

Specialized Application #	
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**No Child Left Behind Act of 2001**  
**Revised April 8, 2010**  
**Single Plan for Student Achievement**

California Department of Education

**LEA Plan Information:**

Name of School: Carl F. Smith Middle School  
 School Code: 6112510

Dates of Plan Duration: One Year **April 8, 2010 to April 14, 2011**  
**(To be updated annually)**

Date of local governing board approval: May13,2010

District Superintendent: Frank H. Betry

Address: 9121 Road 240

City: Terra Bella Zip code: 93270

Phone: 559-535-4451 ex.4 Fax: 559-535-0314

**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.

Printed or typed name of Superintendent	Date	Signature of Superintendent
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Printed or typed name of Board President	Date	Signature of Board President
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# Part I

## Background and Overview

### ***Background***

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

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

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

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.
2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
3. 2009-2010 All students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
5. All students will graduate from high school.

### ***Terra Bella Union Elementary School District Vision and Mission Statement***

#### **Carl F. Smith Middle School Vision and Mission Statement**

##### **The Vision**

The Terra Bella Union Elementary School District shall provide a safe learning environment to promote an attitude of life-long learning and prepare our students to be the leaders and productive citizens of the 21<sup>st</sup> Century. We will raise levels of expectations in order to build resiliency and readiness in the students that will allow them to excel at the next academic level.

##### **Mission Statement**

Terra Bella Elementary Union School District is a "Safe Place to Learn, Grow, and Excel." The central interest of the Terra Bella Union Elementary District is for the learner, for whom Carl Smith Middle School is committed to creating a safe, supportive environment that promotes the acquisition of skills and knowledge for life long personal growth. To this end, we recognize that learning is a process that requires strong instructional leadership, quality instruction and active participation of the students and parent. While maintaining high expectations we recognize the needs of the individual and the effect that success has on the students self esteem.

## FEDERAL AND STATE PROGRAMS CHECKLIST

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

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

## DISTRICT BUDGET FOR FEDERAL PROGRAMS – 2010-2011

Please complete the following table with information for your district.

Programs	2009-2010 District Carryovers	2010-2011 District Entitlements	2010-2011 Direct Services to Students at School Sites (\$)	2010-2011 Direct Services to Students at School Sites (%)
Title I, Part A	0	\$ 561,471.00	\$ 536,318.00	95.31%
Title I, Part B, Even Start	0	0	0	0
Title I, Part C, Migrant Education	0	0	0	0
Title I, Part D, Neglected/Delinquent	0	0	0	0
Title II Part A, Subpart 2, Improving Teacher Quality	0	\$ 90,267.00	\$ 90,267.00	100 %
Title II, Part D, Enhancing Education Through Technology	0	\$ 5,484.00	\$ 5,484.00	100%
Title III, Limited English Proficient	0	\$ 61,700.00	\$ 61,700.00	100 %
Title III, Immigrants	0	0	0	
Title IV, Part A, Safe and Drug-free Schools and Communities	0	\$ 8,230.00	\$ 8,230.00	100 %
Title V, Part A, Innovative Programs – Parental Choice	0	\$ 1,597.00	\$ 1,597.00	100 %
Adult Education	0	0	0	0
Career Technical Education	0	0	0	0
McKinney-Vento Homeless Education	0	0	0	0
IDEA, Special Education	0	0	0	0
21 <sup>st</sup> Century Community Learning Centers	0	0	0	0
Other (describe)				
<b>TOTAL</b>	<b>0</b>	<b>\$ 728,749.00</b>	<b>\$ 703,596.00</b>	<b>96.54%</b>

## DISTRICT BUDGET FOR STATE PROGRAMS – 2010-2011

Please complete the following table with information for your district.

Categories	2009-2010 District Carryovers	2010-2011 District Entitlements	2010-2011 Direct Services to Students at School Sites (\$)	2010-2011 Direct Services to Students at School Sites (%)
EIA – State Compensatory Education	\$99,540.00	\$252,268.00	\$335,308.00	95.31%
EIA – Limited English Proficient	\$99,541.00	\$252,268.00	\$335,308.00	95.31%
State Migrant Education	0	\$ 18,460.00	\$ 18,460.00	100 %
English Language Acquisition Program	0	\$30,955.00	\$ 30,955.00	100%
Child Development Programs	0	0	0	0
Educational Equity	0	0	0	0
Tobacco Use Prevention Education – (Prop. 99)		\$ 1,630.00	\$ 1,630.00	100%
Immediate Intervention/ Underperforming Schools Program (II/USP)	0	0	0	0
School Safety and Violence Prevention Act (AB 1113)	0	0	0	0
Tenth Grade Counseling	0	0	0	0
Healthy Start	0	0	0	0
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)	0	0	0	0
Other (describe)				
<b>TOTAL</b>	<b>\$ 199,081.00</b>	<b>\$555,581.00</b>	<b>\$721,661.00</b>	<b>95.62%</b>

**Carl F. Smith Middle School Budget for Federal Programs 2010-2011**

Programs	<b>2010 – 2011</b> Direct Services to Students at School Site (\$)	<b>2010 – 2011</b> Direct Services to students at School Site (%)
Title I, Part A	\$ 178,773.00	100 %
<b>Title II Part A, Subpart 2, Improving Teacher Quality</b>	\$ 30,088.00	100 %
Title III, Limited English Proficient	\$ 20,567.00	100%
Title III, Immigrants	0	0
Title IV, Part A, Safe and Drug-free School and Communities	\$ 2,743.00	100 %
Title V, Part A Innovative Programs – Parental Choice	\$ 532.00	100 %
Title II EETT	\$ 1828.00	100%
<b>Total</b>	<b>\$ 234,531.00</b>	<b>100%</b>

**Carl F. Smith Middle School Budget for State Programs 2010-2011**

Categories	<b>2010 – 2011</b> Direct Services to Students at School Site (\$)	<b>2010 – 2011</b> Direct Services to students at School Site (%)
<b>EIA – State Compensatory Education</b>	Included with School Based Coordinated Program	Through School Based Coordinated Program.
<b>State Migrant Education</b>	\$ 6,153.00	100 %
English Language Acquisition Program	\$ 10,318.00	100 %
School Base Coord. Program (EIA-SCE)	\$ 58,634.00	100 %
School Base Coord. Program (EIA-SCE C/O)	\$ 23,139.00	100%
School Base Coord. Program (EIA-LEP)	\$ 58,644.00	100%
School Base Coord. Program (EIA-LEP)	\$ 23,139.00	100%
Tobacco Use Prevention Education – (Prop. 99)	\$ 977.00	100 %
Other (Describe)		
<b>Total</b>	<b>\$181,004.00</b>	<b>100%</b>

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

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

Terra Bella Union Elementary District employs multiple measures of student performance to ensure we obtain a complete and comprehensive profile for each of our students. Along with state-level assessments, students also engage in a variety of local assessments to provide teachers and administrators with current and consistent information pertaining to the progress each student is making throughout the school year.

The first step taken is the screening of all incoming kindergarteners. The teachers review the results to place students in the appropriate kindergarten classroom. Teacher input and post testing using the same measures determine promotion/retention decisions. This sets the foundation for future learning.

Examples of local assessments given within our district include:

**Benchmark Testing**-all students in the district participate in standardized, grade-level appropriate Language arts and Mathematics benchmark testing throughout the school year. Additionally, students at the middle school level also participate in content area benchmarks testing. The results of these tests are reported to parents and the administration.

**Grades**- students receive grades in each subject area, which are reported on standards based report cards that measures not only overall class performance, but also level of mastery of each state standard within that content area. At the middle school level, these grades are entered into a software program that generates overall class performance scores.

**Reading Level Scores**- at the primary level, running records are kept to chart a student's progress in reading throughout the year. In grades K-2 Saxon Level Mastery Tests are given every five lessons. In grades, K-5 the Houghton Mifflin Summative test is given each trimester. In grades 3-5 the Ekwal Test is given each trimester to determine progress. At the middle school the Ekwal is used biannually to make reading level placements.

**Writing Samples**- At the elementary, grade level writing samples are taken twice a year and scored by the grade level teams to measure alignment with the standards and student performance. At the middle school writing projects are required each quarter by the English teachers to determine student proficiency and alignment with standards.

The CELDT test is administered to determine the student's beginning level of English for every incoming kindergartener and student with a primary language other than English. Annually the CELDT is administered to those students who have not been re-designated as Fluent English Speakers.

The LAS is used to determine a Spanish speaker's level of Spanish proficiency and a language history is taken with parents of students other than Spanish speakers to determine their proficiency.

Re-designation of students is through the Student Study Team. The criteria used are:

- The student must achieve an overall CELDT score of Early Advanced or higher and all CELDT subtest (Listening and Speaking, Reading and Writing) must have a score of **intermediate** or higher.
- ELL students in K-2<sup>nd</sup> grade must achieve a proficiency score on the Running Record.
- ELL students in 3<sup>rd</sup>- 8<sup>th</sup> grade must receive an English Language Arts score of 300 or higher on the **most recent** English Language Arts portion of the California STAR (CST) testing.
- ELL students in **Kinder-2<sup>nd</sup>** grade must earn a C or better in the **ELA academic subject areas** on each Trimester Report Card.

- ELL students in 3rd-8<sup>th</sup> grade must earn a C or better in the **ELA subject areas** on each Trimester or Quarter Report Card.
- Student work, ELD benchmarks, and **other available district approved assessment** must support the ELD teacher's evaluation of the ELL's language and academic progress for re-designation recommendation to **RFEP** and parent consent. Reading at or above the instructional grade level on the Ekwel, or Running Records
- Parent and teacher input.
- ELL's who are identified, as learning disabled students, will be governed according to their IEP.

After reviewing the above information a decision is made whether or not to re-designate. Each student's performance levels on the STAR CST is tracked for three years to determine the on going success.

Additional measures of student performance reported at each school site and to the district superintendent and board members include:

**Attendance:** Students are required to meet minimum attendance requirements in order to pass to the next grade level. Students in danger of not meeting this requirement are informed, meet with the district superintendent, and if necessary are referred to the School Attendance Review Board (SARB).

**Disciplinary Referrals:** Students must meet behavior requirements. Excessive disciplinary referral will trigger a conference with the site administrator or designee. Parents will be contacted when appropriate.

### **Description and Demographics**

Terra Bella is a small, unincorporated township in the southeastern section of Tulare County near the foothills of the Sierra Nevada Mountains. As an unincorporated township, Terra Bella receives its government services primarily from county agencies.

Terra Bella is easily recognized while traveling through its main road, Highway 65, by its many rows of palm trees. In the center of town is a fire station, post office, and attached to the Carl F. Smith Middle School is a county library facility. Scattered throughout the township are several churches of different denominations. All other basic services such as shopping, entertainment, and medical care are provided to Terra Bella residents in the city of Porterville, which is situated 8 miles to the north.

Agriculture is the social economic factor that dominates life in this rural community of about 3,000 residents. A variety of crops are grown within the boundaries of this Central Valley community such as citrus fruits, grapes, olives, grains, cotton, and many types of vegetables. There are five citrus packinghouses and one sawmill.

The Terra Bella Union School District is a two-school district K-8<sup>th</sup> with a student population of approaching 1000. Terra Bella Elementary School, founded in 1911, provides educational services for students in Kindergarten through 5<sup>th</sup> grade. Its student demographics consist of 93.9% Hispanic, 3.8 White, and 2.3% Other. The Carl F. Smith Middle School opened in May of 1994 serves the 6<sup>th</sup> – 8<sup>th</sup> grade students of which, 94% are Hispanic, 4% White, and 2% Other. The district's staff consists of 43.8 certificated teachers of which, 100% are NCLB compliant, 4 administrators, 23 NCLB compliant paraprofessionals, 6 office/clerical staff members, and 27 other classified employees.

