Application #   *No Child Left Behind Act of 2001*

(CDE use only)

LOCAL EDUCATIONAL AGENCY PLAN

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

LEA Plan Information:

Name of Local Educational Agency (LEA): **Alview Dairyland Union School District**

County/District Code: **20-65177**

Dates of Plan Duration (should be five-year plan): July 1, 2013-June 30, 2018
Date of Local Governing Board Approval: June 27, 2017

District Superintendent: **Loren York**

Address: **12861 Avenue 18-1/2**

City: Chowchilla   Zip code: **93610**

Phone: **(559) 665-2394**   Fax: **(559) 665-7347**

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.

Loren York

Printed or typed name of Superintendent	Date	Signature of Superintendent

Tom Fry, Board President

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

1

FEDERAL AND STATE PROGRAMS CHECKLIST

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

	Federal Programs		State Programs
X	Title I, Part A		EIA – State Compensatory Education
	Title I, Part B, Even Start		EIA – Limited English Proficient
	Title I, Part C, Migrant Education		State Migrant Education
	Title I, Part D, Neglected/Delinquent		School Improvement
X	Title II, Part A, Subpart 2, Improving Teacher Quality		Child Development Programs
	Title II, Part D, Enhancing Education Through Technology		Educational Equity
X	Title III, Limited English Proficient		Gifted and Talented Education
	Title III, Immigrants		Gifted and Talented Education
	Title IV, Part A, Safe and Drug-Free Schools and Communities		Tobacco Use Prevention Education (Prop 99)
	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
	Adult Education		School Safety and Violence Prevention Act (AB1113, AB 658)
	Career Technical Education		Tenth Grade Counseling
	McKinney-Vento Homeless Education		Healthy Start
X	IDEA, Special Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	21st Century Community Learning Centers	**X**	Other (describe): LCFF
X	Other (describe): Title VI: REAP	**X**	Other (describe): Supplemental and Concentration Grants
X	Other (describe): CSR K-3		Other (describe):

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Federal Programs		Allocation	Consolidated in the SWP
☐	**Title I, Part A: Allocation** Purpose: To improve basic programs operated by local educational agencies (LEAs)	$149,033	*x*
☐	**Title I, Part A: Parental Involvement** (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation). $		☐
☐	**For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development** (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2) $		☐
☐	**Title II, Part A: Improving Teacher Quality** Purpose: Improve and increase the number of highly qualified teachers and principals	$15,515	*x*
☐	**Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students** Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	$12,605	Title III funds may not be consolidated as part of a SWP[1]
☐	**Title VI, Part B: Rural Education Achievement Program** Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	$16,573	*x*
☐	**For School Improvement Schools only: School Improvement Grant (SIG)** Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	$	☐
☐	**Other federal funds** (IDEA)	$24,376	☐
☐	**Other federal funds** (list and describe)	$	☐

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☐	**Other federal funds** (list and describe)	$	☐
	Total amount of federal categorical funds allocated to this district	$218,102	

State Programs	Allocation	Consolidated in the SWP
Local Control Funding Formula (LCFF) – Base Grant Purpose: To provide flexibility in the use of state and local funds by LEAs and schools	$1,913,012	*x*
LCFF – Supplemental Grant Purpose: To provide a supplemental grant equal to 20 percent of the adjusted LCFF base grant for targeted disadvantaged students	See Below	☐
LCFF – Concentration Grant Purpose: To provide an additional concentration grant equal to 50 percent of the adjusted LCFF base grant for targeted students exceeding 55 percent of an LEA's enrollment	$345,560 Combined	*x*
California School Age Families Education (Carryover only) Purpose: Assist expectant and parenting students to succeed in school	$	☐
Economic Impact Aid/State Compensatory Education (EIA-SCE) (Carryover only) Purpose: Help educationally disadvantaged students succeed in the regular program	$0	*x*
Economic Impact Aid/Limited English Proficient (EIA-LEP) (Carryover only) Purpose: Develop fluency in English and academic proficiency of English learners	$	☐
Peer Assistance and Review (Carryover only) Purpose: Assist teachers through coaching and mentoring	$0	*x*
Professional Development Block Grant (Carryover only) Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	$	☐
Pupil Retention Block Grant (Carryover only) Purpose: Prevent students from dropping out of school	$	☐
Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	$	☐
School and Library Improvement Program Block Grant (Carryover only) Purpose: Improve library and other school programs	$	☐

4

School Safety and Violence Prevention Act (Carryover only) Purpose: Increase school safety	$4,862	*x*
Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	$	☐
List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], etc.)	$54,745 (Lottery)	*x*
Total amount of state categorical funds allocated to this district	$2,318,179	
Total amount of state and federal categorical funds allocated to this district	$2,536,281	

Part II
The Plan

Part I: Needs Assessment
Alview Dairyland Union School District Mission Statement, Vision, and Profile
Mission Statement

 The Alview-Dairyland School District's mission statement is to provide an exceptional setting for students to learn. We strive to maintain high academic standards within a positive, nurturing environment. We endeavor to build active learners that are challenged to their maximum potential. We want our students to become productive citizens with high moral character. We also believe that a strong line of communication between students, staff, parents, and community is imperative for children to reach their goals.

District Vision

The vision of the Alview-Dairyland School District is to develop literacy in all students. Our goal is to help develop our students to be successful and responsible citizens in our society. We believe our vision is possible through the teaching of California State Common Core Standards along with differentiated teaching to reach individualized student needs.

District Profile

Alview-Dairyland School District is a small K-8 district in agricultural rural Madera County approximately 10 miles south of Chowchilla. Our district has provided an educational experience for students since 1915. This district is approximately 125 square miles in size. The school operates on two campuses to utilize available classrooms, but the administration of the two campuses is one unit. Kindergarten through third grade attends the Alview Campus and students in grades 4-8 attend the Dairyland Campus. Eighth grade graduates from Dairyland attend Chowchilla High School.

