(CDE use only)

Application #

No Child Left Behind Act of 2001
LOCAL EDUCATIONAL AGENCY PLAN

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

LEA Plan Information:

Name of Local Educational Agency (LEA): Encinitas Union School District

County/District Code: 3768080

Dates of Plan Duration (should be five-year plan): March, 2016 through March, 2021

Date of Local Governing Board Approval: June 21, 2016

District Superintendent: Timothy Baird, Ed. D.

Address: 101 S. Rancho Santa Fe Road

City: Encinitas,   Zip code: 92024

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

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

Timothy Baird, Ed. D.	June 21, 2016	*(signature)*
Printed or typed name of Superintendent	Date	Signature of Superintendent
Emily Andrade	June 21, 2016	*(signature)*
Printed or typed name of Board President	Date	Signature of Board President

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Background

While the Elementary and Secondary Education Act (ESEA) of 1965 has been reauthorized as the Every Student Succeeds Act (ESSA) and signed into law by President Barack Obama on December 10, 2015, most of the provisions of the ESSA will not take effect until the 2017–18 school year. The Local Educational Agency (LEA) Plan process remains the same at this time. This Web page will be updated as the ESSA LEA Plan process becomes available. Visit the ESSA Web page (http://www.cde.ca.gov/re/es/index.asp) for information regarding California's plan to implement the federal ESSA.

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

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

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

3. **By 2005-2006, all students will be taught by highly qualified teachers. EUSD met this goal of 100% highly qualified teachers. Our current goal is by *2013-1014 all teachers will use formative assessment and educational technology to personalize student learning and provide immediate feedback to students and parents regarding progress towards academic goals.***

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

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

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

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

Since 1995, California has been building an educational system consisting of five major components:
- rigorous academic standards
- standards-aligned instructional materials
- standards-based professional development
- standards-aligned assessment
- an accountability structure that measures school effectiveness in light of student achievement.

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

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

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

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

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

The Consolidated Application (ConApp)

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

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

The Single Plan for Student Achievement (School Plan)

State law requires that school-level plans for programs funded through the Consolidated Application be consolidated in a *Single Plan for Student Achievement (Education Code Section 64001),* developed by school site councils with the advice of any applicable school advisory committees. LEA's allocate NCLB funds to schools through the Consolidated Application for Title I, Part A, Title III (Limited English Proficient), and Title V (Innovative Programs/Parental Choice). LEA's may elect to allocate other funds to schools for inclusion in school plans. The content of the school plan includes school goals, activities, and expenditures for improving the academic performance of students

to the proficient level and above. The plan delineates the actions that are required for program implementation and serves as the school's guide in evaluating progress toward meeting the goals.

The Local Educational Agency Plan (LEA Plan)

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

Categorical Program Monitoring (CPM)

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

Development Process for the LEA Plan *(Coordinated with LCFF and LCAP)*

As part of the LCFF, school districts, COEs, and charter schools are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP) using a template adopted by the California State Board of Education (SBE). In addition, the SBE is required to adopt evaluation rubrics to assist LEAs and oversight entities in evaluating strengths, weaknesses, areas that require improvement, technical assistance needs, and where interventions are warranted on or before October 1, 2016. Subsequent revisions to the template or evaluation rubrics are required to be approved by the SBE by January 31 before the fiscal year in which the template or rubric would be used. The LCAP is required to identify goals and measure progress for student subgroups across multiple performance indicators.

