CPM Algebra I Connections, and have implemented its use in 2013-14. The CPM Algebra I course has pre and post assessments 	Principal; math teachers; implement in 2013-14, and review effectiveness in	32 textbooks with e-books online access, teachers edition and ancillary materials; teacher training	\$2,900	Title IV and Textbook fund

<p>that will be used to determine student academic success.</p> <ul style="list-style-type: none"> All future math textbook and supplementary materials adoptions will be aligned to CCSS. Teacher evaluation criteria will address CCSS-aligned instructional practices 	<p>June, 2014</p>			
<p>2. Use of standards-aligned instructional materials and strategies:</p> <ul style="list-style-type: none"> CPM is better aligned with Common Core State Standards than our previous textbook, so in anticipation of implementation of CCSS, we adopted the CPM materials. The majority of lessons in Algebra 2 have also been aligned to CCSS via paid teacher planning time in the summer of 2013. As curriculum adoptions occur related to CCSS, all adoptions will be aligned with CCSS. CCSS-aligned benchmark exams will be crafted using the item bank in <i>Illuminate</i> 	<p>Principal; math teachers; 2013-14 school year and following. Student performance data reviewed annually.</p>	<p>Teacher time to align Algebra 2 lessons to CCSS.</p>	<p>\$2000</p>	<p>Title IV and Tech fund</p>
<p>3. Extended learning time:</p> <ul style="list-style-type: none"> Students who need extra time and assistance with math concepts are enrolled in Math Academy and Tutorial where they receive individual, targeted instruction and assistance from a credentialed teacher. Students with IEP or 504 plans may enroll in a Study Skills Math class 	<p>Math teachers; 2013-14 school year</p>	<p>No additional expense</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:</p> <ul style="list-style-type: none"> • One Math teacher is participating in the Pathfinder technology infusion pilot program in 2013-14—pilot students have been issued laptops, and daily lessons include interactive, tech-based lessons, online components and interface with a teacher-managed learning management system, EDU 2.0. • All students in the CPM Algebra I course have been given online access to their textbook in electronic format. • <i>GradPoint</i> offers student access to credit recovery in required courses for graduation. The district will also examine <i>Odesseyware</i> as an alternative to <i>Grad point</i> • CTAP/C-Learn membership gives online access to teachers • The district has purchased two online licenses with the UC system for online teacher training 	<p>Technology Coordinator, math teachers; formal review/analysis of data in June, 2014; ongoing formative assessment throughout the 2013-14 school year.</p>	<p>Laptops for students in the <i>Pathfinder</i> program; access to e-books for all CPM Algebra I students.</p> <p>Annual UC online license fee</p>	<p>\$13,000 for laptops; \$650 for e-textbook licenses</p> <p>\$400 per teacher</p>	<p>Common Core State allocation; Textbook funds Title II</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"> • Math teachers will attend a <i>WestEd</i> teacher training in Common Core implementation October, 2013-January, 2014; • CPM Algebra I teacher attended a 5-day training to implement CPM • New teacher will participate in BTSA • Vertical articulation with feeder middle schools 	<p>Principal; math teachers; 2013-14 school year and ongoing</p>	<p>Registration fees for <i>WestEd</i>; mileage and travel for participants</p> <p>BTSA fees (see previous reference and costs)</p>	<p>\$1720</p>	<p>Title IV; Common Core funding</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"> • Student performance results are presented to the community at school board meetings, School Site Council and ELAC/DELAC. • They are also posted on the website and included in the annual SARC. • Individual assessment results are sent to parents with rubric to understand the results • Parent conferences review student progress 	<p>Principal; teachers; parents; web master</p>	<p>No additional expense Webmaster supplemental time Mailing costs associated with mailing test results</p>	<p>\$600 annually \$1100</p>	<p>Title I EIA</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <ul style="list-style-type: none"> • The high school coordinates transition to high school with feeder middle school teachers via vertical articulation meetings and sharing of student performance data. • Development of an additional 3rd year math course to be implemented in 2014-15 • Learning Lab and Tutorial programs 	<p>Site Principal; middle and high school math teachers</p>	<p>Supplemental teacher time to develop the course outline and choose a textbook Paraprofessional salary and benefits</p>	<p>\$2500 Expense cited in another section</p>	<p>Title I EIA</p>
<p>8. Monitoring program effectiveness:</p> <ul style="list-style-type: none"> • CPM provides pre and post assessments to measure student performance—data will be reviewed in June, 2014; • Algebra 2 has pre and post assessments developed using the <i>Illuminate</i> test bank and prebuilt benchmark exams—data will be reviewed in June, 2014. 	<p>Principal; math teachers; review in June, 2014</p>	<p><i>Illuminate</i> fees</p>	<p>\$1600</p>	<p>Title I</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. Targeting services and programs to lowest-performing student groups:</p> <ul style="list-style-type: none"> • CST data is used to identify the lowest performing students, and they are placed in Study Skills Math and/or Math Academy. Quarterly benchmarks are used to measure progress. Students also have access to <i>GradPoint</i> online remedial math courses and /or CAHSEE math prep courses. • Students who have not passed CAHSEE may enroll in Study Skills math and/or <i>GradPoint</i> CAHSEE prep. 	<p>Principal; counselor; South Coast High School teacher; 2013-14 school year and ongoing</p>	<p>10 additional <i>GradPoint</i> licenses were purchased to accommodate students needing additional math support.</p>		