The district is administered by a five member Board of Trustees, a Superintendent/Principal and a Vice Principal/Curriculum Director. The educational staff includes 17 classroom teachers, an RSP teacher, a library technician, and several paraprofessionals.

Community and parent involvement is assured by the School Site Council, DELAC committee, the Parent-Teacher Club (PTC), and many parent volunteers. A parent-child-teacher compact is distributed and discussed at conferences. A "Back to School Barbecue" prior to the start of the school year welcomes parents and community members to the school. Parent training nights are sponsored by our parent club. Our district offers ESL classes for non English speaking parents. Students in grades 4-8 may participate in the Dairyland Band.

Other programs include a GATE program, tutoring, a Baseball minor league team, and 4-H. Students in grades 7-8 may also participate in school sponsored sports.

Our district has had strong community pride since the early 1900's. Community residents gather at our school dinners and events. Our local high school teachers and staff recognize our students, because of their high standards and academic excellence. Our small school district staff cares so much for our children that many teachers follow their development through their school years to their graduation. Some families choose to return to our school community to raise their own children.

Alview-Dairyland School District Demographic Characteristics

Ethnicity/Groups

Hispanic	58%
White	39%
Asian	2.7%
American Indian	.27%
Filipino	0%
Other	0%
Socioeconomically Disadvantaged	63.2%
English Learners	39%
Students w/Disabilities	4.2%

Grade Level
Student Population

Kindergarten	53
First Grade	46
Second Grade	40
Third Grade	36
Fourth Grade	49
Fifth Grade	43
Sixth Grade	42
Seventh Grade	30
Eighth Grade	35

Academic Performance by Grade Level / Significant Subgroup
Table 1: Academic Performance by Grade Level / Significant Subgroup
SBAC 2016 ELA Results

Third Grade

Subgroups*	Mean Score	% Not Met	% Nearly Met	% Met	% Exceeded
All Students	2413	29	33	14	24
Hispanic or Latino	2377	40	44	12	4
White not Hispanic	2448	17	22	17	43
Economically Disadvantaged	2371	43	40	13	3
English Learners	2376	40	45	10	5

Fourth Grade

Subgroups*	Mean Score	% Not Met	% Nearly Met	% Met	% Exceeded
All Students	2473	16	24	47	13
Hispanic or Latino	2452	20	40	32	8
White not Hispanic	2498	11	5	68	16
Economically Disadvantaged	2462	17	33	40	10
English Learners	2430	27	47	27	0

Fifth Grade

Subgroups*	Mean Score	% Not Met	% Nearly Met	% Met	% Exceeded
All Students	2498	20	36	29	16
Hispanic or Latino	2476	27	46	19	8
White not Hispanic	2524	11	22	44	22
Economically Disadvantaged	2482	25	44	19	13
English Learners	2445	43	50	7	0

Sixth Grade

Subgroups*	Mean Score	% Not Met	% Nearly Met	% Met	% Exceeded
All Students	2494	39	25	33	3
Hispanic or Latino	2492	39	25	32	4
White not Hispanic	N/A	N/A	N/A	N/A	N/A
Economically Disadvantaged	2484	25	44	19	13
English Learners	2541	62	23	15	0

Seventh Grade

Subgroups*	Mean Score	% Not Met	% Nearly Met	% Met	% Exceeded
All Students	2566	9	35	47	9
Hispanic or Latino	2545	11	44	44	0
White not Hispanic	2595	11	22	53	20
Economically Disadvantaged	2540	13	52	30	4
English Learners	N/A	N/A	N/A	N/A	N/A

Eighth Grade

Subgroups*	Mean Score	% Not Met	% Nearly Met	% Met	% Exceeded
All Students	2564	16	32	45	7
Hispanic or Latino	2540	19	38	42	0
White not Hispanic	2599	11	22	50	17
Economically Disadvantaged	2543	17	41	41	0
English Learners	N/A	N/A	N/A	N/A	N/A

Conclusions from the Data:

All subgroups except white students fell behind the grade level mean score. More intervention, ELD, and tutoring needs to be targeted to all other subgroups.

Table 2: Academic Performance by Grade Level / Significant Subgroup
SBAC 2016 Mathematics Results

Third Grade

Subgroups*	Mean Score	% Not Met	% Nearly Met	% Met	% Exceeded
All Students	2436	20	27	37	16
Hispanic or Latino	2419	20	40	36	4
White not Hispanic	2452	22	13	35	30
Economically Disadvantaged	2416	27	33	33	7
English Learners	2418	20	40	35	5

Fourth Grade

Subgroups*	Mean Score	% Not Met	% Nearly Met	% Met	% Exceeded
All Students	2463	11	58	24	7
Hispanic or Latino	2444	20	68	8	4
White not Hispanic	2485	0	47	42	11
Economically Disadvantaged	2451	17	63	17	3
English Learners	2436	27	60	13	0

Fifth Grade

Subgroups*	Mean Score	% Not Met	% Nearly Met	% Met	% Exceeded
All Students	2489	38	33	18	11
Hispanic or Latino	2474	42	38	12	8
White not Hispanic	2506	33	28	28	11
Economically Disadvantaged	2478	44	31	13	13
English Learners	2458	50	43	7	0

Sixth Grade

Subgroups*	Mean Score	% Not Met	% Nearly Met	% Met	% Exceeded
All Students	2504	28	42	19	11
Hispanic or Latino	2497	32	39	18	11
White not Hispanic	NA	NA	NA	NA	NA
Economically Disadvantaged	2491	35	38	19	8
English Learners	2430	69	23	8	0

Seventh Grade

Subgroups*	Mean Score	% Not Met	% Nearly Met	% Met	% Exceeded
All Students	2551	12	50	21	18
Hispanic or Latino	2503	22	72	0	6
White not Hispanic	2611	0	20	47	33
Economically Disadvantaged	2518	17	65	9	9
English Learners	N/A	N/A	N/A	N/A	N/A

Eighth Grade

Subgroups*	Mean Score	% Not Met	% Nearly Met	% Met	% Exceeded
All Students	2583	20	30	25	25
Hispanic or Latino	2564	27	27	35	12
White not Hispanic	2610	11	33	11	44
Economically Disadvantaged	2564	24	31	31	14
English Learners	N/A	N/A	N/A	N/A	N/A

Conclusions from the Data:
As with Language Arts, all subgroups in mathematics except white students fall behind the grade level mean score. More intervention, ELD, and tutoring needs to be targeted to all other subgroups.
Math scores for all groups are markedly higher than Language Arts scores in 3rd grade. This information is indicative of the progression of Hispanic and EL students in English Language acquisition.