All students receive core standards-based curriculum instruction from their classroom teacher.

- Limited language fluency in both primary and secondary languages acts as a significant barrier to our students' academic success. Heavy emphasis on language development and acquisition is a key focus of the core curriculum. The District-wide implementation of the Language Development Program of High Point in grades

6-8 & usage of the ELA Universal Access to increase the levels of language functioning for all students. Six through Eighth Graders can elect to participate in the Marching Band and be chosen for the Jazz Band (GATE). All Fifth Graders learn to play the recorder. At the elementary, students are offered a differentiated curriculum in the classroom. Auxiliary services to students who need and qualify for these services include the following: Gifted and Talented Program, Cross Mainstreaming, Speech-Language Services, Psychological Services, and Tulare Youth Services. For students who are at risk of retention based on the grade level proficiencies, the district offers The ASES After School Program, Saturday School, Summer School, Intensive Math Groups Summer School, Intensive Math Groups Migrant, and Intensive Language Groups. In partnership with the school is the Terra Bella Youth Soccer League for approximately 300-400 students.

District & Migrant Parent Meetings offer programs targeted at parent and student needs. Parent Nights for Title One students offer parents ideas to help their students with their class work.

For the preschoolers in the district, Head Start and School Readiness Programs are available.

In the Fall of 2003, the district opened a preschool program targeting parents and their three year old children. This has expanded to include two and four year olds.

The after school program is designed to offer literacy, nutrition, and physical education activities to students. In 2006-2007 this program expanded to the middle school under the ASES Program and is now serving over two hundred students between the campuses. The program has been expanded to run until 6:00 p.m. each school day. The curriculum has expanded to include homework and enrichment activities. The target population is students who are at risk of failure based on the multiple measures used to identify Title One students.

### **Needs Assessment**

Both sites successfully met the exit criteria for the IIUPS Grants in 2005. The Carl F. Smith Middle school and the Terra Bella Elementary School used the DATA Works needs assessment to successfully focus on the area of staff development.

Staff development needed and continues to target:

- ◆ ELDPI - English Language Development
- ◆ ELDPI - Direct Teaching Instruction
- ◆ Standards Alignment of Curriculum (AB466 and AB75)

Each year the school board has input sessions with the certified and classified staff to facilitate planning of district and sites goals and objectives. The school board meets separately with management groups, teachers, classroom aides and other classified to determine the needs of the district. Monthly Instructional Site reports are required at each school board meeting. The Program Improvement Committees, Reading, and Science Committees meet triennially to give recommendations for site goals and objectives. The joint School Site Council receives monthly reports from each site administrator on the Consolidated Application Programs, which the council uses to make recommendations to the board. Migrant Parent Meetings, Program surveys and Parent Conferences are used to obtain parent input as well as the public forums of the school board and school site council meetings. Annually the school board meets with the superintendent to review his goals and objectives to determine if they are being met. The superintendent's goals and objectives reflect the input from the above mentioned and drive the decision making at each school site.

### **School-wide Assistance**

The Terra Bella Union Elementary School District and both the elementary and middle school are designated as School-wide Assistance and School Based Coordinated as recommended by the TBUESD School Site Council. After the CPM review, the input from parents, staff, and administration was to move to School-wide, as less than 10% of the students do not qualify for services. The following criteria are currently used to identify Title I and EIA-SCE students:

1. K-2 grades Teacher observation, local assessments, report card grades, and performing below grade level expectancies;
2. 3-8 grades

- Scoring below proficient on the CST tests in Math or ELA
- Scoring below grade level expectancies on the Ekwal
- Scoring below grade level expectancies on the ELA or Math benchmark tests
- Scoring 2 or below on the CELDT Composite Score

Funds are spent in the following manner to supplement services to eligible students:

Extended services include:

ASES and Title 1 After school from 2:30 to 6:00 p.m.

The Curriculum is State adopted and California Standards based with emphasis on high expectations. Additional materials are purchased to meet the needs of the eligible students.

To minimize removing students from the regular classroom during regular school hours the district has hired instructional aides in K-1, schedules classes so that support services during the day are one of the classes rotations, clusters eligible students in classes at the middle school, and restructures class schedules to provide intensive learning periods at the middle school. Resource Specialist services to students at the elementary school begin after 10:30 to allow uninterrupted Language Arts time. The RSP is pulled into classrooms during that time. At the middle school the students are scheduled into RSP classes.

**All** teachers at both elementary and middle schools meet the NCLB criteria for Highly Qualified as do the instructional aides.

Professional development for teachers, principals, paraprofessionals, parents, and other staff members is provided as per the Single Plan for Student Achievement at each school. Professional development needs are determined by the district/schools annual needs assessment which establishes the goals and objectives for the following year. This needs assessment includes input from parents, teachers, classified, and administration.

Strategies to increase parental involvement and family literacy are based on input from parents, students, teachers, classified, and administration. The elected committees of ELAC, DLAC, and the SSC provide insight to the needs of the parents in the community. The School Board encourages parents to use the public forum time to share ideas and concerns.

The School Site Council develops the Consolidated Application with the superintendent and principals to provide coordination and integration of federal, state, and local services and programs that are appropriate for our school and district

The School Site Council, school staff, and administrators serve to coordinate the Title 1, Part A with the other resources when developing the Single Plan for Student Achievement. The composition of the School Site Council is based on the elementary school requirements, half the members consist of the principal, classroom teachers, and other personnel. Classroom teachers makeup a majority of this group. The remaining half of the members consists of parents or other community members selected by the parents.

The progress of the students participating in the School-wide program is reviewed annually through state and local assessments. This data is used to determine how well they are able to meet the state content standards. The curriculum is California State Standards Based and Adopted State Curriculum. Additional materials and supplies are purchased to accelerate the at risk students understanding of the state content standards.

As more than 90% of the students at Terra Bella Elementary and Carl F. Smith Middle Schools are eligible for Title 1 and EIA-SCE services, the Single Plans for Student Achievement are written to meet the needs of the school population, which includes Title I students.

## School Accountability Report Card

The School Accountability Report Card can be found in the appendix of this document and is available at the Terra Bella Union Elementary School District Office and at each individual school's office.

### Academic Performance Index School Report -Carl F. Smith Middle School

Number Included in 2009 API	2009 Growth	2008 Base	2008-09 Growth Target	2008-2009 Growth	2009 API Target
214	698	677	6	21	683
Student Groups	Number Included in 2009 API	Numerically Significant	2009 Growth	2008 Base	2008-09 Growth
African- American	1	No			
American Indian	1	No			
Asian	0	No			
Filipino	0	No			
Hispanic	201	Yes	690	672	18
Pacific Islander	0	No			
White, not Hispanic	10	No			
Socioeconomically Disadvantaged	214	Yes	698	677	21
English Learners	188	Yes	697	675	22
Students with Disabilities	6	No			

### Carl F. Smith School Demographics

Ethic/Racial	Percent	Parent Education Level	Percent
African-American	0	Not a high school graduate	67
American Indian or Alaska Native	.41	High school graduate	16
Asian	0	Some college	11
Hispanic or Latino	89.8	Graduate School	1
Filipino	1.63	College Graduate	5
Pacific Islander	0	Ave. Parent Educational Level	1.57
White (not Of Hispanic Origin)	7.35	Average Class Size (6)	27
Participants in Free or Reduced Lunch	100	Average Class Size (7-8)	14
English Language Learners	77	# of students excused from testing	0
Multi-track year round school	N/A	Number of students tested	246
School Mobility	89		

<b>Student Testing and Reporting (CST/STAR) – Carl F. Smith Middle School (cont')</b>										
<b>2009 CST</b>										
	<b>Reading-Language Arts</b>					<b>Mathematics</b>				
<b>Grade</b>	<b>% Far Below Basic</b>	<b>% Below Basic</b>	<b>% Basic</b>	<b>% Proficient</b>	<b>% Advanced</b>	<b>% Far Below Basic</b>	<b>% Below Basic</b>	<b>% Basic</b>	<b>% Proficient</b>	<b>% Advanced</b>
6	16	12	49	6	7	9	16	31	25	19
7	10	17	35	31	8	1	25	46	25	3
8	10	18	32	28	11	9	26	23	23	20

<b>2009 CST</b>										
	<b>General Math</b>					<b>Algebra</b>				
<b>Grade</b>	<b>% Far Below Basic</b>	<b>% Below Basic</b>	<b>% Basic</b>	<b>% Proficient</b>	<b>% Advanced</b>	<b>% Far Below Basic</b>	<b>% Below Basic</b>	<b>% Basic</b>	<b>% Proficient</b>	<b>% Advanced</b>
8	9	26	23	23	20	*	*	*	*	*
* scores not available										

<b>California English Language Development Test Report –Carl Smith Middle School</b>			
<b>Annual Assessment Results (Mean Scaled Score)</b>			
<b>Grade</b>	<b>Listenin &amp; /Speaking</b>	<b>Reading</b>	<b>Writing</b>
6	507.1 & 520.6	515.7	511.9
7	557.4 & 541.3	529.9	520.0
8	554.1 & 544.6	561.4	543.2

\*Asterisks indicate section not taken.

<b>2009 Annual Assessment Results Level of Overall Proficiency</b>					
<b>Grade</b>	<b>% at Beginning Proficiency</b>	<b>% at Early Intermediate Proficiency</b>	<b>% at Intermediate Proficiency</b>	<b>% At Early Advanced Proficiency</b>	<b>% At Advanced Proficiency</b>
6	11	20	33	33	2
7	13	13	17	43	13
8	12	12	25	39	12

\*\* Asterisks indicate summary data is not provided for groups of three or less.

