(CDE use only)

Application #

No Child Left Behind Act of 2001

LOCAL EDUCATION AGENCY PLAN

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

LEA Plan Information:

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

County/District Code: **30 73650**

Dates of Plan Duration: **July 1, 2008 to June 30, 2013 (to be updated annually)**

Date of local governing board approval: *September 16, 2008*

District Superintendent: Gwen E. Gross, Ph.D.

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

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

Gwen E. Gross

Printed or typed name of Superintendent   Date   Signature of Superintendent

Carolyn McInerney

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

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Background

The No Child Left Behind (NCLB) Act of 2001 embodies four key principles:
- stronger accountability for results;
- greater flexibility and local control for states, school districts, and schools in the use of federal funds
- enhanced parental choice for parents of children from disadvantaged backgrounds, and
- a focus on what works, emphasizing teaching methods that have been demonstrated to be effective.

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

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

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

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

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

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

5. **All students will graduate from high school.**

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

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

Since 1995, California has been building an educational system consisting of five major components:
- rigorous academic standards
- standards-aligned instructional materials
- standards-based professional development
- standards-aligned assessment

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

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

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

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

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

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

The Consolidated Application (ConApp)

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

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

The Single Plan for Student Achievement (School Plan)

State law requires that school-level plans for programs funded through the Consolidated Application be consolidated in a *Single Plan for Student Achievement (Education Code Section 64001),* developed by schoolsite councils with the advice of any applicable

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

The Local Educational Agency Plan (LEA Plan)

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

Categorical Program Monitoring (CPM)

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

Development Process for the LEA Plan

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

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

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

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

Step One: Measure the Effectiveness of Current Improvement Strategies

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

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

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

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

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

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

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

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

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

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

Step Three: Develop or Revise Performance Goals

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

Step Four: Revise Improvement Strategies and Expenditures

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

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

Step Five: Local Governing Board Approval

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

Step Six: Monitor Implementation

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

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

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

PLANNING CHECKLIST
FOR LEA PLAN DEVELOPMENT
(Optional)

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

FEDERAL AND STATE PROGRAMS CHECKLIST

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

	Federal Programs		State Programs
√	Title I, Part A		EIA – State Compensatory Education
	Title I, Part B, Even Start	√	EIA – Limited English Proficient
	Title I, Part C, Migrant Education		State Migrant Education
	Title I, Part D, Neglected/Delinquent	√	School Improvement
√	Title II, Part A, Subpart 2, Improving Teacher Quality		Child Development Programs
	Title II, Part D, Enhancing Education Through Technology		Educational Equity
√	Title III, Limited English Proficient	√	Gifted and Talented Education
√	Title III, Immigrants	√	Tobacco Use Prevention Education (Prop 99)
√	Title IV, Part A, Safe and Drug-Free Schools and Communities		Immediate Intervention/ Under performing Schools Program
√	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)
√	IDEA, Special Education		
	21st Century Community Learning Centers		
	Other (describe):		Other (describe):
	Other (describe):		Other (describe):

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites ($)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	$324,183	$1,476,956	$1,530,968	85%
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	$39,003	$517,955	$473,414	85%
Title II, Part D, Enhancing Education Through Technology				
Title III, Limited English Proficient	$62,950	$295,070	$304,317	85%
Title III, Immigrants	$70,003	$163,685	$226,163	96.78%
Title IV, Part A, Safe and Drug-free Schools and Communities	$17,966	$69,995	$74,767	85%
Title V, Part A, Innovative Programs – Parental Choice	$1,272	$18,657	$16,940	85%
Adult Education				
Career Technical Education				
McKinney-Vento Homeless Education				
IDEA, Special Education	$0	$3,501,427	$2,976,213	85%
21st Century Community Learning Centers				
Other (describe)				
TOTAL	$515,377	$6,043,745	$5,602,782	

DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites ($)	Current Year Direct Services to Students at School Sites (%)
EIA – State Compensatory Education				
EIA – Limited English Proficient	$656,856	$1,554,919	$1,963,614	88.78%
State Migrant Education				
School and Library Improvement Block Grant	$673,114	$2,115,788	$2,370,567	85%
Child Development Programs				
Educational Equity				
Gifted and Talented Education	$61,115	$238,416	$235,550	78.6%
Tobacco Use Prevention Education – (Prop. 99)	$0	$36,423	$30,960	85%
High Priority Schools Grant Program (HPSG)				
School Safety and Violence Prevention Act (AB 1113)	$61,482	$440,408	$476,796	95%
Tenth Grade Counseling				
Healthy Start				
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				
Other (describe)				
TOTAL	$1,452,567	$4,385,954	$5,077,487	

Part II
The Plan

Needs Assessments
   Academic Achievement
   Professional Development and Hiring
   School Safety

Descriptions – District Planning

District Profile

Local Measures of Student Performance

Performance Goal 1

Performance Goal 2

Performance Goal 3

Performance Goal 4

Performance Goal 5

Additional Mandatory Title I Descriptions

Needs Assessment

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

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

Academic Performance
The needs assessment should include a focus on the academic areas highlighted in California's Performance Goals 1, 2, 3, and 5 (see Appendix A for a full listing of all of California's Performance Goals and Indicators), including:
  o Statewide standards, assessment, and accountability
  o Local assessments and accountability
  o Coordination and integration of federal and state educational programs
  o The LEA academic assessment plan

Teacher Quality
Another component of the needs assessment should examine local needs for professional development and hiring. LEA teachers and administrators should participate in this process to identify activities that will provide:
  o teachers with the subject matter knowledge and teaching skills to provide all students the opportunity to meet challenging state academic achievement standards, and
  o principals the instructional leadership skills to help teachers provide all students the opportunity to meet the state's academic achievement standards.

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

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

Descriptions – District Planning

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

The commitment to excellence is the hallmark of the Irvine Unified School District. As a school and community partnership, our promise is to provide the highest quality educational experience we can envision.

The Irvine Unified School District (IUSD) is comprised of a community of learners, committed to the highest quality educational experience we can envision. IUSD is a suburban school district located between Los Angeles and San Diego in south-central Orange County. With an enrollment of approximately 26,000 students, IUSD consists of 22 elementary schools, 5 middle schools, 4 comprehensive high schools and 1 continuation high school, all embracing the mission of enabling all students to become contributing members of society, empowered with the skills, knowledge, and values necessary to meet the challenges of a changing world.

The Irvine Unified School District has a reputation for academic excellence that is based on high test scores, high admissions rates to top universities, and high graduation rates. Approximately 90% of all IUSD graduates attend college. Ninety-nine percent of our teachers hold credentials that meet the current criteria for highly qualified teachers. Approximately 80% of our students score at proficient or above in English/Language Arts and Math on the California Standards Test.

We serve a highly diverse population. Thirteen percent of our students are English Learners with 73 different languages spoken. The most prevalent language of our English Learners is Korean. Our district provides special education services to 8% of our student population. Eighty-six percent of students who are exited from special education graduate. This rate is 22.1% higher than the statewide average of 64.4%. None of our seventeen currently identified Title I schools are identified as Program Improvement Schools.

Although known for its excellent and innovative programs, IUSD continues to reflect on district and classroom practices and constantly strives for improvement. Each year a committee comprised of District administrators, teachers, community members and parents meets to review our Continuous Improvement Efforts, a document designed to guide and direct us on a yearly basis. This data-driven plan determines the goals and targets for the upcoming year.

IUSD has nationally recognized schools; student performance well-above state and national comparisons; and comprehensive programs in academics, the arts, and athletics. Since becoming a unified district in 1972, Irvine's neighborhood schools have been a clear reflection of the neighborhoods they serve. Open enrollment policies, on a space available basis, encourage and support parental choice. The contributions of creative site-based management teams, talented and caring teachers, involved parents, and supportive business and community leaders have, together, made a difference to a district where student achievement is the priority, where values are an integral part of the curriculum, and where a strategic plan for the future is in place.

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

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

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

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

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

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

- Middle School Placement Test in Math, all students in grade 6 matriculating to 7th
- Algebra Placement Test
- Periodic IOLA Benchmark Tests in English Language Arts, Math, Science, Social Science, and Health (Gr. 3-8)
- Semester and End-Of-Year Final Exams in High School Math Classes
- Literacy Performance Assessments (K-3)
- English Language Development Benchmarks – Newcomers Programs (K-6)
- Middle School and High School Program Placement Assessments – for 6th grade students matriculating to 7th grade and 8th grade students matriculating to 9th grade; to determine appropriate placement in English Learner Programs.
- Upper Elementary Writing Assessment (Gr. 4-6)

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

Planned Improvement in Student Performance in Reading
(Summarize information from district-operated programs and approved school-level plans)
Student Performance:
- Table of Student Performance in English/Language Arts

2006-2007 CST Reading Results
Percentage of Students Scoring at Proficient or Above

GR		All Students	African American	Other Asian	Chinese	Filipino	Hispanic	Japanese	Korean	Vietnamese	White	EL	Spec Ed	Female	Male	Econ Disad
2		80	42	73	97	77	62	74	84	82	78	69	45	86	75	58
3		70	44	84	86	66	44	63	69	76	70	51	32	75	65	37
4		84	48	83	96	88	66	75	86	94	83	66	51	87	82	58
5		79	54	71	93	82	45	68	83	89	82	47	36	83	75	54
6		81	61	80	97	84	58	77	83	83	81	44	34	83	77	53
7		81	64	85	91	69	56	75	81	89	83	36	25	84	78	60
8		78	46	72	92	78	55	73	80	80	79	28	27	82	74	40
9		79	59	86	90	91	56	70	79	92	79	29	29	83	76	58
10		68	41	60	84	58	44	61	65	83	69	20	14	75	62	44
11		62	37	61	83	70	36	60	70	70	58	18	13	69	55	34

- In Grades 2-11, there are a higher percentage of Chinese students scoring Proficient or Advanced in ELA than the percentage of "All Students" scoring Proficient or Advanced.
- In Grades 2-11, there is a lower percentage of English Learners scoring Proficient or Advanced in ELA than the percentage of "All Students" scoring Proficient or Advanced.
- In Grades 2-11, there are a lower percentage of Special Education students scoring Proficient or Advanced in ELA than the percentage of "All Students" scoring Proficient or Advanced.
- In Grades 2-11, there are a lower percentage of African American and Hispanic students scoring Proficient or Advanced in ELA than the percentage of "All Students" scoring Proficient or Advanced. These two sub-groups represent students who perform significantly below most other sub-groups in ELA.
- Approximately 94% of all 2006-2007 IUSD 10th, 11th, and 12th grade students have passed the ELA Section of the California High School Exit Exam.
- 2007 IUSD Literacy Performance Assessment shows 97% of 1st graders perform at or above grade level benchmarks for phonics skills; 86% of 1st graders perform at or above grade level benchmarks in fluency and comprehension skills.
- 2007 IUSD Literacy Performance Assessment shows 97% of 2nd graders perform at or above grade level benchmarks for phonics skills; 81% of 2nd graders perform at or above grade level benchmarks for fluency and comprehension.