Table 3: California English Language Development (CELDT) Data
Alview Elementary 2015-16

Percent of Students at Performance Levels				
	Grade 2		Grade 3	
Proficiency	2014	2015	2014	2015
Advanced	0%	0%	9%	0%
Early Advanced	14%	0%	27%	15%
Intermediate	52%	100%	59%	80%
Early Intermediate	34%	0%	5%	5%
Beginning	0%	0%	0%	0%
Number Tested	*21*	*13*	*22*	*20*

1. At Alview, most English Learners were in the Intermediate category for 2nd and 3rd grades.

2. Tables indicate that the majority of students are moving one CELDT level each year.

Table 3: California English Language Development (CELDT) Data
Dairyland Elementary (Latest Available Scores)

Percent of Students at Performance Levels										
	Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
Proficiency	2014	2015	2014	2015	2014	2015	2014	2015	2014	2015
Advanced	10%	7%	0%	0%	0%	0%	34%	10%	17%	14%
Early Advanced	40%	33%	54%	60%	38%	45%	44%	80%	50%	57%
Intermediate	40%	53%	30%	33%	54%	36%	11%	10%	33%	29%
Early Intermediate	5%	7%	8%	0%	8%	9%	11%	0%	0%	0%
Beginning	5%	0%	8%	7%	0%	9%	0%	0%	0%	0%
Number Tested	*20*	*15*	*13*	*15*	*13*	*11*	*9*	*10*	*6*	*7*

1. Most students at Dairyland are in the Early Advanced level

2. Tables indicate that the majority of students are moving one CELDT level each year.

3. Number of English Learners decreases as student progress through the grade levels as reclassification criteria are met.

ELD School Analysis

Our overall goal is to scaffold students to ultimately attain a level of "Standard Met" in English language proficiency through our ELD-infused standards instruction as well as grade level writing and grammar curriculum. In grades 2-8, we use two writing curriculum components to support EL students in grade level writing skills; "Empowering Writers" and "Writing for Excellence". In addition, are implementing McGraw Hill's "Wonders" and Study Sync ELA program for Reading, Spelling, English Grammar and Writing. All components are based on Common Core State Standards and were implemented in the fall of 2016. ELD instruction is embedded in all facets of the "Wonders" and "Study Sync" programs.

 These techniques are used to support EL students to achieve their annual growth goal. In addition, we will continue to enhance our ELA curriculum with programs that include Accelerated Reader, Accelerated Vocabulary , Study Island, and timed readings to aid students in their acquisition of English skills . These programs have reports to track individual students and monitor their growth. We also have developed a strong Accelerated Reader program for our 1-3 students working on improving individualized goals. By using ELD Benchmarking and developing progress profiles for each student, we strive to work efficiently and effectively with all of our ELD students. Again, our goal is that each EL student will grow at least one level on the ELPAC test each year.

Professional Development and Hiring:
 LEA teachers and administrators participate in this process to identify activities that will provide:
- teachers with the subject matter knowledge and teaching skills to provide all students the opportunity to meet challenging state academic achievement standards, and
- administrators with the instructional leadership skills to help teachers provide all students the opportunity to meet the state's academic achievement standards.

Hiring
All teachers hired will be Highly Qualified under the criteria of ESEA and will have credentials that include CLAD certification. All district teachers except one currently meet CLAD requirements.

Alview-Dairyland School District Professional Development

Our district works diligently to provide professional development in areas of need. Staff development plans for teachers in the last four years have included in-services on the use of interactive pads and white boards as well as training in Aeries student data system and "Explicit Direct Instruction" methods. Further training is planned for the 2017-18 school year as well as staff development for STEM Education, Common Core State Standards and related technology and lesson delivery techniques.

Alview-Dairyland School District and School Safety and Prevention
Alview-Dairyland School District is a small rural school community. We consider our school safe, yet have a safety plan in case of specific emergencies. We have a student-managed character development program in place through which one of six pillars is featured through monthly activities and contests. We also adopted the "Too Good for Drugs" education program in grades K-8. This program emphasizes the dangers of tobacco, drugs, and alcohol while identifying student assets necessary to resist the temptations of drug use. In addition, we have added "Project Wisdom" character education through daily announcements and reward student character traits with a "Citizen of the Month" program.

Results from our School Climate Survey that was conducted in the spring of 2017 have revealed both parent and student perception of school safety. Of the 6th-8th graders that were surveyed, 76% felt safe at school. 95% of parents, however, felt that their child was safe at both campuses.

Local Measures of Student Performance

The Alview-Dairyland School District uses multiple measures when assessing student performance to determine placement and educational plans for students.

- RESULTS Language Arts assessments from the California Reading and Literature Project
  - This assessment program includes K-6 assessments in the areas of: Letter Names and Sounds, Phonemic Awareness, Word Reading, Print Concepts Survey, Basic Phonics Test, Spelling Inventories, Oral Text Reading: Accuracy, Fluency, and Comprehension, Lexile Comprehension, Dictations for English Learners, and High Point inventory for English learners
- Reading Inventories for 7-8, Spelling Inventories, High Point inventory for English learners, Basic Phonics Test
- STAR computerized reading placement test from Accelerated Reader
- Alview-Dairyland School Writing Rubrics for specific writings
- STAR Math for grade-level equivalency measures

Local Standards Based Assessments are used to:

X   a. determine the success of students in meeting the State Common Core standards and provide information to teachers, parents, and students on the progress being made toward meeting grade level standards.

