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| Application # | |
|---------------|--|

No Child Left Behind Act of 2001
LOCAL EDUCATION AGENCY PLAN

Mail original and
two copies to:

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

LEA Plan Information:

Name of Local Education Agency (LEA): **National School District**

County/District Code: **3768221**

Dates of Plan Duration: **July 1, 2010 to June 30, 2014 (to be updated annually)**

Date of local governing board approval: **6-23-10**

District Superintendent: **Christopher Oram, Ed.D**

Address: **1500 N Avenue**

City: **National City**

Zip code: **91950**

Phone: **(619) 336-7500**

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

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

Chris Oram Ed.D.

6/23/10

Chris Oram

Printed or typed name of Superintendent

Date

Signature of Superintendent

Rosalie Alvarado

6/23/10

Rosalie Alvarado

Printed or typed name of Board President

Date

Signature of Board President

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Part I

Background and Overview

PLANNING CHECKLIST FOR LEA PLAN DEVELOPMENT

| ✓ | LEA Plan – Comprehensive Planning Process Steps |
|---|--|
| X | 1. Obtain input from councils, committees, and community members. |
| X | 2. Include the LEA’s vision/mission statement, description/profile. |
| X | 3. Analyze student performance data from multiple measures of relevant student assessment (both state- and local-level assessments). |
| X | 4. Analyze current educational practices, professional development, staffing, and parental involvement. |
| X | 5. Establish LEA performance targets derived from group performance data and scientifically based practices that are measurable, have a timeline, and identify participants. |
| X | 6. Review all available resources from federal, state, and local levels. |
| X | 7. Describe specific plans for improvement for identified participants stating expected performance gains and means of evaluating gains. |
| X | 8. Obtain local governing board approval of the LEA Plan. |
| X | 9. Establish a timely but specific monitoring process for the implementation of the LEA Plan. |
| X | 10. Evaluate the effectiveness of planned improvements of LEA Plan implementation. |
| X | 11. Modify and update the LEA Plan annually. |

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 | X | EIA – Limited English Proficient |
| | Title I, Part C, Migrant Education | | State Migrant Education |
| | Title I, Part D, Neglected/Delinquent | | School Improvement |
| X | Title II, Part A, Subpart 2, Improving Teacher Quality | X | Child Development Programs |
| X | Title II, Part D, Enhancing Education Through Technology | | Educational Equity |
| X | Title III, Limited English Proficient | X | Gifted and Talented Education |
| | Title III, Immigrants | X | Tobacco Use Prevention Education (Prop 99) |
| X | Title IV, Part A, Safe and Drug-Free Schools and Communities | | |
| | Title V, Part A, Innovative Programs – Parental Choice | | School Safety and Violence Prevention Act (AB1113, AB 658) |
| | Adult Education | | Tenth Grade Counseling |
| | Career Technical Education | | Healthy Start |
| | McKinney-Vento Homeless Education | | Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65) |
| X | IDEA, Special Education | x | Other (describe): Sp Ed-Low Incidence entitlement, Sp Ed- Professional Staff Development |
| | 21 st Century Community Learning Centers | x | Other (describe): Teacher recruitment and retention |
| x | Other (describe): LRET/Ed Tech Productions | x | Other (describe): ELAP |
| x | Other (describe): Head Start | x | Other (describe): |

DISTRICT BUDGET FOR FEDERAL PROGRAMS – 2009-2010

Please complete the following table with information for your district.

| Programs | 2009-10 District Carryovers | 2009-10 District Entitlements | 2009-10 Direct Services to Students at School Sites (\$) | 2009-10 Direct Services to Students at School Sites (%) |
|--|-----------------------------------|-------------------------------------|---|--|
| Title I, Part A | 389,827 | 1,903,809 | 1,421,764 | 62% |
| Title I, Part B, Even Start | | | | |
| Title I, Part C, Migrant Education | | | | |
| Title I, Part D, Neglected/Delinquent | | | | |
| Title II Part A, Subpart 2, Improving Teacher Quality | 0 | 551,236 | 459,415 | 83% |
| Title II, Part D, Enhancing Education Through Technology | 21,581 | 18,497 | 0 | 0 |
| Title III, Limited English Proficient | 41,385 | 375,000 | 416,395 | 100% |
| Title III, Immigrants | 51,278 | 0 | 0 | 0 |
| Title IV, Part A, Safe and Drug-free Schools and Communities | 9,957 | 32,573 | 0 | 0 |
| Title V, Part A, Innovative Programs – Parental Choice | 0 | 0 | 0 | 0 |
| Adult Education | | | | |
| Career Technical Education | | | | |
| McKinney-Vento Homeless Education | | | | |
| IDEA, Special Education | 0 | 1,084,142 | 0 | 0 |
| Other (describe) Head Start | 0 | 780,000 | 0 | 0 |
| TOTAL | 516,027 | 4,747,256 | 2,297,574 | |

DISTRICT BUDGET FOR STATE PROGRAMS – 2000-2010

Please complete the following table with information for your district.

| Categories | 2009-10 District Carryovers | 2009-10 District Entitlements | 2009-10 Direct Services to Students at School Sites (\$) | 2009-10 Direct Services to Students at School Sites (%) |
|--|-----------------------------------|-------------------------------------|---|--|
| EIA – State Compensatory Education | 364,420 | 839,958 | 736,398 | 61% |
| EIA – Limited English Proficient | 529,713 | 1,236,725 | 1,596,489 | 90% |
| State Migrant Education | | | | |
| School Improvement | | | | |
| Child Development Programs | 23,782 | 1,626,827 | | |
| Educational Equity | | | | |
| Gifted and Talented Education | 79,157 | 37,757 | 30,000 | 26% |
| Tobacco Use Prevention Education – (Prop. 99) | 18,489 | | 0 | 0 |
| Immediate Intervention/ Underperforming Schools Program (II/USP) | | | | |
| School Safety and Violence Prevention Act (AB 1113) | | | | |
| Tenth Grade Counseling | | | | |
| Healthy Start | | | | |
| Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65) | | | | |
| Other: ELAP | 149,929 | 166,975 | 293,286 | 93% |

Part II The 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 in order to provide background and a rationale for the descriptions included in the LEA Plan.

DISTRICT VISION AND MISSION

The National School District is committed to developing successful learners NOW. To support that goal, we have developed the following core values.

- We believe that all students will learn
- We believe that student success is everyone's responsibility
- We believe that our community's cultural diversity enriches learning opportunities

We promise...

- A safe, nurturing learning environment
- An active partnership with parents and community
- A solid foundation in reading, writing, problem-solving
- A focus on individual student achievement

National City is a diverse community of 57,000 residents less than ten miles from the border with Mexico. The city has the highest poverty level in San Diego County (\$16,276 per year for a family of four), and is the 13th poorest city in the nation, and the second poorest in California. More than 40% of our adult population lacks a high school diploma. The demographics of the National School District (NSD) reflect a 95% minority population. Seventy-eight percent of the district population is Hispanic, which contributes to an extremely high percentage of English Language Learners (55% district-wide). All students in the district qualify for free or reduced breakfast and lunch at school each day. One in three of our students live below the poverty level. More than 80% of our students speak a language other than English at home.

Needs Assessment

The National School District has collected extensive data on student performance regarding their mastering of State content standards. This data includes both STAR and District multiple measures information.

Academic Performance

Academic Performance Index (API) School Report

The API is a system for ranking schools statewide according to results from the California Standards Test of student performance. The ranking includes ten deciles, decile one being the lowest.

| | 2008-09 Growth | Met Target | All Sub- groups | 2009 State- wide Rank | 2009 Similar Schools Rank | 2009 API Base | 2009-10 Growth Target | 2010 API Target |
|---------------------|-------------------|---------------|-----------------------|--------------------------------|------------------------------------|---------------------|-----------------------------|-----------------------|
| NATIONAL | 22 | Y | Y | B | B | 784 | B | B |
| Elementary Schools | | | | | | | | |
| Central | 24 | Y | Y | 4 | 10 | 762 | 5 | 767 |
| El Toyon | 11 | Y | Y | 5 | 10 | 783 | 5 | 788 |
| Ira Harbison | 7 | Y | Y | 7 | 10 | 820 | A | A |
| John A. Otis | 52 | Y | Y | 6 | 10 | 798 | 2 | 800 |
| Kimball | 11 | Y | Y | 5 | 10 | 792 | 5 | 797 |
| Las Palmas | 26 | Y | Y | 5 | 10 | 787 | 5 | 792 |
| Lincoln Acres | 50 | Y | Y | 5 | 10 | 781 | 5 | 786 |
| Olivewood | 25 | Y | Y | 5 | 10 | 782 | 5 | 787 |
| Palmer Way | 22 | Y | Y | 7 | 10 | 826 | A | A |
| Rancho de la Nación | 50 | Y | Y | 6 | 10 | 797 | 3 | 800 |

The API summary for the National School District shows that 100% of the District’s schools met their API growth targets for the 2008-2009 school year. This compares favorably with the other districts around the State. In 2009-10 all ten schools in the National School District gained a Similar School Ranking of 10.

Adequate Yearly Progress

AYP is a series of annual academic performance goals established for each school, LEA, and the state as a whole. Schools, LEAs, and the state are determined to have met AYP if they meet or exceed each year’s goals (AYP targets and criteria).

English-Language Arts
 Target 46.0 %
 Met all percent proficient rate criteria? Yes

| GROUPS | Valid Scores | Number | Percent | Met | Alternative Method |
|--|--------------|------------------------|------------------------|-------------------|--------------------|
| | | At or Above Proficient | At or Above Proficient | 2009 AYP Criteria | |
| LEA-wide | 3483 | 1635 | 46.9 | Yes | |
| African American or Black (not of Hispanic origin) | 82 | 43 | 52.4 | -- | |
| American Indian or Alaska Native | 11 | 5 | 45.5 | -- | |
| Asian | 26 | 17 | 65.4 | -- | |
| Filipino | 413 | 291 | 70.5 | Yes | |
| Hispanic or Latino | 2800 | 1197 | 42.8 | Yes | SH |
| Pacific Islander | 21 | 12 | 57.1 | -- | |
| White (not of Hispanic origin) | 130 | 70 | 53.8 | Yes | |
| Socioeconomically Disadvantaged | 3483 | 1635 | 46.9 | Yes | |
| English Learners | 2570 | 1114 | 43.3 | Yes | SH |
| Students with Disabilities | 304 | 94 | 30.9 | No | |

| |
|---|
| Mathematics Target 47.5 % Met all percent proficient rate criteria? Yes |
|---|

| GROUPS | Valid Scores | Number At or Above Proficient | Percent At or Above Proficient | Met 2009 AYP Criteria | Alternative Method |
|--|-----------------|--|--------------------------------------|--------------------------------|-----------------------|
| LEA-wide | 3490 | 2019 | 57.9 | Yes | |
| African American or Black (not of Hispanic origin) | 82 | 38 | 46.3 | -- | |
| American Indian or Alaska Native | 11 | 6 | 54.5 | -- | |
| Asian | 26 | 17 | 65.4 | -- | |
| Filipino | 414 | 357 | 79.0 | Yes | |
| Hispanic or Latino | 2806 | 1548 | 55.2 | Yes | |
| Pacific Islander | 21 | 12 | 57.1 | -- | |
| White (not of Hispanic origin) | 130 | 71 | 54.6 | Yes | |
| Socioeconomically Disadvantaged | 3490 | 2019 | 57.9 | Yes | |
| English Learners | 2577 | 1466 | 56.9 | Yes | |
| Students with Disabilities | 304 | 107 | 35.2 | No | |

Analysis

The District met all of their AYP goals for all significant subgroups in both English Language Arts and Mathematics. Math percentages are well above State benchmarks for all significant subgroups. While all groups met AYP goals in English Language Arts, the Hispanic and English Learner subgroups will need to make significant growth next year and beyond if they are going to continue to meet AYP requirements in the future. We continue to work diligently to provide effective standards-based instruction that meets the educational needs of Students with Disabilities. This is a subgroup that while it achieves year-to-year progress, AYP goals continue to be a challenge.

California STAR Assessment Results

The purpose of the STAR Program is to measure how well students are learning the knowledge and skills identified in the California content standards. The content standards describe what students at each grade level should know and be able to do in English-language arts, mathematics, history-social science and science. Students in grades two through eleven participate in the STAR Program in the spring of each year. Most students take the California Standards Test (CST). Students with significant cognitive disabilities, who are unable to take the CST even with accommodations or modifications, participate in the California Alternate Performance Assessment (CAPA). Students with moderate to mild learning disabilities and have been designated in their IEPs to do so, take the California Modified Assessment (CMA). Spanish speaking English learners who have been enrolled in a school in the United States for less than 12 months or who receive instruction in Spanish (regardless of how long they have been in school in the United States), must take the Standards Test in Spanish (STS).