Current Practices:
- All schools report in Single Site Plans that curriculum is aligned to content standards.
- District-developed Literacy Performance Assessments are administered to students in grades K-3 three times each year (fall, winter, spring).
- Summer school intervention programs are available for low-performing readers in grades 1-8.
- CAHSEE intervention is offered at all high schools during the summer.
- All middle and high schools offer reading intervention within the academic day as an elective course.
- Thirteen Title 1 schools and three non-Title 1 secondary schools offer READ 180 intervention to 4-12 graders
- All students grades 4 – 8 participate in online, standards-based assessment in reading a minimum of three times a year.
- Teachers receive multiple professional development opportunities focused on grade level standards in reading.
- Eight elementary schools will participate in Response to Instruction reading differentiation programs during the 2008-09 school year; seven more schools will receive training and begin implementation by the end of the 2008-09 school year.
- All elementary and middle schools report implementation of collaborative practices to evaluate program effectiveness in reading practices and achievement.
- Parents are offered opportunities for involvement through School Site Council, PTA, Parent Information Nights, Back to School Night, Open House, regular parent conferences, and site-based community activities.

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: The district will take the following steps to align instruction with content standards: ▪ Standards maps will be completed by each high school to ensure alignment between instructional materials and content standards. There is a further need to ensure that the core curriculum at the high school allows all students the opportunity to learn all content standards in reading, particularly as they apply to reading in the content areas. ▪ End-of year benchmarks and formative assessments will be developed that are aligned to the grade level content standards (Grades 3-6). ▪ Parents will be informed of their child's progress towards gaining proficiency of grade level or course specific reading standards. ▪ All new teachers will participate in programs, such as BTSA, that focus on standards-based instruction. ▪ Principals will observe and evaluate teachers based on standards-based instruction. ▪ Continuous Improvement Target for each school is to align teaching, learning, and materials to content standards.	▪ High school teachers ▪ Curriculum Coordinators ▪ Classroom teachers ▪ New teachers ▪ Principals		▪ $580,500 BTSA *(Duplicated throughout document when referring to BTSA)*	▪ State and local funding
2. Use of standards-aligned instructional materials and strategies: ▪ State adopted standards-aligned materials will be selected and purchased for grades K-8 in 2009 ▪ Standards maps will be completed by each high school to ensure alignment between instructional materials and content standards. ▪ Lessons will include a clear description of the standard(s) being taught and how the students will demonstrate proficiency on those standards. ▪ Staff will participate in on-going professional development in standards-based reading instruction through in-service training, Professional Learning Communities, and/or collaborative practices through Response to Instruction program.	▪ Principals ▪ Teachers ▪ Curriculum Coordinators ▪ TOSAs		▪ $26,000 ELA Adoption Mat'ls	▪ State and local funding

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
3. Extended learning time: ▪ Schools will offer additional support through before or after school programs, summer school, or the reconfiguration of instructional time during the student day to assist students in becoming proficient in the reading standards. ▪ High schools will add additional classes and programs as needed to support students so they can pass the CAHSEE in ELA.	▪ Classroom teachers, READ 180 specialists, Title I teachers and aides ▪ High school teachers	▪ Teachers	▪ $195,000 READ 180 *(Duplicated throughout document when referring to READ 180)* ▪ $158,312 Extended Learning	▪ Title I ▪ State and local funding
4. Increased access to technology: ▪ Continue use of READ 180 software for reading remediation. ▪ Continue use of Criterion Online web-based essay scoring program. ▪ Integrate 21st Century Literacy instruction into reading curriculum. ▪ Integrate technology, including web-based, where appropriate. ▪ Utilize software programs such as Blackboard.com to keep students and parents informed about progress towards meeting standards, day-to-day assignments and concepts taught during class. ▪ Continue web-based assessment program that allows teachers and district to create formative and benchmark assessments so that the results can be used to inform instruction and provide remediation when necessary. ▪ Utilize web-based program above to analyze data for the purposes of modifying instructional strategies and finding more effective ways to have students learn grade level content standards.	▪ Principals, Title I Coordinator ▪ Curriculum Coordinator ▪ Director of Technology/class-room teachers ▪ District administrative staff ▪ Classroom teachers		▪ $195,000 READ 180 *(Duplicated throughout document when referring to READ 180)*	▪ Title I ▪ State and local funding

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
5. Staff development and professional collaboration aligned with standards-based instructional materials: ▪ All teachers in grades K-6 will participate in professional development regarding use of new LA adoption materials. ▪ Teams of grade level teachers will collaborate to design a pacing guide for implementation of new LA materials that ensures sufficient coverage of IUSD Essential Standards. ▪ New teacher training (BTSA or similar program) is required for all beginning teachers. ▪ All teachers in grades K-3 will participate in the Primary Literacy Project which is designed to teach "best practices" in literacy instruction. ▪ Teachers new to IUSD will be trained in the IUSD Early Intervention Reading Model which is designed to teach intervention strategies to teachers in Kindergarten and 1ˢᵗ grade. ▪ Middle and high schools will receive ongoing staff development in content area literacy. ▪ Pilot high school "best practices" for academic language proficiency	▪ Textbook publishers/class-room teachers ▪ Selected teachers ▪ OCDE BTSA/new teachers ▪ New primary teachers ▪ K-1 staff ▪ District and school personnel	▪ Stipends ▪ Materials	▪ $26,000 ELA Adoption Mat'ls ▪ $580,500 BTSA *(Duplicated throughout document when referring to BTSA)* ▪ $83,000 PLP ▪ $118,000 EIRM *(Duplicated throughout document when referring to EIRM)* ▪ $6,600 Staff Dev.	▪ Title II ▪ State and local funding
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): ▪ Each K-3 parent is informed of the student's individual assessment results on district-wide placement tests (Primary Literacy Assessment). ▪ Parent information nights are offered as needed at various sites by the school principal and/or curriculum coordinator to inform parents about the district reading program. ▪ Parents are invited to assist district staff with setting annual Continuous Improvement Efforts in all curricular areas, including reading. ▪ Each school elects a School Site Council with staff, parent, and community representatives. Site Councils contribute input on how to improve school reading programs.	▪ Primary teachers ▪ Principals and District personnel ▪ Curriculum Council ▪ Principals			▪ State and local funding

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): ▪ Summer school ELA skill development courses are offered to all students who have failed the ELA portion of the CAHSEE. ▪ Summer school courses are offered to students needing remediation in elementary school reading skills as they transition to middle school. ▪ Some elementary schools offer after-school interventions for students who are achieving below the Proficient performance level on the California Standards Tests. ▪ Parent and student orientation are offered as students transition from elementary to middle school and from middle school to high school. ▪ The IUSD website offers links to parent resources. ▪ ParentPortal allows parents online access to student data. ▪ Some elementary schools offer parent programs for transition from Grade 3 to Grade 4. ▪ Transition from preschool to elementary school	▪ High school personnel ▪ Director of Elementary Ed ▪ Elementary and middle school principals ▪ District Tech Services ▪ Private providers and IUSD pre-school providers (Head Start, Gen. Child Care and Fee-based Montessori Program)		▪ $195,000 *(Duplicated throughout document when referring to READ 180)*	▪ State and local funding
8. Monitoring program effectiveness: ▪ The district's student information management system (Eagle) and Data Warehouse (Plato) is used to disaggregate data and inform schools of students in need of additional interventions. ▪ District personnel meet annually with principals and staff to review data and make recommendations for continued growth. ▪ Data from district-wide assessments is used to modify instructional practices and identify areas of need in terms of professional development. ▪ Each site will have a Single Plan for Student Achievement and the principal and Site Council will have the responsibility for monitoring progress and making needed revisions. ▪ Classroom teachers will regularly assess students' proficiency on grade level content standards in reading by examining student work done without assistance. Modifications and re-teaching occurs as needed.	▪ Information Services/Coordinator of Program Services ▪ Curriculum Coordinators ▪ Principals ▪ Teachers			▪ State and local funding

Description of Specific Actions to Improve Education Practice in **Reading**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
9. Targeting services and programs to lowest-performing student groups: ▪ District personnel in conjunction with school site input identify students in need of interventions. Additional interventions are targeted for these students. ▪ Provide teachers additional training on alternate instructional strategies for students who do not achieve proficiency on the content standards in the regular classroom. ▪ Early Intervention Reading Model , CLIP, and READ 180 all target students who are low-performing readers. ▪ Teachers need additional materials to work with under-performing students. ▪ Early identification of students who are not proficient in reading determines intervention. ▪ Summer school options will be provided for students at all levels who are performing below the proficient level in reading or have not passed the ELA portion of the CAHSEE. ▪ CIE target for all schools: Identify and implement models of intervention for students not yet achieving standards.	▪ Coordinators/ Principals ▪ Teachers	▪ Stipends ▪ TOSA salaries ▪ Reading specialist salaries ▪ Materials	▪ $118,000 *(Duplicated throughout document when referring to EIRM)* ▪ $195,000 *(Duplicated throughout document when referring to READ 180)*	▪ Title VI ▪ Title I ▪ Title II
10. Any additional services tied to student academic needs: ▪ Alignment of instruction and assessment, not just materials, to the content standards in reading is a continuing process at all grade levels, especially high school. ▪ Defining benchmarks in reading and aligning them to district assessments is an ongoing need. ▪ Refining the process of reporting student progress towards attaining proficiency on reading content standards to parents is a need at all grade levels.	▪ Curriculum coordinators/ high school dept. heads ▪ District administrators and principals			▪ State and local funding

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

Planned Improvement in Student Performance in Mathematics
(Summarize information from district-operated programs and approved school-level plans)
Student Performance:
- Tables of Student Performance in Mathematics

2006-2007 CST Mathematics Results
Percentage of Students Scoring at Proficient or Above

GR		All Students	African American	Other Asian	Chinese	Filipino	Hispanic	Japanese	Korean	Vietnamese	White	EL	Spec Ed	Female	Male	Econ Disad
2		85	50	82	99	84	64	86	90	84	84	78	53	87	83	67
3		83	63	89	96	79	64	87	91	88	81	77	54	83	84	51
4		82	45	76	95	79	64	86	96	92	77	74	47	82	81	57
5		82	46	74	96	79	51	92	94	92	79	70	40	82	80	56
6		79	39	76	97	74	51	91	91	89	77	65	30	80	78	42