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

**Planned Improvement in Student Performance in Reading**

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

Description of Specific Actions to Improve Education Practice	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><b>1. Alignment of instruction with content standards:</b> At TBUESD, alignment of curriculum, instruction, and materials to content and performance standards is ensured through the process of adopting a standards-based curriculum and extensive professional development covering the implementation of such adopted curriculum. In addition, teachers receive training on effective instructional techniques and meet in grade-level and department teams to align their curriculum for the year. Teachers go through a process of standards mapping, which includes examining their grade-level standards and outlining a plan to ensure that all standards are taught during the course of the school year. To improve communication between grade-level teachers, pacing calendars, are used to help in the curriculum alignment to the California Standards.</p>	Teachers/Ongoing Consultants and Administration	Language Arts, Science, Social Studies and Math Curriculum and materials	\$14,143	State Textbook
		Training on new curriculum	\$7,017	Title I
		Substitutes for teacher release time	\$ 0	General
<p><b>2. Use of standards-aligned instructional materials and strategies:</b> Teachers ensure state standards are posted in every classroom, for students to see and make explicit reference to the standards being taught their daily lesson plans. Throughout the year, the principal monitors that standards-based materials and strategies are used through examining lesson plans, observing classroom lessons and checking that teachers are on pace according to their pacing calendars by grade-level. All teachers will receive ongoing training to ensure that curriculum is aligned with district state standards.</p>	Teachers/Ongoing  Administrators/ Ongoing  Instructional Aides/ Ongoing	Substitutes for teacher release time	\$1,551	PAR/General
		Training	\$338	General Fund
		Training	\$200	Title I

Description of Specific Actions to Improve Education Practice	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><b>3. Increased access to technology:</b> In the K-5<sup>th</sup> computer lab, there is a 2:1 (students to computer) ratio, in the 3<sup>rd</sup>-5<sup>th</sup> grades the ratio is 8:1, and at the CSMS campus the ratio is 10:1. Appropriate software such as Accelerated Reader, Jump-Start Math, Fluent Reader, Read Naturally, and English in a Flash are used to increase reading and mathematical success is available district-wide. Additional technology including listening-centers is also used as needed. A full time Technology Aide is assigned to both schools to in-service staff and services the computers.</p>	<p>Technology Committee/Annually  Administration/On-going  IT Aide/Daily</p>	<p>Computers/Peripherals / Internet Connections  Software/Materials and supplies  IT Tech.</p>	<p>\$1208  \$1604  \$33,275</p>	<p>Title III EETT /SBC/EIA  Title III EETT /SBC/EIA  Title 1</p>
<p><b>4. Staff development and professional collaboration aligned with standards-based instructional materials:</b> All teachers receive in-service training on adopted materials at the time of adoption, as well as, ongoing training as necessary. Teachers meet every other Wednesday as grade-level teams to collaborate, plan lessons, and design instruction. Additionally, teachers district-wide are provided with release time to visit other schools that are experiencing academic success. New teachers participate in a “New Teachers” in-service program. During this training period, new teachers are paired with an experienced mentor teacher. Those who are struggling are referred to the PAR program to receive additional training and mentoring. First and second year teachers are enrolled in a BTSA program. Ten percent of the Title 1 monies are set aside for Professional development of an approved outside provider.</p>	<p>Teachers/Ongoing  New Teachers/First 2 years of being hired  Teachers/As referred</p>	<p>Consultant/Presenter Fees Conference Fees  Salaries for teachers in training  PAR training</p>	<p>\$27,300 \$4,300  \$38,645  \$700</p>	<p>Title I EIA/LEP  Title II  PAR/Title II</p>
<p><b>5. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</b> Parents are encouraged to participate in various school activities such as: monthly Student Readiness Parent Meetings., student study team (SST) meetings, Back-to-School/Open House nights, School Site Council, ELAC, Parent-Teacher Conferences, Community Based English Tutoring Program, IEP meetings, Parent Community Safety Meetings and various school sponsored activities. To encourage participation in these and other school events, all notices are distributed in both English and in Spanish and home visits and calls are made in the parents’ home language by our parent liaison. Child care and fees for conferences are provided when appropriate.</p>	<p>Parent Participation/ Committees / Monthly Mtgs      Parent Liaison &amp; Staff/ Ongoing</p>	<p>SSC, ELAC,DLAC  CBET  Homeless  Parent Liaison  Interpretation/Child Care</p>	<p>\$2,000 \$2698 \$0 \$1807 \$9007 \$3333 \$500</p>	<p>EIA/LEP/ Title III Title I CBET/ General Fund Title I Migrant General Fund Title I/ Migrant</p>

Description of Specific Actions to Improve Education Practice	Persons Involved / Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><b>6. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</b>  Auxiliary services provided to students who qualify include the following:</p> <ul style="list-style-type: none"> <li>• 3+ hr. aides</li> <li>• Special Education Program</li> <li>• Student Psychological Counseling</li> <li>• Library</li> <li>• After School Program</li> <li>• Migrant Program Services/ Home/School Liaison</li> <li>• Free Inoculation Clinic at CSMS' Campus (Once a Month)/On site Health/NURSE</li> <li>• Materials &amp; supplies</li> <li>• ELL/CELDT</li> </ul>	<p>Staff/Daily/Wkly Spec Ed Teacher</p> <p>Psychologist/ongoing</p> <p>Staff/Ongoing</p> <p>Staff/Daily Ongoing Staff/ongoing</p> <p>County/Monthly Nurse/Daily</p> <p>Materials &amp; Supplies</p> <p>Staff/Ongoing</p>	<p>Instructional Aides Spec Ed Teacher/ongoing</p> <p>Counseling Services</p> <p>Library Clerks</p> <p>ASES</p> <p>MIGRANT/ Parent Liaison</p> <p>Nurse</p> <p>Materials &amp; Supplies</p> <p>ELL/CELDT Coordinator</p>	<p>\$39,838 \$83,460 \$795</p> <p>\$9655</p> <p>\$4254</p> <p>\$97,200</p> <p>\$2433</p> <p>\$31,310</p> <p>\$13,500 \$5,400</p> <p>\$6,584</p>	<p>Title I Special Ed Special Ed</p> <p>Special Ed</p> <p>Title I</p> <p>ASES</p> <p>Migrant</p> <p>SBC/EIA</p> <p>SBC/EIA Title I</p> <p>General Fund</p>
<p><b>7. Monitoring program effectiveness:</b>  The district's board and its administrators will fully support the Public School Accountability Act and will participate in all phases of the state's standards based assessment system. Each site will maintain and annually revise a Single Plan for Student Achievement. Our programs are continually monitored through the process of administering a needs assessment to our staff, parents, and students. The results of these surveys along with data ascertained by state-testing and local assessment measures allows our staff to evaluate our students' strengths and weaknesses, as well as their curriculum and instructional needs.</p>	<p>School Board, DAC,ELAC, SSC Administration/ On-going</p>	<p>Conferences/ In-services Assessment personnel</p>	<p>\$11,158</p>	<p>General Fund</p>

Description of Specific Actions to Improve Education Practice	Persons Involved / Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><b>8. Targeting services and programs to lowest-performing student groups:</b></p> <p>To enable Under-performing students (students scoring below Basic on STAR in Math or reading or not reaching grade level proficiency) to meet standards, the TBUESD provides several services such as:</p> <ul style="list-style-type: none"> <li>• Small group instruction in Special Education Program</li> <li>• Modifications implemented in the regular classroom as designated by a student’s IEP</li>   <li>• District-wide implementation of Language Development Program( High Point® &amp; usage of the ELA Universal Access)</li> <li>• Small group instruction during after school</li>   <li>• 3hr.+ Aides</li> </ul> <p>Additional services provided also include district-wide After School Education and Safety Programs (ASES). Supplemental Provider for students who score Basic or below on the STAR in reading or math, or scoring a 3 or below on the CELDT or are at risk of failure to meet grade level proficiencies.</p>	<p>Teacher &amp; Aides/Ongoing</p> <p>Teachers/Ongoing</p> <p>Teachers/Aides/Ongoing</p> <p>Aides/Ongoing</p> <p>Supplemental Educational Services (SES)</p>	<p>Tutoring/ Paraprofessionals Materials and supplies</p> <p>Teacher/Ongoing</p> <p>Teachers/Aides/Ongoing</p> <p>Aides/Ongoing</p> <p>Tutoring</p>	<p>\$83,460</p> <p>\$86,954</p> <p>\$97,210</p> <p>\$39,838</p> <p>\$37, 143</p>	<p>Special Education</p> <p>General Fund</p> <p>ASES</p> <p>Title I</p> <p>Title I</p>

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

1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:
- a. Describe the programs and activities to be developed, implemented, and administered under the sub-grant;
  - b. Describe how the LEA will use the sub-grant funds to meet all annual measurable achievement objectives described in Section 3122;
  - c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:
    - meeting the annual measurable achievement objectives described in Section 3122;
    - making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B));
    - annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1));
  - d. Describe how the LEA will promote parental and community Participation in LEP programs.

Bi-literate and highly qualified instructional aides are hired and trained to provide instruction and tutoring to ELLs. The district provides intervention program using researched curriculum and methods.

Supplemental materials are provided to intensify instruction and to make level core curriculum more accessible. Such materials include the ESL components of textbooks, realia, visuals, manipulatives, etc. Additional professional development relative to ELLs will be offered to administrators, teachers, paraprofessionals and parents.

The site Principals conduct regularly scheduled staff meetings to improve program implementation, and as needed to ensure each ELLs language and academic success. The assessment tool used to measure and identify the levels of the ELLs English proficiency is the California English Language Development Test (CELDT). This assessment tool is administered to all continuing ELL students at the beginning of each scholastic year and to all new ELL incoming students within a two-week period. Data acquired from this assessment is used by the teachers to provide differentiated instruction within their classroom setting to achieve optimal levels of language acquisition.

The school site notifies the parents/guardians in writing (in a language the parent/guardian can understand) or orally (in a language they can understand if they are unable to understand the written notification) of their child's English and primary language proficiency assessment results and the program placement. The district provides full descriptions of the different educational program choices and of all the educational opportunities available to the student, as well as, descriptions of the educational materials to be used.

In addition, the district has a functioning English-Learner Advisory Committee meeting all legal requirements. This committee also serves to facilitate the dissemination of information, program plans, and objectives to parents and the community.

2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c). The effectiveness of the LEP programs will be determined by the increase in:
- English proficiency; and
  - Academic achievement in the core academic subjects

At the elementary school (K-5) the ELLs are placed in self-contained, grade level classrooms. ELD teachers use the State and District adopted ELD standards-based text and materials *Into English( K-3) and High Point (4-5)* by Hampton-Brown Books and the ESL component of all District adopted textbooks.

At the middle school (6-8) the ELLs are clustered in grade level heterogeneous homeroom classes. Teachers use SDAIE and other appropriate strategies in these classes. The middle school ELLs designated as a one or two also attend an ELL classroom for four periods a day for specific ELD instruction. The first two periods are EL Literature and EL Language Arts; the next two periods are ELA Remediation and review for ELLs using Universal Access provided by Holt. The ELD teachers use the State and District adopted ELD standards-based text and materials, *Into English and High Point* by Hampton-Brown Books to assist ELLs in acquiring English-language proficiency in listening, speaking, reading, and writing and the Universal Access for ELL'S in the Holt ELA Series.

Progression timelines have been established that outline the progress a student should be making towards English acquisition, performance on state-level testing, and performance on benchmark assessments based on their English proficiency level and the time they have been in the ELL program.

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

		Description of how the LEA is meeting or plans to meet this requirement.	
Required Activities	3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel: <ul style="list-style-type: none"> <li>a. designed to improve the instruction and assessment of LEP children;</li> <li>b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;</li> <li>c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills;</li> <li>d. Long term effect will result in positive and lasting impact on teacher performance in the classroom.</li> </ul>	<p>The district will and does provide professional development that is ongoing, continuous, and coordinated to reach specific state standards and/or ELD standards. This training is provided to administrators, teachers, paraprofessionals, and parents/community members as appropriate. Such activities include county workshops, in-services regarding adopted curriculum, guest speakers, and conferences.</p> <p>Each professional development activity will be evaluated by administration personnel and participating teachers to ensure its relevance and effectiveness. In addition, site principals will monitor the implementation of the strategies and materials acquired at these activities.</p> <p>Throughout the school year, the LEA provides its staff with various staff development opportunities such as (GLAD) Guided Language Acquisition Design, (SDAIE) Specially Designed Academic Instruction in English, (CELDT)California English Language Development Training, (PLAY) Physical Learning Activities for Youth, English Language Development training and alignment to the California Content Standards, Literacy/English Learner Workshops, and Quarterly ELD Interdisciplinary Planning.</p> <p>The knowledge gained from these trainings and staff developments have helped the administrators and teachers better understand the ELD standards and frameworks. The LEA has been continuously involved in the 2007-08 school year in aligning the ELD Standards across the curriculum.</p>	
	Allowable Activities	4. Upgrade program objectives and effective instruction strategies.	<b>Yes or No</b>  YES
		Description of how the LEA is meeting or plans to meet this requirement.	