X   b. assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving students to meet State Common Core Standards and do well in the local curriculum; .

X   c. Determine what revisions are needed to projects under this part so that such children meet the State Common Core Standards.

X   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.

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state data, including the Academic Performance Index and the English Language Development Test, and include local measures of pupil achievement. The school site council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The council also obtained and considered the input of the school community. Based upon this analysis, the council has established the following performance improvement goals, actions and expenditures.

LEA GOAL # 1 for Improving Student Achievement: **All students will meet or exceed standards in ELA and Math by June of 2018.**

School Goal #1(Alview and Dairyland) : **Prepare students for success in high school and higher education and/or vocational job market.**

Student groups participating in this goal: **Socioeconomically Disadvantaged Students and English Learners**

Performance gains expected for these students: **Grade level standards mastery**

Means of evaluating progress toward this goal: **Annual Smarter Balanced Test Results / Local Assessments**

Group data needed to measure academic gains: *Smarter Balanced results, Local Math and Reading Assessments*

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with California State Standards: Teachers will improve instruction differentiating to student needs. Paraprofessionals will be trained to support instruction. Weekly classroom monitoring for EDI use by site administrators. DataWorks coaching for teachers with not meeting engagement goals	Teachers and Paraprofessionals (Ongoing) EDI implementation Administration/ Ongoing	None None Daily Rate for DataWorks coaching staff	None None $4000.00	None None Ed. Effective. Funding
Infuse technology into all curriculum components. Continue to employ one paraprofessional at each campus to enhance intervention and small group instruction	2017-18 2017-18	1-1 devices for all students have been implemented—teachers will maximize digital components of curriculum. Salaries / Benefits of additional staff Salreis/Benefits	$20,000	LCFF

1

Continue to employ one additional teacher at Dairyland to minimize class sizes in grades 4-6		Salaries / Benefits of additional staff	$65,000	General Fund
Employ additional teacher at Dairyland campus in grades for small group intervention.	2017-18		$65,000	LCFF
Field Trips, Assemblies, and Traveling Teachers to enhance curriculum	Teachers / 2017-18	Costs for traveling teacher, presenters, transportation, etc.	$18,000	LCFF
After-School Arts Program	Various teachers/ 2017-18	Teacher stipend and materials	$6,000	LCFF
Increased educational opportunity: -After school tutoring -Study Hall at Dairyland -Lunch recess tutoring at both campuses -During school day: Essential Skills software Math Facts in a Flash, and Timed Readings, Accelerated Reader programs (Renaissance)	2017-18 Various teachers Teachers/Paras Teachers/Paras (Throughout the school year –as needed)	Salaries Annual Renaissance Maintenance Fee	$15,000 LCFF $3,900 Title I, Title III	

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Staff development and professional collaboration: -Regular grade level meetings that include focus on scaffolding students to standards mastery -Analysis of student work - Standards development peer coaching in Language Arts	All teachers throughout year	None	None	
Training on California State Standards Implementation	Fall 2017	Publisher and County Office Training	$10,000 combined	LCFF
Continuing Staff Collaboration on Technology	Fall 2017	Technology Implementation Trainer		
Involvement of staff, parents and community: -DELAC Meetings - Parent Teacher Club Meetings - Site Council Meetings	Evenings Monthly Monthly Monthly(Approx)	None None None None	None	
Auxiliary services for students and parents: English Classes for parents	2017-18	Cost of teacher and materials	$5,000	LCFF
Monitoring program implementation and results: Local assessments (Language Arts and Math) SBAC results Study Island California ELPAC Test Results Analysis Software student reports: Accelerated Reader, STAR Reader, Fluent Reader, STAR Math, Accelerated Math, Math Facts in a Flash, Accelerated Vocabulary, Essential Skills Marks Manager	Ongoing Program Renewals: All teachers Teachers in 3-8 Teachers in 2-8 All teachers All teachers	 Renewal of Renaissance Learning	None None $4,150 None $3,900	 Title I Title I, Title III

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

The content of this school plan is aligned with school goals for improving student achievement. The School Site Council analyzed available data on the academic performance of all students, including English learners, educationally disadvantaged students, gifted and talented students, and students with exceptional needs. The Council also obtained and considered the input of the school community. Based upon this analysis, the council has established the following performance improvement goals, actions and expenditures.

LEA GOAL # 2 for Improving Student Achievement: **All students will meet or exceed standards in ELA and Math by June of 2018.**

School Goal #2 (Alview and Dairyland): **English learners to increase one ELPAC level annually**

Student groups participating in this goal: **Students identified as English Learners**

Performance gains expected for these students: One ELPAC level each year

Means of evaluating progress toward this goal: Annual ELPAC test

Group data needed to measure academic gains: ELPAC test data

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Alignment of instruction with content standards: Teachers will teach Math, ELA, Science, Social Studies, incorporating ELD into aligned standards. Teachers will deliver core instruction differentiated to support student learning needs. Study Island, a standards-mastery program has been implemented to further scaffold grade level curriculum. Renaissance Learning products including Accelerated Reader are used in an ongoing effort to increase English fluency and comprehension.	-Continuing implementation	Ongoing use of existing curriculum (consumables) Study Island—program renewal Renaissance Learning—program renewal	$10,000 annual $ 4,150 $ 3,900	Title I, General Fund, Title III, LCFF Title I Title I, Title III, General