- From 2002 through 2007, the overall percent of students scoring Proficient or Advanced cumulatively in Grades 2-6 increased from 71% to 81%. However, from 2005 through 2007, the increase was only from 80% to 81%.
- From 2002 through 2007, the overall percent of students scoring Proficient or Advanced cumulatively on the General Math CST increased from 53% to 65%.
- From 2002 through 2007, the overall percent of students scoring Proficient or Advanced cumulatively on the Algebra 1 CST increased from 64% to 65%. This may be due solely to the inclusion of 7th graders in the 2007 data whereas in prior years that data was not available.
- From 2002 through 2007, the overall percent of students scoring Proficient or Advanced cumulatively on the Geometry CST declined from 68% to 67%

- From 2002 through 2007, the overall percent of students scoring Proficient or Advanced cumulatively on the Algebra 2 CST remained the same at 58%.
- From 2002 through 2007, the overall percent of students scoring Proficient or Advanced cumulatively on the High School Summative Test remained the same at 79%.
- For students who have been in the Irvine Unified School District for 5 years, there is consistent data showing that the cohort of students in 9th grade improves from 5th grade through 8th grade as measured by the percentage of them Proficient or Advanced, and then decline in 9th grade.
- For students who have been in the Irvine Unified School District for 5 years, there is consistent data showing that the cohort of students in 10th grade improves from 6th grade through 8th grade as measured by the percentage of them Proficient or Advanced, and then decline in 9th and 10th grade.
- For students who have been in the Irvine Unified School District for 5 years, there is consistent data showing that the cohort of students in 11th grade improves from 7th grade through 8th grade as measured by the percentage of them Proficient or Advanced, and then decline in 9th grade through 11th grade.
- In Grades 2-6, there are a higher percentage of Chinese, Japanese, Korean, and Vietnamese students scoring Proficient or Advanced in math than the percentage of all students scoring Proficient or Advanced.
- In Grades 2-6, there is a lower percentage of English Learners scoring Proficient or Advanced in math than the percentage of all students scoring Proficient or Advanced.
- In Grades 2-6, there are a lower percentage of Special Education students scoring Proficient or Advanced in math than the percentage of all students scoring Proficient or Advanced.
- In Grades 2-6, there are a lower percentage of Caucasian students scoring Proficient or Advanced in math than the percentage of all students scoring Proficient or Advanced.
- In Grades 2-6, there are a lower percentage of African American, Hispanic, and Socioeconomically Disadvantaged students scoring Proficient or Advanced in math than the percentage of all students scoring Proficient or Advanced. These three sub-groups represent students who performing significantly below most other sub-groups in mathematics.
- In Grades 8-11, a larger percentage of students score Proficient or Advanced the first year (grade) a course-specific test (General Math, Algebra, Geometry, Algebra 2, High School Mathematics) is administered. The percentage of students scoring Proficient or Advanced declines each subsequent grade that the test is offered.
- 6.9% of the 10th grade students and 38.5% of the 11th grade students took the High School Mathematics test indicating they had completed coursework through Algebra 2.
- Analysis of data shows that Measurement and Geometry is an area of relative weakness in Grades 2-7.
- Approximately 3% of the 2006-2007 10th Grade Class has not passed the Mathematics Section of the California High School Exit Exam.

Current Practices:
- The District adopted standards-aligned, state approved mathematics instructional materials in Grades K-8. These materials were adopted during the spring of 2008 and will be implemented at the beginning of the 2008-2009 school year.
- District-developed placement tests are administered to students prior to entering middle school and prior to taking Algebra.
- Teachers receive multiple professional development opportunities focused on grade level standards in math, implementation of the standards-aligned instructional materials, and suggested instructional timelines for mathematics.
- Middle School students have the opportunity to take either a one or two-year Pre-Algebra sequence or courses in Algebra, or Geometry.
- High School students have the opportunity to take courses from Basic Math through Calculus and Advanced Placement Statistics.
- High School instructional materials are aligned to the content standards in each course in mathematics through Algebra 2.

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: The district will take the following steps to align instruction with content standards: - When a specific course in high school has a need for a new set of instructional materials, standards maps will be completed by that high school to ensure alignment between instructional materials and content standards. There is a further need to ensure that the core curriculum at the high school allows all students the opportunity to learn all content standards in mathematics. - Formative assessments will be developed that are aligned to the grade level content standards (Grades 4-Algebra 1). - All new teachers will participate in programs, such as BTSA, that focus on standards-based instruction. - Principals will observe and evaluate teachers based on standards-based instruction.	- High School Teachers - Curriculum Coordinator/Math TOSA - Classroom Teachers - New Teachers - Principals		- $40,000 (*Duplicated throughout document when referring to Math TOSA*)	- Federal Title II - State and Local Funding
2. Use of standards-aligned instructional materials and strategies: - Standards-aligned instructional materials are in place for grades K-8. There is a need for high schools to determine the quality of their current instructional materials as they relate to the standards. All future purchases will be aligned with the standards or from the State Adopted materials list. - Lessons will include a clear description of the standard(s) being	- Principals - Teachers			- State and Local Funding

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
taught and how the students will demonstrate proficiency on those standards.				
3. Extended learning time: ▪ Schools will offer additional support through before or after school programs, summer school, or the reconfiguration of instructional time during the student day to assist students in becoming proficient in the math standards. ▪ Early identification and intervention programs will be developed for the primary grades to provide assistance as soon as possible to keep students from becoming non-proficient in math. ▪ Middle schools will add support as necessary to prepare students to be successful in Algebra and to be able to apply standards from Algebra to future coursework in math and science. ▪ High schools will add additional classes and programs as needed to support students so they can pass the CAHSEE in math as well as meet the state-wide graduation requirement in Algebra 1. ▪ The use of web-based technology will be investigated and implemented where appropriate to provide students additional focused learning opportunities outside the traditional school day. ▪ All schools have the option of working with ALEKS (Assessment and Learning in Knowledge Spaces), an on-line assessment and instructional tool in mathematics. ▪ All elementary schools are provided with on-line access to our adopted mathematics series, which includes links for additional student and parent support.	▪ Classroom Teachers/Middle School Teachers/High School Teachers ▪ Special Education Support Staff ▪ Curriculum Coordinator/Math TOSA ▪ Information Services Staff		▪ $40,000 (*Duplicated throughout document when referring to Math TOSA*)	▪ Federal Title II ▪ State and Local Funding
4. Increased access to technology: ▪ Integrate technology, including web-based, where appropriate. ▪ Encourage the adoption of textbooks aligned to standards that are available on CD-ROM or Internet ▪ Utilize software programs such as Blackboard.com to keep students and parents informed about progress towards meeting standards, day-to-day assignments and concepts taught during class. ▪ Adopt a web-based program that allows teachers to create	▪ Curriculum Coordinator ▪ Education Services Staff ▪ Information Services Staff			▪ State and Local Funding

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
formative assessments so that the results can be used to inform instruction and provide remediation when necessary. ▪ Utilize software to analyze data for the purposes of modifying instructional strategies and finding more effective ways to have students learn grade level content standards.				
5. Staff development and professional collaboration aligned with standards-based instructional materials: ▪ Professional development activities are part of a cohesive, intensive classroom-focused program that provides content knowledge and pedagogy skills to improve the quality of mathematics instruction and student performance. ▪ Data regarding student performance will be analyzed and the results will guide professional development activities in math. ▪ Teachers will provide input regarding their own professional development needs so that they can instruct mathematics more effectively and thereby improve student performance. ▪ Whenever the District adopts new standards-based instructional materials in math, all teachers will participate in professional development related to their use.	▪ District Teaching Staff ▪ Education Services Staff ▪ Curriculum Coordinators ▪ Classroom Teachers			▪ State and Local Funding ▪ Title II

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): ▪ Each parent is informed of the student's individual assessment results on district-wide placement tests (Middle School Placement Test and Algebra Placement Test). ▪ Parent information nights are offered as needed at various sites by the school principal and/or curriculum coordinator to inform parents about the district math program. ▪ Parents are invited to assist district staff with setting annual Continuous Improvement Efforts in all curricular areas, including mathematics. ▪ Presentations focused on curricular issues in math are made to the School Board at least once every two years. ▪ Each school elects a School Site Council with staff, parent, and community representatives. Site Councils contribute input on how to improve school mathematics programs.	▪ Curriculum Coordinator/Math TOSA ▪ Education Services Staff ▪ Curriculum Council ▪ Principals		▪ $40,000 (*Duplicated throughout document when referring to Math TOSA*)	▪ Federal Title II ▪ State and Local Funding
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): ▪ Summer school mathematical skill development courses are offered to all students who have failed the Mathematics portion of the CAHSEE. ▪ District funds are used on an as-needed basis to support student license fees to participate in ALEKS (Assessment and Learning in Knowledge Spaces), an on-line assessment and instructional tool in mathematics. ▪ 9th Grade Mathematics classrooms benefit from a lower student to teacher ratio to assist students with the transition to high school math curriculum. ▪ Summer school courses are offered to students needing remediation in elementary school math skills as they transition to middle school. ▪ After-school interventions are offered for students who are	▪ High School Teachers and Math Department Chairs ▪ Middle School Administrators and Teachers ▪ Curriculum Coordinator ▪ Director of Summer School/Elementary Ed. ▪ Principals and Classroom Teachers ▪ Information			▪ State and Local Funding

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
achieving at below the Proficient performance level on the California Standards Tests. ▪ Parent and student orientation are offered as students transition from elementary to middle school and from middle school to high school. ▪ The IUSD website offers links to parent resources.	Services Staff			
8. Monitoring program effectiveness: ▪ The district's student information management system (Aries) and district-purchased software is used to disaggregate data and inform schools of students in need of additional interventions. ▪ Data from district-wide assessments is used to modify instructional practices and identify areas of need in terms of professional development. ▪ Each site will have a Single Plan for Student Achievement and the principal and Site Council will have the responsibility for monitoring progress and making needed revisions. ▪ Classroom teachers will regularly assess students' proficiency on grade level content standards in math by examining student work done without assistance. Modifications and re-teaching occurs as needed.	▪ Information Services Staff ▪ Curriculum Coordinator/Math TOSA ▪ Principals ▪ School Site Council ▪ Classroom Teachers		▪ $40,000 (*Duplicated throughout document when referring to Math TOSA*)	▪ Federal Title II ▪ State and Local Funding