Allowable Activities	5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.	<b>Yes or No</b>  YES	<b>If yes, describe:</b>  Each ELL student at the middle school receives a double block period of English Language Development reading/language arts daily, as well as a daily block of ELL History and Science. At the elementary, K-5 integrates the ELD strategies across their curriculum; K-5 discreetly teaches ELD 30 minutes a day in a leveled format. The software, “English In a Flash”, Fluent Reader, Read Naturally, and/or Accelerated Reader provide supplemental independent learning for the ELLs at their specific level. The library clerks and/or the technology clerk at each media center help students access the software.
	6. Develop and implement programs that are coordinated with other relevant programs and services.	<b>Yes or No</b>  Yes	<b>If yes, describe:</b>  School site administrators, district administrators and ELAC work closely with other committees and county service to ensure a synchronized program is offered to our ELLs. Such coordinated services include our Migrant program, which includes writing a service plan each year and annually evaluating the objectives of that plan and the Tulare County Office of Education which provides additional personnel such a Parent Liaison, etc. The school district also provides a Migrant Parent Meeting every six weeks to parents. Each of these meetings provides current scholastic or requested information to the parent. As well as partner with Porterville Public Schools to provide a Family service Worker and contract for a school Psychologist.
	7. Improve the English proficiency and academic achievement of LEP children.	<b>Yes or No</b>  Yes	<b>If yes, describe:</b>  The district will monitor the programs of ELLs by analyzing CELDT, school benchmarks, teacher input, and student work to determine the specific and individual needs to each student. Students are then offered tutoring and intensified instruction relevant to their needs.

		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –</p> <ul style="list-style-type: none"> <li>○ To improve English language skills of LEP children; and</li> <li>○ To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.</li> </ul>	<p><b>Yes or No</b></p> <p>Yes</p>	<p><b>If yes, describe:</b></p> <p>The district will collaborate with school site councils and ELAC to obtain needs assessment results and update the programs and services offered. Terra Bella Union School District provides parent literacy training through the CBET and Student Readiness programs and coordinates with the Head Start programs to offer literacy and parenting classes to parents in our community.</p>
	<p>9. Improve the instruction of LEP children by providing for –</p> <ul style="list-style-type: none"> <li>○ The acquisition or development of educational technology or instructional materials</li> <li>○ Access to, and participation in, electronic networks for materials, training, and communication; and</li> <li>○ Incorporation of the above resources into curricula and programs.</li> </ul>	<p><b>Yes or No</b></p> <p>Yes</p>	<p><b>If yes, describe:</b></p> <p>A technology plan has been developed and implemented to ensure that all students have access to technology to enhance their learning.</p> <p>Software that enhances ELD has been and continues to be purchased, and a computerized database of student assessment results is maintained to provide current data to our administration and teachers.</p>
	<p>10. Other activities consistent with Title III.</p>	<p><b>Yes or No</b></p>	<p><b>If yes, describe:</b></p>

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

<p><b>Parents of Limited-English-Proficient students must be notified:</b> The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>
<p>Required Activity</p>	<p>1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):</p> <ul style="list-style-type: none"> <li>a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program;</li> <li>b. the child’s level of English proficiency, how such level was assessed, and the status of the student’s academic achievement;</li> <li>c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction;</li> <li>d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;</li> <li>e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;</li> <li>f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools;</li> <li>g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;</li> </ul>

<p style="text-align: center;">Required Activity</p>	<p>h. information pertaining to parental rights that includes written guidance detailing –</p> <ul style="list-style-type: none"> <li>i. the right that parents have to have their child immediately removed from such program upon their request; and</li> <li>ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available;</li> <li>iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.</li> </ul>	<p>In a communiqué to the parents the site Principal informs parents of the Parental Exception Waiver, and advises them to contact the school for more information and waiver procedures.</p> <p>ELLs, whose parents were granted waivers for their children to be in the English Language Development program, will continue to receive additional and appropriate services by their teachers to meet both their English-language and their academic needs until such time they are Re-designated Fluent English Proficient (RFEP).</p> <p>English Learners who have been granted parental exception waivers are offered an alternative program. The District offers a full Immersion English Language Development Program. Should the parents request a different program, they will be allowed to transfer their child to public school that offers the program of their choice. Should 20 or more students of a given grade level receive parental waivers for the same type of program, the district will provide such a class.</p>
<p><b>Note:</b> Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>	<p>Upon a student’s initial enrollment at each school site, a parent/guardian will complete, sign and date a Home Language Survey. Students for whom all responses are English are identified as English Only (EO). Students for whom at least one response is other than English are designated as having a primary language other than English.</p> <p>A trained school site Tester administers the CELDT to new enrollees within 30 school days of enrollment, scores the test and gives the preliminary results (final results come from the test company) to the site principals, the ELD teacher and/or teacher.</p> <p>The school site Principal, or designee, notifies the parents/guardians (no later than 30 days after the beginning of the school year or if a new enrollee, within two weeks of the child being placed in such a program) in writing (in a language they understand) or orally (in language they can understand if they are unable to understand the written notification) of their child’s English and primary language proficiency assessment results and the program placement.</p>	
<p><b>LEA Parent Notification Failure to Make Progress</b> If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>	<p>Notification of progress towards achievement objectives is annually disseminated to all parents in both English and Spanish. Each school site’s School Accountability Report Card (SARC) is made available to parents. All identified ELL students are administered the California English Language Development Test and their parents are informed no later than 30 days of ELL identification.</p>	

**Plans to Provide Services for Immigrants**

<p><u>IF</u> the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e) ).</p>		<p>Description of how the LEA is meeting or plans to meet this requirement.</p>	
<p>Allowable Activities</p>	<p>1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:</p>	<p><u>Yes or No</u></p>	<p><b>If yes, describe: The District offers a Student Readiness Program. The program strongly encourages parental participation. Literacy/English Language classes are offered to parents as outlined Prop. 227.</b>                      A monthly free inoculation clinic is available to the community. The District partners with the Tulare County Free Library to provide library access for the community. The CBET Program is offered on a weekly basis. Migrant Parent Meetings are conducted 6 times a year in addition to our regular parent teacher conferences and meetings.</p>
	<p>2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:</p>	<p><u>Yes or No</u></p>	<p><b>If yes, describe: In K-1 every class has a 3 hour aide. Instructional aides are trained to provide assistance with literacy and mathematics and the needs of second language learners.</b></p>
	<p>3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;</p>	<p><u>Yes or No</u></p>	<p><b>If yes, describe: At the elementary level field trips are used to build background experiences that lead to a better understanding of the work a day world. Middle school children are provided with career awareness opportunities including: High School/college counseling and career opportunities beyond the high school experience.</b></p>
<p>Allowable Activities</p>	<p>4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:</p>	<p><u>Yes or No</u></p>	<p><b>If yes, describe: Through a committee process curriculum and software have been acquired to help students with English language acquisition, research skills, keyboard skills, mathematics, art, and science.</b></p>

	<p>5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:</p>	<p><b><u>Yes or No</u></b></p>	<p><b>If yes, describe: Immigrant students are provided with additional tutoring support in the classroom, cross grade level teaching and in afterschool and Saturday programs.</b></p>
	<p>6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:</p>	<p><b><u>Yes or No</u></b></p>	<p>If yes, describe: Field trips are specifically designed for Immigrant students to assist in a better understanding of life in the United States.</p>
<p style="text-align: center;">Allowable Activities</p>	<p>7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:</p>	<p><b><u>Yes or No</u></b></p>	<p><b>If yes, describe:</b>  <b>The district currently maintains the After School Education and Safety Program to provide the students with after-school literacy and recreational, and sports programs. The district has entered partnerships with multiple youth and adult sports leagues to provide responsible access to district facilities. The district is in the process of arranging a partnership with Porterville College to expand immigrant student awareness of higher education opportunity. A partnership with Porterville Public Schools provides a Family Liaison part time to the district.</b></p>

**Performance Goal 3: *By2007-2008, all students will be taught by highly qualified teachers.***

**Summary of Needs and Strengths for Professional Development**

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

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

STRENGTHS	NEEDS
<p>The board has adopted policy stating hiring requirement for TBUSD. As August 2007, 100% of teachers in the district meet the federal definition of highly qualified and are fully credentialed in the state of California. An additional 13% are enrolled in programs at an accredited university. In addition, 20 % of teachers hold a master’s degree.</p> <p>All teachers within the district are BCLAD, LDS, CLAD, SB 1969 or SB395 trained and certified, or are currently enrolled in a program to obtain certification.</p> <p>The district participates in both the BTSA program and the PAR program, and collaborates with the county office and the county consortium to provide and support professional development.</p>	<p>Student achievement data indicates a need for additional training and professional development in the areas of reading and math, in particular the ability to meet the needs of low-achieving students in these areas. As part of a district commitment to training in these areas, all submitted conference requests that fall into these categories are given first priority. In addition, all teachers are given release time to participate in local in-service and conference opportunities.</p> <p>Professional development is also targeted at helping teachers acquire properly authorized supplemental credentials, such as Special Education credentials, English Learner certification, and supplemental authorization in content areas for middle school teachers.</p> <p>Needs assessment data and technology survey results also indicate a need for additional training in technology and the integration of technology into classroom activities. Teachers need further opportunities to learn strategies for using technology to enhance learning for all students in the areas of reading and math.</p> <p>Professional development continues to be targeted at helping teachers to learn to understand and teach toward the CA State Content Standards.</p>

**Performance Goal 3: By 2007-2008, all students will be taught by highly qualified teachers.**

**Planned Improvements for Professional Development (Title II)**

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

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</p> <p>Professional development opportunities will be selected based on those topics and formats that have proven to have the greatest positive impact on teachers' ability to accelerate the learning of all students in the lowest performing groups. A system of professional development is in place that is overseen by committees made up of staff, parents, administration and students when appropriate. All in-services are coherent and differentiated based on the needs of teachers and support staff. Successful teachers and principals will serve as demonstrators and coaches for those who are less successful as part of a mentoring program.</p>	Administrators/ Teachers/Ongoing	No Extra Cost	Previously referenced	

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <p>Student achievement results along with principal observations of daily lessons will determine the professional development needs of individual teachers. Teachers will then receive training in those areas, which show the greatest need and will have the greatest impact on student success. Teacher training is differentiated to address their individual needs and the needs of the student populations in their classrooms.</p> <p>All teachers will be participating in professional development activities aimed at improving the performance of under-achieving student populations and strategies for accelerating. Such activities include training in English in a Flash, Fluent Reader, Accelerated Reader, newly adopted state content aligned materials, Read Naturally, Rewards (a decoding strategy for the 6<sup>th</sup> grade), Vertical Training and CA State Content Standards Alignment Training.</p>	Teachers/As Needed	Professional Development Expenses	Previously Referenced	

<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <p>To coordinate professional development activities the district superintendent holds administrator meetings every Wednesday, where directors are brought together to review professional development activities and calendar.</p>	<p>Administrator/ Weekly</p>	<p>No Extra Cost</p>	<p>N/A</p>	<p>N/A</p>
<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <p>Teachers will be given to time to collaborate and focus on coordinating the teaching and assessing of state standards in the various content areas. Teacher collaboration time will focus on selecting benchmark assessment, a joint review of student work on those assignments, and planning for revising, reviewing, re-teaching, and achieving mastery of each standard. The district provides state buy back days and weekly planning times. At the elementary site teachers have an early dismissal every Wednesday and the middle school the last Wednesday of the month.</p> <p>Staff development days will focus on learning core research-based practices used in the standards-based materials in the content areas of most needed improvement. Principals' professional development will focus on leaders' roles in supporting standards implementation, organization and management of continuous improvement, and addressing the diverse needs of students, particularly those in the lowest-performing groups in the district.</p>	<p>Teachers/Ongoing</p>	<p>Substitutes for Teacher Release Time</p> <p>Staff Development Days</p>	<p>No Extra Cost</p>	