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE *(continued)*

Description of Specific Improvements to be Made in Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Increased educational opportunity: - At-risk students will be provided tutoring after-school. - For reading, students that are identified as below grade level will be taught in intervention programs. Small group instruction with research-based, state adopted curriculum will provide the intensified teaching needed to accelerate student learning. K-6 McGraw-Hill Intervention Program, Various classroom novel sets - Intervention English-Writing classes are available for some grade levels. Guided writing strategies are used to teach various genres in grades 6-8. - Math intervention for grades 5-8. - Study Island online standards practice	60-240 min. per week 90 min. per day for Language Arts/45 additional in afternoon for at-risk 45 min. per day for English-Writing daily daily daily	Tutoring expenses Teacher/paraprofessional salaries Teacher/paraprofessional salaries Cost or Program Renewal	$15,000 TBD $65,000 See above	LCFF Title I, Title III, LCFF LCFF
Maintenance and implementation of technology to support English Learners 1-1 laptops in K-8 **Staff development and professional collaboration:** Training on California State Standards Implementation	2017-18	Cost of maintaining computers and implementing digital curriculum components.	$12,000 $10,000	LCFF Educator Effective. Funding /

		Various Publisher and County Office Training		General Fund
Continuing Staff Collaboration on Technology				
Involvement of staff, parents and community:				
- Regular DELAC meetings for EL parents	Approximately 6 per school year		None	
- ELD classes for parents learning English	Weekly	Cost of Teachers/Curriculum	$5,000	LCFF
School Site Council w/ DELAC Representative	Monthly (approx)		None	
Parent Teacher Club	Monthly		None	
Auxiliary services for students and parents:				
- Early Start for preschool students	None	MCOE Cost	None	
- After school tutoring	60-240 minutes per week	Tutoring Costs	$15,000	LCFF
Monitoring program implementation and results: ELA & Math SBAC Assessment Data RESULTS K-8 reading assessment program Accelerated Reader Star Reading Assessment	Annually Tri-annually/ Monthly	None Annual maintenance fee	$3,900	Title I, III General Fund
Aeries Software for student data analysis	Daily	Annual maintenance fee	$7,000	General

Title III LEA Plan Performance Goal 2

All limited English Learner (EL) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

CDS Code: _20-65177_____ LEA Name: _Alview-Dairyland USD_ Title III Improvement Status: Year N/A_____

Fiscal Year: _2017-18_ EL Amount Eligibility 135 / $12,605 Immigrant Amount Eligibility: _None_

Plan to Provide Services for English Learner Students

Please summarize information from district-operated programs and provide descriptions of how the LEA is meeting or plans to meet each requirement. **How the LEA will:**	
A. Required Content	**Implement programs and activities in accordance with Title III** Provide students with ELD curriculum with new McGraw-Hill adoption. Provide small-group instruction opportunities for EL students. Implement annual ELPAC assessment to measure EL students' English acquisition and growth from prior years.
	Use the subgrant funds to meet all accountability measures Use ELPAC results to measure student growth that meets LEA goal. (students will progress at least on CELDT level per year) Provide small group instruction to scaffold EL students in the English acquisition process.
	Hold the school sites accountable Use ELPAC results and SBAC sub-group data to monitor student growth and provide feedback to school sites and individual teachers. Clearly communicate goal to all teachers and paraprofessionals working with EL students. Review an intervention plan for schools/teachers not meeting EL growth goals.
	Promote parental and community participation in programs for ELs Meet regularly with DELAC committee to review ELPAC/SBAC results and glean input for Master Plan for English Learners. Offer parent ESL classes on a weekly basis to promote parent English language acquisition.

How the LEA will:		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source (EL, Immigrant, or other)
B. Required Content	**Provide high quality language instruction** Ensure that all teachers have CLAD certification.	Teacher/12-18 months	Varies per university program	None to district	N/A
	Provide paraprofessionals for small group instruction/scaffolding	District/ongoing	Salaries/Benefits	$12,000	Title III
	Use state-adopted ELD curriculum taught with fidelity	District/ongoing	Textbooks and online resources	$76,000	General Fund/CC Implementation Funding/Lottery
	Provide high quality professional development All staff trained in Explicit Direct Instruction	Teachers/paras/ August 2016	Training	$ 3,500 Teachers $350 Paras	Ed. Effectiveness Title III
	McGraw-Hill ELD curriculum professional development		Training	Included in curriculum purchase	General Fund/CC Implementation Funding/ Lottery
C. Required for Year 2	**Goal 2 Improvement Plan Addendum* (IPA) for items A-B:** **Please describe the factors contributing to failure to meet desired accountability measures.**				

	Goal 2 IPA* for items A-B:				
D. Required for Year 4	**Please describe the factors contributing to failure to meet desired accountability measures.**				
	Please describe all required modifications to curriculum, program, and method of instruction.				

*Please ensure the Needs Assessment is submitted if LEA is in improvement status Year 2 or beyond.**

LEAs receiving or planning to receive Title III EL funding may include allowable activities.			Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
E. Allowable Activities	**Describe all allowable activities chosen by LEA relating to:** Supplementary services as part of the language instruction program for EL students **Tutoring and Small group Instruction** *Please see http://www.cde.ca.gov/sp/el/t3/ELprogrview.asp for a list of allowable EL activities		Paraprofessionals	Salary/Benefits	$12,000	Title III

F. EL Overall Budget	EL 2% for Administrative/Indirect Costs:	$247
	EL Estimated Costs Total:	$12,597

Plan to Provide Services for Immigrant Students: N/A

Please complete this table **IF** the LEA is receiving or planning to receive Title III Immigrant funding.		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
G. Allowable Activities	**Describe all allowable activities chosen by LEA relating to:** Enhanced instructional opportunities to immigrant students and their families *Please see http://www.cde.ca.gov/sp/el/t3/immprogrview.asp for a list of allowable Immigrant activities				
H. Immigrant Overall Budget		Immigrant Administrative/Indirect Costs:			
		Immigrant Estimated Costs Total:	N/A		

Performance Goal 3: *By 2010-11, all students will be taught by highly qualified teachers.*

(ACHIEVED)

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
100% of ADUSD teachers have CLAD certification Student achievement data indicate teacher strength in Mathematics.	With new CCSS and Smarter Balanced testing, staff development focus needs to be based on Common Core State Standards and instructional techniques. Summer 2017 professional development will focus on incorporating CCSS and STEM curriculum into all subjects. All school and district professional development will focus on teaching students to meet or exceed grade-level standards in these areas.