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
9. Targeting services and programs to lowest-performing student groups: ▪ District personnel in conjunction with school site input identify students in need of interventions. Additional interventions are targeted for these students. ▪ Teachers need additional training on alternate instructional strategies for students who do not achieve proficiency on the content standards in the regular classroom. ▪ Teachers need additional materials to work with under-performing students. ▪ Early identification of students who are not proficient in math is a necessity. Development and implementation of these instruments, along with suggested intervention strategies, is a must. ▪ Summer school options will be provided for students at all levels who are performing below the proficient level in math or have not passed the math portion of the CAHSEE.	▪ Information Services Staff ▪ Curriculum Coordinator/Math TOSA ▪ Principals ▪ Classroom Teachers		▪ $40,000 (*Duplicated throughout document when referring to Math TOSA*)	▪ Federal Title II ▪ State and Local Funding
10. Any additional services tied to student academic needs: ▪ Alignment of instruction and assessment, not just materials, to the content standards in math is a continuing process at all grade levels, especially high school. ▪ Defining the expected level of difficulty that being proficient in content standards in math is an ongoing need. Aligning the level of difficulty of in-district assessments with the CSTs in math needs further refinement. ▪ Focusing on critical thinking skills in math, especially developing problem solving skills in students, must become the focus of our mathematics program. ▪ There is a need for early identification, additional training and materials, and the acceptance that being proficient on the math content standards is the goal for all students. Teachers need to see themselves as the primary person responsible for working with students who are having difficulty achieving proficiency on the standards and be willing to devote the extra time and effort to modify instruction and remediate these students.	▪ Curriculum Coordinators/Math TOSA ▪ High School Department Chairs and Math Teachers ▪ Classroom Teachers ▪ Principals		▪ $40,000 (*Duplicated throughout document when referring to Math TOSA*)	▪ Federal Title II Eisenhower Hold Harmless Funding ▪ State and Local Funds

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
▪ Refining the process of reporting student progress towards attaining proficiency on math content standards to parents is a need at all grade levels. ▪ There is a need to balance vertical acceleration to the next grade level or course set of math content standards and providing in-depth instruction and true understanding of the full set of current grade or course math content standards.				

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

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

		Description of how the LEA is meeting or plans to meet this requirement.

Required Activities	1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:
	a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;
	b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;
	c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:
	   • meeting the annual measurable achievement objectives described in Section 3122;
	   • making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B);
	   • annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1);
	d. Describe how the LEA will promote parental and community participation in LEP programs.
		• Continuous improvement is ongoing in the development and implementation of curriculum for the Newcomers Program to increase the level of proficiency and the performance standards for students exiting the program and moving into the mainstream classrooms.
		• Support is provided through staff development for mainstream teachers in the design and implementation of instructional practices that meet the needs of an increasing population of English learners.
		• Research, adoption, and implementation of effective supplemental instructional materials are ongoing.
		• District wide meetings are scheduled for Site EL Coordinators to analyze student achievement data, discuss effective instructional practices, review instructional materials, and determine needs for intervention programs.
		• DELAC, ELAC, Parent Timely Topics (seminars), CBET, Community Liaisons, bilingual instructional assistants, and parent volunteerism promote parent and community participation in the programs for English learners.

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activities	2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c). The effectiveness of the LEP programs will be determined by the increase in: • English proficiency; and • Academic achievement in the core academic subjects	▪ The Newcomers Program is a standards-based structured English immersion program for beginning to early intermediate English learners K-12. The primary focus of the program is the rapid and effective acquisition of reasonable English proficiency. The program integrates specially designed academic instruction in English in the content areas of ELA, math, science, and social studies. ▪ Mainstream classrooms support language development through an integrated approach that includes daily ELD, reading and writing instruction across the content areas, and academic language development.
Required Activities	3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel. 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; c. Long term effect will result in positive and lasting impact on teacher performance in the classroom.	▪ Professional Development is provided to all sites in response to their data analysis from the *California English Language Development Test (CELDT)* and the *California Standards Test (CST)*. ▪ Goals are determined at each school site and training is customized accordingly. For example, the two-day training might include one day of two hour sessions with grade level teams and a second day of whole staff workshop. Teachers engage in data analysis, reflection of instructional practices, application of *Understanding of Design* (standards-based instructional planning), and development of integrated lesson plans. ▪ Through the IUSD BTSA program is the opportunity to provide this training to all new teachers to the district.

		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	4. Upgrade program objectives and effective instructional strategies.	**Yes or No** Yes	**If yes, describe:** ▪ Continuous Improvement Efforts are ongoing in the refinement of the Newcomers Program and sheltered instruction provided in the mainstream classrooms. ▪ IUSD Elementary schools are embarking on *Response to Instruction*, a re-organization of instructional time for ELA. The implementation of RTI will favor improved instructional strategies for intermediate English Learner students in ELA.

Allowable Activities	5. Provide –
	   a. tutorials and academic or vocational education for LEP students; and
	   b. 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:** ▪ District staff meets regularly with staff involved in Title I, Special Education, Response to Instruction, BTSA, and CBET to coordinate and maximize services for English Learner students.
	7. Improve the English proficiency and academic achievement of LEP children.	**Yes or No** Yes	**If yes, describe:** ▪ Training and support for the teachers of the Newcomers Program is ongoing.

			Description of how the LEA is meeting or plans to meet this requirement.
Allowable Activities	8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families – o To improve English language skills of LEP children; and o To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.	**Yes or No** Yes	**If yes, describe:** ▪ Community Based English Tutoring Program (CBET) and materials designed to support student learning at home are available to parents and community members. ▪ Language Minority Programs staff provides 6 Parent Timely Topics seminars for parents and community members that address parental involvement opportunities, standards and expectations for student achievement, and teaching and learning in the district.
	9. Improve the instruction of LEP children by providing for – o The acquisition or development of educational technology or instructional materials o Access to, and participation in, electronic networks for materials, training, and communication; and o Incorporation of the above resources into curricula and programs.	**Yes or No** Yes	**If yes, describe:** ▪ Supplemental materials to support comprehensible instruction in the content areas are purchased and used by teachers. Materials and programs might include: ➤ ESL ReadSmart, picture dictionaries, learning labs for listening/speaking practices, and other media.
	10. Other activities consistent with Title III.	**Yes or No** No	**If yes, describe:**

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

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.	Description of how the LEA is meeting or plans to meet this requirement.

Required Activity
 	
1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):
  a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program;
  b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement;
  c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction;
  d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;
  e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;
  f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools;
  g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;
	▪ Letters and attachments with CELDT assessment results and program placement recommendation and descriptions of program options compliant with these eight notification requirements are mailed to individual parents/guardians of continuing EL students within the first 30 days of each academic year.
	
	▪ Parents/guardians of students who are identified as EL upon enrollment (initial CELDT administration) are provided this written information immediately at the assessment center. This enables them to make programmatic choices prior to the students' actually starting school.
	
	▪ The documents and process supporting compliance with these requirements are shared with our very active District English Learner Advisory Committee annually in order to gather their recommendations for improvement.

	Description of how the LEA is meeting or plans to meet this requirement.

Required Activity
 	
h. information pertaining to parental rights that includes written guidance detailing –
    i. the right that parents have to have their child immediately removed from such program upon their request; and
    ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available;
    iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.	

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.	
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.	▪ To date, none of IUSD's schools has ever failed to meet the Title 3 AMAOs. If that were to occur, however, we have draft letters ready to be completed with situation-specific information. In the event of a failure to meet AMAOs, those completed letters would be mailed to the parents of all EL students at the site involved within the 30 day time line.

Plans to Provide Services for Immigrants

IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:	**Yes or No** Yes	**If yes, describe:** ▪ In a collaborative effort with the CBET (Community Based English Tutoring) program staff, immigrant parents are especially recruited and supported to attend the CBET classes with special emphasis on learning how the US education system works and how they can support their children and promote academic success at home and through the use of community resources.
	2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:	**Yes or No** Yes	**If yes, describe:** ▪ A local interpretation/translation agency is preparing and will implement annual training for our Community Liaison and Instructional Assistant bilingual personnel to improve services to immigrant families.
	3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	**Yes or No** No	**If yes, describe:**
Allowable Activities	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	**Yes or No** Yes	**If yes, describe:** ▪ Teachers of our most recently arrived immigrant students, the Newcomer classroom teachers, have been supported to collaboratively write special curriculum to meet the needs of these students. They will continue to meet and select and purchase materials to support the curriculum implementation.

IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).	Description of how the LEA is meeting or plans to meet this requirement.	
	Yes or No	**If yes, describe:**
5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:	Yes	▪ Instructional Assistants are provided in the Newcomer classes, grades K to 12, to enable the intensive English immersion instruction and activities to individualize instruction in mathematics which are required by the recent immigrant students' English proficiency levels. Special materials are also purchased for use in these classrooms.
	Yes or No	**If yes, describe:**
6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:	Yes	▪ Teachers of our most recently arrived immigrant students, the Newcomer classroom teachers, have been supported to collaboratively write special curriculum to meet the needs of these students. They will continue to meet and select and purchase materials to support the curriculum implementation.
Allowable Activities	**Yes or No**	**If yes, describe:**
7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:	No	

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

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

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

STRENGTHS	NEEDS
▪ All K-3 teachers are trained in Primary Literacy strategies ▪ All K-3 teachers are trained in assessments of primary literacy skills ▪ All 4-6 grade teachers are trained in writing strategies to meet grade level standards ▪ All K-6 teachers received training in the use of adopted Social Science materials ▪ New teachers receive district orientation and training through BTSA program ▪ All K-3 teachers receive training in strategies for class size reduction ▪ All teachers assigned to teach ELD or academic core content are CLAD/SDAIE certificated ▪ All K-6 teachers have standards-based instructional materials for every student in mathematics and language arts ▪ All 7-8 teachers have standards-based instructional materials for every student in mathematics and language arts ▪ A minimum of 4 teachers in grades 5 and 6 has been trained as math specialists at each elementary school site. ▪ All K-8 teachers have received training on standards-based instruction in mathematics	▪ Secondary level teachers need training in content area literacy ▪ K-12 teachers need training in developing evidence of learning and modifying instruction based on that evidence ▪ 9-12 mathematics teachers need to align their curriculum to the standards and purchase instructional materials for every student that are aligned to the standards ▪ K-12 teachers need additional training to develop their skills in data analysis and using data to inform instruction. ▪ K-12 teachers need additional training in benchmark testing and formative assessment for the purposes of informing instruction and informing parents of their child's progress towards achieving proficiency with in the core curriculum standards.