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

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

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activities	<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. 	<p>Students who are identified as second-language learners are mainstreamed with one period a day of ELD support. Students are given support at appropriate levels in reading, writing, vocabulary and comprehension through ELD curriculum, computer based interactive exercises, grammar instruction and literature. Interventions in place for all students not achieving at grade level are also made available for EL students.</p> <p>LEA will monitor ELD student progress using student academic performance data reports from <i>Illuminate</i> and <i>Aeries</i> (STAR, CAHSEE and writing benchmarks), and closely monitoring annual CELDT progress year over year for each ELD student. Individual action plans will be generated for students who are not making adequate yearly progress.</p> <p>The high school Counselor is bilingual, and will serve as the ELAC/DELAC Coordinator. Personal phone calls will be made inviting parents of EL students to ELAC/DELAC meetings and other school-wide events such as Back-to-School Night and College Information Night. The ELD teacher will maintain contact with EL parents via phone, email, US mail and face-to-face conferences as needed..</p>

	<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>English Language Development is a part of each English Learner’s instructional program. Each program includes a portion of the day when the focus of instruction is ELD and is geared towards each student’s language proficiency level. In 7-12, students are placed in level-specific ELD instruction.</p> <p>The state-adopted ELD Standards establish a framework for teachers to follow as they facilitate students’ development of the skills necessary to meet grade-level standards in English language arts and the content areas. The standards describe what students should know and be able to do at each of the five levels of English proficiency. Each ELD standard is tied to one or more of the grade-level English Language Arts Standards. By the end of early advanced proficiency level, students are expected to be reclassified and meet the same rigorous grade-level standards as native English speakers are expected to master. Students will be transitioned to CCSS in 2014-15. All new textbooks and materials adoptions will be CCSS-aligned.</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> <ul style="list-style-type: none"> a. designed to improve the instruction and assessment of LEP children; b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students; c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children’s English proficiency or substantially increasing the teachers’ subject matter knowledge, teaching knowledge, and teaching skills; d. long term effect will result in positive and lasting impact on teacher performance in the classroom. 	<p>The ELD teacher attends annual EL training at the Mendocino County Office of Education to receive training in the most current research-based instructional strategies for English learners. In addition, the teacher will attend four <i>WestEd</i>-sponsored full day training session between October, 2013 and January, 2014 to implement the Common Core State Standards for ELD.</p> <p>PAHS will implement the <i>Illuminate</i> student data system in 2013-14. <i>Illuminate</i> contains a variety of updated prebuilt EL assessments and supports. These will be used to monitor EL progress more closely and make instructional changes as indicated by the feedback from <i>Illuminate</i>.</p> <p>The Principal will closely monitor EL instruction, noting use of research-based strategies, and providing training in improved use or new strategies as needed. Teaching effectiveness will be evaluated through the established formal process, and in addition, will be collaborative and reflective on an informal basis.</p> <p>Blended Model support, including Academic Success Team and Learning Lab</p>

Allowable Activities	4. Upgrade program objectives and effective instructional strategies.	Yes or No YES	If yes, describe: ELD teacher will attend a four-session professional development focused on implementing the Common Core State Standards for ELD.
	Description of how the LEA is meeting or plans to meet this requirement.		
Allowable Activities	5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.	Yes or No YES	If yes, describe: PAHS has a new bell schedule that has a built in 45-minute per day Tutorial period staffed by credentialed teachers. EL students can also enroll in a Study Skills class that has a bilingual teacher and in most cases, a bilingual aide.
	6. Develop and implement programs that are coordinated with other relevant programs and services.	Yes or No YES	If yes, describe: EL teachers from the middle and high schools will meet semi-annually to coordinate and articulate their programs and services.