California Standards Test (CST)

The CSTs are a major component of the STAR program. The CSTs are developed by California educators and test developers specifically for California. They measure students' progress toward achieving California's state-adopted academic content standards, which describe what students should know and be able to do in each grade and subject tested. Students in grades two through eleven take multiple-choice CSTs for various subjects. Students in grades four and seven complete a writing assessment – the CST for Writing – as a part of the CST for English-Language Arts (ELA). There are four proficiency levels that the State has designated: Advanced, Proficient, Basic, Below Basic and Far Below Basic. A student is considered performing at grade level or above when they achieve a score of proficient or advanced on the California Standards Test.

| CST 2009 | Grades | | | | |
|----------------------------------|--------|-------|-------|-------|-------|
| | 2 | 3 | 4 | 5 | 6 |
| Enrollment | 753 | 853 | 847 | 791 | 809 |
| CST English-Language Arts | | | | | |
| Students Tested | 735 | 794 | 759 | 707 | 715 |
| % of Enrollment | 98% | 93% | 90% | 89% | 88% |
| Students with Scores | 734 | 790 | 759 | 707 | 715 |
| Mean Scale Score | 325.0 | 324.6 | 353.3 | 342.8 | 343.5 |
| % Advanced | 8% | 7% | 21% | 12% | 14% |
| % Proficient | 23% | 23% | 31% | 33% | 30% |
| % Basic | 36% | 39% | 35% | 38% | 38% |
| % Below Basic | 21% | 23% | 10% | 13% | 12% |
| % Far Below Basic | 13% | 8% | 3% | 5% | 5% |
| CST Mathematics | | | | | |
| Students Tested | 846.0 | 786.0 | 748.0 | 724.0 | 906.0 |
| % of Enrollment | 98% | 95% | 93% | 92% | 99% |
| Students with Scores | 846.0 | 784.0 | 747.0 | 724.0 | 904.0 |
| Mean Scale Score | 348.7 | 379.1 | 375.6 | 359.0 | 345.8 |
| % Advanced | 15% | 30% | 32% | 17% | 14% |
| % Proficient | 30% | 33% | 32% | 34% | 28% |
| % Basic | 29% | 25% | 24% | 28% | 32% |
| % Below Basic | 20% | 11% | 12% | 17% | 22% |
| % Far Below Basic | 5% | 1% | 1% | 4% | 3% |
| CST Science | | | | | |
| Students Tested | | | | 701.0 | |
| % of Enrollment | | | | 89% | |
| Students with Scores | | | | 683.0 | |
| Mean Scale Score | | | | 326.8 | |
| % Advanced | | | | 5% | |
| % Proficient | | | | 27% | |
| % Basic | | | | 40% | |
| % Below Basic | | | | 19% | |
| % Far Below Basic | | | | 9% | |

CST Analysis

In English Language Arts, students score 30-31% at proficient or above in grade 2 and 3. In grades 4-6, students score 44-55% at proficient or above. We believe that this difference in performance is in part due to the large number of English Learners in the District. The higher performance in the intermediate grades can be attributed in part to the time that it takes students to acquire the English skills necessary to perform well on the English test. Performance in mathematics is much more consistent across grade levels with a range of 42-64% scoring proficient or above on the CST. Fourth and sixth grades performed well below other grade levels with just 42 and 45% scoring at proficient or above.

Standards Test in Spanish (STS) Results to be reported in 2009

| | Grades | | |
|----------------------------------|--------|-----|------|
| | 2 | 3 | 4 -6 |
| Enrollment | | | |
| STS Spanish-Language Arts | | | |
| Students Tested | 253 | 21 | 44 |
| % Advanced | 19% | 10% | * |
| % Proficient | 28% | 14% | * |
| % Basic | 34% | 33% | * |
| % Below Basic | 16% | 38% | 13% |
| % Far Below Basic | 2% | 5% | |
| CST Mathematics | | | |
| Students Tested | 253 | 21 | 44 |
| % Advanced | 14% | 10% | * |
| % Proficient | 34% | 24% | * |
| % Basic | 34% | 14% | * |
| % Below Basic | 18% | 52 | * |
| % Far Below Basic | 0% | 0% | * |

STS Analysis

Students receiving core instruction in Spanish take the STS in addition to the CST. In Spanish Language Arts, 47% of 2nd and 3rd graders who took the STS scored Advanced/Proficient on the STS. We believe that, with concurrent rigorous ELD instruction, students who score Advanced/Proficient in Spanish are likely to score Advanced/Proficient in the CST. Therefore, we continue to provide primary language instruction to students whose parents ask for an alternative placement.

2009 California Modified Assessment (CMA)

| | 3 | 4 | 5 | 6 |
|----------------------------|-----|-----|-----|-------|
| Reported Enrollment | | | | |
| CMA ELA | | | | |
| Students Tested | 47 | 74 | 67 | 78 |
| % Advanced | 15% | 22% | 16% | * |
| % Proficient | 23% | 27% | 28% | * |
| % Basic | 38% | 22% | 31% | * |
| % Below Basic | 21% | 23% | 22% | * |
| % Far Below Basic | 2% | 7% | 1% | * |
| CMA Mathematics | | | | |
| Students Tested | 33 | 48 | 49 | 65 |
| % Advanced | 6% | 17% | 16% | * |
| % Proficient | 18% | 34% | 29% | * |
| % Basic | 36% | 34% | 31% | * |
| % Below Basic | 36% | 11% | 16% | * |
| % Far Below Basic | 3% | 4% | 8% | * |
| CMA Science | | | | |
| Students Tested | | | | 66 |
| % of Enrollment | | | | 8% |
| Students with Scores | | | | 66 |
| Mean Scale Score | | | | 354.6 |
| % Advanced | | | | 20% |
| % Proficient | | | | 30% |
| % Basic | | | | 38% |
| % Below Basic | | | | 12% |
| % Far Below Basic | | | | 0% |

2009 CMA Analysis

CMA results suggest a trend toward improvement. More data is needed to reach definitive conclusions, however, results show that more students are moving up the proficiency levels. Since its first year of implementation, we have used CMA scores in addition to district assessments to monitor the academic progress of students with disabilities and to allocate resources.

2009 California English Language Development Test (CELDT)

Number and Percent of Students at Each Overall Performance Level

| Performance Level | K | 1 | 2 | 3 | 4 | 5 | 6 |
|--------------------------|--------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Advanced | (0.0%) | 23 (4.0%) | 26 (5.0%) | 38 (7.0%) | 77 (13.0%) | 62 (13.0%) | 52 (14.0%) |
| Early Advanced | (0.0%) | 72 (14.0%) | 80 (14.0%) | 86 (17.0%) | 185 (31.0%) | 211 (44.0%) | 140 (39.0%) |
| Intermediate | 5 (33.0%) | 150 (29.0%) | 180 (31.0%) | 210 (41.0%) | 245 (41.0%) | 156 (33.0%) | 131 (36.0%) |
| Early Intermediate | 3 (20.0%) | 121 (23.0%) | 139 (24.0%) | 118 (23.0%) | 60 (10.0%) | 36 (8.0%) | 31 (9.0%) |
| Beginning | 7 (47.0%) | 149 (29.0%) | 149 (26.0%) | 56 (11.0%) | 36 (6.0%) | 13 (3.0%) | 8 (2.0%) |
| Number Tested | 15 | 515 | 574 | 508 | 603 | 478 | 362 |

2009 CELDT Analysis

The 2009 CELDT results indicated that a large number of students scored at the “intermediate” or below. The National School District has been concerned by the relatively slow progress that we have seen in getting students above the “intermediate” level. This has led to increased attention to the needs of the language learner in our District and, more specifically, the skills that they need to improve their language proficiency – particularly at the higher levels. It is important to note that English Learners in grade 4th-6th who score Early Advance or Advance on the CELDT and who meet the academic achievement criteria are reclassified to proficient and thus no longer take the CELDT. In addition, in spite of our challenges, the LEA has consistently met Annual Measurement Achievement Objectives (AMAO) targets.

Professional Development and Hiring

National School District is consistently involved in professional development and in refining instructional practices to support English language learners. Careful attention is taken to review their performance on all assessments as a sub-group in our plan. We are examining outcomes on the 2009-2010 CELDT and CST to set new goals for growth in the number of students who score at the proficiency or advanced levels. In conjunction to State assessments, the District's multiple measures inform our decisions about professional development, focus, priorities, delivery models, etc.

To address the needs of English Learners, in 2009-10 all National School District's Alternative (Bilingual) Program teachers participated in a training specifically designed to teach them how to use students' first language to build 2nd language skills. Teachers learned how to use common aspects of both languages to promote transfer, as well as which language skills were different and required strategic instruction. In the summer of 2010, a group of teacher leaders will convene to create a guiding document that will include specific English language skills to be taught by grade level.

Research suggests that effective writing instruction is essential to language development. In 2009-10 all NSD teachers participated in professional development designed to improve standards-based, grade level appropriate writing instruction. The District set expectations for all teachers to use the new program with fidelity, incorporate consistent daily writing instruction using the tools provided. In the summer of 2009-10 a group of teacher leaders will work on the development of pacing and alignment guides for writing. They will, in addition, identify writing assessments for all grade levels. These tools will be shared with all teachers at the beginning of the school year and will guide writing instruction for NSD in 2009-10.

Annually, a plan for staff development is designed based on curriculum priorities and review of specific student performance data by site. The plan is developed through the collaborative efforts of the administration, site resource and teaching staff along with the School Site Council. The goal of this PD plan is to build teacher capacity and teacher leadership at each site. For example, the professional development process for newly adopted curriculum, is designed to develop "experts" at each site before the district-wide implementation. To that end, once the program is selected, a group of teacher leaders from each site pilot implementation of the program for an entire year and receive advanced professional development. As the new curriculum is rolled out, these teacher leaders are available to field questions, provide on-site support, one-on-one professional development, etc.

District-wide staff development days are planned to train and enlighten staff on innovative instructional practices directly related to targeted, standards-based improvement areas. The Educational Services Department provides guidance and financial support for these professional development days. Early dismissal for students on Thursday afternoons provides teachers with an excellent time to collaborate within grade level and in vertical (K-2, 3-4, 5-6) planning groups.

Technology continues to be a focus of the staff development effort. The effective use of Promethean Boards has been the focus of professional development in technology over the last 4 years. Each school has designated a Technology Liaisons whose responsibilities include supporting teachers at their sites as they implement the district's adopted software curriculum for language arts and math – the NCS Pearson SuccessMaker, Scholastics Read 180, Read About, Accelerated Reader, Earobics, and Imagine Learning, among others.

The National School District only hires personnel that meet the State-adopted definition for “high qualified” teacher. For teachers, this means that they are fully credentialed and are certified as being qualified to teach English language learners (CLAD certified or its equivalent). For classified staff, the District hires people who have the educational training required by the NCLB legislation or have passed a test that meets the federal requirements. For staff members who were hired previously and still do not meet the new requirements, the Human Resource Department is working with those staff members to insure that they are fully qualified in the time allocated through NCLB.

School Safety and Prevention

The National School District has tracked incidents relating to school safety using data provided by school sites, including suspension and expulsion data. In May 2009 the District administered the California Healthy Kids Survey (CHKS) to fifth grade students to continue to measure information on:

- Alcohol, tobacco and other drug use
- Violence and safety
- Physical health
- Resilience

A district report and school site reports were reviewed to develop our goals and target areas in priority areas measured on the California Healthy Kids Survey (CHKS).

The National School District is committed to providing students with a safe, drug-free school environment. All sites have a well-developed student conduct policy, which rewards appropriate attention to academics and social behavior. Procedures for progressive discipline are also components of these plans. The District has a partnership with the National City Police Department to provide School Resource Officers who both support the educational components of our safe schools plans at each site and also provide enforcement when appropriate.

The district has purchased and trained teachers to implement the district's core curriculum (*Second Step*) in grades K-6. The *Second Step* Program supports our focus areas of school violence reduction and development of conflict resolution skills. The majority of schools in the district also implement the Peach Builders Program, which also has a focus of violence reduction and conflict resolution. School sites support Peace Patrols to assist with conflict mediation. A broad range of before and after school programs operate within the district that engage students with a variety of needs including homework completion, tutoring, athletic activities, drama, music and art. School counselors provide support for students and families in managing difficult social issues, early intervention and referral services. A School Attendance and Review Board (SARB) policy and plan effectively defines policies and provides support to students and families having difficulty with regular school attendance. A District attendance incentive plan has helped to increase attendance rates over the past 4-5 years.

Descriptions – District Planning

The National School District is a diverse learning community that has many assets while facing several challenges in having the children of the National City community attain the “world class” California content standards. One of the district’s core values is the promise of having an active partnership with the parents and community of National City. That core value has been evident in the development of this plan. The National School District plan was developed after each school developed a Single School Plan for Student Achievement earlier in the year. Those plans were developed as under the guidance and supervision of the School Site Councils from each school. Parents were included and consulted as goals were established and budgets developed. The district built on those efforts by using the common goals developed by schools and incorporating them into the district plan. An example of this is the clear focus of the district plan on the support for the academic needs of English language learners. The District Advisory Council (DAC) was also consulted during the development of the plan. The implementation of the plan and the progress made in meeting the goals include within the plan will also be a major focus of future DAC meetings.

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

For many years the National School District has partnered with the California Reading and Literature Project. This partnership began with the District's participation in the Reading Results Project which was a comprehensive staff development effort to bring researched-based information about reading development to teachers while providing them with quality assessments that inform their instruction as they assist students master State content standards in language arts. Included as part of this effort is a module that uses the work of Mike Schmolker in his ASCD book RESULTS. Teachers are trained how to analyze student performance data and make short-term goals for addressing identified student learning needs. More recently we have worked with the Project to provide staff development in effective instructional strategies for English language development and transferring skills learned in Spanish into English. The result has been many years of significant improvement in student performance in both mathematics and language arts on the STAR assessments. These local assessments measure student progress in the following areas:

District Required RESULTS Assessments

Kindergarten

- Letter names and sounds (English and Spanish)
- Phonemic Awareness: Blending, Segmenting (English and Spanish)
- Word Reading: Real Words – First 20 words for HFW List (English and Spanish)
- Print Concepts (English and Spanish)
- Cumulative Math Test
- Writing

First Grade

- Phonemic Awareness: Blending, Segmenting (English and Spanish)
- Phonemic Awareness: Rhyme and Change (English and Spanish) Winter/Spring Only
- BPST II (English and Spanish)
- Oral Text Reading: Accuracy, fluency, comprehension (English and Spanish)
- High Frequency Word Reading (English and Spanish)
- HM California Summative Test
- Cumulative Math Test
- Writing

Second Grade

- BPST II (English and Spanish)
- Oral Text Reading: Accuracy, fluency, comprehension (English and Spanish)
- Lexile Test (English Only)
- HM California Summative Test
- Cumulative Math Test
- Writing

Third Grade

- BPST II (English and Spanish)
- Oral Text Reading: Accuracy, fluency, comprehension (English and Spanish)
- Lexile Test (English Only)
- HM California Summative Test
- Cumulative Math Test
- Writing

Grades 4-6

- HM California Summative Test
- Lexile Test
- Cumulative Math Test
- Writing

Students in grades 4-6 scoring below 40th percentile on SAT9 in Total Reading and/or scoring below the following lexile spans (see chart below) must also take the Oral Text Reading Assessment (Running Record): Accuracy, fluency, comprehension.

| Grade | Beginning of the Year |
|--------------|------------------------------|
| Four | 500 or below |
| Five | 600 or below |
| Six | 700 or below |

Students in grades 4-6 scoring below the third grade level on Oral Text Passage assessment (Level 11) will take the BPST II.