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

Planned Improvements for Professional Development (Title II)
(Summarize information from district-operated programs and approved school-level plans)

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
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: ▪ The district's Curriculum Coordinators, Curriculum Council and Principal groups will conduct yearly informal professional needs assessment of teachers to determine professional development priorities for the following year. ▪ These priorities are focused on criteria for highly qualified teachers and trends in data on formative and summative assessments of student progress in relation to State content and academic achievement standards. ▪ School and district professional development goals will be created to assist district teaching staff to move toward proficiency in standards for all students. ▪ Professional development activities will be designed and selected based on staff strengths and needs in relation to student achievement results.	▪ Coordinators, principals/on-going ▪ TOSAs/on-going	▪ Stipends	▪ $65,600 *(Duplicated throughout document when referring to Title II TOSAs)*	▪ Title II ▪ State and local funding
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: ▪ The district's Curriculum Coordinators, Curriculum Council, and Principal groups will review research on professional development activities that assist teachers and administrators to ensure all students will become proficient in State content and academic achievement standards. ▪ These committees will pay special attention to those topics and formats that have the greatest positive impact on teachers' ability to accelerate the learning of students in the lowest performing groups. ▪ The Coordinators and principals will design a system of professional	▪ Coordinators, principals, Curriculum Council/ ongoing			▪ State and local funding

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development that is both coherent and differentiated based on teacher effectiveness and assignment. ▪ This professional development system will focus on improving student achievement. Professional development resources will be concentrated where they are needed most. Successful teachers and principals will serve as demonstrators and coaches for those who are less successful.				

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
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: ▪ In designing and then assessing the formative impact of the professional development system, the district's Curriculum Coordinators, Curriculum Council and Principal groups will concentrate on the degree to which the system does five things. ➢ How well does the professional development system focus on students becoming proficient in the key/essential standards through the use of State-adopted, standards based instructional materials and district developed formative and benchmark assessments? ➢ How closely related to the instructional work of teachers are the professional development activities? ➢ To what degree is the system built on the strengths and needs of the staff in relation to academic strengths and needs of the student populations in teachers' classrooms? ➢ How well do selected professional development activities and materials apply to particular under-performing student populations (e.g., English Learners, students receiving Special Education Services, and Economically Disadvantaged Children)? ➢ How well integrated are materials adoption/selection, intervention approaches, and family and community relations with the professional development system?	▪ Coordinators, principals, Curriculum Council/ongoing	▪ Stipends, materials	▪ $25,000	▪ Title II ▪ State and local funds

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: ▪ The district's Curriculum Coordinators, Curriculum Council, and Principal groups will ensure that professional development activities are coordinated to address staff needs in assisting all students to become proficient on State academic achievement standards. ▪ Activities will be designed to help teachers instruct a standards based curriculum, integrate standards-based instructional materials, improve instructional practices related to standards, assess and understand the strengths and needs of the student populations in their classes, and provide additional support for those students not yet achieving proficiency on the content standards. ▪ Classroom management, interventions, and working with students' families, and other topics required by funding sources will be addressed within the context of ensuring that all students become proficient on State content and academic achievement standards. ▪ Each site submits a Single Plan for Student Achievement for review by Coordinators, Director of Elementary Education, and Superintendent. This Single Plan defines the professional development plans for each site and allows the district to coordinate activities and support.	▪ Coordinators, principals, Curriculum Council/ongoing			▪ State and local funding
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: ▪ Teachers will receive training focusing on coordinating the teaching and assessing of essential standards in the strands/subject matter areas of most needed improvement. ▪ Teacher collaboration time will focus on selecting and implementing formative assessments for essential standards, joint review of student work on selected assignments, and planning for revising/reviewing/re-teaching/moving on. ▪ Staff development days will focus on practicing core research-based practices used in the standards-based materials in the strands/subject matter areas of most needed improvement. ▪ Principals' professional development will combine the leaders' roles in supporting standards implementation, organization and management for continuous improvement, and addressing diverse needs of student,	▪ Coordinators, principals, TOSAs/ongoing ▪ BTSA Coordinator, Support Providers/on-going	▪ Stipends, materials	▪ $65,600 *(Duplicated throughout document when referring to Title II TOSAs)* ▪ $580,500 *(Duplicated throughout document when referring to BTSA)*	▪ Title II ▪ State and local funding

	particularly students in the lowest-performing groups in the district. ▪ New teachers will be assigned mentors in the form of BTSA Support Providers and will participate in staff development designed to meet the needs of beginning teachers.			
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: ▪ IUSD does not receive Title II, Part D Enhancing Education through Technology funding. ▪ The district is implementing a technology-based system that focuses on formative and benchmark assessment of students and provides additional capability for disaggregating student assessment data (Irvine On-Line Assessment). These formative and benchmark assessments will help teachers identify and provide additional support for students who have not yet achieved proficiency on the State academic content standards. ▪ The district is implementing a technology based data warehousing system (PLATO) to retain student achievement data on all students as they progress from grade to grade. Each teacher and administrator is able to access student data history to be used to inform instruction and better assess individual student needs. ▪ The district's Curriculum Coordinators, Curriculum Council, and Principal groups will ensure that technology-related professional development links to other district and school professional development activities. These activities are coordinated to address staff needs in assisting all students in becoming proficient on the State academic achievement standards. ▪ Technology based programs such as Accelerated Reader, Scholastic Reader, and the technology *based* components of our adopted curricular programs allow teachers to integrate technology into curricula to enhance instruction. ▪ Increased utilization of web- and technology-based applications such as READ 180 and ALEKS will provide additional support for students who have not yet achieved proficiency on the State academic content standards in Reading and Math.	▪ Coordinators, Curriculum Council, principals/ongoing	▪ Technology support ▪ 6 half-time coordinators	▪ $195,000	▪ Title I ▪ State and local funding

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
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.) ▪ IUSD does not receive Title II, Part D Enhancing Education through Technology funding.				
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: ▪ The district's Curriculum Council is comprised of teacher, principal, and parent representatives as well as district curriculum and instruction staff. Representatives are selected from the range of school levels and neighborhoods/ communities served by the district. ▪ The Principals' groups include elementary, middle school and high school principals as well as principals from K-8 schools. Principals who have closed or begun to close the achievement gap are encouraged to participate. ▪ The district's Curriculum Coordinators represent all core instructional areas as well as the Director of Assessment, fine arts, health services, student support services and elementary and secondary education. ▪ Together these three groups, under the guidance of the Assistant Superintendent for Education Services conduct an annual informal needs assessment and establishes professional development goals that are tied to improving (i) teachers' and principals' knowledge and skill (ii) organizational support for improved teaching and learning (iii) teachers' and principals' use of knowledge and skill and (iv) student achievement. They design/select professional development activities and strategies to accomplish the goals, monitor the impact of the activities, and adjust as needed.	▪ Curriculum Council, principals, coordinators/on-going			

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
9. How the LEA will provide training to enable teachers to: ▪ Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; ▪ Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; ▪ Involve parents in their child's education; and ▪ Understand and use data and assessments to improve classroom practice and student learning. ▪ Teacher collaboration time focused on analyzing benchmark assessments for essential standards and joint review of student work on those assignments, includes planning for addressing students who have not achieved proficiency on content standards, diverse student needs, student behavior management, and working with families. ▪ Teachers will receive training focusing on coordinating the teaching and assessing of essential standards in the strands/subject matter areas of most needed improvement. ▪ Staff development days focused on practicing core research-based practices used in the standards-based materials in the strands/subject matter areas of most needed improvement also includes planning for addressing students who have not achieved proficiency on content standards, diverse student needs, student behavior management, and working with families. ▪ Principals' professional development will combine the leaders' roles in supporting standards implementation, organization and management for continuous improvement with behavior management, working with students' families, and addressing diverse needs of students, particularly students in the lowest performing groups in the district.	▪ Coordinators, principals, TOSAs/ongoing ▪ BTSA Coordinator, Support Providers/on-going	▪ Stipends, materials	▪ $158,480 TOSA $580,500 *(Duplicated throughout document when referring to BTSA)*	▪ Title II ▪ State and local funding
10. How the LEA will use funds under this subpart to meet the requirements of Section 1119: ▪ Ongoing professional development for clear credential				*See allocation*

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
- Project Success early intervention program - Interagency and community collaboration - Grant funding sources - District Policy relating to suspensions and/or expulsions for ATODV violations - Tobacco Cessation and Alternative to Suspension Program - School Attendance Review Board (SARB) - Timely Notification of Attendance Irregularities to Parents - Consistent Attendance Procedures Across School Sites - SROs and campus security - Athletic programs - Comprehensive K-12 Health Curriculum, including science-based alcohol, tobacco, other drug, and violence prevention lessons - In-kind resources from agencies and community - Youth Development programs at middle and high school level	- Opportunities for students to have a voice in school climate issues and decision-making need to be increased to improve school bondedness. - Opportunities for staff to learn school-based strategies to enhance students' protective factors need to be continued and increased. - All staff need to be accountable for planning and implementation of positive school learning environments, in coordination with district initiatives. - Needed health services should be increased to support health-impaired students. - Elementary physical education instruction needs be enhanced to promote lifelong wellness for all students. - Address support plan for pregnant and parenting teens. - Increased emphasis on decreasing overall truancy rates, including period absences (partial day).

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
- Continue to compile trend data from the California Healthy Kids Survey (CHKS).   - Pre/Post Surveys (e.g., Project Success Counseling and Tobacco Cessation Awareness Groups).   - District will continue to in-service staff, parents and students on prevention, youth development, and resiliency strategies important for student success.   - School Attendance Review Board (SARB)   - Continue to offer research-based curriculum at all developmental levels, i.e., <u>Second Step</u> and <u>Great Body Shop</u> at elementary, <u>Project Alert</u> at middle school, and <u>Too Good For Drugs and Violence</u> at high school.   - Continue to seek grant funding to provide direct support services for students and families most in need.   - Train School Resource Officers to support comprehensive research-based prevention and intervention programs with the schools and community.   - Train peers in conflict resolution, peer tutoring or other student support programs at each school.   - Offer a broad range of after-school programs that engage students with a variety of needs and interests through ACE programs directed by Irvine Public Schools Foundation.   - Drug and Alcohol Intervention Program (DAIP) and Tobacco Intervention Program (TIP).   - High-Risk Interagency Intervention Team (HRYIIT).   - Continue to offer ATOD, domestic violence and bullying-related trainings for K-12 staff.   - Continue collaboration with district-level and school site staff, Irvine Prevention Coalition, and the High School Youth Action Team to support positive youth development in district environments.   - Continue to implement compliance with state immunization and physical examination requirements.   - Continue to seek parent, community and school staff participation in needs assessment, planning and implementation.   - Implement new procedures and strengthen extant programs to prevent truancy from developing.   - Training and discussion about proactive truancy prevention and timely response will become part of administrative training.   - Student Services will create a problem-solving task force consisting of school psychologists, counselors, administrators and community members to address truancy reduction.