	7. Improve the English proficiency and academic achievement of LEP children.	Yes or No YES	If yes, describe: <ul style="list-style-type: none">• Active use of the Blended Service Model• Pathfinder technology infusion pilot program• 45-minute per day Tutorial with credentialed teachers• Teachers scaffold and differentiate instruction to match EL levels of ability and need.
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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. 	<p>Yes or No YES</p>	<p>If yes, describe: The District co-sponsors an adult ELD class and GED program that has been extremely successful in helping Spanish-speaking adults to improve their English skills and subsequently earn their GED.</p>
	<p>9. Improve the instruction of LEP children by providing for –</p> <ul style="list-style-type: none"> ○ The acquisition or development of educational technology or instructional materials ○ Access to, and participation in, electronic networks for materials, training, and communication; and ○ Incorporation of the above resources into curricula and programs. 	<p>Yes or No YES</p>	<p>If yes, describe: The District has a pilot Technology Infusion program for 2013-14, and the board just adopted a 5-year Strategic Plan for Instructional Technology. Most textbooks have “e” versions for students, including EL students.</p>
	<p>10. Other activities consistent with Title III.</p>	<p>Yes or No YES</p>	<p>If yes, describe: The district split the ELD classes into two small sections instead of one larger, multi-level class.</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>ELAC/DELAC meetings, held primarily in Spanish, will include responding to recommendations from parents.</p>
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<p>Required Activity</p>	<p>1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):</p> <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>In order to determine the student’s annual progress in English, each English Learner is assessed annually with the CELDT. Additional assessment obtained from ELD curriculum, the ELD Standards portfolio checklist and teacher observation are considered to determine progress aligned to ELA and Writing District benchmark exams and the development of English language proficiency. The goal for all EL students is one level of CELDT growth for every year of full time enrollment in school.</p> <p>Communication to parents includes:</p> <ul style="list-style-type: none"> • All parent communication with EL parents is in Spanish and English • Notification of the placement of their child in an ELD/SEI program and information on the option to sign a Parental Exception Waiver to have alternative placement. This notice is made within either 30 days of the start of school, or if the student enrolls after school starts, within 2 weeks of enrollment. • Core subject instruction in language arts, math, science, and social science is “overwhelmingly” in English through EL pedagogy with primary language support and SDAIE strategies. • Primary language support provided as appropriate for equitable access to core content. • All English Learners receive daily ELD instruction at each student’s specific level of proficiency with the District-adopted curriculum by an appropriately certified teacher (CTEL/CLAD/BCLAD). • EL students are served with an integration component that includes structured activities in the following areas: art, music, technology, industrial arts and physical education. • ELAC meetings are conducted primarily in Spanish, and English/Spanish translation provided as needed.. <p>38</p>
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		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>Parents receive written notice in their home language explaining that, at any time during the school year, a parent/guardian of an English Learner may have his or her child moved into a mainstream English language classroom. This program provides instruction predominantly in English. Students are taught language skills in English. Students are taught subjects using SDAEI methods in English at minimum 75% of the instructional time, with primary language support as needed. Waivers are available by request.</p>
<p>Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>		
<p>LEA Parent Notification Failure to Make Progress If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>		<p>The ELD Coordinator sends written notice to parents in their home language within the required 30-day limit.</p> <p>Subject teachers send written progress notices to parents quarterly, and also 3 weeks before the end of each quarter if grade is C- or below.</p>

Plans to Provide Services for Immigrants

IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:	<p>Yes or No</p> <p>YES</p>	<p>If yes, describe:</p> <p>PAHS has an active ELAC. The ELAC program includes parent education components and college/career information and training.</p>
	2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:	<p>Yes or No</p> <p>NO</p>	<p>If yes, describe:</p>
	3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	<p>Yes or No</p> <p>YES</p>	<p>If yes, describe:</p> <p>The school has a bilingual counselor who assists EL students with academic and career counseling and provides information on job and training opportunities.</p>

Allowable Activities	<p>4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:</p>	<p>Yes or No YES</p>	<p>If yes, describe: Identification and acquisition of curricular materials occurs through the standard board adoption process prescribed by Ed Code. Rosetta Stone and other interactive technology used to supplement the adopted ELD curriculum to increase efficacy of EL acquisition.</p>
	<p>5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:</p>	<p>Yes or No YES</p>	<p>If yes, describe: The District provides home-to-school transportation for all students, and is fully funded by the district to support all students, including ELD students.</p>
	<p>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:</p>	<p>Yes or No NO</p>	<p>If yes, describe: An evening Adult ELD/GED programs is co-sponsored by the District and utilizes District facilities.</p>