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

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

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

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

Step One: Measure the Effectiveness of Current Improvement Strategies

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

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

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

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

Over the past several years, CDE has developed several self-assessment tools that schools and districts can use to evaluate these factors and others needed to support academic student achievement:
- The Academic Program Survey (APS) – school-level survey of status of implementation of the nine essential program components
- District Assistance Survey (DAS) – district-level survey of status of implementation of nine essential program components

- Least Restrictive Environment Assessment – to examine educational practices for students with disabilities
- English Learner Subgroup Self Assessment (ELSSA) – to improve outcomes for English Learners

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

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

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

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

Step Three: Develop or Revise Performance Goals

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

Step Four: Revise Improvement Strategies and Expenditures

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

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

Step Five: Local Governing Board Approval

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

Step Six: Monitor Implementation

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

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

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

FEDERAL AND STATE PROGRAMS CHECKLIST

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

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

DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites ($)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	$88,477	$584,725	$584,725	100%
Title I, Part B, Even Start				
Title I, Part C, Migrant Education				
Title I, Part D, Neglected/Delinquent				
Title II Part A, Subpart 2, Improving Teacher Quality	$0	$151,686	$151,686	100%
Title II, Part D, Enhancing Education Through Technology				
Title III, Limited English Proficient	$0	$55,106	$55,106	100%
Title III, Immigrants	$6,000	$8,048	$14,048	100%
Title IV, Part A, Safe and Drug-free Schools and Communities				
Title V, Part A, Innovative Programs – Parental Choice				
Adult Education				
Career Technical Education				
McKinney-Vento Homeless Education				
IDEA, Special Education	$0	$789,722	$789,722	100%
21st Century Community Learning Centers				
Other (describe)- Special Education, Pre-School		$75,915	$75,915	100%
TOTAL	$94,477	$1,665,202	$1,665,202	100%

DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers 2014/2015	Current Year District Entitlements 2015/2016	Current Year Direct Services to Students at School Sites ($)	Current Year Direct Services to Students at School Sites (%)
EIA – State Compensatory Education				
EIA – Limited English Proficient				
State Migrant Education				
School and Library Improvement Block Grant				
Child Development Programs				
Educational Equity				
Gifted and Talented Education				
Tobacco Use Prevention Education – (Prop. 99)				
High Priority Schools Grant Program (HPSG)				
School Safety and Violence Prevention Act (AB 1113)				
Tenth Grade Counseling				
Healthy Start				
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				
Other (describe) Educator Effectiveness Funds (2015-2018)	0	$402,239	0	0%
Other (describe) LCFF/Supplemental Concentration	0	$1,114,148	See LCAP	
TOTAL	0	$1,154,387	0	0%

Part II

The Plan

Needs Assessments
        Academic Achievement
        Professional Development and Hiring
        School Safety

Descriptions – District Planning

District Profile

Local Measures of Student Performance

Performance Goal 1

Performance Goal 2

Performance Goal 3

Performance Goal 4

Performance Goal 5

Additional Mandatory Title I Descriptions

Needs Assessment

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

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

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

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

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

A. District Needs Assessment

1. Academic Achievement

EUSD State Testing 2015

Board Resource Packet

CAASPP 2015

	California	San Diego	Encinitas
■ CAASPP ELA	44%	51%	71%
■ CAASPP Math	33%	40%	69%