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.

<table>
<tr><th colspan="4">STRENGTHS</th><th>NEEDS</th></tr>
<tr>
<td colspan="4">From 1999 (baseline) to 2007, CHKS data for ATOD use and violence is as follows:</td>
<td rowspan="2">

✓ The district needs to continue grant writing and community collaboration to ensure ongoing, adequate coordination and services for prevention and intervention planning, implementation, and evaluation of program services.

✓ The buy-in from teachers to implement science-based ATODV curriculum with fidelity needs to be continually nurtured and tracked.

✓ Staff needs to participate in staff development offerings and have incentives to do so.

✓ Bullying policy and prevention programming need to be enforced and implemented to decrease the reported incidence of fights, hitting and harassment.

✓ The perception that everyone "uses" at high school (particularly related to alcohol use) needs to be countered through social marketing strategies and reinforced by the community through enforcement and exploration of a social host ordinance.

</td>
</tr>
<tr>
<td>**Use (30 Day)**</td><td>**% 1999**</td><td>**% 2007**</td><td>**% Change**</td>
</tr>
</table>

Use (30 Day)	% 1999	% 2007	% Change
Alcohol			
7th	8	4	-4
9th	22	12	-10
11th	40	26	-14
Cigarettes			
7th	2	1	-1
9th	9	5	-4
11th	25	10	-15
Marijuana			
7th	1	1	0
9th	6	6	0
11th	22	12	-10
Methamphetamine / Amphetamines			
7th	n/a	n/a	n/a
9th	3	4	+1
11th	5	6	+1
Psychedelics			
7th	n/a	n/a	n/a
9th	4	3	-1
11th	7	7	0
Violence			
Feel very safe at school			
7th	26	37	+11
9th	27	37	+10
11th	30	42	+12
Ever belonged to a Gang (1999)*			
7th	4	5	+1
9th	6	8	+2
11th	6	11	+5

*Changed to *currently belong to a gang* in 2005

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

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

Prevention Program Performance Indicators (4115(a)(1)(B)):
The LEA is required to establish a biennial goal for all of the performance indicators listed below. List specific performance indicators for each grade level served, and for each listed measure, as well as the date of, and results from, the baseline administration of the Healthy Kids Survey:

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: 10/__/07 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will **decrease** biennially by: *NOTE: 5th grade represents "one or two puffs".	5th __1_ % * 7th __2_ %	5th __0_ % 7th __0_ %
The percentage of students that have used cigarettes within the past 30 days will **decrease** biennially by:	7th __1_ % 9th __5_ % 11th __10_ %	7th __0_ % 9th __1_ % 11th __2_ %
The percentage of students that have used marijuana will **decrease** biennially by:	5th __0_ % 7th __2_ %	5th __0_ % 7th __0_ %
The percentage of students that have used alcohol within the past 30 days will **decrease** biennially by:	7th __4_ % 9th __12_ % 11th __26_ %	7th __1_ % 9th __1_ % 11th __2_ %
The percentage of students that have used marijuana within the past 30 days will **decrease** biennially by:	7th __1_ % 9th __6_ % 11th __12 %	7th __0_ % 9th __1_ % 11th __1_ %

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: 10/__/07 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that feel very safe at school will **increase** biennially by:	5th _88_ % 7th _37 % 9th _37_ % 11th _42_ %	5th _0_ % 7th _1_ % 9th _2_ % 11th _2_ %
The percentage of students that have been afraid of being beaten up during the past 12 months will **decrease** biennially by:	7th _19_ % 9th _13_ % 11th _10_ %	7th _2_ % 9th _1_ % 11th _1_ %
Truancy Performance Indicator		
The percentage of students who have been truant will **decrease** annually by 1% from the current LEA rate shown here. NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5 (students with an unexcused absence of more than 30 minutes on 3 or more days), and dividing that total by the CBEDS enrollment for the same school year. *Truancy data reflected in the 2003 LEAP used a truancy calculation that did not include the partial day absence [period absences] criteria, and therefore, resulted in a much lower truancy rate for that period.* *Data reflects truancy rates as reported in 2008-09 Conn App, Part 1 for all IUSD school sites K-12 with a CBEDS enrollment date of October 2007.	__28.85*__ %	__2__ %

Protective Factors Performance Measures from the California Healthy Kids Survey	Most recent date: 10/__/07 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:	5th _81_ % 7th _44_ % 9th _34_ % 11th _40_ %	5th _1_ % 7th _2_ % 9th _1_ % 11th _1 %

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: 10/__/07 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will **increase** biennially by:	5th _89_ % 7th _60_ % 9th _45_ % 11th _46_ %	5th _1_ % 7th _2_ % 9th _2_ % 11th _2_ %
The percentage of students that report high levels of opportunities for meaningful participation at their school will **increase** biennially by:	5th _17_ % 7th _22_ % 9th _20_ % 11th _23_ %	5th _2_ % 7th _2_ % 9th _2_ % 11th _2_ %
The percentage of students that report high levels of school connectedness at their school will **increase** biennially by:	5th _68_ % 7th _67_ % 9th _59_ % 11th _54_ %	5th _1_ % 7th _1_ % 9th _1_ % 11th _1_ %

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
N/A		

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

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

Science-Based Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
Project Alert	ATODV	7-8	3956	Fall, 2001 (ongoing as needed)	2002- 2003 (ongoing as needed)	Fall, 2003
Project STAR (Midwestern Prev. Project – coalition component)	ATOD	K-12, community	25,000 students & families	n/a	1998	1998
Too Good for Drugs and Violence	ATODV	10	2081	Fall 2005 (ongoing as needed)	2005 (ongoing as needed)	Fall 2005

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

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

Check	Activities	Program ATODV Focus	Target Grade Levels
✓	After School Programs	ATODV	6-8
✓	Conflict Mediation/Resolution	V	K-12
✓	Early Intervention and Counseling	ATODV	K-12
✓	Environmental Strategies	AT	7-12
✓	Family and Community Collaboration	ATODV	K-12
✓	Media Literacy and Advocacy	ATODV	K-12
	Mentoring		
✓	Peer-Helping and Peer Leaders	V	4-12
✓	Positive Alternatives	ATODV	7-12
✓	School Policies	ATODV	K-12
✓	Service-Learning/Community Service	ATODV	9-12
✓	Student Assistance Programs (Proj. Success)	ATODV	K-12
✓	Tobacco-Use Cessation	T	7-12

Check	Activities	Program ATODV Focus	Target Grade Levels
✓	Youth Development Caring Schools Caring Classrooms	ATODV	6-12
	Other Activities		

Promising or Favorable Programs (4115 (a)(3)):
The LEA may – but is not required to – designate and list the promising or favorable programs (programs whose effectiveness is not as strongly established though scientific evidence) selected from Appendix E. From Appendix E, list the promising or favorable programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

Promising Program name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
The Great Body Shop	ATODV	K-6	13,213	2005	Fall 2005	Spring '06

> *Our waiver for <u>The Great Body Shop</u> was not renewed by the state because the Healthy Kids Resource Center completed it evaluation and did not list it as a model program. Because we have two model programs in place already, we plan to continue using <u>The Great Body Shop</u> without using Safe & Drug-Free Schools funding.*

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.

Healthy Kids Survey data, district crime data and qualitative program feedback have driven the decisions of the selection of programs as follows:

1. Project Alert curriculum (grades 7-8) and Project STAR community coalition support (K-12) are needed to continue the past progress related to alcohol, tobacco, and other drug use.
2. Second Step curriculum (grades K-6) is needed to increase the number of elementary students who feel safe and not harassed at school.
3. Too Good for Drugs (grade 10) curriculum is necessary to continue progress related to alcohol, tobacco and other drug use.
4. The twelve research-based activities from Appendix D were chosen to support the comprehensive ATODV program as well as increase student resiliency as reported in the CHKS.

Evaluation and Continuous Improvement (4115 (a)(2)(A)):
Provide a description for how the LEA will conduct regular evaluations of the effectiveness of the LEA's alcohol, tobacco, other drug use and violence prevention program. Describe how the results of the evaluation will be used to refine, improve and strengthen the program.

The district has conducted the CHKS since 1999, and will continue to do so biennially, adding custom questions and modules as needed. Students with at-risk behaviors will also complete retrospective pre/post tests after intervention to assess changes in knowledge, attitude and substance use, as well as intentions to use ATOD and participate in violent acts. Satisfaction surveys will be administered to staff and parents participating in prevention trainings. We will also continue to ask our Irvine Prevention Coalition partners to provide information they may have about levels of ATODV, and to identify other ATODV-related needs of students, parents, families, and the community in general.

The district will collaborate with the Irvine Police Department to develop an annual report on trends for ATODV arrests and school suspensions. The report will be analyzed by the Irvine Prevention Coalition, looking at specific needs and trends. The coaliltion will also review the effectiveness of current prevention and intervention strategies. A biennial CHKS summary will also be shared with stakeholders; School Board, Principals, IPC, parents, staff, and students using a variety of media (website, board reports, public forums, newspapers, etc.) The district will use this information and feedback to refine and strengthen the prevention program.

Use of Results and Public Reporting (4115 (a)(2)(B)):
Describe the steps and timeline the LEA will use to publicly report progress toward attaining performance measures for the SDFSC and TUPE programs. Describe how the evaluation results will be made available to the public including how the public will be provided notice of the evaluation result's availability.

Data Collection Timeline:

CHKS data collection started in 1999 and a new baseline for CHKS data was established in 2001-02. Progress data has been, and will continue to be, collected biennially, covering the performance indicators.

To assess the delivery of specific prevention programs, post-test information on changes in knowledge, attitudes and intentions will be collected throughout the school year.

Staff and parents will complete satisfaction surveys when they receive prevention and intervention services.

Reporting Timeline:

West Ed will analyze CHKS results and develop a written report every two years. The summary will be given to district principals, the Board of Education, and the Irvine Prevention Coalition, and be placed on the web site for public access by June 2008, 2010 and 2012.

IUSD's Guidance Resources department and Irvine Police Department will summarize program needs and results and report to the Irvine Prevention Coalition annually. Summary information also will be made available to parents through newsletters, newspaper articles and/or social marketing media throughout the year.

The IPC Coordinating Committee will meet annually to analyze existing data and input from stakeholders to refine the program as needed.

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])

IUSD defines the highest need students as those who have emotional or mental health problems, have received a discipline referral, are performing below standards, and who lack resources for success in school. The following services are funded for students with the greatest need.