Allowable Activities	<p>7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:</p>	<p>Yes or No YES</p>	<p>If yes, describe:</p> <ul style="list-style-type: none"> • The District has an MOU with the Mendocino County Youth Project to offer immigrant children and their families access to a free teen clinic, family planning services, various support groups (drug, alcohol, grief, victims of abuse, homeless, etc.) One of the MCYP Youth Workers is bilingual. • The District also employs a bilingual employee as Healthy Families Outreach Worker to assist immigrant families with accessing health care and food stamps.
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Performance Goal 3: *After 2006, 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"> • Teacher is fully trained with and proficient in the use of all ELD curriculum. • All certificated staff meet the requirements of HQT for instructing English Learners • All certificated teachers have access to comprehensive student performance data, including EL information, via <i>Illuminate</i>. 	<p>Teacher has a waiver while she clears her EL certification requirements. Certification must occur by June, 2014.</p> <p>The implementation of CCSS will require extensive professional development for teachers.</p> <p>Teachers must be trained in the effective use of <i>Illuminate</i>.</p> <p>Training in more effective and consistent use of student performance data to inform instructional practice</p> <p>Professional development in the implementation of Common Core State Standards and SBAC testing.</p> <p>Investigate strategies for increasing parental involvement</p>

Performance Goal 3: *After 2006, 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> <ul style="list-style-type: none"> • Professional development focus will shift completely beginning in August, 2013 to training for implementation of Common Core State Standards. The 2013-14 school year has 15 days dedicated to professional development for teachers around Common Core • The 2014-15 school year will have two additional days added to the teacher work year for CCSS training and collaborative work. • Classified paraprofessionals who work in classrooms directly with students will receive a full day training in how to support CCSS. • Staff will create individualized action plans for under-performing students to help them meet proficiency standards 	<p>Principal; teaching staff; instructional paraprofessional staff; beginning August, 2013 and ongoing</p>	<p>Teacher hourly pay, mileage and travel expenses, training materials</p>	<p>\$6,800</p>	<p>Title IV; general fund; Special Ed funding</p>
<p>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</p> <ul style="list-style-type: none"> • The Common Core State Standards are researched-based and being implemented in 47 states across the nation. The focus for student learning will shift from discrete knowledge and facts to the development of skills in critical thinking, communication, creativity and collaboration. 	<p>Principal; teachers; implementation in 2014-15, with field test in spring, 2014</p>	<p>Teacher early release time will be used consistently</p>	<p>No additional cost is anticipated</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"> • The shift to Common Core was made specifically because the STAR program was not showing strong enough evidence of success in addressing the achievement gap. CCSS focuses more on teaching students how to learn and interact at a high academic level, and somewhat less on specific content. If students are better at critically examining a problem or issue, collaborating with others to solve the issue, communicating well to do so, and looking for creative ways to solve it, the direct instruction in content is not as critical. • Professional development will be evaluated based on how well it prepares teachers to support under-performing students, direct applicability of professional development to classroom instruction and student support, alignment of materials used to CCSS, and take-away/follow through effectiveness (did the professional development impact notable change in instructional practices?) 	Principal; teachers	Illuminate data base access fees on an annual basis	\$1800 per year.	Title I
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <ul style="list-style-type: none"> • Professional development activities will be planned in a collaborative manner, involving teacher representatives, site principals and district administration, so as to coordinate efforts, presenters and funding 	Site principals; district administration; teacher representatives	Costs have been listed under other sections	Estimated costs cited in other sections	Title IV
<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</p>				

<p>principals will be met:</p> <ul style="list-style-type: none"> Principals report back to the district superintendent after each professional development activity, including the early release Wednesday sessions. A reflective evaluation is held collaboratively with site principals and the superintendent to inform future professional development planning. 	<p>Site and district administration</p>	<p>There is no cost</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"> The District has a Technology Coordinator who has as a responsibility to provide tech-related training for all staff. He is also the instructional technology lead, researching educational technology that is available for targeted interventions and to enhance student learning through supplemental interactive activities. The District also sends staff to technology-related trainings on a regular basis, most recently to <i>Illuminate</i> training. The district is using a Trainer of Trainer model for the implementation of <i>Illuminate</i>. 	<p>District Technology Coordinator; Site Principals</p>	<p>Professional development preparation time; workshop materials</p>	<p>\$1350</p>	<p>Technology funds in the general budget; Title II</p>
<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <ul style="list-style-type: none"> The district has adopted a strategic plan for the infusion of technology at the school sites, with the end goal of having every student issued a laptop for use in all classes. 	<p>Site principal, District</p>	<p>Staffing cost for Library</p>	<p>Need numbers</p>	<p>General fund</p>

<ul style="list-style-type: none"> 60% of the teachers have Smart Boards in their classrooms, all have document cameras and LCD projectors, and the Library has a V-beam projection capability. The Library also has 10 computers for student use before school, at lunch and after school, and is staffed 5.75 hours per day. Finally, the district supports the Arena Technology Center in downtown Point Arena. The center is open Monday through Friday from 3:00 – 7:00 PM to give students and community members access to the internet and computers. 	administration, ATC staff, Library Media Clerk	time, and the funding provided to support the Tech Center.		
<p>6. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</p> <ul style="list-style-type: none"> District admin collaborates with site principals, teachers, paraprofessionals and other staff to determine professional development needs each year. Parents are consulted in the School Site Council meetings and via parent surveys in WASC years. Once ideas have been suggested, district or site administration researches presenters and/or trainings for the identified needs and schedules them. Teachers will use a coordinated format for collaboration time focused on maximizing use of professional development time to best serve student needs. 	District admin; site admin; teachers; paras; other staff; parents	Consulting fees, training materials, possibly staff supplemental time	\$6000	
Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>7. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; Improve student behavior in the classroom and identify early and 				