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 Common Core standards, assessments, and the curricula and programs tied to the standards: • ADUSD will offer training to teachers in the summer of 2017 for CCSS and STEM as well as associated lesson planning and delivery techniques..	Superintendent, V.P./Curriculum Director, teaching staff	SAM Academy Training McGraw-Hill ELA Training	$5000.00 $2,800	Educator Effectiveness Funding LCFF

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
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: Professional development will be ongoing; focus on use of research based instructional and formative assessment practices in Common Core standards areas with the student populations in the district; are tied to materials that teachers have; include individual and collaborative support; focus on student work and achievement. They include presentation of theory, demonstrations of practice, guided practice for teachers through simulations, coaching for teachers as they begin to practice, accountability to use what is learned. District leadership team 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. They will then design a system of professional development that is both coherent and differentiated.				

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: The district's leadership team will concentrate on the degree in which the system does five things. • How well does it focus on students meeting and exceeding essential standards through the use of State-adopted standards based materials and assessments? • How close to the instructional work of the teachers is the professional development situated? • To what degree is the system built on the strengths and needs of the student population in teachers' classrooms? • How well do selected professional development resources apply to particular under-performing student populations (ELD or students with disabilities?) • How well integrated are adopted materials and intervention approaches working?	Superintendent, V.P./Curriculum Director, Teachers	N/A	N/A	N/A

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
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 leadership team will ensure that professional development activities are coordinated to address staff needs in assisting all students to meet or exceed State academic achievement standards. Activities will be designed to help teachers integrate Common Core curriculum practice, assessment and understanding of the strengths and needs of student populations in their classes. Classroom management, interventions, and working with students' families, and other topics required by funding sources will be addressed with the context of ensuring that all students meet or exceed State content and academic achievement standards.	Superintendent, V.P./Curriculum Director, Grade Level team leaders	None	N/A	N/A

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
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 be taught a format for use of collaboration time focused on coordinating the teaching and assessing of essential standards the strands in the subject matter areas of most needed improvement.	All certificated teachers on an ongoing basis	None	N/A	N/A
• At grade level meetings, teachers will collaborate together reviewing student work and will make plans for revising, reviewing, re-teaching, or moving on.	All teachers and Curriculum Director at weekly grade level meetings	None	None	None
• Staff development days will focus on practicing core research-based material used in the CCSS-based materials in the subject matter areas that need the most improvement (ELA, STEM, Writing, etc.)	All teachers and Curriculum Director / at staff development days about 5 days during year	Presenter Fees	Approx. $5,600.	CCSS Implementation Title I

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
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: The district leadership team will ensure that technology-related professional development links to other district and school professional development activities that are coordinated to address staff needs in assisting all students to meet or exceed State Common Core standards.	Superintendent, Curriculum Director, Grade Level Pilot Teachers, Teachers/ Ongoing	None	None	None

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.):				
• With LCFF monies, classrooms will continue to receive updated computers and accessories. Problems that occur during the year will be fixed by County Tech Support.	Superintendent, County Tech Support	Added Tech Support	$12,000	LCFF
• All classrooms have installed LCD projectors for optimal use of Madera County programs: NetTrekker, Tumblebooks, Video Streaming, BrainPop, etc.	Curriculum Director and teachers	Continued program subscriptions	$ 2,225	General Fund

1

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
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 leadership team will conduct an annual needs assessment to establish professional development goals that are tied to improving: Teachers' and Administrators' knowledge and skill Organizational support for improved teaching and learning Teachers' and Administrators' use of knowledge and skill Student achievement	Superintendent, V.P./Curriculum Director/ Teachers	None	None	None

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 will focus on selecting benchmark assessments for key standards and benchmarks.	All Staff	None	None	None
Staff development days to focus on practicing core research based practices used in the standards based materials in the strands/subject matter areas of most needed improvement also including planning and addressing diverse student needs, student behavior management, and working with families.	All Staff	Cost of EDI facilitator	$3600	LCFF/Educator Effectiveness Funding

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
10. How the LEA will use funds under this subpart to meet the requirements of Section 11119: All requirements of Section 111119 have been met.	N/A	N/A	N/A	N/A

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

1.

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

STRENGTHS	NEEDS
- Physical (PE requirements, sports) - Socially (extracurricular activities e.g. 4-H) - Emotional (Character Education, Caring School Communities, Small-school nurturing environment) - Intellectual (rigorous standards-based education, infusion of RTI instructional plan) - Psychological (referrals to counseling programs, parenting classes, strong school-family partnerships)	- More character development curriculum - Improved behavior - Small group or individual goal setting and anger management practices - Improve attendance of students with approximately 6% of the student population

2. Environments Conducive to Learning (Activities):

Please list the activities or programs supported by all ESEA 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 that address students' barriers to learning (e.g. attendance and behavior).

ACTIVITIES
- Positive Behavior Supports (blue ticket reward drawing)   - Individualized or small group anger management and goal setting sessions   - Student Government   "Too Good for Drugs" program   - Tutoring   - Character Education—Project Wisdom

3. Needs and Strengths Assessment (4115(a)(1)(A)):

Based on data regarding the incidence of violence and alcohol, tobacco, and other drug use in the schools and communities to be served, and other qualitative data or information, provide a list of the LEA's strengths and needs related to preventing risk behaviors.

STRENGTHS	NEEDS
- Blue Ticket Drawing - Too Good for Drugs - Student government - Character development - Attendance Incentives	- Teacher focus / training on character education curriculum - Improve attendance

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:

**Survey Results are from the School Climate Survey that was administered in May of 2017. Only 6-8 grade students were given the survey; the results listed are based on 7th grade responses.