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <p>Title II Part D Funds will be integrated with other Professional Development funds to enable all staff to receive quality training for implementation for technology in the classroom.</p>	<p>Teachers, aides, administrators/On going</p>	<p>Professional Development</p>		<p>Title II Part D</p>

<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <p>During the school day all teachers and students will have access to technology. Computers are in all classrooms, including Special Education, GATE, ELL, at a minimum of three computers per classroom grades 3 through 8 . In addition, the computer lab can accommodate an entire class and is accessible to all teachers on a sign-up basis. The computer labs are always available for any student wanting to use the facility before and after school. Both Library Clerks are available for 5 and a half hour per day. Supplemental services are available for after school, Saturday School, Summer School, and inter-sessions. Continual training is provided by district mentors, CTAP workshops, County Office Curriculum Specialists, Software Vendors, and conferences.</p>	<p>Teachers, aides, and Administration/Ongoing</p>	<p>Conferences, Workshops, Software Acquisition, and Consultants</p>		<p>General Fund GATE Title I Title II Migrant Title III</p>
<p>Please provide a description of:</p>	<p>Persons Involved/ Timeline</p>	<p>Related Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>8. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> <li>□ 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;</li> <li>□ Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn;</li> <li>□ Involve parents in their child’s education; and</li> <li>□ Understand and use data and assessments to improve classroom practice and student learning.</li> </ul> <p>Weekly teacher collaboration time is scheduled and focuses on selecting benchmark assessments and coordinating instruction to achieve mastery of grade-level standards. Teachers’ meetings are also held twice monthly to provide current assessment results and training on curriculum and instructional strategies.</p> <p>Staff development days focus on research-based practices and curriculum aligned to state standards and district objectives. These in-services also focus on addressing diverse student needs, including those of GATE, RSP, At Risk of Failure, ELL students, student behavior management, and working with families.</p> <p>Technology training includes the use of technology to</p>	<p>Teachers, paraprofessionals, principals, other relevant school personnel, parents, and students when appropriate</p>	<p>Materials, supplies, In-service, conferences, and mileage</p>		<p>General Fund GATE Title I Title II Migrant Title III</p>

access student assessment information and training on effective implementation of technology in classroom lessons is offered through district personnel and the county office of education, conferences and institutes that align to state/district goals and objectives.				
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**Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.**

**Environments Conducive to Learning (Strengths and Needs):**

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

STRENGTHS	NEEDS
<p>T.B.U.E.S.D. has outlined a clear vision for a positive school learning environment and a strategic plan as outlined by the School Safety Plan for each campus. This also includes well-defined emergency procedures and opportunities for practice drills. Gang awareness and prevention workshops for parents are offered at convenient times for the parents. Annual “Bully Awareness Sessions” are presented by the Elementary Vice-Principal at both the elementary and the Principal at the middle school. Both schools have active Student Councils which involve both officers and classroom student representatives.</p> <p>T.B.U.E.S.D has a strongly enforced progressive discipline policy which every parent receives a copy of in the student/parent handbook.</p> <p>A variety of school and county support services are available to create and maintain a positive and safe learning environment. This includes school psychologist, health curriculum provided by our school nurse, and socialization interventions provided by the vice-principal, Family Liaison, and Life Skills Training in 4-8<sup>th</sup> grades. After school programs in sports and literacy have been put in place: Intercollegiate sports, Save the Children, and Multimedia Training for GATE students.</p> <p>Administrators and staff support the idea that emotional, psychological and social needs of students are intrinsically related to academic achievement and promote this approach when making decisions affecting each school site.</p>	<p>Parents need to become more involved in their children’s education at their respective campuses. This is an ongoing pursuit of staff members.</p> <p>Continue the annual sessions on bullying and teasing to ensure that all students feel safe and comfortable at their school site.</p> <p>Continue to pursue opportunities for students to participate in decision-making program development and leadership opportunities among their peers need to be established.</p> <p>Additional extra-curricular and community-based activities need to be established to provide students with opportunities for them to engage in meaningful activities and to deter them from drugs and alcohol. This is an on going need.</p>

Parents are provided with pertinent information regarding their sons and daughters education on a regular basis by means of a district newsletter, parent notifications and surveys, and parent meetings. This communication between the school district and its parents occurs in both English and Spanish.

The facilities are well maintained throughout the district. While the middle school is a relative new facility (built in 1994), the elementary campus (1911) is constantly in a modernization mode to facilitate a better learning environment. In addition, the burglar alarm system has been updated to include 16 classrooms, the office buildings, cafeterias, library, computer laboratory and exterior lighting fixtures have been added to promote a high level of safety. Pass through have been removed or gated to enable both campuses to be secured.

Extra curricular activities such as art classes, intramural sports program, and an after school sports league promote good self-esteem and provide opportunities for children to excel in school athletics as well as at the high school level. The elementary runs an intramural sports program at recess time. The teachers and aides provide the coaching. Each sport is celebrated with a pizza party for all participants and medals/trophies for the first place teams. One Wednesday a month, students are treated to a movie, popcorn and soda for reading 500 pages.

Organization has been in operation for five years. A school readiness program has been in place 3 years to serve youngsters ages 3-4 years. Also, a community center in partnership with Save the Children

## ACTIVITIES

- A comprehensive safety plan has been developed at each school site.
- Each site offers health curriculum by the full-time school nurse.
- Each site offers psychological services provided by the school psychologist.
- A variety of school programs operate within the district including an after school program, intramural sports program, after school sports program, band, drill team, choir, and student council.
- A strongly enforced progressive discipline policy is in place.
- Parents are regularly informed through various means of communication such as- newsletters, parent notes, parent meetings, and by telephone communication.
- Student attendance is monitored and offending students are referred to SARB when necessary.
- County Home/School Liaison meets with parents to network services as needed
- A sheriff deputy is assigned to the Terra Bella Union Elementary School District.

**Environments Conducive to Learning (Activities):**

Please list the activities or programs supported by all NCLB or state funded programs that the LEA will implement to support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning. Include programs and strategies designed to address students’ barriers to learning (e.g. attendance and behavior). Include a copy of the LEAs code of conduct or policy regarding student behavior expectations.

**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 LEAs strengths and needs related to preventing risk behaviors.

STRENGTHS	NEEDS
<p>Semi-annual crime reports are developed on student suspensions and annual suspensions of students receiving special education services. Additional information is also kept regarding attendance and discipline problems.</p> <p>Technology upgrades in communication and monitoring have been completed, including administrative cell phones, school-wide paging system, and recently purchased attendance system (Aeries from Eagle).</p> <p>A Safe School Plan has been created at each school site.</p> <p>A variety of school and county support services are available to create and maintain a positive and safe learning environment.</p>	<p>Staff development, materials, and lessons addressing bullying and teasing need to be addressed. This is being addressed district wide by the elementary school vice principal</p> <p>More staff development needed on current district technology. Staff development is on going. The Safe School Plan is reviewed and revised annually for both campuses by the elementary school vice-principal.</p> <p>Staff needs continual training on emergency procedures. This staff development is ongoing provided by the elementary school vice-principal</p>

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

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

**Prevention Program Performance Indicators (4115(a)(1)(B) ):**

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

<b>Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey</b>	<b>Most Recent Survey date: Baseline Data</b>	<b>Biennial Goal (Performance Indicator)</b>
The percentage of students that have ever used cigarettes will <b>decrease</b> biennially by:	5 <sup>th</sup> 99 7 <sup>th</sup> 99	5 <sup>th</sup> 100 7 <sup>th</sup> 100
The percentage of students that have used cigarettes within the past 30 days will <b>decrease</b> biennially by : Students do not smoke in our community.	5 <sup>th</sup> 0% 7 <sup>th</sup> 5%	5 <sup>th</sup> 0% 7 <sup>th</sup> 2%
The percentage of students that have used marijuana will <b>decrease</b> biennially by:	5 <sup>th</sup> 0 % 7 <sup>th</sup> 5%	5 <sup>th</sup> 0 % 7 <sup>th</sup> 2%
The percentage of students that have used alcohol within the past 30 days will <b>decrease</b> biennially by:	5 <sup>th</sup> 0 % 7 <sup>th</sup> 10%	5 <sup>th</sup> 0 % 7 <sup>th</sup> 5%
The percentage of students that have used marijuana within the past 30 days will <b>decrease</b> biennially by:	5 <sup>th</sup> 0 % 7 <sup>th</sup> 5%	5 <sup>th</sup> 0 % 7 <sup>th</sup> 2%

**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
Life Skills Training	ATODV	4-8	550	03-04 6 <sup>th</sup> -8 <sup>th</sup> 04-05 4 <sup>th</sup> -5 <sup>th</sup>	Fall 03 Spring 04	Spring 04 Fall 05

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

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

Check	Activities	Program ATODV Focus	Target Grade Levels
X	After School Programs	ATODV	3-8
	Conflict Mediation/Resolution		
X	Early Intervention and Counseling	ATODV	Pre-school 3-4 year olds
	Environmental Strategies		
X	Family and Community Collaboration	ATODV	Pre-school, SAVE THE CHILDREN 3-5
	Media Literacy and Advocacy		
	Mentoring		
	Positive Alternatives		
	School Policies		
	Service-Learning/Community Service		
	Student Assistance Programs		
X	Tobacco-Use Cessation	ATODV	4-8 Grades

**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.

Recent needs assessments through the Program Improvement APS process indicated a community desire for the district to provide services in the following areas:

- \*Afterschool Programs
- \*Early Intervention
- \*Family and Community Collaboration
- \*Tobacco-Use Cessation

**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, and 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 students and parents will be surveyed annually using the “Healthy Kids Survey.”  
The annual crime report requested by the state will indicate the violence, use of tobacco or drug levels on campus.  
A decrease from last year’s census will show success. This information will be used to refine, improve and strengthen the program.

**Use of Results and Public Reporting (4115 (a) (2)(B) ):**

Describe the steps and timeline the LEA will use to publicly report progress toward attaining performance measures for the SDFSC and TUPE programs. Describe how the evaluation results will be made available to the public including how the public will be provided notice of the evaluation result’s availability.

Data Collection:

- County staff will assist in acquisition of curricula and training.
- The district implemented the program in the spring of 2004.
- Before each series of lessons, pre-test information will be collected to determine ATVOD knowledge, attitudes and intentions.
- After each series of lessons, post-test information will be collected regarding changes in ATVOD knowledge, attitudes, and intentions.
- Staff and parents will be surveyed each year to determine satisfaction with the program.

Reporting:

- The District office will disseminate information regarding results of the CHKS to each school site principal.
- This information will be presented to the local school board by the second Thursday in June of each year.
- A summary of the report will be made available to parents and community members through district newsletters and parent meetings.

**Mandatory Safe and Drug Free Schools and Communities (4114(d)(2)(E) ):**

Briefly describe how SDFSC funded program services will be targeted to the LEA’s schools and students with the greatest need. (Section 4114 [d] [3])

All schools within in the district operate as School-wide Title I programs. All students are classified as high-need. Students with the greatest risk are targeted for additional assistance, including Gifted and Talented, English Language Learners, Migrant students, learning disabled, students with mental and emotional health problems, students with discipline referrals, and students with known ATODV issues.