Local Measures of Student Performance

Local measures of student performance for each grade level are listed below. The data displayed are from the second and third trimesters from the 2006-2007 and the 2007-2008 school years. The two years are compared in the summary section below.

Kindergarten

| Blending | | | | | |
|-----------------------------|------------------|----------------------|-------|-----------|-------|
| KG English | | 2007-2008 | | 2008-2009 | |
| | | Blending | | | |
| Winter | % Met or Exceeds | 63 | n=413 | 65 | n=443 |
| | % Below | 37 | | 35 | |
| Spring | % Met or Exceeds | 88 | n=366 | 86 | n=445 |
| | % Below | 12 | | 14 | |
| High Frequency Words | | | | | |
| KG English | | 2007-2008 | | 2008-2009 | |
| | | High Frequency Words | | | |
| Winter | % Met or Exceeds | 28 | n=414 | 38 | n=439 |
| | % Below | 72 | | 62 | |
| Spring | % Met or Exceeds | 81 | n=367 | 80 | n=445 |
| | % Below | 19 | | 20 | |

| Letter Name | | | | | |
|-----------------------|------------------|----------------|-------|-----------|-------|
| KG English | | 2007-2008 | | 2008-2009 | |
| | | Letter Name | | | |
| Winter | % Met or Exceeds | 77 | n=422 | 80 | n=448 |
| | % Below | 23 | | 20 | |
| Spring | % Met or Exceeds | 92 | n=367 | 92 | n=449 |
| | % Below | 8 | | 8 | |
| Letter Sounds | | | | | |
| KG English | | 2007-2008 | | 2008-2009 | |
| | | Letter Sounds | | | |
| Winter | % Met or Exceeds | 32 | n=417 | | |
| | % Below | 68 | | | |
| Spring | % Met or Exceeds | 73 | n=368 | | |
| | % Below | 27 | | | |
| Print Concepts | | | | | |
| KG English | | 2007-2008 | | 2008-2009 | |
| | | Print Concepts | | | |
| Winter | % Met or Exceeds | 73 | n=416 | 79 | n=442 |
| | % Below | 27 | | 21 | |
| Spring | % Met or Exceeds | 88 | n=368 | 89 | n=448 |
| | % Below | 12 | | 11 | |

| Segment | | | | | |
|--------------------------|------------------|-------------------|-------|-----------|-------|
| KG English | | 2007-2008 | | 2008-2009 | |
| | | Segment | | | |
| Winter | % Met or Exceeds | 66 | n=336 | 76 | n=376 |
| | % Below | 34 | | 24 | |
| Spring | % Met or Exceeds | 89 | n=349 | 91 | n=420 |
| | % Below | 11 | | 9 | |
| Word Reading | | | | | |
| KG English | | 2007-2008 | | 2008-2009 | |
| | | Word Reading | | | |
| Winter | % Met or Exceeds | 46 | n=268 | 55 | n=311 |
| | % Below | 54 | | 45 | |
| Spring | % Met or Exceeds | 82 | n=324 | 86 | n=390 |
| | % Below | 18 | | 14 | |
| Mathematics Total | | | | | |
| KG English | | 2007-2008 | | 2008-2009 | |
| | | Mathematics Total | | | |
| Winter | % Met or Exceeds | 68 | n=430 | 66 | n=440 |
| | % Below | 32 | | 34 | |
| Spring | % Met or Exceeds | | | 70 | n=438 |
| | Below | | | 30 | |

| Blending | | | | | |
|-----------------------------|------------------|----------------------|-------|-----------|-------|
| KG Spanish | | 2007-2008 | | 2008-2009 | |
| | | Blending | | | |
| Winter | % Met or Exceeds | 55 | n=307 | 65 | n=251 |
| | % Below | 45 | | 35 | |
| Spring | % Met or Exceeds | 85 | n=311 | 92 | n=269 |
| | % Below | 15 | | 8 | |
| High Frequency Words | | | | | |
| KG Spanish | | 2007-2008 | | 2008-2009 | |
| | | High Frequency Words | | | |
| Winter | % Met or Exceeds | 46 | n=293 | 62 | n=246 |
| | % Below | 54 | | 38 | |
| Spring | % Met or Exceeds | 81 | n=305 | 89 | n=264 |
| | % Below | 19 | | 11 | |
| Letter Name | | | | | |
| KG Spanish | | 2007-2008 | | 2008-2009 | |
| | | Letter Name | | | |
| Winter | % Met or Exceeds | 63 | n=304 | 65 | n=251 |
| | % Below | 37 | | 35 | |
| Spring | % Met or Exceeds | 85 | n=301 | 87 | n=256 |
| | % Below | 15 | | 13 | |

| Letter Sounds | | | | | |
|-----------------------|------------------|----------------|-------|-----------|-------|
| KG Spanish | | 2007-2008 | | 2008-2009 | |
| | | Letter Sounds | | | |
| Winter | % Met or Exceeds | 67 | n=303 | | |
| | % Below | 33 | | | |
| Spring | % Met or Exceeds | 89 | n=311 | | |
| | % Below | 11 | | | |
| Print Concepts | | | | | |
| KG Spanish | | 2007-2008 | | 2008-2009 | |
| | | Print Concepts | | | |
| Winter | % Met or Exceeds | 70 | n=302 | 73 | n=251 |
| | % Below | 30 | | 27 | |
| Spring | % Met or Exceeds | 89 | n=311 | 92 | n=269 |
| | % Below | 11 | | 8 | |
| Segment | | | | | |
| KG Spanish | | 2007-2008 | | 2008-2009 | |
| | | Segment | | | |
| Winter | % Met or Exceeds | 75 | n=268 | 85 | n=233 |
| | % Below | 25 | | 15 | |
| Spring | % Met or Exceeds | 94 | n=299 | 95 | n=262 |
| | % Below | 6 | | 5 | |

| Word Reading | | | | | |
|--------------------------|------------------|-------------------|-------|-----------|-------|
| KG Spanish | | 2007-2008 | | 2008-2009 | |
| | | Word Reading | | | |
| Winter | % Met or Exceeds | 61 | n=247 | 68 | n=224 |
| | % Below | 39 | | 32 | |
| Spring | % Met or Exceeds | 84 | n=294 | 94 | n=252 |
| | % Below | 16 | | 6 | |
| Mathematics Total | | | | | |
| KG Spanish | | 2007-2008 | | 2008-2009 | |
| | | Mathematics Total | | | |
| Winter | % Met or Exceeds | 74 | n=290 | 69 | n=237 |
| | % Below | 26 | | 31 | |
| Spring | % Met or Exceeds | 78 | n=309 | 82 | n=251 |
| | % Below | 22 | | 18 | |

Kindergarten Summary

At the beginning of 2008-09 Kindergarten, most of the performance slightly was slightly lower from what students did in the previous year. By the Spring assessment window, the percent of students meeting or exceeding District benchmarks is at 80% or higher on most of the assessments. By the end of the year, however, they appeared to close the gap significantly. We closely monitor student growth throughout the year and provide timely interventions as needed to prevent further academic deficits.

1st Grade

| Blending | | | | | |
|-----------------------------|------------------|----------------------|-------|-----------|-------|
| 01 English | | 2007-2008 | | 2008-2009 | |
| | | Blending | | | |
| Winter | % Met or Exceeds | 97 | n=458 | 96 | n=478 |
| | % Below | 3 | | 4 | |
| Spring | % Met or Exceeds | 96 | n=448 | 95 | n=477 |
| | % Below | 4 | | 5 | |
| BPST | | | | | |
| 01 English | | 2007-2008 | | 2008-2009 | |
| | | BPST | | | |
| Winter | % Met or Exceeds | 84 | n=459 | 87 | n=477 |
| | % Below | 16 | | 13 | |
| Spring | % Met or Exceeds | 72 | n=448 | 71 | n=479 |
| | % Below | 28 | | 29 | |
| High Frequency Words | | | | | |
| 01 English | | 2007-2008 | | 2008-2009 | |
| | | High Frequency Words | | | |
| Winter | % Met or Exceeds | 83 | n=454 | 86 | n=477 |
| | % Below | 17 | | 14 | |
| Spring | % Met or Exceeds | 78 | n=446 | 81 | n=478 |
| | % Below | 22 | | 19 | |

| Rhyme and Change | | | | | |
|----------------------------|------------------|---------------------|-------|-----------|-------|
| 01 English | | 2007-2008 | | 2008-2009 | |
| | | Rhyme and Change | | | |
| Winter | % Met or Exceeds | 80 | n=445 | | |
| | % Below | 20 | | | |
| Spring | % Met or Exceeds | 64 | n=445 | 66 | n=468 |
| | % Below | 36 | | 34 | |
| Segment | | | | | |
| 01 English | | 2007-2008 | | 2008-2009 | |
| | | Segment | | | |
| Winter | % Met or Exceeds | 94 | n=454 | 88 | n=471 |
| | % Below | 6 | | 12 | |
| Spring | % Met or Exceeds | 88 | n=448 | 85 | n=476 |
| | % Below | 12 | | 15 | |
| Language Arts Total | | | | | |
| 01 English | | 2007-2008 | | 2008-2009 | |
| | | Language Arts Total | | | |
| Winter | % Met or Exceeds | 68 | n=474 | 65 | n=479 |
| | % Below | 32 | | 35 | |
| Spring | % Met or Exceeds | 68 | n=440 | 70 | n=472 |
| | % Below | 32 | | 30 | |

| Mathematics Total | | | | | |
|--------------------------|------------------|-----------|-------|-----------|-------|
| 01 English | | 2007-2008 | | 2008-2009 | |
| Mathematics Total | | | | | |
| Winter | % Met or Exceeds | 83 | n=476 | 85 | n=484 |
| | % Below | 17 | | 15 | |
| Spring | % Met or Exceeds | 82 | n=453 | 82 | n=483 |
| | % Below | 18 | | 18 | |
| Blending | | | | | |
| 01 Spanish | | 2007-2008 | | 2008-2009 | |
| Blending | | | | | |
| Winter | % Met or Exceeds | 94 | n=280 | 94 | n=259 |
| | % Below | 6 | | 6 | |
| Spring | % Met or Exceeds | 94 | n=277 | 93 | n=285 |
| | % Below | 6 | | 7 | |
| BPST | | | | | |
| 01 Spanish | | 2007-2008 | | 2008-2009 | |
| BPST | | | | | |
| Winter | % Met or Exceeds | 94 | n=279 | 94 | n=264 |
| | % Below | 6 | | 6 | |
| Spring | % Met or Exceeds | 87 | n=276 | 90 | n=287 |
| | % Below | 13 | | 10 | |

| High Frequency Words | | | | | |
|-----------------------------|------------------|----------------------|-------|-----------|-------|
| 01 Spanish | | 2007-2008 | | 2008-2009 | |
| | | High Frequency Words | | | |
| Winter | % Met or Exceeds | 94 | n=279 | 94 | n=264 |
| | % Below | 6 | | 6 | |
| Spring | % Met or Exceeds | 90 | n=274 | 94 | n=281 |
| | % Below | 10 | | 6 | |
| Rhyme and Change | | | | | |
| 01 Spanish | | 2007-2008 | | 2008-2009 | |
| | | Rhyme and Change | | | |
| Winter | % Met or Exceeds | 83 | n=172 | 87 | n=142 |
| | % Below | 17 | | 13 | |
| Spring | % Met or Exceeds | 69 | n=189 | 60 | n=186 |
| | % Below | 31 | | 40 | |
| Segment | | | | | |
| 01 Spanish | | 2007-2008 | | 2008-2009 | |
| | | Segment | | | |
| Winter | % Met or Exceeds | 94 | n=277 | 95 | n=256 |
| | % Below | 6 | | 5 | |
| Spring | % Met or Exceeds | 94 | n=276 | 91 | n=286 |
| | % Below | 6 | | 9 | |

| Language Arts Total | | | | | |
|----------------------------|------------------|---------------------|-------|-----------|-------|
| 01 Spanish | | 2007-2008 | | 2008-2009 | |
| | | Language Arts Total | | | |
| Winter | % Met or Exceeds | 81 | n=278 | 80 | n=265 |
| | % Below | 19 | | 20 | |
| Spring | % Met or Exceeds | 84 | n=276 | 87 | n=286 |
| | % Below | 16 | | 13 | |
| Mathematics Total | | | | | |
| 01 Spanish | | 2007-2008 | | 2008-2009 | |
| | | Mathematics Total | | | |
| Winter | % Met or Exceeds | 92 | n=280 | | |
| | % Below | 8 | | | |
| Spring | % Met or Exceeds | 92 | n=276 | 88 | n=286 |
| | % Below | 8 | | 12 | |

First Grade Summary

First graders in 2009 generally performed at a comparable level on District assessments. When compared to 2008 performance, the percent of students that meet or exceed standards by spring increased in language arts and decreased in math. It is clear that the needs of the language learner, comprehension, vocabulary development and fluency and written language continue to be areas of need in the National School District