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: 5/22/17 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will **decrease** biennially by: Not included in survey		
The percentage of students that have used cigarettes within the past 30 days will **decrease** biennially by: Not included in survey		
The percentage of students that have used marijuana will **decrease** biennially by: Not included in survey		
The percentage of students that have used alcohol within the past 30 days will **decrease** biennially by: Not included in survey		
The percentage of students that have used marijuana within the past 30 days will **decrease** biennially by: Not included in survey		
The percentage of students that feel very safe at school will **increase** biennially by: 20 percentage points	6-8th grade: 75% **2**	6-8th grade: 95%

Truancy Performance Indicator		
The percentage of students who have been truant will **decrease** annually by 1.2 percentage points (20%) 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 schoolmance indicators the LEA hastion 48260.5, and dividing that total by the CBEDS enrollment for the same school year.	6%	4.8%

Protective Factors Performance Measures from the California Healthy Kids Survey	Most recent date: 5/22/17 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** by(C)): 10%	6-8th: 85%	
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will **increase** biennially by: 10 percentage points	6-8th: 88%	6-8th: 98%
The percentage of students that report high levels of opportunities for meaningful participation at their school will **increase** biennially by: 20 percentage points	6-8th: 58% **2**	6-8th: 78%
The percentage of students that report high levels of school connectedness at their school will **increase** biennially by: 20 percentage points	6-8th: 76%	6-8th: 98%

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 Discipline Records _____ (Process to Collect Data)	Performance Indicator Goal	Baseline Data
Suspension and Discipline data collected through local record-keeping.	Suspension Rate reduction from prior year	2015-16 Suspension Rate: 6.5%

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 Wisdom	x	K-8	370	2016: 4-8 2016: K-3	NA	August 2013
Too Good for Drugs	x	K-8	188	June 2007*	August 2007	August 2007

*Ongoing annual purchase of consumable materials.

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

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

Check	Activities	Program ATODV Focus	Target Grade Levels
	After School Programs		
x	Conflict Mediation/Resolution	Caring School Communities	K-8
	Early Intervention and Counseling		
	Environmental Strategies		
x	Family and Community Collaboration		Parent training in English and Spanish
	Media Literacy and Advocacy		
x	Mentoring		K-8
	Peer-Helping and Peer Leaders		
	Positive Alternatives		
	School Policies		
	Service-Learning/Community Service		
	Student Assistance Programs		
x	Tobacco-Use Cessation	Too Good for Drugs	K-8

Check	Activities	Program ATODV Focus	Target Grade Levels
x	Youth Development Caring Schools Caring Classrooms	Caring School Communities	K-8
x	Other Activities	Project Wisdom	K-8

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

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

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

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

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

☐

Analysis of Data for Selection of Programs and Activities (4115 (a)(1)(D)):
For each selected Appendix C programs or Appendix D activities, provide a brief narrative rationale based on the LEA's analysis of CSS, CHKS, and CSSA data related to why the LEA selected these programs and activities for implementation.

Our district adopted Caring School Communities as a means of character building and conflict resolution. The program includes a monthly character trait of focus through which activities and contests are planned to build desirable citizenship. Too Good for Drugs has been implemented district-wide as a means to identify and build on student assets while educating students on the dangers associated with drug, alcohol, and tobacco use.

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 effectiveness of the programs will be determined by the following measures:
School Climate Survey Results
Discipline records
Suspension /Expulsion Data
Truancy Rates

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.

Study information will be shared publicly via the following:
Board presentation
Parent education
School newsletter

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])

Students with the greatest needs are those identified with the least amount of overall assets; including academic performance, healthy behaviors, and school/family relationships. Caring School Communities and Too Good for Drugs both target those students to develop the communication skills and self esteem to resist the dangers of drug abuse and maintain healthy relationships with classmates, teachers, and family members.

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.

ADUSD will coordinate these programs with Red Ribbon Week, Project Wisdom, and other character-enhancing activities.

Parent Involvement (4115 (a)(1)(e)):
Provide a brief, but detailed, description of the parent involvement and describe the parent notification procedures used to meet requirements under NCLB Title IV, Part A – SDFSC program.
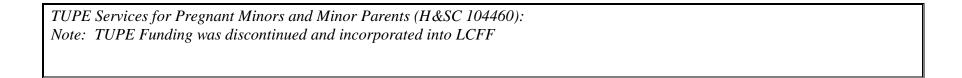
Parents are welcome to become involved in our character education program.   Notification to parents takes place through the following:
Pre-school mailing
Advising parents of opportunity to review instructional materials
Parent Teacher Club meetings
Parent training

TUPE Services for Pregnant Minors and Minor Parents (H&SC 104460):
Note: TUPE Funding was discontinued and incorporated into LCFF

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.

All 7th and 8th grade students complete a Family Life Education program each year. In addition, through "Too Good for Drugs", 7th and 8th grade students are educated on the dangers of tobacco use in conjunction with pregnancy.

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
The District no longer receives TUPE funding	

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

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

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

**Note High School graduation / dropout and AP information does not apply to ADUSD.

3

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.	Number of children eligible for Free/Reduced Price Lunch Programs
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.	Alview Dairyland Union School District is a school-wide project and therefore, all students and school are eligible for Title I services.

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.	• Needs assessment takes place annually with review of Smarter Balanced test scores as a measure of students' available opportunities to meet state standards. • Teacher evaluation results have uncovered a need for explicit, direct instruction—staff development will include incorporating EDI into CCSS in 2014-15 and beyond. • After-School tutoring is offered as a means of intervention and remediation • Math and reading intervention (using research-based curriculum) are implemented district-wide for low achieving students. • 94% of ADUSD teachers were HQT in August of 2017. • Professional Development is offered to teachers and paraprofessionals based on needs identified by a variety of measures. Current staff development is focused on instructional techniques (EDI), writing, and mathematics • Parental involvement strategies include conferences, DELAC, and Parent Teacher Club • Summer School for Pre-K students is offered; Madera County offers Early Start for those students 0-3 years of age. • Local assessment data is analyzed each quarter for transitions and adjustments in school-wide intervention programs

• Assistance to preschool children in transitioning from early 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.	Alview Dairyland is not TAS; Title I is school-wide

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.	Alview Dairyland is not TAS; Title I is school-wide
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.	