1) Early identification and intervention services by district staff, grant-funded support specialists, and community-based organizations.
2) Outreach services for families and students with high need through collaborative district-community partnerships.
3) Enrichment activities for highest need students that focus on academic tutoring, informal mentoring, leadership, recreation and community service.
4) Alternative to Suspension programs for students cited for ATOD use on campus.
5) A multi-gate student assistance system that tracks service delivery for referred students and families.
6) Youth development projects such as social marketing, youth leadership, and community service.

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.

IUSD has established Guidance Resources and Health Services Departments to coordinate K-12 health education and provide prevention services from federal, state and local prevention sources. The grants monitored through Guidance Resources and Health Services include: Title IV (SDFSC), TUPE (Tobacco prevention), SCPP (School Community Policing Partnership), Drug-Free Communities Support Program; Drug-Free Communities Support Mentoring Program; and Irvine Educational Partnership grants for Middle and High School Project Success, K-3 and grades 4-6 Guidance Assistance Program, nurses, health clerks, and health education.

Parent Involvement (4115 (a)(1)(e)):
Provide a brief, but detailed, description of parent involvement and describe the parent notification procedures used to meet requirements under NCLB Title IV, Part A – SDFSC program.

Parents sign permission forms for students to participate in Project Success counseling and the California Healthy Kids survey at grade 5. Parents also work with students on homework for health lessons and receive monthly K-6 student booklets for family discussion of healthy choices. In addition, parents have opportunities to participate in Community Forums on ATODV issues, the annual Irvine Family Fun Fair and various parent workshops offered throughout the year at school sites, as well as parenting classes and a support group for parents of teens. Parents are also invited to join the Irvine Prevention Coalition, and act as volunteer Prevention Coordinators for Red Ribbon Week at elementary and middle schools.

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.

Currently, pregnant minors are typically identified by school counselors or staff. A referral is made to the school nurse, who assesses what services are needed, including whether the minor uses tobacco. The nurses provide limited case management and refer the students to either a pregnant minor program or other related support services such as the School Readiness Nurse, Raise Foundation and/or Project Success for follow-up and case management. Referrals to the American Lung Association, TUPP or a community agency will be made for smoking cessation if appropriate.

This plan was enhanced by development of a "search-and-serve" plan that includes in-service of high school counselors, assistant principals and high school nurses, and case management by the School Readiness Nurse Practitioner on a quarterly follow-up basis with each high school staff.

TUPE Funded Positions (Health & Safety Code 104420(b)(3)):
Provide full time equivalent (FTE) staffing configuration for all TUPE funded positions. (Health and Safety Code section104420 [b][3])

Position/Title	Full time equivalent
Site Liaison/Asst. Coordinator	.30 FTE
TUPE Coordinator	.12 FTE
Asthma Specialist	.15 FTE

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

Student Data:
Graduate Total (Class of 2007-2008) - 2098
- Diploma Graduates – 2087
- GED Certificate Graduates – 1
- California High School Proficiency Exam Graduate – 3
- Graduated with Differential Proficiency Standards - 7

Non Graduate Total (Class of 2007-2008) – 95
- Dropouts – 79
- Non Completers – 14
- Completed credits but did not graduate but did not pass CAHSEE -2

Conclusions from Student Data
About Graduates
- 96% of seniors graduate; 4% do not
- A greater percentage of females graduate than males – 96% vs. 94% respectively
- In our 5 leading ethnic groups the following percentages graduated:
  - ➢ White –95%,
  - ➢ Chinese – 96%,
  - ➢ Korean – 96%,
  - ➢ Hispanic – 80%, and
  - ➢ Other Asian – 90%
- 58% of our Special Education (SDC and Resource only) students graduate
- 91% of students receiving free or reduced lunches graduate vs. 97% of other students
- 87% of English speakers graduate vs. 97% of FEP students vs. 87% of English Learners   (FEP-R and LEP)

About Dropouts:

IUSD experiences a very low dropout rate; the dropout rate for the district is .6%.

While we have a portion of our seniors who fail to meet minimum graduation requirements, our students and their families strongly support students finishing high school.

- We send the vast majority of our potential dropouts to Creekside and San Joaquin High School.
- The dropout rate for Creekside High School is 10.7% and 18.1% for San Joaquin High School.

About Participation in Advanced Placement Classes

All students have access to Advanced Placement courses. Entry is contingent upon course prerequisites.

- Asians are over-represented in AP testing
- Whites, Hispanics and Blacks are under-represented
- Females are over-represented in AP testing; males are under-represented

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

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

Performance Indicator	Activities/ Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.1 (High School Graduates)	*Parent Conferences	9-12	Annual: Students, Parents, Teacher Advisors, Conferences	Increased communication and understanding	District
	*Academic Advising Course selection and placement	9-12	Semi-annual: Counselors Teachers	Increased understanding of post high school college and career pathways.	District & State Categorical
	*Individual Advising	9-12	As needed: Counselors, Teacher Advisors	Improved course selection/ placement	District

	*Individual Counseling
	  personal/social
	  academic
	  career
		9-12	As needed:
			Counselors
				Increased awareness of grad requirements/4-year plan	State Categorical
					SB813
					AB1113
					Grant
					Lottery

	Group Counseling And Advising	9-12	Annual: classroom visitations Counselors	Awareness of grad. req.'s/4-year plan/goals/decision making/post secondary/careers	Same
	*Block Schedule 80 credit option	9-12	Annual: Counselors Teacher Advisors	Same	District & Categorical

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5.1 (cont'd) (High School Graduates)	*Monitoring Student Grades	9-12 with D/F grades	Bi-quarterly: Project Success Team: Administrators, Psychologist, Counselors, Teachers, Support Staff	Opportunity to remediate/ earn credits Increased retention/ Improved grades	Project Success
	*Monitoring Student Truancies	9-12 truants	Weekly: Project Success Team: Administrators, Psychologist, Counselors, Teachers, Support Staff	Increased retention/ Improved attendance	Same
	Grade Level Inservice	9-12	Annual: Teacher Advisors, Counselors		District & State Categorical

	Parent Information Sessions:
	  8th Grade
	  College Night
	  Juniors
		8th
		9-12
		11
			Annual:
			Counselors, Administrators Support Staff
				Training for annual conference and advising	District & State Categorical

	*Grad Checks	11	Annual: Counselors	Increased awareness/ parent involvement/ transitions/ course selection/grad req's/ higher education	State Categorical SB813 AB1113 Grant Lottery
	*Grad Checks Evaluation letters and transcripts to parents	12	Fall, Winter, Spring, June Counselors	Increased awareness/ retention/ grad req's/ at risk	District & State Categorical
	*Timely Referral to Alternative Education	9-12	EOP Schedule: Counselors, Alternative Education Staff	Increased awareness/retention/ grad req's/at risk	District & State Categorical

5.1 (cont'd) (High School Graduates)	*9th semester option *Summer school Fall Goal-Setting Conferences/ Spring Scheduling Conferences	All who meet req's All All	Summer/Fall Counselors Alternative Education Staff Summer Counselors Teachers, Support Staff Teacher Advisors	Increased number of graduates Increased number of graduates Increased opportunities to remediate/earn credit Increased number of graduates	District & State Categorical District & State Categorical District & State Categorical
5.2 (Dropouts)	*See all above In addition: Referrals to Community Resources Letters home for seniors in danger of failing	 9-12 12	 As needed: Counselors Administrators Counselors Administrators	 Increased retention social/emotional health Increased number of graduates	 District & State Categorical District
5.3 (Advanced Placement)	Academic Advising Encouragement to enroll Block schedule 80 credit option	10-12 Same Same	Teacher Advisors Counselors Same Same	Increased number of offerings/ enrollment Same Same	District & State Categorical Same Same

Additional Mandatory Title I Descriptions

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

Describe the measure of poverty that will be used to determine which schools are eligible for Title I funding in accordance with Section 1113, "Eligible School Attendance Areas."	
	Description of how the LEA is meeting or plans to meet this requirement:
Identify one of the following options as the low-income measure to identify schools eligible for Title I funding: - Number of children in families receiving assistance under the CalWorks program; - Number of children eligible for Free/Reduced Price Lunch programs; - Number of children ages 5-17 in poverty counted by the most recent census data; - Number of children eligible to receive medical assistance under the Medicaid program; - Or a composite of the above.	IUSD uses the number of children eligible for Free/Reduced Price Lunch programs to identify schools eligible for Title 1 funding.
Describe how the low-income measure described above is used to rank and select schools to receive Title I funds - All schools with a 75% or above poverty level are funded - All other schools are funded by poverty ranking district wide or by grade span.	IUSD selects Title 1 schools based on the rank order information for free or reduced lunch participation for each school as found on the appropriate page of the Consolidated Application. We allocate funds on a per pupil basis with equity to all of the schools with percentage participation greater than the district-wide average participation for the grade span. We have decided to apply our Title 1 resources to the K – 8th grade span schools to ensure early intervention to prevent failure. All of our schools have less than 35% participation in the free and reduced lunch program. All of our identified Title 1 schools, therefore, are targeted assistance school Title 1 programs.

Additional Mandatory Title I Descriptions
(continued)

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

	Description of how the LEA is meeting or plans to meet this requirement:
For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as: • A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards. • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards. • Instruction by highly qualified teachers and strategies to attract and keep such teachers. • High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff. • Strategies to increase parental involvement. • Assistance to preschool children in transitioning from early	IUSD has no Title 1 Schoolwide Programs (SWP)

childhood programs to elementary school programs. • Timely and effective additional assistance to students who experience difficulty mastering state standards.	
For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State's challenging academic standards. The description should include activities such as: • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Strategies that minimize removing children from the regular classroom during regular school hours for instruction. • Instruction by highly qualified teachers. • Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement.	Our Title 1 funds supplement IUSD's basic program of instruction to ensure that we do not supplant with these categorical funds. Based on the profiles of the students at each school site, the faculty and local stakeholders have developed individualized programs of support and instruction. These site interventions include the following: • Summer school class for entering Kindergarteners to ensure readiness to learn • Implementation of Read 180, a standards-based reading intervention for grades 4-8 • Special grouping and/or tutoring to help low performing students (RTI) • Implementation of Orchard math, a CAI mathematics program for supplemental mathematics instruction • Implementation of Aleks, a CAI mathematics program for supplemental mathematics instruction • After school and summer school programs of instruction to increase learning time • Parent outreach and education

Additional Mandatory Title I Descriptions
(continued)

Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115, "Targeted Assistance Schools," will identify the eligible children most in need of services under this part. **Please note that multiple, educationally related criteria must be used to identify students eligible for services**. Where applicable, provide a description of appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.	
	Description of how the LEA is meeting or plans to meet this requirement:
Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should: • Identify children who are failing or most at risk of failing to meet the state academic content standards. • Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. • Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds.	Eligible children are those in kindergarten to 8th grade, who are identified by the school as failing or most at risk of failing to meet State standards in reading or mathematics. Each LEA applies multiple criteria, including the ELA or Math score from the CST, local criterion reference assessments and teacher opinion that the student is "at risk" of failing to meet state standards. Children in kindergarten through second grade are selected on the basis of locally developed assessments of reading and mathematics and teacher opinion that the student is "at risk" of failing to meet state standards.
The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.	
The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.	N/A

Additional Mandatory Title I Descriptions

(continued)

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

	Description of how the LEA is meeting or plans to meet this requirement:
If the LEA has a PI school(s), describe technical assistance activities the LEA will provide to help the PI school, such as the following: • Assistance in developing, revising, and implementing the school plan. • Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas. • Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI. • Assistance in analyzing and revising the school budget so the school's resources are used effectively.	All IUSD Title 1 schools have met their annual AYP targets. Therefore, IUSD has no schools identified for Program Improvement. However, in order to prevent the schools from failing to meet their targets, district staff: • assists the schools to analyze student achievement data and to evaluate student needs and program effectiveness, • seeks out and informs schools about scientifically-based research and programs of instruction they might consider to meet their at-risk students needs, • provides models for parent outreach and teacher training to ensure participation of all stakeholders in planning and continuous improvement of program services.