<p>appropriate interventions to help all students learn;</p> <ul style="list-style-type: none"> □ Involve parents in their child’s education; and □ Understand and use data and assessments to improve classroom practice and student learning. <ul style="list-style-type: none"> • The school staff meets weekly or as needed in Academic Study Team to look at specific students and their needs, and design an immediate action plan for supporting the student need, whatever it might be (academic, social/emotional, physical, etc.) • PAHS implemented the Structured Discipline program in 2011, which is coordinated by a team of teachers and a full time, on-campus Mental Health Specialist who is a licensed MFT. The program includes early intervention steps and progressive discipline actions, accompanied by individual student counseling. The District planned and supported initial site visits to other schools using SD, and subsequent training for all PAHS teachers in the Structured Discipline model. • Mendocino County Youth Project is also on campus to provide student support and group counseling. • Three teachers are trained in ProAct behavior modification strategies. • PAHS is working toward opening a parent portal for parents to access online their student’s grades, teacher web pages, attendance and transcripts. • Teachers access data through Aeries student information system, and <i>Illuminate</i> student data portfolio. Teachers engage in collaborative, cross-curricular lesson planning, and conduct peer observations 2-3 times per year to learn strategies from colleagues. At Early Release sessions, teachers share best practices once per month. 	<p>District administration, site principal, teachers, support personnel, MCYP staff, Special Ed staff</p>	<p>The cost of Illuminate has been logged in another section; Subs and supplemental time pay for teachers and paras to be trained in ProAct</p>	<p>\$2100</p>	<p>Special Ed funding</p>
<p>8. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <p>Prior to the implementation of Smarter Balanced assessments for Common Core, teachers will be trained in SBAC administration</p>	<p>Teacher training per diem pay</p>	<p>1 day in August, 2014</p>	<p>\$8500</p>	<p>General fund Common Core line-item Title II Title IV</p>

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

Environments Conducive to Learning (Strengths and Needs):

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

STRENGTHS	NEEDS
<ul style="list-style-type: none"> • Full time academic counselor • Full time licensed MFT on campus • Three MCYP Youth Workers on campus who offer individual and small group support for smoking cessation, drug/alcohol abuse, grief, eating disorders, etc. • A Teen Center staffed by a local FNP one day per month • Full student activities program • Full athletics program • Access to free/reduced lunch program that meets all national nutritional guidelines • 3 hour per day Native American Community Liaison • Peer Counseling class and mediation program • AP classes offered to students • Continuation High School for credit recovery and alternative education setting • <i>Every 15 minutes</i> program • Access to sheriff’s drug dogs • Security cameras on campus • full time campus safety employee • Student access to CTE courses • STEM program, which includes computer science, electronics and robotics classes. 	<p>School culture/history of under-performance academically; low expectations for student decorum</p> <p>89.2% attendance rate; remote, sparse area where students are on the bus as much as one hour each way.</p> <p>No SARB, and limited staff to make home visits for chronic absentees</p> <p>No law enforcement on duty in the area until 3:00 PM daily.</p> <p>Reset school culture and student behavior and academic expectations</p> <p>Adequate access to teacher and student technology needs, supported by a robust infrastructure</p>

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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
<p>The school board has made a commitment to continue funding the full time MFT, partial funding for MCYP on campus, the Teen Center, Native American Community Liaison, and partial funding for the Arena Technology Center so students have access to technology until 7:00 Pm, and a place to “hang out.”</p> <p>The District hired a new high school principal and charged him with changing the school culture—raise the bar for students academically and behaviorally, and hold both teachers and students accountable to improve scores on all standard measures of student success, including better results on the annual Student Attitudes and Safety Survey. PBIS (Positive Behavior Intervention Strategies) have been introduced to staff.</p> <p>Attendance monitoring has increased, with monthly reports provided to the superintendent, and action plans for mitigating chronic absentees. The superintendent has met with County leadership to get a SARB in place.</p>

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"> • Highly active AST and SST process for identification, early intervention and recommendation for student referral for additional support services • Physical education classes and Sport Psychology class • MFT on campus • 3 MCYP Youth Workers to support student needs • Peer counseling class and peer mediation program • Visitor sig-in required • Telephones in classrooms • Strong relationship with local law enforcement and probation officer • Security cameras on campus and busses • Board adopted nutrition policies and Wellness Plan 	<p>Adequate student/teacher access to technology Truancy officer SARB board for chronic absentees</p> <p>Transportation for after school programs Broadband access</p> <p>Continued funding for MFT and MCYP assistance with student at-risk behavior counseling</p>