Percent Met or Exceeded Standard
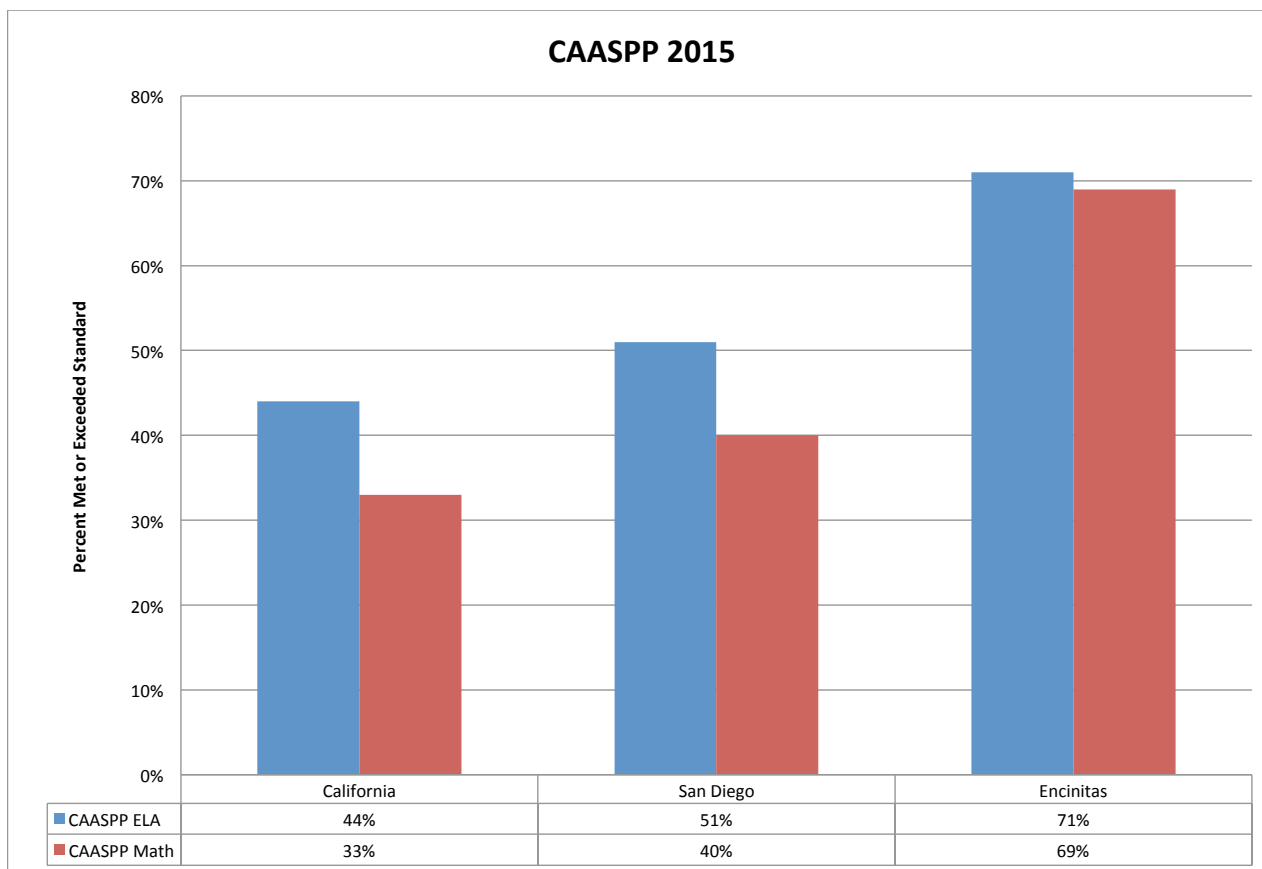
This chart compares **EUSD results** to state and county averages. These results also establish a **baseline** for future growth. One noteworthy distinction between the three data sets is the lack of an achievement gap between EUSD's ELA and math scores. We believe this is due to our strong focus on math in the transition to Common Core including digital curriculum, professional development, and curriculum mapping.

CAASPP 2015

	California	San Diego	PDL	PEC	CA	OK	LCH	OPE	ME	FV	ECC	Encinitas
CAASPP ELA	44%	51%	59%	56%	66%	68%	73%	76%	79%	76%	78%	71%
CAASPP Math	33%	40%	53%	58%	61%	64%	74%	71%	74%	79%	79%	69%