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.	Alview Dairyland Unions School District is not a low-performing school as identified by the State of California

Additional Mandatory Title I Descriptions

(continued)

<div style="border:1px solid black; background:#e8e8e8; padding:1em;">
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."
</div>

	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.	Alview Dairyland Union School District will follow the ESEA guidelines for determining school of choice requirements. The school is not a Program Improvement School and does not need to offer school of choice at this time. Alview Dairyland has a waiver to be considered a single site district.
Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	See Above

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.	Alview Dairyland Union School District is a school-wide project and a REAP school district. Therefore, Title I and Title II revenues are placed in the same funding source. Competitive teacher salaries, small class sizes, and progressive staff development are strategies that ADUSD incorporates to effectively use Title I and Title II funding for recruiting and maintain a highly qualified teaching staff.
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.	Parents are invited to volunteer in classrooms, participate in student conferences, attend DELAC and Parent Teacher Club meetings, and review curriculum. Parent Involvement Policy is published in annual ADUSD student handbook.

Additional Mandatory Title I Descriptions

(continued)

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.

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

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.
	Alview Dairyland is a single site school district and does not need to coordinate educational services between schools to eliminate duplication. The Madera County Office of Education manages all preschool programs including Even Start, etc.
	
	We also coordinate services with the Merced County Office of Migrant Education to offer additional instruction to migrant students and hold monthly PAC/DELAC meetings. Our students identified as LEP receive instruction in English Language Development based on their CELDT/ELPAC levels. Students with disabilities are served through our RSP and paraprofessional aide.
	
	As a single school district, educational services described above are coordinated at the school level; no duplication or fragmentation of services within the district exists.

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.

4

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. **5**

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

_____

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.*

> **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).)

> **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).)

> **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.

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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

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

Program	Grades							Outcomes
Leadership and Resiliency	9 to 12						x	C,
Botvin's LifeSkills™ Training	6 to 8	x	x	x	x			A, B, C, D, E
Lions-Quest Skills for Adolescence	6 to 8						x	D, C, E
Minnesota Smoking Prevention Program	6 to 10		x					A, D, E
Olweus Bullying Prevention K to 8			x	B, C, E	Positive Action	K to 12 x	x x x x	C, D,	
Project ACHIEVE	Pre-K to 8					x	x	A, C, E
Project ALERT	6 to 8	x	x	x				A, C, D, E
Project Northland	6 to 8	x		x				A, B, C, D, E
Project PATHE	9 to 12						x	B, E
Project SUCCESS	9 to 12	x	x	x				C,
Project Toward No Drug Abuse (TND)	9 to 12	x	x	x	x			C,
Project Toward No Tobacco Use (TNT)	5 to 8		x					A, C, D, E
Promoting Alternative Thinking Strategies (PATHS)	K to 6					x		A, B, C, D,
Protecting You/Protecting Me	K to 5	x						C,

Quantum
Opportunities
9 to 12

Name	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
	9 to 12	x		x	x	x	A, C, E
Responding in Peaceful and Positive Ways	6 to 12				x	x	C, D, E
Rural Educational Achievement Project	4				x		C
School Violence Prevention Demonstration Program	5 to 8				x		C
Second Step	Pre-K to 8				x		A, C, D,
Skills, Opportunities, and Recognition (SOAR): Seattle Social Development Project:	K to 6	x			x	x	B, C, D, E
SMART Leaders	9 to 12			x			C
Social Competence Promotion Program for Young Adolescents (SCPP-YA)	5 to 7			x			C
Start Taking Alcohol Risks Seriously (STARS) for Families	6 to 8	x					C,
Students Managing Anger and Resolution Together (SMART) Team	6 to 9				x		C, D,
Too Good for Drugs	K to 12	x	x	x	x		C
Community and Family-based Programs							

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

Name	Target Population	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Big Brothers Big Sisters	Community					x	B, E
Brief Strategic Family Therapy	Families			x			B, C,

Program	Target						Categories
CASASTART	Community			x	x		B, C, D,
Communities Mobilizing for Change	Community	x					C
Creating Lasting Family Connections	Families (6 to 12)	x		x		x	A, C, D,
Families And Schools Together (FAST)	Families				x		C,
Family Development Research Project	Families				x		C
Family Effectiveness Training	Families				x		C,
Family Matters	Families	x	x				C
FAN (Family Advocacy Network) Club	Families			x		x	C
Functional Family Therapy	Families	x		x	x		B, E
Home-Based Behavioral Systems Family Therapy	Families				x		C
Houston Parent-Child Development Program	Parents					x	C
Multisystemic Therapy	Parents			x	x		B, C, E
Nurse-Family Partnership	Parents		x				B, C,
Parenting Wisely	Parents				x		C,
Preparing for the Drug Free Years	Parents (4 to 7)	x		x		x	A, B, C, D,
Project Star (Students Taught Awareness and Resistance): Midwestern Prevention Project	Community	x	x	x			B, D, C, E
Schools and Families Educating Children (SAFE Children)	Families					x	C
Stopping Teenage Addiction to Tobacco	Community		x				C
Strengthening Families Program	Families (4 to 6)	x		x	x	x	A, C, D,

APPENDIX D

Research-based Activities (4115 (a)(1)(C)):
The LEA must designate and list the research-based activities (strategies and activities developed by the LEA to supplement the science-based programs listed above) selected from below:

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

6

Program	Target						Rating
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
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

6