The following approach is taken to assist those students with the greatest needs.

1. Early identification and intervention services with counselors from community based organizations.
2. Outreach programs, coordinated with auxiliary services, for high-risk families and students.
3. After-school and pull-out activities that focus on academic tutoring, mentoring, athletics, and other positive activities.
4. A referral system for family counseling and support services.
5. Placement in services provided by Head Start and the Terra Bella Student Readiness Program.

**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.

The district will contract for services through the Tulare County Office of Education for curricula, training, and support staff personnel.

TBUESD receives funds under TUPE grades 4-8 entitlement based formula grants. These funds will be used for the implementation of the tobacco prevention portion of the ATODV program. The district will supplement the ATODV program with Title IV Part A (Innovative Education Strategies) to provide additional materials, clerical support, and staff professional development.

Various committees (School Site Council, curriculum committees, Peer Assistance and Review Panel, etc.) will track the effectiveness of teaching strategies, the development of highly qualified teachers, and the quality of coordination of prevention efforts.

**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 encouraged to participate in the education of the child. The district encourages parents and other responsible adults to volunteer their time to support the education of our students. Parents and other responsible adults participate in various committees including curricula selection committees, School Site Council, Program Improvement Committees, Book Faire, Pre-School, Terra Bella Student Readiness Program, and youth athletic programs.

Parents are encouraged to be involved and aware of the child’s education and related activities through numerous activities throughout the year. Activities include regularly scheduled (six times each year) parent meetings, participation in fieldtrips, participation in awards assemblies, semi-annual parent conferences, open house events several times each year, visual and performing arts productions, and athletic events. The Governing Board recognizes pupils each month and invites parents to participate in the honor ceremony.

Regular communications are distributed to parents in both English and Spanish to keep parents informed regarding events and critical dates. A student/parent handbook is distributed to each student each year with information ranging from schedules, calendars, pupil inoculations, parent rights, school and district rules, etc. School Accountability Report Cards (SARC), are prepared annually to advise parents of student progress at each site. Correspondences are sent home regularly to notify and remind parents of upcoming dates, events, and educational opportunities.

Other notification procedures on such issues as parent choice options and safe school status are in place as outline in No Child Left Behind (NCLB). Notifications include information regarding the professional qualifications of each child’s teacher.

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

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

Identified pregnant minors or minor parents will meet with an administrator/counselor from their school. The administrator/counselor will assess what services are needed. Specifically, the administrator/counselor will determine if ATODV is an issue. Needed services will be provided through coordination with the district and various Tulare County organizations and other school districts in the area. Services that are currently available include medical, emotional, psychological, cessation counseling, prenatal care, parenting skills, and rehabilitation programs. The administrator/counselor will provide case management as each case warrants.

**Additional Mandatory Title I Descriptions**

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

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

**District with fewer than 1000 ADA: Not Applicable**

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

All schools in Terra Bella Union Elementary School District are School-wide Title I programs.

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

Title I funds must supplement the basic program, so that if these funds were to be eliminated, the core instructional program would remain intact. Such services provided by the Title I programs include supplemental materials to support the core academic curriculum, tutoring assistance to provide additional instructions and increased learning time, counseling and pupil services, mentoring,; college and career awareness programs and information, after-school, intercessions, and summer school programs, and parent outreach and education.

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

The district will assist low achieving schools through an analysis of data, curriculum, programs offered and budgets. The District will use all available data and input from all stakeholders, including those ascertained from the annual needs assessments during the decision making process. The school Single Plan for Student Achievement will be revised to strengthen the core academic subjects and address specific academic issues. All revisions will be based on scientifically based research and be relevant to the specific needs of our student population. The district will then provide additional professional development opportunities to their staff members that directly address the academic achievement problems of that school site.

### Additional Mandatory Title I Descriptions (cont.)

Development will include training for teachers and paraprofessionals, as well as, opportunities for parent education. In addition, Principals will receive training on monitoring effective instructional strategies and will provide coaching and mentoring to teachers. The district also supports new and newly assigned teachers through a teacher established mentoring program designed to work with teachers on areas of need as well as enrollment in the BSTA program. The school site will continually evaluate its progress towards measurable objectives by examining state and local testing results, student portfolios, and other assessment measures. This data will be further desegregated to ensure each group of low performing students is making continuous and substantial progress. The school site will incorporate before school, after school and winter, spring and summer intervention sessions to help low performing students.

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

If a school in the LEA receives program improvement designation the parents will be notified, in writing, in a language they understand. The superintendent of the district notification will include the school's program improvement designation, corrective action, or restructuring status. They will also be notified of what that status means in comparison with other school in the district and state, and the reasons for that status. In this letter, the parents will receive information concerning what the school is doing to address the achievement problems, as well as, what the district and state are doing to help the school and how the parents can become involved in helping the improvement of the school.

Under the provisions of NCLB, if the school falls into program improvement (PI) the parents will be informed of their option to exercise school choice for their child and the guidelines for acquiring these services. If the option to transfer to another school is not possible or if the school remains in program improvement status, parents will also receive notification of the availability of supplemental services and a listing of the qualified providers. This information will be disseminated to parents in sufficient time to allow them to select the appropriate choice for their child, and not later than 30 days after failure to make AYP occurs.

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

On an annual basis, the district superintendent and school site principals will determine a plan for professional development for the schools in the LEA. The professional development opportunities provided by the district will then serve to focus on the identified needs of the specific schools in the district. Decisions will be based on the assessment data from the previous school year. Credentialing status, in addition to, assessment data and information collected through formal evaluations and informal “walk-through” observation will be used to then prioritize the individual needs of teachers and staff within the district.

Once the professional development needs of the staff members have been assessed, Title II will be used to provide funds for teachers to attend conferences, workshops, mentoring activities, etc. as determined to meet their individual needs. All schools in the district operate under School-wide Title I, therefore these Title II funds will be coordinated with Title I funds to provide additional opportunities for teacher. These opportunities will also be provided for parents and paraprofessionals.

### **Additional Mandatory Title I Descriptions**

Principals, paraprofessionals, and if appropriate, parents to receive training aligned to their needs or the needs of the individual school sites.

#### ***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.

At Carl F. Smith Middle School, the After School Education and Safety Program (ASES), is being utilized as an ELA Enrichment program which provides homework assistance and athletic participation for the students.

<b>Goal#1 – Literacy</b> <b>Student groups participating in this goal:</b> All students <b>Performance gains expected for these students:</b> At the end of each grade level, students will be able to listen to and recall grade level appropriate material, students will be able to orally communicate ideas with fluency and expression showing clarity of thought appropriate to their grade or ability level, and students will receive a rubric score of 3 or better on a grade level writing prompt. <b>Means of evaluating progress towards this goal:</b> Benchmark testing, writing samples <b>Group data needed to measure academic gains:</b> CST results, benchmark results, writing prompt scores, Accelerated Reader levels	
Description of Specific Actions	<ul style="list-style-type: none"> <li>◆ The Language Arts period is extended to a double period daily.</li> <li>◆ Grade appropriate speaking and listening activities, (i.e. recitations, speeches, dramatization of stories, choral reading, school plays and musicals, and reader’s theatre)</li> <li>◆ Whole class, small group, and/or individualized instruction in reading is utilized.</li> <li>◆ A reading program implemented by the resource specialist teacher and instructional aides will address the Individual Education Plan of their students.</li> <li>◆ The primary focus of the classroom instructional aides will be working with students in reading comprehension and skill development as necessary.</li> <li>◆ Protected reading time will be incorporated into the school schedule.</li> <li>◆ Whenever possible, science and social studies will be incorporated into the literacy program.</li> <li>◆ Field trips and assemblies will enhance the literacy program.</li> <li>◆ Computers and software will be available to support the literacy programs, including</li> <li>◆ “Accelerated Reader, Read Naturally, Fluent reader, English in a Flash.</li> <li>◆ Benchmarks will be used to show progress on standards.</li> <li>◆ Intercessions will be available for intervention.</li> <li>◆ At the 2-8 level, instructional time will be extended through an after-school program.</li> </ul>
Implementers /Timeline	<ul style="list-style-type: none"> <li>◆ Teachers send progress reports home halfway through each trimester (elementary) or quarter (middle school), and standards-based report cards at the end of each quarter/semester or trimester.</li> <li>◆ Teacher/parent/student conferences to inform the parents of teacher/school expectations of their child and review the student’s progress are scheduled for first and last progress report time; however, such conferences are held throughout year at the request of the teacher, parent or student.</li> <li>◆ Parents are provided with individual student STAR-testing results along with special explanation of scores. Teachers discuss student achievement with parents during conferences throughout the year</li> <li>◆ The annual assessment review, which will include al of the above and the STAR testing results, will show an increase in student achievement in reading.</li> </ul>
Monitoring Method and Evaluation	<ul style="list-style-type: none"> <li>◆ The administration continually monitors student achievement and instruction.</li> <li>◆ The administration plans for and provides on-going professional development in the areas of content alignment and instructional strategies.</li> <li>◆ Listening for fluency and expressions as students read orally</li> <li>◆ Evaluating student answer/discussions to comprehension questions</li> <li>◆ Utilizing end of unit evaluations</li> <li>◆ Reviewing student literature journals with individual students</li> <li>◆ Administering vocabulary assessments and noting use of new vocabulary</li> <li>◆ Listening grading/noting oral participation and recitation</li> <li>◆ Keeping student benchmark portfolios.</li> <li>◆ Evaluating student writing, vocabulary, and spelling according to the grading rubric.</li> <li>◆ Giving benchmark assessments to ascertain student understanding and application of the Standards.</li> </ul>
Related Expenditures	<ul style="list-style-type: none"> <li>◆ Instructional aide salaries</li> <li>◆ Library/Media Technician</li> <li>◆ Benefits</li> <li>◆ Substitute Teacher salaries</li> <li>◆ Instructional supplies</li> <li>◆ Equipment</li> </ul>

	<ul style="list-style-type: none"><li>◆ Staff Development</li><li>◆ Conference/Mileage</li><li>◆ Assemblies</li><li>◆ Field Trip</li></ul>
Funding Sources	<ul style="list-style-type: none"><li>◆ Title I</li><li>◆ SIP</li><li>◆ EIA-LEP</li><li>◆ GATE</li><li>◆ Title VI</li></ul>

**Goal #2- Numeracy****Student groups participating in this goal:** All Students**Performance gains expedited for these students:** By the end of the school year students will successfully demonstrate mastery of their grade-level State math standards in number sense, algebra and functions, measurement and geometry, statistics, data analysis, probability, and mathematical reasoning.**Means of evaluating progress towards this:** Benchmark testing**Group data needed to measure academic gains:** CST results, benchmark results