(Y-axis: Percent Met or Exceeded Standard)
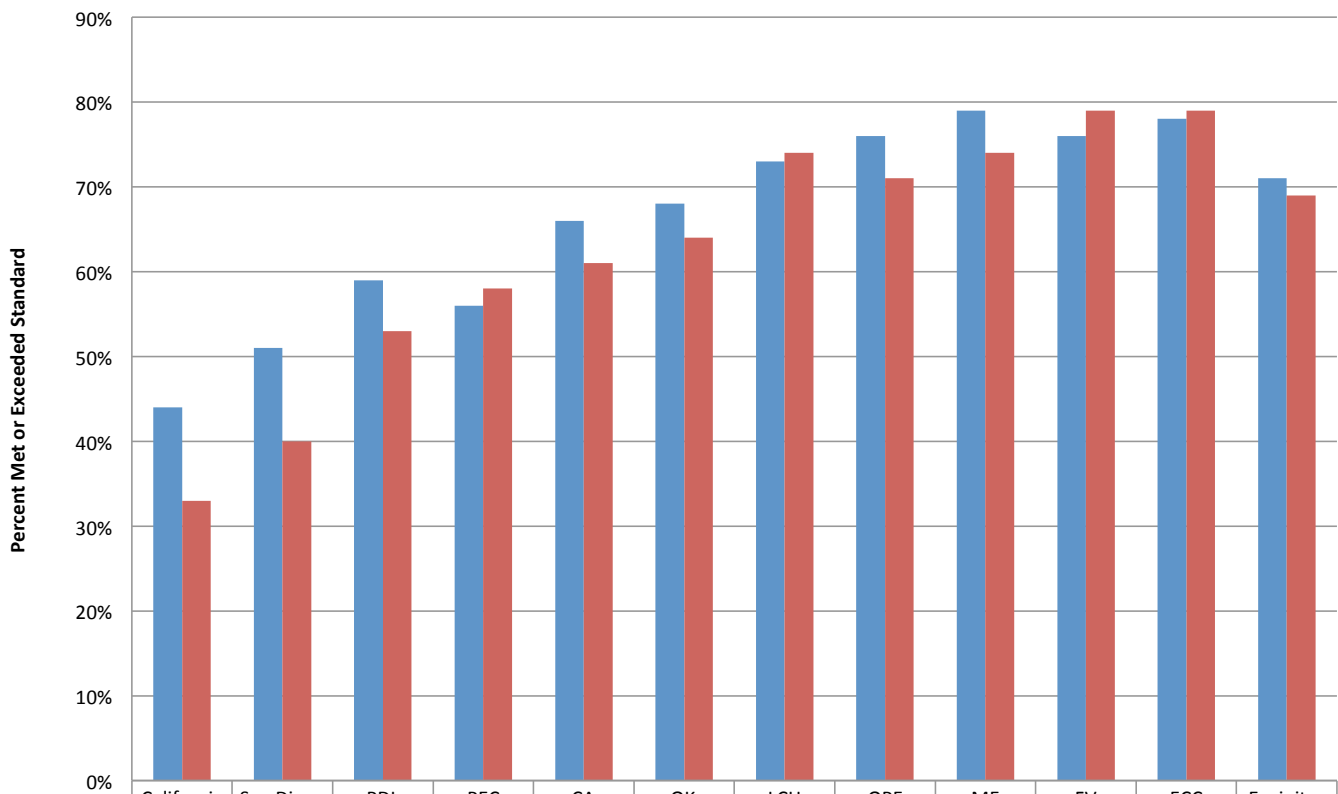
This chart compares individual EUSD **school results** to state and county averages. All EUSD schools exceeded state and county averages in both English Language Arts and Math.

The following two charts break comparisons down even further:

CAASPP 2015 by District
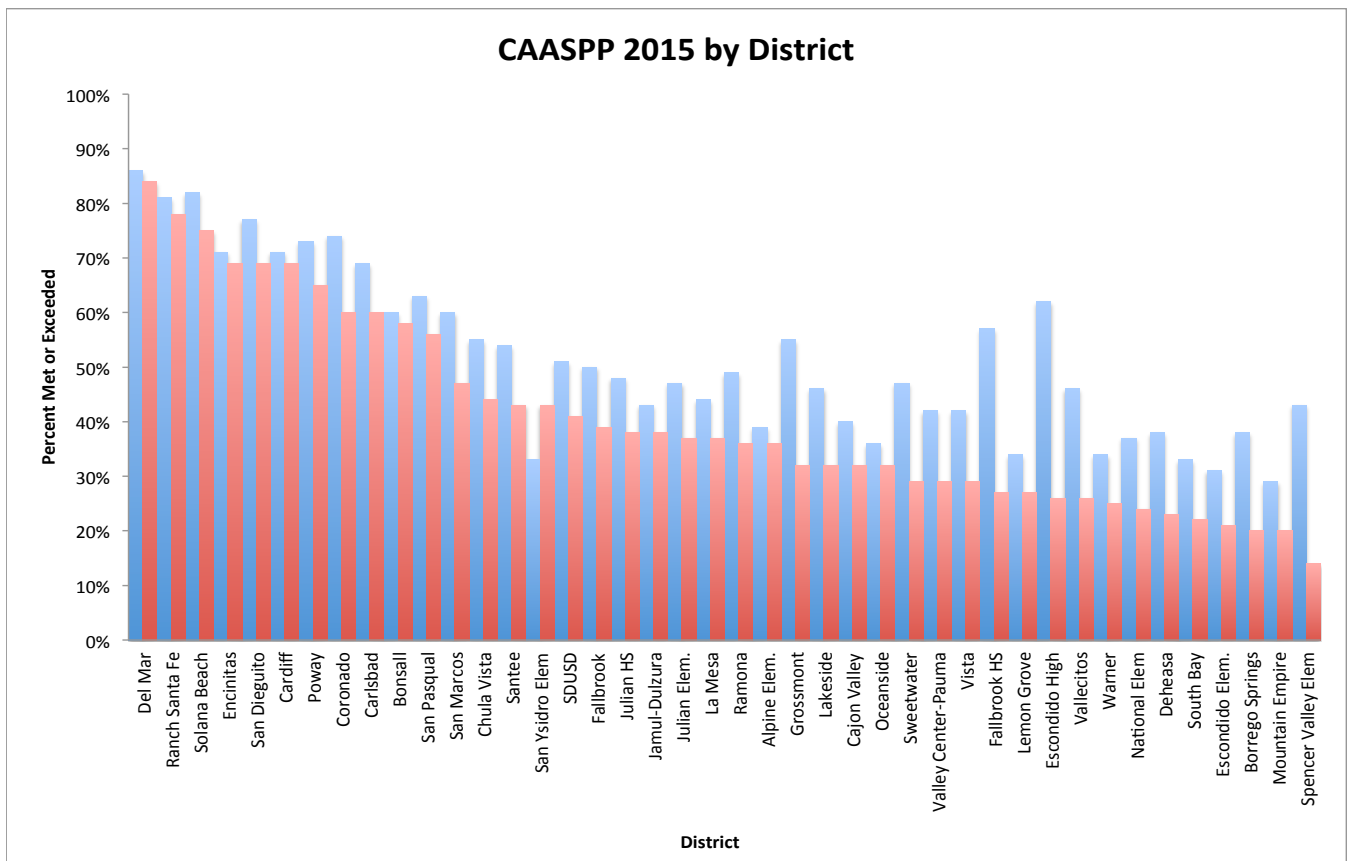
This chart compares EUSD to **all other districts** in the county. Encinitas falls in the top quartile both in ELA and math. When ranked by math, EUSD is tied as the 4th highest average in the county. When ranked by English Language Arts, EUSD ranks the 7th highest out of 42.

CAASPP 2015 County Comparison

	California	San Diego	Orange	Los Angeles	Riverside	San Bernadino	Encinitas
CAASPP ELA	44%	51%	45%	31%	28%	25%	71%
CAASPP Math	33%	40%	53%	42%	41%	37%	69%