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: <u>5 / 20 / 13</u> Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will decrease biennially by:	5 th — % 7 th — %	5 th — % 7 th — %
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by:	7 th — % 9 th 30 % 11 th 25 %	7 th — % 9 th 10 % 11 th 10 %
The percentage of students that have used marijuana will decrease biennially by:	5 th — % 7 th — %	5 th — % 7 th — %
The percentage of students that have used alcohol within the past 30 days will decrease biennially by:	7 th — % 9 th 76 % 11 th 75 %	7 th — % 9 th 25 % 11 th 25 %
The percentage of students that have used marijuana within the past 30 days will decrease biennially by: 40% - 9; 8% - 11th	7 th — % 9 th 40 % 11 th 8 %	7 th — % 9 th 15 % 11 th 4 %

<p>The percentage of students that feel very safe at school will increase biennially by:</p> <p>20% - 9th feel very safe 22% - 11th feel very safe</p>	<p>5th — % 7th — % 9th 20 % 11th 22 %</p>	<p>5th — % 7th — % 9th 30 % 11th 30 %</p>
<p>The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by:</p>	<p>7th — % 9th 29 % 11th — %</p>	<p>7th — % 9th 14 % 11th — %</p>
<p>Truancy Performance Indicator</p>		
<p>The percentage of students who have been truant will decrease annually by 5% 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>28%</p>	<p>5%</p>
<p>Protective Factors Performance Measures from the California Healthy Kids Survey</p>	<p>Most recent date: <u>5 / 20 / 13</u> 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 — % 7th — % 9th 50 % 11th 25 %</p>	<p>5th — % 7th — % 9th 10 % 11th 10 %</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 — % 7th — % 9th 56 % 11th 17 %</p>	<p>5th — % 7th — % 9th 5 % 11th 15 %</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 — % 7th — % 9th 22 % 11th 8 %</p>	<p>5th — % 7th — % 9th 10 % 11th 15 %</p>
<p>The percentage of students that report high levels of school connectedness at their school will increase biennially by:</p>	<p>5th — % 7th — % 9th 47 % 11th 23 %</p>	<p>5th — % 7th — % 9th 10 % 11th 10 %</p>

Other Performance Measures

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

<p>LEA Specified Performance Measures</p> <p>_____</p> <p>(Process to Collect Data)</p>	<p>Performance Indicator Goal</p>	<p>Baseline Data</p>

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
MCYP	ATODV	9-12	160	2013-14 and ongoing		

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

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

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

Check	Activities	Program ATODV Focus	Target Grade Levels
	Youth Development Caring Schools Caring Classrooms		
	Other Activities Action Network Community Services	ATODV	9-12

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
MCYP	ATODV	9-12	160	2013-14		

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.

- Conflict Mediation is part of the Peer Counseling class and training. Rural, small towns tend to have more “drama” than average—we have an issue with student to student conflict.
- Early Intervention focuses on drug and alcohol prevention. Our area has a robust underground economy centered around marijuana growing and sales, so students are exposed at an early age.
- Peer Helping and Peer Leadership is provided via the school-sponsored Peer Counseling class, which is a class for credit during the school day. The class has had a positive impact on campus, and was able to fundraise to sponsor a school-wide Challenge Day in early 2013.
- The Mendocino County Youth Project Youth Workers sponsor a tobacco-use cessation group at least once per year. Tobacco use is particularly concerning here as it often leads to marijuana use.
- MCYP sponsors support groups for substance abuse, domestic abuse, grief, eating disorders and supports Homeless and foster youth with the Prom Closet and other student extra-curricular activities support
- Governing Board policies support safe schools

Evaluation and Continuous Improvement (4115 (a)(2)(A)):

Provide a description for how the LEA will conduct regular evaluations of the effectiveness of the LEA's alcohol, tobacco, other drug use and violence prevention program. Describe how the results of the evaluation will be used to refine, improve and strengthen the program.

- The CHKS survey will be given to students and parents annually, and results reviewed by staff and shared with parents at School Site Council and ELAC/DELAC.
- staff will generate action plans based on analysis of CHKS data.
- MCYP also conducts independent evaluations of program effectiveness, as they are grant funded. Adjustments and enhancements are made to MCYP services based on program effectiveness scores.

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.

-The District has not received TUPE funding in 2012-13 or 2013-14. We do have an MOU with Mendocino County Youth Program to address smoking cessation support. The County Office of Education is pursuing a consortia grant for TUPE funding in 2013-14.