Description of Specific Actions	<ul style="list-style-type: none"> <li>◆ Grade level appropriate math manipulative and activities</li> <li>◆ Whenever possible, science, social studies, and real life problems will be incorporated into the math program</li> <li>◆ Benchmarks will be used to assess student understanding</li> <li>◆ When needed Whole class, small group, and/or individual instruction in the daily math lessons will be utilized</li> <li>◆ instructional aides and/or primary language interpreters will provide support students in numeracy</li> <li>◆ Computers and software will be available to support the math program</li> <li>◆ At the K, 2-8 grade levels, instructional time will be extended through after school programs.</li> </ul>
Implementers/Timeline	<ul style="list-style-type: none"> <li>◆ The district math benchmarks and statewide assessment scores will indicate an increase in student achievement in the area of numeracy.</li> <li>◆ The Principal monitors all progress reports, report cards, and statewide assessment scores.</li> <li>◆ Parents are provided with individual student STAR-testing results along with special explanation of scores.</li> <li>◆ Teachers discuss student achievement with parents during conferences throughout the year.</li> <li>◆ The administration plans for and provides on-going professional development in the areas of content alignment and instructional strategies.</li> </ul>
Monitoring Method and Evaluation	<ul style="list-style-type: none"> <li>◆ Using performance based assessments whenever possible.</li> <li>◆ Using quick-check review lessons/quizzes on basic math facts several times per trimester</li> <li>◆ Listening during math discussions for correct use of math terms or using written review lessons on math vocabulary to assess student understanding and use of special math vocabulary</li> <li>◆ Using manipulative and reality-based activities, as needed, to promote student understanding of math concepts</li> <li>◆ Administering text provided tests, as well as, teacher –made tests.</li> </ul>
Related Expenditures	<ul style="list-style-type: none"> <li>◆ Instructional aide salaries</li> <li>◆ Library/Media Technician</li> <li>◆ Benefits</li> <li>◆ Substitute Teacher Salary</li> <li>◆ Instructional supplies</li> <li>◆ Equipment</li> <li>◆ Staff Development</li> <li>◆ Conferences/Mileage</li> <li>◆ Technology</li> <li>◆ Outsource printing needs</li> </ul>
Funding Sources	<ul style="list-style-type: none"> <li>◆ Title I</li> <li>◆ SIP</li> <li>◆ SBCP</li> <li>◆ GATE</li> <li>◆ Title II</li> </ul>

**Goal #3- Language Development**

**Student Groups participating in this goal:** English Language Learners

**Performance gains expected for these students:** To develop proficiency in English and in the district. be re-designated to Fluent English Proficient (FEP) status with five years (or sooner) of study in the English Language Development (ELD) Program

**Means of evaluating progress towards this:** CELDT and embedded benchmark testing

**Group data needed to measure academic gains:** CST results, embedded benchmark results, CEDLT results

<p>Description of Specific Actions</p>	<ul style="list-style-type: none"> <li>◆ The ELD teachers use the State/District adopted ELD standards-based texts and materials to instruct and assist in their acquisition of English Language skills.</li> <li>◆ Benchmarks tests included in the ELD texts and classroom assessments are filed along with other student work in each EL's portfolio</li> <li>◆ For all English language lessons and core curriculum lessons teachers use activities and strategies which are designed for English Learners (SDAIE Methods) and are appropriate for their level of English Proficiency.</li> <li>◆ Teachers and/or bi-literate aides provide primary language support.</li> <li>◆ English learners are taught the same grade level core curriculum as native speakers, but teachers make it more accessible by using the ESL components of textbooks, SDAIE techniques, realia visuals, hands-on activities, modified lesson</li> <li>◆ When parents enroll their child in the district, they fill out a home language survey (HLS), which is used to determine the child's primary language.</li> </ul>									
<p>Implementers/ Timeline</p>	<ul style="list-style-type: none"> <li>◆ A trained school site Tester administers the California English Language Development Test (CELDT) to new enrollees within 30 school days of enrollment, scores the test and gives the preliminary results (final results come from the test company) to the on-site Principal, the ELD teacher, and the district Projects Director.</li> <li>◆ A trained school site bi-literate Tester administers the LAS to new EL enrollees within 90 calendar days of initial enrollment, scores the test and gives the Test results to the site Principal, the ELD teacher, and the Resource Specialists.</li> <li>◆ The school site Principal or designee notifies the parents/guardians in writing ( in a language they can understand) or orally (in a language they can understand if they are unable to understand the written notification) of their child's English and primary language proficiency assessment results and the program placement.</li> <li>◆ All second-language new enrollees, who do not pass the initial CELDT with an overall score of mid-intermediate or have a score in any subtest(listening, speaking reading and writing)being less than intermediate, are identified as having ELD needs and placed with the regular classroom teacher. The teacher is CLAD, BCLAD, or LDS trained unless a parental exception waiver has been granted for an alternative program.</li> </ul>									
<p>Monitoring Method and Evaluation</p>	<ul style="list-style-type: none"> <li>◆ ELLs participate in the ELD program until they meet the criteria for Re-designation to FEP. At the time an EL is Re-designated FEP, the site Principal meet with the teacher and parents to officially re-designate the student.</li> <li>◆ The EL must pass the CELDT with an overall score of 4(Early Advanced) and no score in any subtest (Listening, Speaking, reading and Writing)being less than the Intermediate level.</li> <li>◆ The EL must score at a basic score of 300 or higher in English Language Arts and Math on the California STAR Test (CST)</li> <li>◆ Students in 6th -8<sup>th</sup> grade must earn a C or better in each Subject on each Quarterly Report Card.</li> </ul> <p>Student work, ELA benchmarks and final assessments must support the teacher's evaluation of the ELL's Language and academic progress and recommendation or re-classification to FEP. Based on the data, teacher and parent input the Student Study Team will decide on re-designation.</p>									
<p>Related Expenditures</p>	<table border="0"> <tr> <td>◆ Instructional aide salaries</td> <td>Instructional supplies</td> <td>Equipment</td> </tr> <tr> <td>◆ Library/Media Technician</td> <td>Benefits</td> <td>Substitute Teacher Salary</td> </tr> <tr> <td>◆ Staff Development</td> <td>Technology</td> <td>Conferences/Mileage</td> </tr> </table>	◆ Instructional aide salaries	Instructional supplies	Equipment	◆ Library/Media Technician	Benefits	Substitute Teacher Salary	◆ Staff Development	Technology	Conferences/Mileage
◆ Instructional aide salaries	Instructional supplies	Equipment								
◆ Library/Media Technician	Benefits	Substitute Teacher Salary								
◆ Staff Development	Technology	Conferences/Mileage								
<p>Funding Source</p>	<ul style="list-style-type: none"> <li>◆ Title I      ELAP</li> <li>◆ CBET        EIA-LEP</li> </ul>									

# **Part III**

## **Assurances and Attachments**

*Assurances*

*Signature Page*

*Appendix*

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

*Appendix B: Links to Data Web sites*

*Appendix C: Science-Based Programs*

*Appendix D: Research-based Activities*

*Appendix E: Promising or Favorable Programs*

*Appendix F: NCLB Legislation, Sections 1111 through 1120*

## **ASSURANCES**

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

### **GENERAL ASSURANCES**

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.
3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non-profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non-profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.
4. The LEA will adopt and use proper methods of administering each such program, including – (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
5. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.
6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.
7. The LEA will – (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.
8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.
9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.
- 9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.

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

## **TITLE I, PART A**

The LEA, hereby, assures that it will:

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

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

#### **TITLE I, PART D – SUBPART 2**

31. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.
32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.

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

#### **TITLE II, PART A**

34. The LEA, hereby, assures that:

- The LEA will target funds to schools within the jurisdiction of the local educational agency that:  
**(A) Have the lowest proportion of highly qualified teachers;**  
**(B) Have the largest average class size; or**  
**(C) Are identified for school improvement under section 1116(b).**
- The LEA will comply with section 9501 (regarding participation by private school children and teachers).
- The LEA has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.
- The LEA will assure compliance with the requirements of professional development as defined in section 9101 (34).

#### **TITLE II, PART D**

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

- Strategies for using technology to improve academic achievement and teacher effectiveness.
- Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
- Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
- Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
- Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.
- A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.

- A description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.
  - A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
  - Innovative delivery strategies – a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
  - A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
  - Collaboration with adult literacy service providers.
  - Accountability measures – a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.
  - Supporting resources – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.
36. The LEA must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.
37. **Any LEA that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5) ) hereby assures the SEA** that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:
- has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and
  - is enforcing the operation of such technology protection measure during any use of such computers by minors; and
  - has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.
  - Any LEA that does receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

### TITLE III

38. The LEA assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education-related community groups, nonprofit organizations, and institutions of higher education in developing the LEA Plan.
39. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.
40. The LEA is complying with Section 3302 prior to, and throughout, each school year.
41. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.
42. The LEA has based its proposed plan on scientifically based research on teaching limited-English-proficient students.
43. The LEA ensures that the programs will enable to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.
44. The LEA is not in violation of any State law, including State constitutional law, regarding the education of limited-English-proficient students, consistent with Sections 3126 and 3127.

#### **TITLE IV, PART A**

45. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).
46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.
47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.
48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.
49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:
  - Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.
  - Security procedures at school and while students are on the way to and from school.

- Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.
- A crisis management plan for responding to violent or traumatic incidents on school grounds.
- A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
  - Allows a teacher to communicate effectively with all students in the class.
  - Allows all students in the class to learn.
  - Have consequences that are fair, and developmentally appropriate.
  - Considers the student and the circumstances of the situation.
  - Is enforced accordingly.

50. The application and any waiver request under section 4115(a)(3) (to allow innovative activities or programs that demonstrate substantial likelihood of success) will be available for public review after submission of the application.

#### **TITLE IV, PART A, SUBPART 3**

51. The LEA assures that it has, in effect, a written policy providing for the suspension from school for a period of not less than one year of any student who is determined to have brought a firearm to school or who possesses a firearm at school and the referral of a student who has brought a weapon or firearm to the criminal or juvenile justice system. Such a policy may allow the Superintendent to modify such suspension requirement for a student on a case-by-case basis.

#### **TITLE V, PART A**

52. The LEA has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents of children attending elementary schools and secondary schools in the area served by the LEA, with teachers and administrative personnel in such schools, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the LEA.

53. The LEA will comply with this Part, including the provisions of section 5142 concerning the participation of children enrolled in private nonprofit schools.

54. The LEA will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.

55. The LEA will annually evaluate the programs carried out under this Part, and that evaluation:

- will be used to make decisions about appropriate changes in programs for the subsequent year;

- will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and
- will be submitted to the SEA at the time and in the manner requested by the SEA.

### **New LEAP Assurances**

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

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

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

### **Other**

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

## SIGNATURE PAGE

\_\_\_\_\_  
Print Name of Superintendent

\_\_\_\_\_  
Signature of Superintendent

\_\_\_\_\_  
Date

## APPENDIX A

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

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

### **California's NCLB Performance Goals and Performance Indicators**

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

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

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

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

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

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

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

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

**Performance Goal 3:** *By 2007-2008, all students will be taught by highly qualified teachers.*

- 3.1 **Performance indicator:** The percentage of classes being taught by “highly qualified” teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in “high-poverty” schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).
- 3.2 **Performance indicator:** The percentage of teachers receiving high-quality professional development. (See definition of “professional development” in section 9101(34).)
- 3.3 **Performance indicator:** The percentage of paraprofessionals (excluding those with sole duties as translators and parent involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).)