2nd Grade

| BPST | | | | | |
|----------------------------|------------------|-----------|-------|-----------|-------|
| 02 English | | 2007-2008 | | 2008-2009 | |
| BPST | | | | | |
| Winter | % Met or Exceeds | 84 | n=535 | 83 | n=492 |
| | % Below | 16 | | 17 | |
| Spring | % Met or Exceeds | 74 | n=580 | 74 | n=573 |
| | % Below | 26 | | 26 | |
| Lexile | | | | | |
| 02 English | | 2007-2008 | | 2008-2009 | |
| Lexile | | | | | |
| Winter | % Met or Exceeds | 47 | n=412 | 41 | n=377 |
| | % Below | 53 | | 59 | |
| Spring | % Met or Exceeds | 40 | n=492 | 39 | n=441 |
| | % Below | 60 | | 61 | |
| Language Arts Total | | | | | |
| 02 English | | 2007-2008 | | 2008-2009 | |
| Language Arts Total | | | | | |
| Winter | % Met or Exceeds | 47 | n=525 | 42 | n=495 |
| | % Below | 53 | | 58 | |
| Spring | % Met or Exceeds | 38 | n=594 | 42 | n=568 |
| | % Below | 62 | | 58 | |

| Mathematics Total | | | | | |
|--------------------------|------------------|-----------|-------|-----------|-------|
| 02 English | | 2007-2008 | | 2008-2009 | |
| Mathematics Total | | | | | |
| Winter | % Met or Exceeds | 75 | n=548 | 73 | n=496 |
| | % Below | 25 | | 27 | |
| Spring | % Met or Exceeds | 47 | n=613 | 47 | n=578 |
| | % Below | 53 | | 53 | |
| Blending | | | | | |
| 02 Spanish | | 2007-2008 | | 2008-2009 | |
| Blending | | | | | |
| Winter | % Met or Exceeds | | | | |
| | % Below | | | | |
| Spring | % Met or Exceeds | | | 100 | n=2 |
| | % Below | | | 0 | |
| BPST | | | | | |
| 02 Spanish | | 2007-2008 | | 2008-2009 | |
| BPST | | | | | |
| Winter | % Met or Exceeds | 95 | n=272 | 95 | n=211 |
| | % Below | 5 | | 5 | |
| Spring | % Met or Exceeds | 95 | n=265 | 97 | n=194 |
| | % Below | 5 | | 3 | |

| High Frequency Words | | | | | |
|-----------------------------|------------------|----------------------|--|-----------|-----|
| 02 Spanish | | 2007-2008 | | 2008-2009 | |
| | | High Frequency Words | | | |
| Winter | % Met or Exceeds | | | | |
| | % Below | | | | |
| Spring | % Met or Exceeds | | | 100 | n=2 |
| | % Below | | | 0 | |
| Rhyme and Change | | | | | |
| 02 Spanish | | 2007-2008 | | 2008-2009 | |
| | | Rhyme and Change | | | |
| Winter | % Met or Exceeds | | | | |
| | % Below | | | | |
| Spring | % Met or Exceeds | | | 50 | n=2 |
| | % Below | | | 50 | |
| Segment | | | | | |
| 02 Spanish | | 2007-2008 | | 2008-2009 | |
| | | Segment | | | |
| Winter | % Met or Exceeds | | | | |
| | % Below | | | | |
| Spring | % Met or Exceeds | | | 100 | n=2 |
| | % Below | | | 0 | |

| Language Arts Total | | | | | |
|----------------------------|------------------|---------------------|-------|-----------|-------|
| 02 Spanish | | 2007-2008 | | 2008-2009 | |
| | | Language Arts Total | | | |
| Winter | % Met or Exceeds | 43 | n=260 | 38 | n=209 |
| | % Below | 57 | | 62 | |
| Spring | % Met or Exceeds | 51 | n=243 | 44 | n=209 |
| | % Below | 49 | | 56 | |
| Mathematics Total | | | | | |
| 02 Spanish | | 2007-2008 | | 2008-2009 | |
| | | Mathematics Total | | | |
| Winter | % Met or Exceeds | 60 | n=249 | 57 | n=210 |
| | % Below | 40 | | 43 | |
| Spring | % Met or Exceeds | 50 | n=271 | 51 | n=177 |
| | % Below | 50 | | 49 | |

Second Grade Summary

The percentage of second graders who met or exceeded the benchmarks in 08-09 district assessments declined when compared to last year's group. As in 1st grade results, it is clear that continued improvement will depend on meeting the needs of language learners.

3rd Grade

| BPST | | | | | |
|----------------------------|------------------|---------------------|-------|-----------|-------|
| 03 English | | 2007-2008 | | 2008-2009 | |
| | | BPST | | | |
| Winter | % Met or Exceeds | 69 | n=786 | 65 | n=785 |
| | % Below | 31 | | 35 | |
| Spring | % Met or Exceeds | 76 | n=690 | 77 | n=738 |
| | % Below | 24 | | 23 | |
| Lexile | | | | | |
| 03 English | | 2007-2008 | | 2008-2009 | |
| | | Lexile | | | |
| Winter | % Met or Exceeds | 39 | n=666 | 34 | n=653 |
| | % Below | 61 | | 66 | |
| Spring | % Met or Exceeds | 35 | n=646 | 36 | n=691 |
| | % Below | 65 | | 64 | |
| Language Arts Total | | | | | |
| 03 English | | 2007-2008 | | 2008-2009 | |
| | | Language Arts Total | | | |
| Winter | % Met or Exceeds | 47 | n=784 | 30 | n=684 |
| | % Below | 53 | | 70 | |
| Spring | % Met or Exceeds | 51 | n=794 | 24 | n=706 |
| | % Below | 49 | | 76 | |

| Algebra and Functions | | | | | |
|------------------------------|------------------|-----------|-------|-----------|-------|
| 03 English | | 2007-2008 | | 2008-2009 | |
| Algebra and Functions | | | | | |
| Winter | % Met or Exceeds | 70 | n=789 | 68 | n=823 |
| | % Below | 30 | | 32 | |
| Spring | % Met or Exceeds | | | | |
| | % Below | | | | |
| Geometry | | | | | |
| 03 English | | 2007-2008 | | 2008-2009 | |
| Geometry | | | | | |
| Winter | % Met or Exceeds | 78 | n=788 | 76 | n=823 |
| | % Below | 22 | | 24 | |
| Spring | % Met or Exceeds | | | | |
| | % Below | | | | |
| Number Sense | | | | | |
| 03 English | | 2007-2008 | | 2008-2009 | |
| Number Sense | | | | | |
| Winter | % Met or Exceeds | 72 | n=789 | 69 | n=823 |
| | % Below | 28 | | 31 | |
| Spring | % Met or Exceeds | | | | |
| | % Below | | | | |

| Mathematics Total | | | | | |
|----------------------------|------------------|---------------------|-------|-----------|-------|
| 03 English | | 2007-2008 | | 2008-2009 | |
| | | Mathematics Total | | | |
| Winter | % Met or Exceeds | 63 | n=789 | 69 | n=823 |
| | % Below | 37 | | 31 | |
| Spring | % Met or Exceeds | 66 | n=804 | 70 | n=843 |
| | % Below | 34 | | 30 | |
| BPST | | | | | |
| 03 Spanish | | 2007-2008 | | 2008-2009 | |
| | | BPST | | | |
| Winter | % Met or Exceeds | 95 | n=21 | 100 | n=2 |
| | % Below | 5 | | 0 | |
| Spring | % Met or Exceeds | | | 75 | n=4 |
| | % Below | | | 25 | |
| Language Arts Total | | | | | |
| 03 Spanish | | 2007-2008 | | 2008-2009 | |
| | | Language Arts Total | | | |
| Winter | % Met or Exceeds | 19 | n=31 | | |
| | % Below | 81 | | | |
| Spring | % Met or Exceeds | 20 | n=30 | 0 | n=2 |
| | % Below | 80 | | 100 | |

Third Grade Summary

Third graders this year generally did better on district multiple measure assessments when compared to last year's group. The improvement of third grade State assessment scores is continued focus for NSD. Third grade is a challenging year for many students but particularly for English learners transitioning into an all-English instructional environment. It is clear that continued improvement will depend on meeting the needs of the language learner, and improved performance in comprehension, vocabulary development and fluency and written language.

4th Grade

| BPST | | | | | |
|----------------------------|------------------|---------------------|-------|-----------|-------|
| 04 English | | 2007-2008 | | 2008-2009 | |
| | | BPST | | | |
| Winter | % Met or Exceeds | 26 | n=191 | 18 | n=231 |
| | % Below | 74 | | 82 | |
| Spring | % Met or Exceeds | 40 | n=205 | 34 | n=148 |
| | % Below | 60 | | 66 | |
| Lexile | | | | | |
| 04 English | | 2007-2008 | | 2008-2009 | |
| | | Lexile | | | |
| Winter | % Met or Exceeds | 51 | n=628 | 45 | n=683 |
| | % Below | 49 | | 55 | |
| Spring | % Met or Exceeds | 52 | n=697 | 52 | n=655 |
| | % Below | 48 | | 48 | |
| Language Arts Total | | | | | |
| 04 English | | 2007-2008 | | 2008-2009 | |
| | | Language Arts Total | | | |
| Winter | % Met or Exceeds | 64 | n=704 | 55 | n=746 |
| | % Below | 36 | | 45 | |
| Spring | % Met or Exceeds | 41 | n=678 | 51 | n=624 |
| | % Below | 59 | | 49 | |

| Mathematics Total | | | | | |
|--------------------------|------------------|-------------------|-------|-----------|-------|
| 04 English | | 2007-2008 | | 2008-2009 | |
| | | Mathematics Total | | | |
| Winter | % Met or Exceeds | 60 | n=770 | 67 | n=794 |
| | % Below | 40 | | 33 | |
| Spring | % Met or Exceeds | 46 | n=767 | 71 | n=823 |
| | % Below | 54 | | 29 | |

Fourth Grade Summary

Fourth graders this year generally performed comparably on district multiple measure assessments when compared to last year's group. Continued improvement will depend on meeting the needs of the language learner, and improved performance in comprehension, vocabulary development and fluency and written language.

5th Grade

| BPST | | | | | |
|----------------------------|------------------|---------------------|-------|-----------|-------|
| 05 English | | 2007-2008 | | 2008-2009 | |
| | | BPST | | | |
| Winter | % Met or Exceeds | 3 | n=40 | 4 | n=49 |
| | % Below | 98 | | 96 | |
| Spring | % Met or Exceeds | 30 | n=43 | 4 | n=25 |
| | % Below | 70 | | 96 | |
| Lexile | | | | | |
| 05 English | | 2007-2008 | | 2008-2009 | |
| | | Lexile | | | |
| Winter | % Met or Exceeds | 54 | n=456 | 55 | n=571 |
| | % Below | 46 | | 45 | |
| Spring | % Met or Exceeds | 47 | n=579 | 51 | n=601 |
| | % Below | 53 | | 49 | |
| Language Arts Total | | | | | |
| 05 English | | 2007-2008 | | 2008-2009 | |
| | | Language Arts Total | | | |
| Winter | % Met or Exceeds | 47 | n=674 | 51 | n=641 |
| | % Below | 53 | | 49 | |
| Spring | % Met or Exceeds | 54 | n=622 | 44 | n=627 |
| | % Below | 46 | | 56 | |

| Mathematics Total | | | | | |
|--------------------------|------------------|-------------------|-------|-----------|-------|
| 05 English | | 2007-2008 | | 2008-2009 | |
| | | Mathematics Total | | | |
| Winter | % Met or Exceeds | 43 | n=759 | 59 | n=751 |
| | % Below | 57 | | 41 | |
| Spring | % Met or Exceeds | 61 | n=745 | 60 | n=763 |
| | % Below | 39 | | 40 | |

Fifth Grade Summary

Fifth grade students scored significantly better on all District Multiple Measures. Increased performance on the lexile test should indicate improved reading comprehension. Fifth graders also did significantly better than last year's group on both the HM Summative Test and the District Cumulative Math test. Continued improvement will depend on meeting the needs of the language learner, and improved performance in comprehension, vocabulary development and fluency and written language.

6th Grade

| BPST | | | | | |
|-----------------------------|------------------|----------------------|-------|-----------|-------|
| 06 English | | 2007-2008 | | 2008-2009 | |
| | | BPST | | | |
| Winter | % Met or Exceeds | 4 | n=52 | 0 | n=36 |
| | % Below | 96 | | 100 | |
| Spring | % Met or Exceeds | 39 | n=88 | 0 | n=18 |
| | % Below | 61 | | 100 | |
| Language Conventions | | | | | |
| 06 English | | 2007-2008 | | 2008-2009 | |
| | | Language Conventions | | | |
| Winter | % Met or Exceeds | | | | |
| | % Below | | | | |
| Spring | % Met or Exceeds | 97 | n=30 | | |
| | % Below | 3 | | | |
| Lexile | | | | | |
| 06 English | | 2007-2008 | | 2008-2009 | |
| | | Lexile | | | |
| Winter | % Met or Exceeds | 47 | n=671 | 43 | n=543 |
| | % Below | 53 | | 57 | |
| Spring | % Met or Exceeds | 38 | n=608 | 33 | n=516 |
| | % Below | 62 | | 67 | |

| Reading Comp: Literary Resp & Analysis | | | | | |
|---|------------------|--|------|-----------|--|
| 06 English | | 2007-2008 | | 2008-2009 | |
| | | Reading Comp: Literary Response and Analysis | | | |
| Winter | % Met or Exceeds | | | | |
| | % Below | | | | |
| Spring | % Met or Exceeds | 100 | n=30 | | |
| | % Below | 0 | | | |
| Vocab and Concept Dev | | | | | |
| 06 English | | 2007-2008 | | 2008-2009 | |
| | | Vocab and Concept Dev | | | |
| Winter | % Met or Exceeds | | | | |
| | % Below | | | | |
| Spring | % Met or Exceeds | 97 | n=30 | | |
| | % Below | 3 | | | |
| Writing Strategies | | | | | |
| 06 English | | 2007-2008 | | 2008-2009 | |
| | | Writing Strategies | | | |
| Winter | % Met or Exceeds | | | | |
| | % Below | | | | |
| Spring | % Met or Exceeds | 87 | n=30 | | |
| | % Below | 13 | | | |

| Language Arts Total | | | | | |
|----------------------------|------------------|---------------------|-------|-----------|-------|
| 06 English | | 2007-2008 | | 2008-2009 | |
| | | Language Arts Total | | | |
| Winter | % Met or Exceeds | 42 | n=845 | 46 | n=681 |
| | % Below | 58 | | 54 | |
| Spring | % Met or Exceeds | 53 | n=690 | 50 | n=567 |
| | % Below | 47 | | 50 | |
| Mathematics Total | | | | | |
| 06 English | | 2007-2008 | | 2008-2009 | |
| | | Mathematics Total | | | |
| Winter | % Met or Exceeds | 67 | n=804 | 77 | n=775 |
| | % Below | 33 | | 23 | |
| Spring | % Met or Exceeds | 28 | n=858 | 45 | n=746 |
| | % Below | 72 | | 55 | |

Sixth Grade Summary

Sixth grade students scored significantly better on all District Multiple Measures. Increased performance on the lexile test should indicate improved reading comprehension. When compared to Winter, Spring Math assessments show improved performance. Continued improvement will depend on meeting the needs of the language learner, and improved performance in comprehension, vocabulary development and fluency and written language.