-program and student response evaluation results will be reported to the school board at a public meeting. Meetings are advertised via newspaper, radio, website, school bulletin and posted notices. The local newspaper attends school board meetings and reports items of interest in the paper.

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])

N/A

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.

Funds are allocated based on research and data available as well as effectiveness on the local level. Needs are prioritized and discussed at School Site Council, NAEAC and ELAC/DELAC. These groups provide input/decision-making for expenditures.

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.

Site Councils meet monthly, ELAC/DELAC and NAEAC quarterly. In addition, PAHS has a very active parent booster club that meets monthly. If any program or event needs parent support, parents are recruited via email, phone calls, Facebook and personal contact.

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 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.

PAHS is located in a remote, rural area with extremely limited access to the programs listed above. In addition, the District does not receive TUPE funding. The small town environment makes the referral process for support (ie., pregnant teen, substance abuse problem, domestic violence, etc.) fairly informal, but quite effective. When a student finds themselves in need of support or intervention, a school counselor or MCYP Youth Worker is notified. The counselor then meets with the students and makes resources available to them through Medi-Cal, Cal Fresh, McKinney-Vento, etc.

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
Mendocino County Office of Education provides assistance	

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

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

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

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
<p>5.1 (High School Graduates)</p>	<p>SST/AST/Care Team Increased focus on and accountability for attendance</p> <p>Individual academic/career advising</p> <p>Tutorial program staffed with certificated teachers</p> <p>IEP/504 Plans</p> <p><i>GradPoint</i> online licenses purchased for Credit Recovery and enrichment courses</p> <p>District-sponsored bussing for high school students</p> <p>Peer Counseling and mediation</p>	<p>9-12</p>	<p>2013-2018; various staff and support services</p>	<p>AST is 2 x per month, all others monthly or annually</p>	<p>Title I General fund</p>

<p>5.2 (Dropouts)</p>	<p>-GradPoint Credit Recovery-online coursework -Continuation HS -Independent Study program to accommodate working students or pregnant teens/teen mothers</p>	<p>10-12</p>	<p>2013-18; principal, teachers; SCHS teacher; Counselor</p>	<p>monthly</p>	<p>General fund</p>
<p>5.3 (Advanced Placement)</p>	<p>District funded AP Institute training for AP teachers.</p> <p>Participating in the CAPE program sponsored by College Board (California AP Enrollment program), which has allowed PAHS to add three AP classes since 2012.</p> <p>AP exams are subsidized</p>	<p>10-12</p>	<p>Principal; AP teachers</p>	<p>annually</p>	<p>CAPE funding, Donors Choice; General fund</p>

Additional Mandatory Title I Descriptions

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

Describe the measure of poverty that will be used to determine which schools are eligible for Title I funding in accordance with Section 1113, “Eligible School Attendance Areas.”	
	Description of how the LEA is meeting or plans to meet this requirement:
<p>Identify one of the following options as the low-income measure to identify schools eligible for Title I funding:</p> <ul style="list-style-type: none"> • Number of children in families receiving assistance under the CalWorks program; • Number of children eligible for Free/Reduced Price Lunch programs; • Number of children ages 5-17 in poverty counted by the most recent census data; • Number of children eligible to receive medical assistance under the Medicaid program; • Or a composite of the above. 	<p>PAHS has 73% free/reduced lunch students, which is 113 students</p> <p>PAHS is 73% economically disadvantaged, 113 students</p> <p>PAHS has 115 students who are Medi-Cal eligible</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>N/A, since we are a one-school school district.</p>

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

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

	Description of how the LEA is meeting or plans to meet this requirement:
<p>For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:</p> <ul style="list-style-type: none"> • A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards. • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Proven strategies that address the needs of historically 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. • 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 	<p>PAHS is school-wide Title I.</p> <p>School-wide Tutorial program</p> <p>PAHS formerly used Data Director access student performance data reports. In 2013-14, the school has switched to <i>Illuminate</i> for generating data reports. Staff analyzes results and formulates action plans based on identified needs.</p> <p>Staff is receiving ongoing training and support in the use of strategies for Checking For Understanding, Think-Pair-Share, interactive notebooks, Cornell Notes, graphic organizers, choral response, and interactive technology-based activities.</p> <p>Strategic and intentional instruction in academic vocabulary is school-wide to support low achieving and English Learner students. Under performing students are assigned to Tutorial on a regular basis.</p> <p>They may also be given additional learning time by being enrolled in a Study Skills class or Math Academy.</p> <p>Mentoring and academic monitoring through the school-wide Advisory program</p>