Y-axis: Percent Met or Exceeded Standard
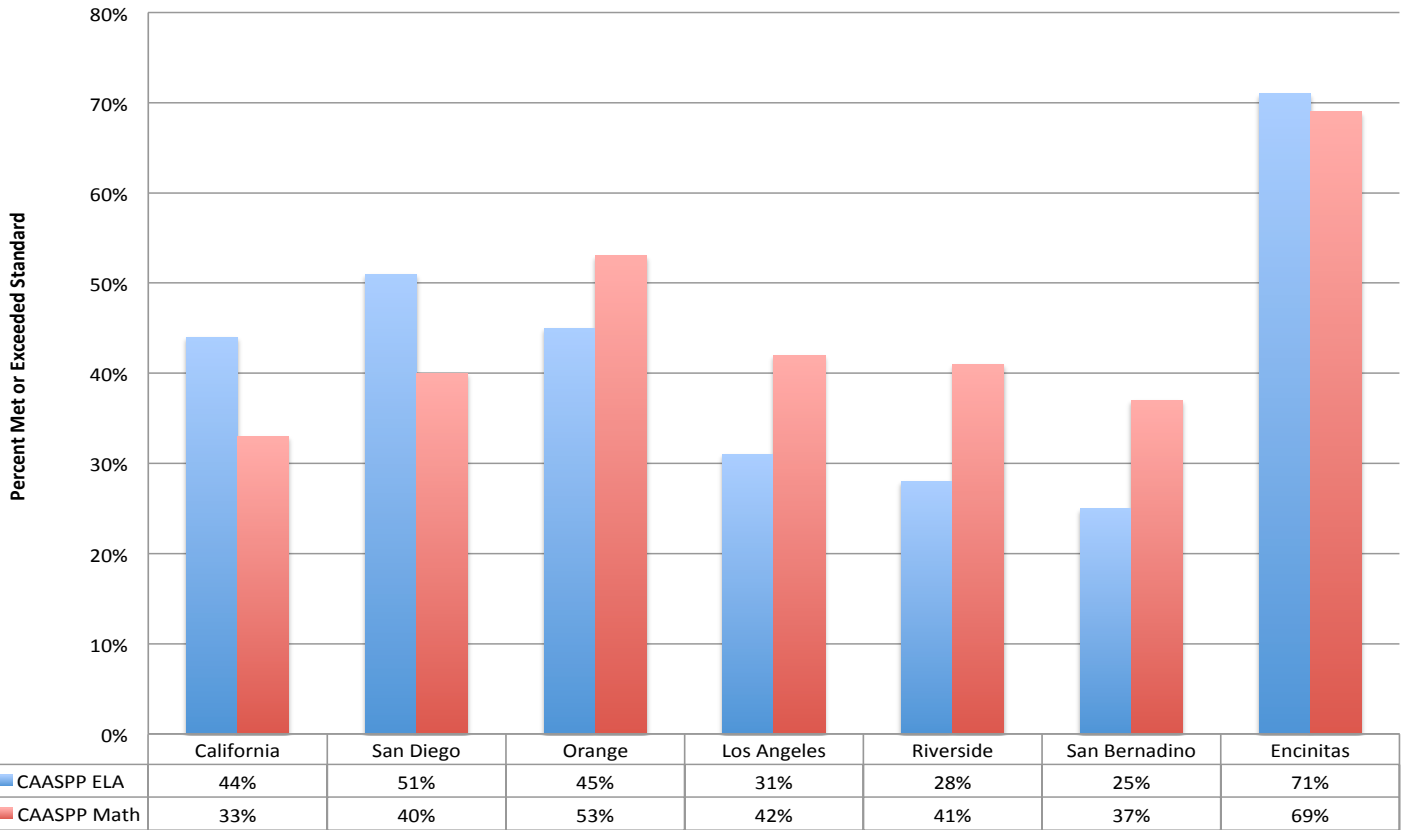
This chart compares San Diego County results to other **surrounding counties**. It also compares EUSD to other county results.

Scale scores are the basic units of reporting for CAASPP. Students received an overall score for both ELA and math, ranging from 2,000 to 3,000. Overall scores were reported within one of **4 levels**:

NOT MET	NEARLY MET	MET	EXCEEDED

The following two graphs demonstrate EUSD's results by **achievement level for English Language Arts and Math**.