Performance Goal 1: *All students will score proficient or better in reading and mathematics, by 2013-2014.*

Planned Improvement in Student Performance in English Language Arts (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: The National School District will align instruction with content standards as follows:</p> <ul style="list-style-type: none"> a. Align all textbooks and supplemental materials with the California State Standards b. Establish a three-year adoption cycle for all new textbooks. Year 1 - selection of materials; Year 2 - implementation of adoption with teacher leaders and Year 3 - full implementation. This provides internal “experts” who can support the implementation of the adoption. c. Establish curriculum committees to align all instructional materials with State standards, develop pacing guides and trimester assessments. d. All new teachers will participate in BTSA, which focuses on standards e. Establish a focus on standards-based instruction during principal walk-through classroom visitations and classroom observations as part of the teacher evaluation process. f. Establish systematic grade-level meetings with the site principal to focus on evaluation of student performance data aligned to the standards. g. Develop monthly Instructional Leadership Meetings that focus on the interpretation of student performance data. | <p>1 a-c Asst. Supt., Ed Services</p> <p>1.d Asst. Supt., HR 1.e-f Cabinet Principals</p> <p>1.g Asst. Supt., Ed Services</p> | <p>1.a-c Stipends Funds to purchase materials.</p> <p>1.d Stipend Sub Time 1.e-f None</p> <p>1.g None</p> | <p>1.a-c \$7,000 (varies by adoption)</p> <p>1.d \$45,000 \$6,000</p> <p>1.e-f None</p> <p>1.g None</p> | <p>1.a-c Title I Instructional Materials Budget</p> <p>1.d BTSA 1.e-f None</p> <p>1.g None</p> |

| Description of Specific Actions to Improve Education Practice in Reading | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|--|--|--|--|---|
| <p>2. Use of standards-aligned instructional materials and strategies:</p> <p>a. The National School District will purchase standards aligned instructional materials that are on the State-Adopted List (K-8).</p> <p>b. The National School District will purchase standards aligned core replacement materials designed to be used with students who score significantly below grade level.</p> <p>c. Teachers will regularly examine student work samples at grade level meetings, to ensure that the students are mastering grade level standards and to determine whether work samples support grade level standards.</p> <p>d. Teacher will use planning time to design standards-based instruction for students.</p> | <p>2.a-b Asst. Supt., Ed. Services</p> <p>2.c Principals</p> <p>2.d Principals</p> | <p>2.a-b Purchase of appropriate materials</p> <p>2.c None</p> <p>2.d None</p> | <p>2.a-b Varies by adoption</p> <p>2.c None</p> <p>2.d None</p> | <p>2.a-b Instructional Materials Budget</p> <p>2.c None</p> <p>2.d None</p> |
| <p>3. Extended learning time:</p> <p>a. The National School District will offer extended learning opportunities before and/or after school at each school site.</p> <p>b. The National School District will provide focused support for students who require additional assistance achieving State standards during the instructional day.</p> <p>c. The National School District will provide SES (Supplemental Educational Services) to students at schools designated as program improvement sites.</p> | <p>3.a-c Principals</p> | <p>3.a-c Teacher stipends</p> <p>Contract with SES Providers</p> | <p>3.a-c \$30 per hour per teacher Contract rate with SES approved providers</p> | <p>3.a-c EIA, 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> <p>a. The National School District will continue the use of educational software to support the Reading/Language Arts program. Software will include SuccessMaker, Read About, Imagine Learning, Earobics.</p> <p>b. The National School District will provide access for students to technology during the before and after school programs.</p> <p>c. The Director of Technology and Student Assessment will continue to work with Technology Liaisons and staff at each school site to enhance the use of technology in the instructional program.</p> | <p>4.a-c District Technology Committee</p> <p>Principals</p> <p>Director, Tech and Assessment</p> | <p>4.a-c Cost of software licenses/purchase of work stations</p> <p>Cost of teacher stipends</p> | <p>4.a-c Varies by software title; work stations approximately \$500 each</p> <p>\$17 per hour for Tech Liaison work</p> | <p>4.a-c Title I, Title III, SIP, ELAP, EIA</p> <p>Before and After School Funds</p> |
| <p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>a. The National School District will provide extensive staff development for teachers in the following focus areas:</p> <ul style="list-style-type: none"> • The specific literacy and language needs of the English Learner. • The development of standards-based writing skills • The use of technology to increase student achievement and enhance standards-based instruction <p>b. The National School District will continue to collaborate with the CRLP to provide professional development that supports literacy and English language development.</p> | <p>5.a-b Asst. Supt., Ed. Services, Principals</p> | <p>5.a-b Cost of teacher stipends and staff developer fees</p> | <p>5.a-b \$17-\$30 per hour; Cost of consultant for staff development</p> | <p>5.a-b Title I, Title III, SIP, ELAP, EIA, Title II</p> |

| Description of Specific Actions to Improve Education Practice in Reading | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|--|---|--|---|---|
| <p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>a. The National School District will use DAC as a way of assisting parents interpret District data results and provide input and guidance to the LEAP.</p> <p>b. Each school will maintain a School Site Council consisting of parents, staff and community representatives. Each council will guide the planning process for updating the School’s Single School Plan each year.</p> <p>c. Each parent will be invited to a minimum of one parent conference, at which teachers discuss the reading program and assessment results.</p> <p>d. School newsletters will include information about assessment results, strategies to support literacy skills at home, and parent training opportunities.</p> <p>e. Parents will have the opportunity to attend a variety of parent-oriented conferences including Adelante Mujer, CABE, the African-American Student-Parent Conference, among others.</p> | <p>6.a-d Asst. Supt., Ed Services; Principals</p> <p>6.e Asst. Supt., Ed Services; Coordinator of Extended Learning Opportunities, Principals</p> | <p>6.a-d None</p> <p>6.e Cost of bussing and conference registration</p> | <p>6.a-d None</p> <p>6.e \$5,000</p> | <p>6.a-d None</p> <p>6.e Title I, Title III, ELAP, EIA, Title II</p> |
| <p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>a. Language Arts Specialists will be assigned to all elementary schools.</p> <p>b. Each school will utilize Impact Teachers to provide supplemental instruction for students.</p> <p>c. Before and after school reading development courses will be provided for all students who are identified as “at-risk” of retention.</p> | <p>7.a-c Principals</p> | <p>7.a Cost of salary and benefits for LAS</p> <p>7.b Cost of Impact Teacher</p> <p>7.c Cost of intervention/Teacher stipend</p> | <p>7.a \$85,000 per site</p> <p>7.b \$18,000 per Impact Tchr</p> <p>7.c \$30 per hour</p> | <p>7.a-b Title I, Title III, ELAP, EIA</p> <p>7.c Title I & III, EIA, Before and After School funds</p> |

| Description of Specific Actions to Improve Education Practice in Reading | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|--|--|---|--|--|
| <p>8. Monitoring program effectiveness:</p> <p>a. The District Board and Administration will fully support the Public School Accountability Act.</p> <p>b. The District will participate in all phases of the State’s standards-based assessment system, including the California Standards Tests.</p> <p>c. Data from multiple forms of state and district assessment will be used to monitor programs and drive changes in instructional practice, when needed.</p> <p>d. Each site will have a Single Plan for Student Achievement, and the principals and Site Council have the responsibility to monitor progress and make revisions as needed.</p> <p>e. Classroom teachers will regularly assess students’ mastery of standards by examining student work, analyzing multiple measure results, and re-teaching concepts as necessary.</p> <p>f. Grade group meetings will take place on a regular basis so that teachers can determine common areas of focus and identify students who require additional support and assistance.</p> | <p>8.a-f Asst. Supt. Ed. Services, Director of Ed. Services Principals Board members</p> | <p>8.a-f Cost of substitute teachers (release time)</p> | <p>8.a-f \$80,000 (Estimated \$8,000 per site)</p> | <p>8.a-f Title I EIA</p> |
| <p>9. Targeting services and programs to lowest-performing student groups:</p> <p>a. Language Arts Specialists, Impact teachers and additional instructional support providers will be assigned to work with students in grades K-6 who score below proficient or who have been identified by the school’s RtI process as requiring intervention to meet grade level standards.</p> <p>b. Before and/or after school literacy intervention will be offered to students who have been identified as “at-risk” by the school retention committee or RtI Team.</p> <p>c. Additional time in SuccessMaker and other software programs will be provided to students as additional support for literacy development.</p> | <p>9.a-c Principals RtI Team and Retention Team members Intervention team members (Language Arts Specialists, Impact Teachers, other intervention staff)</p> | <p>9.a-c Cost of salaries and stipends</p> | <p>9.a-c LAS cost \$80,000; Impact teacher \$15,000 Before and after school teacher stipends \$30 per hour</p> | <p>9.a-c Title I & III, EIA, Before and After School funds</p> |

| Description of Specific Actions to Improve Education Practice in Reading | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|---|--|----------------------|----------------|----------------|
| 10. Any additional services tied to student academic needs Participate in the Luxottica <i>One Sight Program</i> to provide students with identified vision problems (PS – grade 6) with free eye exams and glasses to improve literacy achievement. | Asst. Supt, Ed. Svcs. District Health Team Luxottica Staff and community volunteers | None | None | N/A |

| Description of Specific Actions to Improve Education Practice in Mathematics | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|--|---|--|--|--|
| <p>2. Use of standards-aligned instructional materials and strategies:</p> <ul style="list-style-type: none"> a. The National School District will purchase standards aligned instructional materials that are on the State-Adopted List (K-8). b. Teachers will regularly examine student work samples at grade level meetings, to ensure that the students are mastering grade level standards and to determine whether work samples support grade level standards. c. Teacher will use planning time to design standards-based instruction for students. | <p>2.a-c Asst. Supt., Ed Services</p> | <p>2.a-c Purchase materials</p> | <p>2.a-c Varies</p> | <p>2.a-c Instructional Materials</p> |
| <p>3. Extended learning time:</p> <ul style="list-style-type: none"> a. The National School District will offer extended learning opportunities before and/or after school at each school site. b. The National School District will provide focused support for students who require additional assistance achieving State standards during the instructional day. c. The National School District will provide SES (Supplemental Educational Services) to students at schools designated as program improvement sites. | <p>3.a-c Asst. Supt., Ed Services Director, Ed Services</p> <p>3.a Principals</p> | <p>3.a-c Stipends, Instructional Materials</p> <p>3.a None</p> | <p>3.a-c \$30 per hour; cost of materials vary</p> <p>3.a None</p> | <p>3.a-c Before and After School, Title I, Title II, EIA</p> <p>3.a None</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> <p>a. In 2010-11 the National School District will implement a new math adoption that integrates technology as part of the core lesson delivery.</p> <p>b. The National School District will continue the use of educational software to support skill development in math.</p> <p>c. The National School District will provide access for students to technology during the before and after school programs.</p> <p>d. The Director of Technology and Student Assessment will continue to work with Technology Liaisons and staff at each school site to enhance the use of technology in the instructional program.</p> | <p>4.a-d Asst. Supt., Ed Services; Director, Principals</p> | <p>4.a-d Cost of Hardware and Software</p> | <p>4.a-d Cost varies</p> | <p>4.a-d Title I, Title II, EIA, Before and After School Program</p> |
| <p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>a. The National School District will provide extensive staff development for teachers in the following focus areas:</p> <ul style="list-style-type: none"> • Implementation of the new math curriculum • The language needs of the English Learner. • The development of standards-based writing skills • The use of technology to increase student achievement and enhance standards-based instruction | <p>5.a Asst. Supt., Ed Services; Asst. Supt., HR; Principals</p> | <p>5.a Cost of Professional Development</p> | <p>5.a \$15-\$30 per hour</p> | <p>5.a Title I, Title II, EIA, Before and After School Program</p> |

| Description of Specific Actions to Improve Education Practice in Mathematics | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|---|---|--|---|--|
| <p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>a. The National School District will use DAC as a way of assisting parents interpret District data results and provide input and guidance to the LEAP.</p> <p>b. Each school will maintain a School Site Council consisting of parents, staff and community representatives. Each council will guide the planning process for updating the School’s Single School Plan each year.</p> <p>c. Each parent will be invited to a minimum of one parent conference, at which teachers discuss the math program and assessment results.</p> <p>d. School newsletters will include information about assessment results, strategies to support math skills at home, and parent training opportunities.</p> <p>e. Parents will have the opportunity to attend a variety of parent-oriented conferences including Adelante Mujer, CABA, the African-American Student-Parent Conference, among others.</p> | <p>6.a-d Asst Supt., Ed Services; Principals</p> <p>6.e Asst Supt., Ed Services; Director, Principals</p> | <p>6.a-d None</p> <p>6.e Cost of bussing and conference registration</p> | <p>6.a-d None</p> <p>6.e \$5,000</p> | <p>6.a-d None</p> <p>6.e Title I, Title III, ELAP, EIA, Title II</p> |
| <p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>a. Each school will utilize Impact Teachers to provide supplemental instruction for students.</p> <p>b. Before and after school math intervention courses will be provided for all students who are identified as “at-risk” of retention.</p> | <p>7.a-b Principals</p> | <p>7.a Cost of salary for Impact Teacher</p> <p>7.b Cost of Impact Teacher</p> | <p>7.a \$18,000 per site</p> <p>7.b \$18,000 per Impact Teacher</p> | <p>7.a-b Title I, Title III, ELAP, EIA</p> |