<p>childhood programs to elementary school programs.</p> <ul style="list-style-type: none"> • Timely and effective additional assistance to students who experience difficulty mastering state standards. 	<p>Teachers receive high quality professional development annually. The focus in 2013-14 and beyond is training in the implementation of Common Core State Standards. The District has dedicated a substantive amount of funds to train staff.</p> <p>Parent outreach is via daily bulletins emailed to families, monthly newsletters, school website, information posted in the weekly hometown newspaper, One Call Now communications, School Site Council and ELAC, Native American Education Advisory Committee, Wellness Committee, and parent-to-parent outreach</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. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Strategies that minimize removing children from the regular classroom during regular school hours for instruction. • Instruction by highly qualified teachers. • Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement. 	<p>N/A</p>

Additional Mandatory Title I Descriptions

(continued)

<p>Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115, "Targeted Assistance Schools," will identify the eligible children most in need of services under this part. Please note that multiple, educationally related criteria must be used to identify students eligible for services. Where applicable, provide a description of appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</p> <ul style="list-style-type: none"> • Identify children who are failing or most at risk of failing to meet the state academic content standards. • Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. • Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds. 	<p>N/A</p>
<p>The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.</p>	<p>Homeless youth are supported by a counselor who coordinates services through McKinney-Vento and other district support services. Mendocino County Office of Ed coordinates additional services</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>N/A</p>

Additional Mandatory Title I Descriptions

(continued)

Please describe the actions the LEA will take to assist in its low-achieving schools identified under Section 1116, “Academic Assessment and Local Educational Agency and School Improvement,” as in need of improvement.	
	Description of how the LEA is meeting or plans to meet this requirement:
<p>If the LEA has a PI school(s), describe technical assistance activities the LEA will provide to help the PI school, such as the following:</p> <ul style="list-style-type: none"> • Assistance in developing, revising, and implementing the school plan. • Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas. • Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI. • Assistance in analyzing and revising the school budget so the school’s resources are used effectively. 	<p>PAHS has a WASC mid-term review in spring, 2014. The school plan will be thoroughly reviewed and updated in Early Release collaboration time between October, 2013 and January, 2014. The district will provide release time for teacher collaboration and revision of the plan as needed.</p> <p>The high school principal is new, and the governing board has given the new principal specific areas for focus in the first year. Academic rigor and high expectations for student work is the highest priority, particularly in math and ELA. The school changed to CPM Algebra I curriculum as a first step, and has a tech-infused pilot program in Algebra 2.</p> <p>Professional Development around proven instructional strategies to increase student engagement is ongoing and supported by the District.</p> <p>The District facilitates the school budget with input from site leadership and staff.</p>

Additional Mandatory Title I Descriptions

(continued)

<p>Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, “Academic Assessment and Local Educational Agency and School Improvement.”</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe the process for parent notification of the school’s identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.</p>	<p>Parents were notified of the PI status of Point Arena High School prior to the start of school. We are in a remote location, so the only school of choice is a Charter high School; parents received the information about how to move to the Charter if they wish. Supplemental services are offered in the community and through online resources.</p>
<p>Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.</p>	<p>Supplemental services are offered via a staffed position called Healthy Families Outreach Worker, and a cooperative relationship with local Americorp workers</p>

Additional Mandatory Title I Descriptions

(continued)

<p>Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA-level staff in accordance with Section 1118, “Parental Involvement,” and Section 1119, “Qualifications for Teachers and Paraprofessionals.”</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe the LEA’s strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.</p>	<p>The District pays for additional credentials for current teachers who wish to pursue added authorizations, especially in Special Education.</p> <p>The District provides incentives for staff who pursue ongoing training on their own time, and grants column advancement for college units earned beyond a BA.</p> <p>PAHS has an on-site ELD coordinator .</p>
<p>Describe the LEA’s strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children’s education.</p>	<p>The district works closely with school sites to plan parent engagement activities and implement plans to increase parent involvement.</p> <p>Home language personal invitations via telephone are often utilized, as is the One Call Now system.</p> <p>The daily bulletin is emailed to parents in a list-serve.</p>

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>This LEA is a single school high school district, and the only agency in the area that provides services for children who are immigrant, neglected or delinquent, Native American, homeless, limited- English proficient and children with disabilities. The LEA coordinates directly with those service providers.</p>

Part III

Assurances and Attachments

Assurances

Signature Page

Appendix

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

Appendix B: Links to Data Web sites

Appendix C: Science-Based Programs

Appendix D: Research-based Activities

Appendix E: Promising or Favorable Programs

ASSURANCES

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

GENERAL ASSURANCES

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

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

TITLE I, PART A

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the LEA receives more than \$500,000 in Title I funds, it will allow 1% 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
<u>Project Alive</u>	K to 12		x				A
Project BASIS	6 to 8				x	x	C
Project Break Away	6 to 8		x	x			C
<u>Project Life</u>	9 to 12		x				A
Project PACE	4					x	C
<u>Project SCAT</u>	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
<u>Smokeless School Days</u>	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
<u>Tobacco-Free Generations</u>	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