Additional Mandatory Title I Descriptions
(continued)

Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, "Academic Assessment and Local Educational Agency and School Improvement."

	Description of how the LEA is meeting or plans to meet this requirement:
Describe the process for parent notification of the school's identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.	All IUSD Title 1 schools have met their annual AYP targets. Therefore, IUSD has no schools identified for Program Improvement. However, in the event that one or more of the Title 1 schools are identified for Program Improvement in the future, district staff would facilitate site staff to: *For any school required to provide school choice:* Notify all parents in writing via mailed letter immediately upon notification of PI school choice status that the school has been identified for PI, spell out the rationale for the identification, the consequences and the steps the school will take to remedy the situation relative to achievement data. Notify all parents in writing via the same mailing that school choice entitles them to transfer to another public school in the district not a PI school. The letter will, furthermore, inform the parents that transportation from the PI school to their school of choice will be provided by the district. In the letter a general face-to-face meeting date for the site leadership to answer parent's questions will be announced. A form for parents to complete and return to the PI school indicating their decision to transfer will be enclosed in the mailing with a due date indicated after the general meeting.

	For any school required to provide school choice: Based on most recent assessment data, and within the first week of school, the low performing students in a Title 1 school required to provide supplemental services will be notified in writing of available supplemental services for their youngster. The mailed notice will include a list and description of local State approved providers from which they may select and will give notice of a general meeting with the school leadership to answer questions the parents may have. A form enclosed in the mailing will ask the parent to request a face-to-face meeting with the classroom teacher for the purpose of selecting the provider, a set of student achievement goals for the individual student and a timeline for the relationship between provider, classroom teacher, student and parent.
Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	IUSD has no schools identified for 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 Section 1118, "Parental Involvement," and Section 1119, "Qualifications for Teachers and Paraprofessionals."

	Description of how the LEA is meeting or plans to meet this requirement:
Describe the LEA's strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.	Plans for professional development for any given school year begin with target setting activities and needs assessments conducted at all sites in the district in the spring. The targets are selected by individual school sites, based on stakeholder meetings where site-specific data is analyzed to choose site targets for annual improvement. This self-reported information is shared between district coordinators for Title 1 and Title 2 in the spring and tentative plans are made to use the district's two full student-free training days for the following school year to support the sites. Once student achievement data from 2007-2008, for example, is received in August, that data is reviewed by all district coordinators to adjust and modify those staff development plans and to supplement the plans with staff development to take place at specific sites. Each Title 1 site makes a special effort to disaggregate their student achievement data based on the interventions the students' have received and to draw conclusions about teachers' needs for professional development to more effectively implement interventions and/or seek out new interventions and to acquire training to implement them. Benchmark student achievement data is analyzed to provide guidance and to make any necessary mid-stream corrections to those

	plans. The site principals meet regularly with the district Title 1 and Title 2 coordinator to share information about needs, plans, achievements and modifications. Principals monitor teacher's feedback regarding their own preparation to implement interventions. Classroom observations, individual teacher goal setting conferences and discussions at regularly scheduled faculty meetings provide additional data for the site leader to consider. The coordination to prevent duplication and wasted effort takes place in the regular communication between the district coordinators and site principals. All teachers at all Title 1 sites are fully qualified according to the federal criteria of having a Professional Clear California credential or a preliminary California credential for the assignment. All new hires will also be highly qualified according to State and federal criteria.
Describe the LEA's strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children's education.	Irvine Unified School District has a history of effective parental involvement at all school levels. Each Title 1 school site holds an annual Parent Information meeting to describe the individual Title 1 programs in place at each school and to solicit feedback from parents. Each Title 1 school site has developed a Title 1 Parent Involvement Policy to ensure that parents are kept informed and have the opportunity to assist in program improvement. The School Site Council (comprised of parents and staff members) reviews and approves the Title 1 Parent Involvement Policy and assists in writing each school sites' Single Plan for Student Achievement (SPSA). The SPSA coordinates resources between all categorical programs and describes how each will improve student achievement.

Additional Mandatory Title I Descriptions
(continued)

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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.

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<td>Description of how the LEA is meeting or plans to meet this requirement:</td>
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Describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:

  a. Even Start
  b. Head Start
  c. Reading First
  d. Early Reading First
  e. Other preschool programs
  f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities.

Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.

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The district has an English Language Development representative at each site who works with the site administrative team and with the teachers to integrate ELD programs within and among sites. These representatives are linked to the district level English Language Coordinator in bi-monthly meetings to assure continuity and to eliminate needless duplication. The site administrators and the coordinators (site and district) work closely in regularly scheduled meetings and ongoing communication with coordinators of special programs who administer federal and state categorical programs and funds as well as special education. Through this structure the district is able to increase program effectiveness, reduce fragmentation, and eliminate duplication. The main tools used by all the individuals identified above are all of the district and site level data analysis implements that are identified throughout the plan, including STAR reading and math, state assessment data, and district benchmarking data.

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Part III
Assurances and Attachments

Assurances

Signature Page

Appendix

ASSURANCES

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

GENERAL ASSURANCES

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.

2. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.

3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non-profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.

4. The LEA will adopt and use proper methods of administering each such program, including – (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.

5. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.

6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.

7. The LEA will – (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.

8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.

9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.

9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.

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

TITLE I, PART A

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.

12. If the LEA receives more than $500,000 in Title I funds, it will allow 1% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.

13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.

14. Provide technical assistance and support to schoolwide programs.

15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.

16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).

17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.

18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.

19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.

20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001*.

21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.

22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.

23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.

24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.

25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).

26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.

27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001*.

28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.

29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).

30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

TITLE I, PART D – SUBPART 2

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

32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.

33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A

34. The LEA, hereby, assures that:

- The LEA will target funds to schools within the jurisdiction of the local educational agency that:
  (A) have the lowest proportion of highly qualified teachers;
  (B) have the largest average class size; or
  (C) are identified for school improvement under section 1116(b).

- The LEA will comply with section 9501 (regarding participation by private school children and teachers).

- The LEA has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.

- The LEA will assure compliance with the requirements of professional development as defined in section 9101 (34).

TITLE II, PART D

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

- Strategies for using technology to improve academic achievement and teacher effectiveness.

- Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.

- Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.

- Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.

- Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.

- A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.

- A description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.

- A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.

- Innovative delivery strategies – a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.

- A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.

- Collaboration with adult literacy service providers.

- Accountability measures – a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.

- Supporting resources – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.

36. The LEA must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.

37. **Any LEA <u>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))</u> 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:
    o 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
    o is enforcing the operation of such technology protection measure during any use of such computers by minors; and
    o 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.
    o Any LEA that <u>does</u> 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:

  o Allows a teacher to communicate effectively with all students in the class.
  o Allows all students in the class to learn.
  o Has consequences that are fair, and developmentally appropriate.
  o Considers the student and the circumstances of the situation.
  o 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.

<u>New</u> LEAP Assurances

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

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

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

Other

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

SIGNATURE PAGE

__Gwen E. Gross, Ph.D._____
Print Name of Superintendent

_____
Signature of Superintendent

_____
Date

APPENDIX A

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

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

California's NCLB Performance Goals and Performance Indicators

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

1.1   **Performance indicator:** The percentage of students, in the aggregate and for each subgroup, who are above the proficient level in reading on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)

1.2   **Performance indicator:** The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(C)(i).)

1.3   **Performance indicator:** The percentage of Title I schools that make adequate yearly progress.

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

2.1.   **Performance indicator:** The percentage of limited-English-proficient Students, determined by cohort, who have attained English proficiency by the end of the school year.

2.2   **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.

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

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

3.1 **Performance indicator:** The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high-poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).

3.2 **Performance indicator:** The percentage of teachers receiving high-quality professional development. (See definition of "professional development" in section 9101(34).)

3.3 **Performance indicator:** The percentage of paraprofessionals (excluding those with sole duties as translators and parent involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).)

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

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

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

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

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

APPENDIX B

Links to Data Web sites

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

- Academic Performance Index (API)
  http://www.cde.ca.gov/psaa/api/index.htm

- California Basic Educational Data System (CBEDS)
  http://www.cde.ca.gov/demographics/coord/

- California English Language Development Test (CELDT)
  http://www.cde.ca.gov/statetests/celdt/celdt.html

- California High School Exit Exam (CAHSEE)
  http://www.cde.ca.gov/statetests/cahsee/eval/eval.html

- California Standardized Test (CST)
  http://www.cde.ca.gov/statetests/index.html

- DataQuest
  http://data1.cde.ca.gov/dataquest/

- School Accountability Report Card (SARC)
  http://www.cde.ca.gov/ope/sarc/

- Standardized Testing and Reporting (STAR) Program
  http://www.cde.ca.gov/statetests/star/index.html

APPENDIX C

Science-Based Programs

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

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

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

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

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

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

School-Based Programs

Name	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
		Intended program outcomes and target grade levels. See research for proven effectiveness					
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

Name	Target Population	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
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

Name	Intended program outcomes and target setting. See research for proven effectiveness						
	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

Program	Target						Categories
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:

Research-based Activities	
Activities	***Research Summaries Supporting Each Activity:***
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

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.

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

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)

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

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

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
Earlscourt 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

Program	Grade						Letter
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