| Description of Specific Actions to Improve Education Practice in Mathematics | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|---|---|--|---|--|
| <p>8. Monitoring program effectiveness:</p> <ul style="list-style-type: none"> a. The District Board and Administration will fully support the Public School Accountability Act. b. The District will participate in all phases of the State’s standards-based assessment system, including the California Standards Tests. c. Data from multiple forms of state and district assessment will be used to monitor programs and drive changes in instructional practice, when needed. d. Each site will have a Single Plan for Student Achievement, and the principals and Site Council have the responsibility to monitor progress and make revisions as needed. e. Classroom teachers will regularly assess students’ mastery of standards by examining student work, analyzing multiple measure results, and re-teaching concepts as necessary. f. Grade group meetings will take place on a regular basis so that teachers can determine common areas of focus and identify students who require additional support and assistance. | <p>8.a-f Asst Supt., Ed Services, Director, Ed Services</p> | <p>8.a-f None</p> | <p>8.a-f None</p> | <p>8.a-f None</p> |
| <p>9. Targeting services and programs to lowest-performing student groups:</p> <ul style="list-style-type: none"> a. Impact teachers and additional instructional support providers will be assigned to work with students in grades K-6 who score below proficient or who have been identified by the school’s RtI process as requiring intervention to meet grade level standards. b. Before and/or after school math intervention will be offered to students who have been identified as “at-risk” by the school retention committee or RtI Team. c. Additional time in SuccessMaker and other software programs will be provided to students as additional support for math skill development. | <p>9.1-3 Principals</p> | <p>9.1-3 Cost of salaries and stipends</p> | <p>9.1-3 Impact cost \$18,000; After School \$30 per hour</p> | <p>9.1-3 Title I & III, EIA, Before and After School funds</p> |

| Description of Specific Actions to Improve Education Practice in Mathematics | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|---|-------------------------------|----------------------|----------------|----------------|
| 10. Any additional services tied to student academic needs Participate in the Luxottica <i>One Sight Program</i> to provide students with identified vision problems (PS – grade 6) with free eye exams and glasses to improve literacy achievement. | | | | |

Performance Goal 2: *All English learners will score proficient in English on the CELDT and score proficient or better on the California Standards Test.*

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

| REQUIRED ACTIVITIES | Description of how the LEA is meeting or plans to meet this requirement. |
|--|---|
| <p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <p>a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;</p> | <p>1a. The National School District provides the following basic instructional services to students identified as English Learners:</p> <ul style="list-style-type: none"> • Structured English Immersion (SEI): K-6 EL students who have been assessed on the CELDT and are found to be “less than reasonable levels of fluency in English” (CELDT levels 1-3) receive daily, designated instruction in ELD and access to core content subjects through SDAIE instruction. ELD instruction is targeted at listening, speaking, reading and writing in English and is based on the ELD standards. Core content instruction is based on state grade level standards and teachers use appropriate language acquisition strategies to ensure comprehensibility of instruction. Teachers who work in the SEI program have the appropriate state authorizations. • English Language Mainstream (ELM:.) K-6 EL students who, according to the CELDT, are found to be at “reasonable fluency in English” (CELDT Levels 4-5) receive daily instruction in ELD targeted to their language proficiency needs, and grade level instruction in the core content areas with ongoing attention paid to the language demands of the instruction. SDAIE strategies continue to be used in the ELM program. Students with less than reasonable levels of fluency in English” (CELDT levels 1-3) are also provided access to the ELM program at parents request. Parents are counseled and are required to sign a waiver requesting/authorizing this placement. Teachers who work in the ELM program have the appropriate state authorizations. • Alternative, Transitional Bilingual Program: Spanish speaking K-3 students whose parents have formally requested and have been granted a parental waiver are enrolled in the district alternative, Transitional Bilingual Program. In this program, students receive daily ELD as well as core content instruction in Spanish. Students enrolled in this program are expected to meet standards for academic progress in their primary language and in ELD. <p>The National School District will utilize Title III funds to provide the following supplemental services to targeted EL students:</p> <ul style="list-style-type: none"> • Tutorials (before and after school hours) <ul style="list-style-type: none"> → Purchase supplementary materials • Intervention programs (during the school day) <ul style="list-style-type: none"> → Hire personnel → Purchase supplementary materials |

| REQUIRED ACTIVITIES | Description of how the LEA is meeting or plans to meet this requirement. |
|--|--|
| <p>b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;</p> | <p>1b. The National School District has set the following annual goals for students in the areas of reading/language arts and math. ELD growth is measured by the state assessment, CELDT, reading/language arts and math are measured by the California Standards Test (CST)</p> <p>In addition to the above state mandated assessments, The National School District has set interim goals for English learners based on:</p> <ul style="list-style-type: none"> • ELA progress in reading fluency, accuracy and comprehension as measured by the district’s formative and summative assessments and other teacher developed standards-based assessments (measured each trimester). • ELA progress in writing based on grade level writing application standards, as measured by district writing prompts (measured each trimester). • Math progress in computation and concept attainment as measured by mathematics cumulative tests (measured each trimester). <p>The National School District plans to use Title III funds to help EL students meet these measurable objectives by:</p> <ul style="list-style-type: none"> • Paying stipends to teachers to further develop standards-based interim assessments in ELD, English language arts and math. • Paying stipends to teachers to develop improved checklists or inventories that monitor student progress in the areas of ELD, English language arts and math. Special emphasis will be placed in the coming year on utilizing assessments in the Houghton-Mifflin Reading program to guide student instruction. • Develop interventions for EL students who are not making adequate progress on interim benchmarks: <ul style="list-style-type: none"> → Provide stipends for teachers to research effective intervention programs → Hire personnel to provide intervention programs → Purchase supplementary materials • Provide on-going professional development and coaching to teachers in how to deliver high quality, standards based instruction in ELD, English language arts and math to EL students. • Pay stipends for teachers to develop lessons for Promethean Boards to create comprehensible input for ELs. • Continue to develop and maintain a district data warehouse system that collects and provides disaggregated data to schools and individual teachers on student academic growth toward benchmarks • Support the purchase of <i>Imagine Learning English</i> software licenses. This software is specially developed for ELs and is designed to promote literacy skills in English |

| REQUIRED ACTIVITIES | Description of how the LEA is meeting or plans to meet this requirement. |
|--|--|
| <p>c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <ul style="list-style-type: none"> • meeting the annual measurable achievement objectives described in Section 3122; • making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)); • annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1)); | <p>1c. The National School District is committed to monitoring the academic achievement of EL students in the subject matter areas of ELD, English language arts and math. To ensure that the EL students are making satisfactory progress towards the interim and annual goals stated earlier, the National School District employs the following support and monitoring processes.</p> <p>At the school sites:</p> <ul style="list-style-type: none"> • All EL student records (testing outcomes, letters to parents, grades etc.) are accessible in the student Cumulative folder. • A site English Learner Liaison is selected to gather and monitor EL student records, coordinate EL testing, advises the principal about EL student placement and groupings, monitors EL student progress and is a liaison for parents, teachers, the district, and principal. • Each Single School Plan for Student Achievement addresses the language and academic needs of EL students in the areas of ELA and Math. • The principal monitors the placement in classes and groupings, visits classrooms regularly to monitor ELD and SDAIE lesson implementation. • The principal facilitates the site ELAC meetings and ensures implementation of the district plan to meet the academic and language needs of EL students. • Principals and teachers have ongoing access to relevant assessment data to monitor the language and academic progress of each EL Student towards benchmarks. Information from these reports is used to determine the need for specific targeted interventions in ELD, English language arts and math. • Part-time Intervention teachers (Impact Teachers) provide small group interventions to Els in the area of ELD and ELA <p>At the district level:</p> <ul style="list-style-type: none"> • All EL student information is recorded in a district database that is accessible to individual site administrators, teachers and office staff . • The Assistant Superintendent of Educational Services and/or the Director of Educational Services hold regular meetings with principals to discuss district and site level plans for language and academic instruction for EL students. • The Assistant Superintendent of Educational Services and/or the Director of Educational Services visit each school at least three times a year to monitor the implementation of programs and strategies for ELs. • If program implementation issues arise, the Assistant Superintendent and/or the Director of Educational Services would visit the school to meet with the administrator and staff, and provide assistance/support with program implementation. • The Director of Educational Services facilitates monthly meetings with site English Learner Liaisons to discuss ongoing, new and innovative program features. |

| REQUIRED ACTIVITIES | Description of how the LEA is meeting or plans to meet this requirement. |
|--|---|
| <p>d. Describe how the LEA will promote parental and community participation in LEP programs.</p> <p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c)).</p> <p>a. 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 | <ul style="list-style-type: none"> • An annual report to the Board of Trustees is made by the Director of Educational Services on the language and academic progress of EL students. • Districtwide updates and professional development is provided for administrative staff in: <ul style="list-style-type: none"> → New materials, instructional strategies, and assessment tools → Strategies for teaching writing and enhancing vocabulary development → EL master plan revisions → Instructional goals for EL students as defined by the ELD and ELA Standards → Successful ELD and SDAIE strategies → Tranferability of skills between Spanish and English Skills <p>Site English Learner Liaisons will be compensated with Title III funds to coordinate assessment, interpret assessment outcomes, train staff on new developments in the EL master plan, and attend district English Learner Liaison meetings.</p> <p>1d. Parent involvement is a high priority on all levels in the National School District. The district will draw on Title III funds to encourage and promote involvement on the part of parents of EL students and community members. Parents are welcomed at all sites through an site Community Liaison who facilitates a volunteer policy for school and/or classroom involvement opportunities. All schools have an English Learner Advisory Committee (ELAC) and a representative serves on the District English Learner Advisory Committee (DELAC)</p> <p>Title III funds will support:</p> <ul style="list-style-type: none"> • Providing written translation for parents to receive important information on student assessments and other important programs relating to English learner programs. • The district currently has a system of oral translation and devices to assist those in need of interpretation at important meetings • The Director of Educational Services conducts monthly DAC and DELAC meetings. <p>2a. The district has organized two Newcomers classes to meet the needs of students in grades 4th, 5th, and 6th grade in the district who are new to the USA and who scored at the beginning or early intermediate level on their initial CELDT. Funds are utilized to</p> <ul style="list-style-type: none"> • Hire support staff • Purchase alternative ELD/Language Arts and Math curriculum • Purchase software licenses (<i>Imagine Learning English</i>) |

| | | 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. | | |
| Allowable Activities | <p>4. Upgrade program objectives and effective instruction strategies.</p> | <p>Yes or No</p> <p>Yes</p> | <p>If yes, describe:</p> <p>NSD has focused on conducting in-depth analysis on the impact of instructional strategies on the English Learner population. Implementation of SIOP, Systemic English Language Development (SELD), Frontloading and academic vocabulary development have all been examples of District efforts to upgrade program objectives and to improve the effectiveness on instruction in the classroom for English Learners.</p> |

| | | Description of how the LEA is meeting or plans to meet this requirement. | |
|-----------------------------|---|---|--|
| Allowable Activities | 5. Provide: b. tutorials and academic or vocational education for LEP students; and c. intensified instruction. | Yes or No No | If yes, describe: |
| | 6. Develop and implement programs that are coordinated with other relevant programs and services. | Yes or No Yes | If yes, describe: NSD uses Title III funds in concert with other State and Federal funding sources. Mostly these funds are EIA/LEP, EIA/SCE and Title I. |
| | 7. Improve the English proficiency and academic achievement of LEP children. | Yes or No Yes | If yes, describe: Title III dollars are used to provide intensive academic intervention support for EL students who are struggling to meet proficiency benchmarks in English. These supports include the use of instructional materials that support English language development like SRA's Language for Learning, Language for Writing and Language for Thinking, Imagine Learning instructional software, Read About from Scholastic among others. The District's data warehouse provides very detailed and program specific data that allows the District to measure impact of instructional approaches. |

| | | 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> <p>a. To improve English language skills of LEP children; and</p> <p>b. To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.</p> | <p>Yes or No</p> <p>Yes</p> | <p>If yes, describe:</p> <p>CBET dollars are used to establish ESL classes for parents in the community. Each school offers parent education sessions that are meant to increase parent access at the school and to support them become more effective in supporting their child’s academic achievement in school. These activities range from Back to School Night to Family Reading and Math workshops that are taught by teachers at the school site.</p> |
| | <p>9. Improve the instruction of LEP children by providing for –</p> <p>a. The acquisition or development of educational technology or instructional materials</p> <p>b. Access to, and participation in, electronic networks for materials, training, and communication; and</p> <p>c. Incorporation of the above resources into curricula and programs.</p> | <p>Yes or No</p> <p>Yes</p> | <p>If yes, describe:</p> <p>Academic software that is designed to support the needs of English Learners is currently being used in District classrooms. Examples include SuccessMaker, Imagine Learning, Read About and Accelerated Reader/Reading Counts. In addition, technology tools like the Promethean Interactive White Boards, online instructional video collections, and a rich library of online resources that teachers can access to support the academic achievement of English learners in the classroom. Teachers have access to a full-time Technology Instructional Specialist who works with them to find meaningful ways to incorporate these resources into the instructional program.</p> |