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

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

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

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

## APPENDIX B

### *Links to Data Web sites*

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

- Academic Performance Index (API)  
< <http://www.cde.ca.gov/psaa/api/index.htm> >
- California Basic Educational Data System (CBEDS)  
< <http://www.cde.ca.gov/demographics/coord/> >
- California English Language Development Test (CELDT)  
< <http://www.cde.ca.gov/statetests/celdt/celdt.html> >
- California High School Exit Exam (CAHSEE)  
< <http://www.cde.ca.gov/statetests/cahsee/eval/eval.html> >
- California Standardized Test (CST)  
< <http://www.cde.ca.gov/statetests/index.html> >
- DataQuest  
< <http://data1.cde.ca.gov/dataquest/> >
- School Accountability Report Card (SARC)  
< <http://www.cde.ca.gov/ope/sarc/> >
- Standardized Testing and Reporting (STAR) Program  
< <http://www.cde.ca.gov/statetests/star/index.html> >

## APPENDIX C

### Terra Bella Union Elementary School District Master Plan

<b>INSTRUCTIONAL PROGRAM:</b> The district provides an instructional program that systemically supports and addresses the monitoring of the pacing calendar, implementation of the reading intervention program for intensive students, teacher collaboration time to interpret assessment data in order to modify classroom instruction and content experts to support classroom teachers.					
Action Strategy to Meet the Goal	Expected Outcome(s) of the Strategy	Person Responsible for Implementation	Method to Measure the Action Strategy	Begin & End Dates of Strategies	Funding & Source
1. The district adopts SBE instructional materials in reading language arts and mathematics. Using these materials, the standards will be implemented with fidelity.	Every teacher implements SBE approved instructional materials in reading/language arts and mathematics with fidelity in every classroom and every grade level.	Principals & Vice Principals	Classroom observation on a weekly basis by principals & vice principals. Classroom visitations will be documented.	3/01/2009 - Ongoing	General Ed. Title I
2. All students who are unable to demonstrate proficiency in reading/language arts and mathematics are provided additional instruction using a state approved intervention program and materials.	Students receive 30-45 minutes of intervention in addition to the core instructional program on a daily basis.	Principals & Vice Principals	The schools will provide a master schedule of all scheduled interventions in language art and mathematics for those students identified in need of intervention for the required minutes.	3/01/2009 - Ongoing	General Ed. Title I
3. The district provides the schools with the intervention materials.	The district will identify and purchase SBE approved intervention materials and District approved intervention materials.	District Superintendent Principals & Vice Principals	Each student will have the required intervention materials as supported by the Williams visit each year.	At the beginning of each school year.	Title I, EIA

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<p>4. The district will revise pacing calendars for reading/language arts and mathematics based on benchmark results.</p>	<p>Implementation of the revised pacing calendars at each grade level.</p>	<p>Principals &amp; Vice Principals</p>	<p>The process in revising the pacing calendars will be documented on agendas &amp; sign in sheets. The site administrator(s) will monitor the implementation of the pacing calendar by reviewing collaboration meeting minutes of each grade level and benchmark results.</p>	<p>3/1/2009 - Ongoing</p>	<p>Title I, Title II, EIA</p>
<p>5. The district provides expert coaches in reading/language arts and mathematics to support teachers. It will also provide support for administrators both at the district and site level to build their capacity in implementing the curriculum and instruction.</p> <p>It is expected that the district will develop/acquire six coaches to assist teachers in the areas of mathematics, language arts, and English Language</p>	<p>There is a need to build the capacity of the district's human resources to provide support to teachers in language arts and mathematics. It is expected that the district will develop/acquire six coaches to assist teachers in the areas of mathematics, language arts, and English Language acquisition.</p>	<p>District Superintendent Principals &amp; Vice Principals</p>	<p>The district in collaboration with Tulare County Office of Education will develop a work plan for supporting teachers in language art and mathematics at each grade level.</p>	<p>3/01/2009 – 9/1/2009</p>	<p>Title I, Title II, EIA, SBC</p>

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acquisition.					
6. The district provides opportunities for grade level collaboration in order to plan and discuss lesson development and assessment data of the district approved and adopted reading/language arts and mathematics program.	The district will allocate at least one hour per week for collaboration. The topics to be discussed but not limited to are, lesson development, data review, pacing calendars, and student progress in language arts and mathematics. Teachers will keep agendas and minutes for each meeting.	District Superintendent Principals & Vice Principals	Teachers will submit collaboration agendas and minutes to the site principals.	3/1/2009 - Ongoing	General,

**PROFESSIONAL DEVELOPMENT:** The district provides comprehensive and ongoing professional opportunities that focus on instruction in the content areas and across the curriculum for reading/language art and mathematics.

Action Strategy to Meet the Goal	Expected Outcome(s) of the Strategy	Person Responsible for Implementation	Method to Measure the Action Strategy	Begin & End Dates of Strategies	Funding & Source
7. The district provides up-to-date administrative training opportunities including AB 430 or SB 472.	Administrative staff will maintain and enhance knowledge of data management, new curriculum, and supervision of instruction.	District Superintendent, Principals & Vice Principals	Registration and certificate of completion to be documented by the district office.	3/1/2009 – 5/5/2010	General Ed., Title I
8. The district will hire only highly qualified teachers as required by the No Child Left Behind Act of 2001.	The District has a plan to recruit and hire highly qualified teachers.	District Superintendent	Ensure that each teacher meets NCLB requirements to be certified by the District Superintendent. Each teacher has on file NCLB Teacher Requirement: Certification form on file at the district office.	Ongoing	General Ed.
9. The district provides teachers SB 472 professional development in reading/language arts, ELD, and mathematics intervention programs.	One hundred percent of the teachers receive SB 472 training on the latest SBE adopted instructional materials as the materials become adopted by the district.	District Superintendent, Principals & Vice Principals	Each teacher upon completion of SB 472 must submit the forty hour certificate of completion to persons responsible in the district. Each teacher is responsible to complete the 80 hour follow-up to be monitored by the director of curriculum of instruction and site administrators. Upon completion of both forty hours of instruction and eighty hours of follow-up the teacher will have on file their SB 472 certificate of completion.	9/1/08 - Ongoing	Title II, Title I

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10. The district will provide comprehensive and ongoing professional development opportunities that focus on instruction in the content areas and across the curriculum for reading/language arts and mathematics.	The district developed a professional development calendar with training in the following areas: language arts - California Literature & Reading Project, SB 472 Training, Thinking Maps and benchmark assessments and coaching in language artsMathematics: SB 472 Training, benchmark assessments and coaching in math.Assessments: data management, technology training, and standards based assessments.English language development: ELD strategies, content strategies (SDAIE), and Engagement strategies.	District Superintendent, Principals & Vice Principals	The evidence will be:Agendas, certificates of completion, and/or sign in sheets of each professional development activity.Classroom observations by the principal on the learned strategies by the teachers. Principals will use an observation tool to document the observation.	7/1/2008 - Ongoing	Title I, Title II, EIA
11. The district staff will be provided professional development on the use of student information systems to review results in reading/language arts, ELD, and mathematics.	The district will provide training in the system used for tracking data to be used by teachers, principals, and district staff to monitor student progress. Both state wide and local data will be collected.	District Superintendent, Principals & Vice Principals	The evidence will be: Agendas, certificates of completion, and/or sign in sheets of each professional development activity. Documented collaboration time (agenda, minutes) by the teachers.	7/1/2008 - 6/30/2010	Title I, Title III, EIA, Title II

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12. Teachers will use the student data system (Aeries) to modify instruction in reading/language arts, and mathematics, and the curriculum benchmark assessments for placement and progress monitoring of students.	The staff will use the system to monitor student progress in reading/language arts, and mathematics, and the curriculum benchmark assessments for placement and modify instruction. Each staff at every school site will review data via collaboration time.	District Superintendent, Principals and Vice Principal	The evidence will be: Agendas of & sign in sheets of each professional development activity. Collaboration time (agenda, minutes) by the teachers. This process will follow a cycle of inquiry three times at the sites in each school year.	7/1/2008 - 6/30/2010	Title I, Title III, EIA, Title II
13. Teachers will be trained in using the scanner and the assessment software provided (Data Link).	The staff will use the system to monitor student progress in reading/language arts, and mathematics, and the curriculum benchmark assessments for placement and modify instruction. Each staff at every school site will review data via collaboration time.	District Superintendent, Principals and Vice Principal	The evidence will be: Agendas of & sign in sheets of each professional development activity. Collaboration time (agenda, minutes) by the teachers. This process will follow a cycle of inquiry three times at the sites in each school year.	7/1/2008 – 6/30/2010	Title I, Title III, EIA, Title II
14. The district will schedule professional development to support teachers and other personnel in the use of specific strategies and best practices for use in ELD/ SDAIE /Mainstream classrooms.	Provide a professional development plan which includes support for teachers in ELD strategies.	District Superintendent, Principals and Vice Principal	The district will produce the documentation of the plan. Including agendas and minutes of the meetings to be held monthly to accomplish the goal.	6/5/2009 - 6/30/2011	Title I, Title III, EIA, Title II

**GOVERNANCE/LEADERSHIP/FISCAL:** The district’s leadership communicates its common vision, mission, core values and beliefs for the purposes of meeting the needs of all students. The policies of the district ensure that data is used for decision making and alignment of resource and support for students. The intervention programs for students who are identified as intensive and strategic are clearly defined and communicated.

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15. The district leadership will review the districts vision, mission and core values and belief with the staff to ensure a district wide focus and direction.	All staff understands the districts vision, focus and direction it will take in order to increase academic achievement of all students.	Under the direction and leadership of the District Board, Superintendent and district leadership team.	The District Board and Superintendent will review and adopt the action plan to be implemented in 2009-10 school year. There will be Board minutes, memos and site plan. The District will development and review of a cycle of inquiry at the beginning & end of the school year. Review of agendas and minutes to ensure evidence of implementation.	6/2009 - 9/1/2010	General
16. Review and update district's policies that pertain to instruction with the School Board and site administrators.	Decisions regarding instructional programs are data driven & resources are aligned to student needs after review of the cycle of inquiry and presentation of site data.	District Superintendent, Principals, Vice Principals	The evidence will include but not limited to: Agendas, minutes, documents that are developed. During the regular leadership team meeting policies that need to be reestablish or developed will be on the agenda. The policies will be taken to the Board for input and approval.	6/2009-9/1/2010	General

**ENGLISH LEARNERS:** The district will optimize ELD instruction for EL students to include research-based instructional strategies to improve English language proficiency, using SEI, Alternative and English language mainstream programs, which will include access to all content courses. They will be monitored using the district's Aeries data management system.

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17. The District selects a progress monitoring tool to determine progress of students' language proficiency three times a year.	The district develops a language proficiency instrument to evaluate language progress of students.	District Superintendent, Principals, Vice Principals	The identified tool and plans for implementing the results. Agendas and minutes of the meetings that describe the process of identifying the monitoring tool.	Benchmark assessment dates	NCLB: Title III, Limited English Proficient (LEP) Student Program
18. The District develops a process to evaluate current ELD materials and determine whether the quality of the program meets all criteria.	The district develops a process and criteria to evaluate ELD instructional materials.	Principals, teachers	District staff will form a committee of administrators and teachers to develop the process and criteria. There will be agendas and minutes of each meeting and the final product: process and criteria for the evaluation of ELD instructional materials.	6/2009 – 9/1/2010	EIA, Title III
19. Implement a process to insure the consistent implementation of the ELD program throughout the district.	All teachers throughout the district implement the ELD program with fidelity.	District Superintendent, Principals, Vice Principals	Site administrators will conduct walkthroughs and check lesson plans.	3/1/09 - Ongoing	General

**PARENT INVOLVEMENT:** The district engages parents and community by communicating information on a timely basis regarding district's accountability system which includes grade level proficiency, standards and interventions for the purpose of improving student achievement.

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20. The District will require that each school principal submit an action plan that describes the communication process to inform parents about the district's accountability system, grade level proficiency standards and interventions for the purpose of improving student achievement.	Parents will become partners with the school to improve student achievement.	Site Principals	The District will conduct a parent survey for the purpose of improving student achievement.	9/1/2009 - 5/15/2010	Title I, Title III, General Ed.