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

| <p>Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.</p> | <p>Description of how the LEA is meeting or plans to meet this requirement.</p> |
|---|---|
| <ol style="list-style-type: none"> 1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB): <ol style="list-style-type: none"> a. The reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; b. The child’s level of English proficiency, how such level was assessed, and the status of the student’s academic achievement; c. The method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; d. How the program in which their child is, or will be participating will meet the educational strengths and needs of the child; e. How such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; f. The specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; g. In the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; | <p>Upon enrollment, parents complete a Home Language Survey (HLS). The HLS serves to identify students who may have a different language at home and should be assessed with the CELDT. After assessment, parents receive a letter indicating the English level of their child, appropriate program of study, a description of the program, and what parents need to do if they wish a different placement for their child.</p> <p>During Back-to-School, parent conferences, and in individual meetings, teachers discuss their program, the methods used, instructional goals, assessments, expectations, etc.</p> <p>As part of the criteria for Reclassification to Fluent English Proficient, parents are consulted.</p> |

| | |
|--|--|
| <p>Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.</p> | <p>Description of how the LEA is meeting or plans to meet this requirement.</p> |
| <p>h. Information pertaining to parental rights that includes written guidance detailing –</p> <ul style="list-style-type: none"> • The right that parents have to have their child immediately removed from such program upon their request; and • 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; • The LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA. | |
| <p>Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p> | |
| <p>LEA Parent Notification Failure to Make Progress If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p> | |

Performance Goal 3: *All students will be taught by Highly Qualified Teachers.*

Summary of Needs and Strengths for Professional Development

The National School District has identified the following priority areas for Professional Development for the 2009-10 school year. They are:

- The Needs of the English Learner: The analysis of the student performance data indicates that EL students in the district make excellent progress achieving the “intermediate” level but have great difficulty surpassing that level. The National School District has invested a great deal of time and resources to provide assistance to teachers so that we can overcome this issue. This assistance includes:
 - Providing teachers with training on the needs of English Learners at each of the performance levels (0-5);
 - Providing placement, materials alignment and planning information to teachers for students at each of the CELDT levels;
 - Implemented a plan for each school site that guarantees differentiated instruction for ELD.
 - Helping teachers understand transfer and how they can more effectively assist their students transfer skills from Spanish to English.
 - Understanding how the most effective way to teach academic vocabulary
- Writing Development: Writing will be a continued emphasis. Content area writing and using writing assignments to assess mastery of academic vocabulary will also be explored.
- New Adoption Support: Starting in 2008-09, the National School District will utilize a two-year adoption cycle. In the first year, materials will be selected for pilot and a final selection will be made in the spring. In year two, the new materials will be used by a group of teacher leaders at each school site so that they can become familiar enough with the materials that they will provide professional development to all District teachers once the materials are fully implemented. These teacher leaders will also work to develop pacing guides and trimester assessments.
- Technology: In addition to special technology initiatives like Picture This, Picture These, etc., technology will become an integrated strand for all District professional development.

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

| STRENGTHS | NEEDS |
|--|---|
| <p>There is a strong District/Site connection for District professional development, with the delivery system as close to the site as possible.</p> <p>Professional Learning Communities have been established at each site and at the District level.</p> <p>There has been a concerted effort to develop leadership capacity.</p> <p>Partnerships have been established with outside agencies including the California Reading and Leadership Project and the San Diego County Office of Education.</p> <p>There is time for professional development with two Professional Growth Days and early release days every Thursday.</p> <p>The District has conducted a needs assessment and uses it to plan future professional development.</p> | <p>There is a need to build teacher capacity to work with intermediate English learners in English Language Arts and Math.</p> <p>There is a need to build teacher capacity to become site-based content area experts to support adoption implementation.</p> <p>Sufficient resources need to be set aside to support District level professional development.</p> <p>There is a need to provide foundational training for teachers in the utilization of each new adoption.</p> <p>New initiatives like the new interface for the data warehouse, the use of “bubblesoft” for scanning test results and the new Student Information System (Edupoint) will require professional development support.</p> <p>There is a need to use new technologies (blogs, email groups, shared flipcharts, etc.) as a way to support professional development efforts.</p> |

Performance Goal 3: All students will be taught by highly qualified teachers.

Planned Improvements for Professional Development (Title II)

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

| Please provide a description of: | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|---|--|----------------------|----------------|----------------|
| <p>1. How the professional development activities are aligned with the State’s challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <p>District staff development is planned using student performance on the STAR assessments and District multiple measures. Instructional gaps that are caused by the weaknesses that are identified in this analysis become a key part of the District’s professional development efforts. This analysis takes place in PLC discussions at both the District and site levels. District multiple measures that are used in this analysis are aligned to the California Content Standards and have been correlated to the California Standards Test.</p> | <p>1. Asst. Supt., Ed Services; Principals</p> | <p>1. None</p> | <p>1. None</p> | <p>1. None</p> |
| <p>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</p> <p>After we have identified areas of need, District professional learning committees (PLCs) review the literature looking for effective strategies to address the problem area. An excellent example of how this works was the professional development that focused on the development of academic vocabulary. In reviewing student assessment information it became clear that we needed to do a better job of developing academic vocabulary. District PLCs reviewed the work that Marzano, Feldman and Beck had done in this area and then designed the professional development to mirror that research. PLC groups then worked on monitoring the implementation of the professional development – looking at both strategy implementation and students academic improvement.</p> | <p>2. Asst. Supt., Ed Services; Principals</p> | <p>2. None</p> | <p>2. None</p> | <p>2. None</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: <i>We use</i> the data warehouse to monitor the academic impact of District and site professional development. We disaggregate data so that the impact on significant sub groups is also measured.</p> | 3. Asst. Supt., Ed Services; Principals | 3. Data Warehouse, Edusoft | 3. \$110,000 | 3. Title I, EIA/LEP, EIA/SCE, |
| <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: <i>Each year</i> the District establishes professional development priorities and articulates the PD calendar so that site-based efforts in professional development can support or expand upon what happens at the District level. In addition, the District has 5 early release days when teachers from all ten schools can attend staff development together. These days have been organized so that they support site efforts to expand upon the district work that was done during the two-day Professional Growth Day at the beginning of the school year.</p> | 4. Asst. Supt., Ed Services; Principals | 4. Cost of consultants, materials related to professional development, stipends for planning | 4. Varies each year | 4. Title I, EIA/LEP, EIA/SCE, Title II & Professional Development Block Grant |
| <p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met: <i>Developing Academic Vocabulary; Transference of Skills in Bilingual Classroom; Reading and Writing in the Content Area.</i> We gather evaluation and professional development feedback forms from teachers. Principals also meet with the Asst. Superintendent, Ed. Services to review feedback and to plan for the following school year.</p> | 5. Asst. Supt., Ed Services; Principals | 5. None | 5. None | 5. None |

| Please provide a description of: | Persons Involved/ Timeline | Related Expenditures | Estimated Cost | Funding Source |
|---|--|--|---------------------------------|---|
| <p>6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <p><i>The District</i> currently partially funds an Director of Technology and Assessment who facilitates and provides technology related staff development in the District. He also chairs the District Technology Committee that monitors the implementation of the District Technology Plan. The Plan has specific goals for improving the integration of technology in the curricula and instruction and to improve teaching and learning through the use of technology.</p> | 6. Asst. Supt., Ed Services, Director of Technology & Assessment | 6. Director of Technology & Assessment | 6. \$25,000 | 6. EETT |
| <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> <p><i>The District</i> requires each school to have a site technology plan which supports this effort. The Educational Technology Specialist coordinates District efforts in technology and supports school site efforts.</p> | 7. Asst. Supt., Ed Services; Principals, Director of Technology & Assessment | 7. Technology Liaisons | 7. \$1,000 per Liaison per year | 7. Title I, EIA/LEP, EIA/SCE, SIP |
| <p>8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</p> <p><i>Teachers and</i> paraprofessionals have been surveyed. Teacher leaders have provided input via District curriculum committees (Writing Committee, LAS Task Force, Math Adoption, etc.) Principal reps have worked with Asst. Superintendent to review input and to formulate a plan. Parents have participated in this process via the DAC Categorical Advisory Committee Meetings and via DELAC.</p> | 8. Asst. Supt., Ed Services; Principals | 8. Cost of consultants, materials related to professional development, stipends for planning | 8. Varies each year | 8. Title I, EIA/LEP, EIA/SCE, Title II and Professional Development Block Grant |

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 |
|---|---|
| <ol style="list-style-type: none"> 1. Each school has a well-developed emergency preparedness plan 2. Each school has a student conduct policy 3. Each school has a uniform policy that is enforced K-6 4. A Team of School Resource Officers from the National City Police Department is assigned to support appropriate student behavior and safety issues at schools in our community. 5. The district has adopted the Second Step program as the K-6 a core curriculum for social skills training, violence prevention and conflict resolution training. 6. The School Attendance Review Board (SARB) process is implemented in all schools. All schools have implemented pre-SARB meetings to intervene early for students with attendance or behavior problems. 7. A School Welfare and Attendance Officer is assigned to each school weekly to provide interventions for at-risk students in areas of attendance and behavior. 8. Peach Builders, Peace Patrols and Safety Patrols have been implemented in the majority of schools in the district. 9. Before and After-School programs are available at no cost to parents at each school. 10. Family Resource Centers are available at two school sites. Comprehensive community services programs are available including counseling, couples therapy, emergency food and housing referrals, education programs, etc. Staff, including school psychologists and principals regularly make referrals to the Centers. 11. Most schools (8 of the 10 sites) have used site funds to augment counseling services to students. Each of those schools has hired credentialed school counselors for at least one day per week in additional to the services provided by the school psychologist. | <ol style="list-style-type: none"> 1. There needs to be a more consistent approach to bullying programs in the district. 2. Staff training in the areas of behavioral interventions is needed 3. Support for the implementation of a PBIS (Positive Behavior Intervention School) programs at schools as part of the District’s Response to Intervention Plan. 4. Results of the Healthy Kids Survey show that the percentage of students who feel safe at school all the time has increased in the last two years, but still only half of our 5th grade students put themselves in that category. 5. Results of the Healthy Kids Survey show that the percentages of students who report high levels of caring relationships with a teacher or school adult has increased over the last two years, but is still at a relatively low level (56%). |

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 |
|--|
| <ol style="list-style-type: none"><li data-bbox="181 527 1446 590">1. The National School District has developed and approved a full-range of Board Policies to define student expectations and supports.<li data-bbox="181 594 1446 657">2. The District has adopted a scientific, research-based prevention curriculum (Second Step) for all students, grades K-6.<li data-bbox="181 661 1446 724">3. School sites support the Peace Patrol mediation program and train students yearly to implement the program on the school playgrounds.<li data-bbox="181 728 1446 825">4. A broad range of before and after school programs operate within the district to engage students in a variety of activities, including homework completion, tutoring, academic enrichment, and fine arts such as dancing, drama and art.<li data-bbox="181 829 1446 892">5. School counselors provide support for students and families regarding social issues. They provide early intervention and referral services as needed.<li data-bbox="181 896 1446 993">6. The SARB process intervenes early with students who are at-risk for school failure due to attendance and behavior issues. A School Resource Officer and nurse practitioner from Children's Hospital sit on the Board to provide specialized interventions as needed |

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 |
|--|--|
| <ol style="list-style-type: none"> 1. The District gathers data on school violence incidents, expulsion and suspension data. That data, and the results of the Healthy Kids Survey, is reviewed each year to determine areas of need. 2. One school is piloting the PBIS (Positive Behavior Intervention Supports) Program to determine the impact on school climate and violence/discipline data. 3. Communication and technology resources (mobile phones, school radio systems, telephones in each classroom) enhance our ability to respond in a crisis. 4. The district has a crisis response team that is trained to respond quickly at any school site. 5. The District has an adopted the Second Step program as the district core curriculum for conflict resolution and violence prevention curriculum. | <ol style="list-style-type: none"> 1. District and school staff needs to review suspension data and results of the Healthy Kids Survey with teachers and other staff in order to determine the need for site interventions. 2. Bullying is a topic that should be addressed more fully at each school site. 3. Schools need to address safety topics with students to increase the students’ feeling of safety and security while on campus. To be addressed: <ul style="list-style-type: none"> • Crisis intervention teams • Closed campuses • No admittance to campus without clearance from the office • School Resource Officers • Zero tolerance policy • Sexual harassment policy and enforcement |

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: 5/2009 Baseline Data | Biennial Goal (Performance Indicator) |
|--|--|--|
| The percentage of students that have ever used cigarettes will decrease biennially by: 10% | 5 th grade 4% | 5 th grade 3.5% |
| The percentage of students that have used cigarettes within the past 30 days will decrease biennially by: <u>NOT APPLICABLE</u> | 7 th --% 9 th --% 11 th --% | 7 th --% 9 th --% 11 th --% |
| The percentage of students that have used marijuana will continue to be 1% or less. | 5 th grade 1% | 5 th grade 1% |
| The percentage of students that have used alcohol within the past 30 days will decrease biennially by: <u>NOT APPLICABLE</u> | 7 th --% 9 th --% 11 th --% | 7 th --% 9 th --% 11 th --% |
| The percentage of students that have used marijuana within the past 30 days will decrease biennially by: <u>NOT APPLICABLE</u> | 7 th --% 9 th --% 11 th --% | 7 th --% 9 th --% 11 th --% |

| Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey | Most Recent Survey date: 5/2009 Baseline Data | Biennial Goal (Performance Indicator) |
|--|--|--|
| The percentage of students that feel safe at school all the time will increase biennially by: 15% | 5 th grade 53% | 5 th grade 67% |
| The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by: <p style="text-align: center;"><u>NOT APPLICABLE</u></p> | 7 th --% 9 th --% 11 th --% | 7 th --% 9 th --% 11 th --% |
| Truancy Performance Indicator | | |
| The percentage of students who have been truant will decrease annually by 20% from the current LEA rate shown here. NOTE: A strict truancy designation of <u>more than 3 days of unexcused absence</u> was used to establish the baseline measure for this performance indicator. 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. | 39 % | 31 % |
| Protective Factors Performance Measures from the California Healthy Kids Survey | Most recent date: 5/2009 Baseline Data | Biennial Goal (Performance Indicator) |
| The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by: 20% | 5 th grade 56% | 5 th grade 67% |
| The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by: 15% | 5 th grade 60% | 5 th grade 69% |

| Protective Factors Performance Measures from the California Healthy Kids Survey | Most recent date: 5/2009 Baseline Data | Biennial Goal (Performance Indicator) |
|--|--|--|
| The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by: 20% | 5 th grade 18% | 5 th grade 22% |
| The percentage of students that report high levels of school connectedness at their school will increase biennially by: 15% | 5 th grade 62% | 5 th grade 71% |

Other Performance Measures

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

| LEA Specified Performance Measures _____ (Process to Collect Data) | Performance Indicator Goal | Baseline Data |
|--|---|--------------------------|
| The district has adopted no additional performance measures. | | |

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 |
|----------------------------|---|---------------------|------------------------|--|-------------------------------------|------------|
| Second Step Program | Conflict resolution Violence Prevention Positive decision-making Safe school environment | K-6 | All Students | Program is the current district core curriculum and has been purchased for all schools | Training for new teachers as needed | NA |

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

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

| Check | Activities | Program ATODV Focus | Target Grade Levels |
|-------|-----------------------------------|---|---------------------|
| X | After School Programs | Emphasis on safe environments and positive alternatives for students as well as academic support and intervention. A wide array of programs (music, golf, dancing, karate, drama) motivate students to engage in new levels of physical activity and fine arts opportunities. | K- 6 |
| X | Conflict Mediation/Resolution | Improve social interaction; increase conflict resolution and positive decision-making skills. Increase self-control and self-esteem. In-class core curriculum lessons by the teacher and more intensive small group intervention for at-risk students at each school site. | K- 6 |
| Check | Activities | Program ATODV Focus | Target Grade Levels |
| X | Early Intervention and Counseling | Students Study Teams, RtI Teams and counseling and academic interventions begin in preschool programs for students in need. Family support provided through referrals to FRC and Prop 10 support staff. | Preschool – Grade 2 |
| X | Environmental Strategies | Tobacco-free schools and district office. Zero tolerance for violence, sexual harassment. | Preschool –Grade 6 |

| Check | Activities | Program ATODV Focus | Target Grade Levels |
|--------------|------------------------------------|--|----------------------------|
| X | Family and Community Collaboration | Collaboration with Family Resource Centers, EPSDT Mental Health provider and on-campus mental health services through Paradise Valley Hospital programs. Collaboration with Children's Hospital to provide health education and services. Parent Advisor Groups (DAC, ELAC, GATE Advisory). CBET program to teach English to parents, community and provide tutoring for students. | Preschool – Grade 6 |
| | Media Literacy and Advocacy | | |
| | Mentoring | | |
| | Peer-Helping and Peer Leaders | | |
| Check | Activities | Program ATODV Focus | Target Grade Levels |
| X | Positive Alternatives | Positive behavior recognition at school sites, after school program offerings such as golf, karate, fine arts. Collaboration with NCPD Star Pals programs and the National City Boys and Girls Club activities. Community recognition of academic achievement – Masons, Boys and Girls Club, Kiwanis scholarships | K- 6 |
| X | School Policies | District policies are comprehensive and include areas of student discipline, uniforms, zero tolerance, sexual harassment, and suspension/expulsion. Safe school plans, etc. | K- 6 |
| | Service-Learning/Community Service | | |
| X | Student Assistance Programs | School Study Team and RII Intervention Teams. Referrals to partner agencies through school counselor/psychologist and the Family Resource Center. | K-6 |
| X | Tobacco-Use Cessation | | 4-6 |

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 |
|------------------------|------------------------------------|---------------------|-----------------------------------|---|--|------------|
| Peace Builders | Violence Conflict Resolution | K-6 | All students at 8 school sites | Purchased for 2008-09 school year | All staff trained. New staff trained as necessary | N/A |

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.

Second Step:

The District reviewed available data to determine the target areas for instruction. Data clearly showed that violence reduction, conflict mediation and other safe schools issues were our number one priority areas. The Second Step Program has been identified as a scientific, research-based program in the area of violence intervention. Second Step was one of several programs piloted by teachers for in-class use. Staff determined that this program would most closely meet the needs of our school communities for several reasons: 1) it could be used daily in the classroom to mediate conflict and reinforce conflict resolution skills, and 2) the format (realistic pictures and open-ended questions) would be used successfully in both our English and Bilingual programs.

Peace Builders

As stated above, an analysis of available data determined that safe schools issues were our number one priority. Schools wished to find a program that would support the safe schools focus and also support their focus of character education and community involvement. School staffs, in conjunction with their parent groups, chose the Peace Builders Program over other programs on the *Promising or Favorable Programs* list because the program supported all three of those target areas.

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.

Evaluation activities will include the following:

1. We will review the results of the May 2011 Healthy Kids Survey to determine the impact of the programs over the a two year period (since May 2009 – May 2011).
2. The District will review suspension and expulsion data to determine the impact these prevention activities had on student behavior and safety issues
3. The District will survey teachers regarding the effectiveness and implementation fidelity of the core curriculum *Second Step*.

The results of the assessment will be used by the Educational Services Department Leadership Team to compile a report to the district Cabinet and Instructional Leadership Teams. Recommendations for revision of the program, including staff development for staff will be developed and disseminated to school sites.

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.

| <u>Steps</u> | <u>Timeline</u> |
|--|--|
| Results will be reported in each school’s SARC (School Accountability Report Card) | Annually |
| Results will be reported each year to the District Advisory Committee (DAC) and the DLAC | Annually, before June 30 of each school year |
| Results will be used to update the District LEAP Plan and provided to school sites for review. | Annually, before June 30 of each school year |
| Results will be reported to the School Board as part of the of the yearly assessment report | Annually, before June 30 of each school year |

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])

All Schools in the National School District are Title I Schools. All students in the National School District are participating in the free and reduced lunch program. National School District has been identified as one of the poorest urban communities in the nation. Services provided through these funds will be available at all school sites.

Intervention programs and targeted activities will be focused on meeting the needs of students who have been identified through self-referral, incidence reports, suspension and expulsion data, or other data available at the school site to require intensive services. These intensive interventions will be provided using program funds alone, or in conjunction with other funds available at the school site.

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

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

As with the other programs in the National School District, the LEA will coordinate SDFSC, TUPE and other funds with other federal and local prevention programs and funding in accordance with state and federal guidelines.

This coordination will be initiated and evaluated by the Instructional Leadership Team in the district and by the Educational Services Leadership Team. This Educational Services Leadership Team is comprised of the Assistant Superintendent of Educational Services as well as the Directors and Coordinators of all service and intervention programs in the district.

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.

We will meet the requirements for parent notification under NCLB through the annual Parents Notification process. The content of the Annual Notification document is reviewed annually to ensure that all required information that must be shared with parents is contained in our six (6)-page document. All parents receive this document annually, and must provide written documentation that they did receive this notification within the first month of school each year. Families of students enrolling during the school year are also provided with the annual notification, and provide a signature to acknowledge receipt.

The SDFSC Program Advisory Committee will meet eight times a year as a sub-committee of the District Advisory Council (DAC). This focus group will meet to review evaluation results, data collected to support program goals, and discuss important issues regarding school safety and violence reduction.

TUPE Services for Pregnant Minors and Minor Parents (H&SC 104460):

Describe the TUPE services and referral procedures for pregnant minors and minor parents enrolled in the LEA and how they will be provided with tobacco-use prevention services. Include students participating in programs such as the California School Age Families Education (Cal-SAFE) program, the Adolescent Family Life Program (AFLP) administered through the Department of Health Services, and the Cal-Learn program administered by the Department of Social Services.

We do not anticipate having to refer any students to a pregnant minor program, as we are a K-6 school district. However, if the need arose we would work collaboratively with our feeder high school district (Sweetwater Union High School District) to identify an appropriate program and other necessary services for the student and her family.

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 |
|--|----------------------|
| School Resource Officer (Contracted with National City Police Department) | .30 FTE |

Additional Mandatory Title I Descriptions

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

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

The National School District uses the Free and Reduced Lunch counts for each school to determine Title I funding allocations each year.

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

All schools in the National School District are School-wide Project (SWP) schools. We do not have targeted assistance schools in the District.

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

The National School District is committed to serving any and all students/families who seek educational services at each of the ten elementary schools. The District has committed to and will serve all homeless children and families accessing our school in compliance with the McKinney-Vento Homeless Education Act.

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

Principals of schools that are “on watch” for program improvement are required to meet with the Assistant Superintendent of Educational Services to discuss the data related to their “on watch” status. This discussion is meant to be an in-depth evaluation of the data that becomes an integral part of the Principal’s goal setting process. Discussions also focus on identifying, when appropriate core replacement programs, supplemental materials, and interventions. This discussion is replicated at the school level, between the principal and the school leadership team and the School Site Council. Once the improvement plan and interventions are implemented, goals are closely monitored at the site and district level.

In the event that a school qualifies for PI status, in the first year of PI, schools notify parents of the school’s status and offer them an opportunity to move to another school. The school does another needs-assessment and makes plans for modifying their instructional plan. The District assigns an outside coach to work with the principals to assist in developing their plan. In the second year of program improvement, the District provides supplemental services for at risk students and the site coach continues to work with the school. The school must make an annual report to the Board on their goals and whether they have successfully met them. The Assistant Superintendent, Educational Services meets with the principal a minimum of one time per month to monitor progress in meeting their goals.

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

As described above, The National School District, in collaboration with the California State Department of Education, tracks schoolwide progress in each of the ten elementary schools toward accomplishing Adequate Yearly Progress.

In the event that a school enters into Program Improvement, the District will immediately notify parents of their rights to have their child transfer to a non-Program Improvement School within the District. All arrangements for transportation will be furnished and paid for by the District during the time the home school is designated as a Program Improvement school. The District will be committed to working thoroughly with the principal, staff and community to identify and support instructional and school environment changes that encourage the school’s transition out of Program Improvement status.

In the event a school enters into year two of Program Improvement, the District is committed to informing students of the availability of supplemental services to support identified students who are having difficulty achieving grade level standards. Parents of identified students will be informed of the availability of service providers, the specific services provided and the effectiveness of the provider in meeting student needs. Parents will continue to be offered school choice in year two of Program Improvement.

Additional Mandatory Title I Descriptions

(continued)

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

The National School District has extensive plans to provide professional development to support Title I programs. Plans outlining priority areas are fully explained in Performance Goal 3: Planned Improvement for Professional Development (Title II).

Coordination of Educational Services

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

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

The National School District collaborates effectively with parents and children who will be new students in kindergarten programs through a variety of programs for school readiness including:

- A California State sponsored preschool
- Federal Healthy Start – Family Resource Centers
- California State Proposition 10 kindergarten preparation classes

At the end of every school year, the Director of Early Childhood Programs facilitates the transfer of important student information between preschool and Kindergarten. For students with special needs, this information include, assessments, interventions and results and a list of successful strategies that Kindergarten teachers can continue to use to ensure that students continue to learn.

Part III

Assurances and Attachments

Assurances

Signature Page

Appendix

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

Appendix B: Links to Data Web sites

Appendix C: Science-Based Programs

Appendix D: Research-based Activities

Appendix E: Promising or Favorable Programs

Appendix F: NCLB Legislation, Sections 1111 through 1120

ASSURANCES

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

GENERAL ASSURANCES

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

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

TITLE I, PART A

The LEA, hereby, assures that it will:

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

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

TITLE I, PART D – SUBPART 2

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

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

TITLE II, PART A

34. The LEA, hereby, assures that:

- The LEA will target funds to schools within the jurisdiction of the local educational agency that:
 - **have the lowest proportion of highly qualified teachers;**
 - **have the largest average class size; or**
 - **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:
- truancy rates;
 - 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;
 - 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

- 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

Christopher Oram, Ed.D.

Print Name of Superintendent

Chris Oram

Signature of Superintendent

6/23/10

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.ed.gov/msc/model.asp > (United States Department of Education: Expert Panel)</p> <p>E: < http://www.gettingresults.org/ > (Getting Results)</p> | | | | | | | |
| Name | Grade, or Setting | Alcohol | Tobacco | Drug | Violence | Youth Dev. | Web site |
| Adolescent Alcohol Prevention Trial | 5 to 7 | | | x | | | C |
| Aggression Replacement Training | School | | | | x | | D |
| Aggressors, Victims, and Bystanders | 6 to 9 | | | | x | | D |
| Al'sPal's: Kids Making Healthy Choices | Pre K to 2 | | | | x | | D |
| Baby Safe (Substance Abuse Free Environment) Hawaii | Families | x | x | x | | | C |
| Basement Bums | 6 to 8 | | x | | | | A |
| Be a Star | K to 6 | | | | | x | C |
| Behavioral Monitoring and Reinforcement | 7 to 8 | | | x | x | | C |
| Bilingual/Bicultural Counseling and Support Services | Communities | x | | x | | | C |
| Bully Proofing Your School | K to 8 | | | | x | | B |
| CAPSLE (Creating a Peaceful School Learning Environment) | K to 5 | | | | x | | B |
| Club Hero | 6 | | | | | x | C |
| Coca-Cola Valued Youth Program (CCVYP) | School | | | | | x | B |
| Colorado Youth Leadership Project | 7 | x | | | | x | C |
| Comer School Development Program (CSDP) | School | | | | | x | B |
| Earls court Social Skills Group Program | K to 6 | | | | | x | B |
| Effective Black Parenting Program (EBPP) | Families | | | | x | | B |
| Facing History and Ourselves | 7 to 12 | | | | x | | D |
| Family Health Promotion | Families | x | x | x | | x | C |
| FAST Track | 1 to 6 | | | | x | | B |
| Get Real About Violence | K to 12 | | | | x | | C |
| Growing Healthy | K to 6 | x | x | x | | | D |
| Intensive Protective Supervision Program | Community | | | | X | | B |
| Iowa Strengthening Families Program | Family | x | | | | | B |
| Kids Intervention with Kids in School (KIKS) | 6 to 12 | x | x | x | x | x | C |
| Let Each One Teach One | Mentoring | | | | | x | D |
| Linking the Interests of Families and Teachers (LIFT) | 1 to 5 | | | | x | | B, C, D |
| Lion's Quest Working Toward Peace | 5 to 9 | | | | x | | D |
| Massachusetts Tobacco Control Program | 7 to 12 | | X | | | | C |
| Michigan Model for Comprehensive School Health Education | K to 12 | x | x | x | | | D |

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