CAASPP ELA Achievement Levels 2015

■ All

Not Met	11%
Nearly Met	18%
Met	32%
Exceeded	39%

CAASPP Math Achievement Levels 2015

■ All

Not Met	Nearly Met	Met	Exceeded
10%	21%	30%	39%
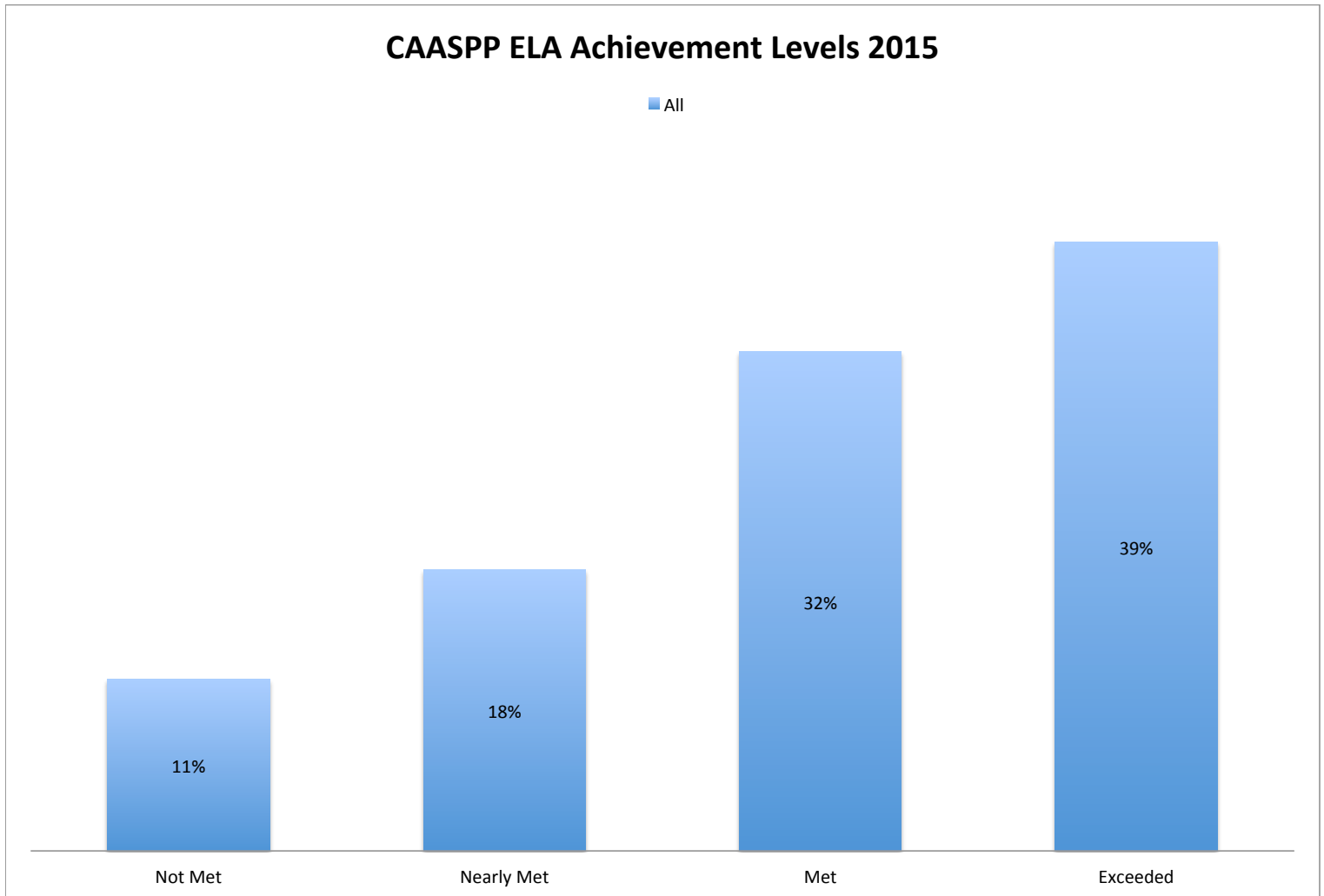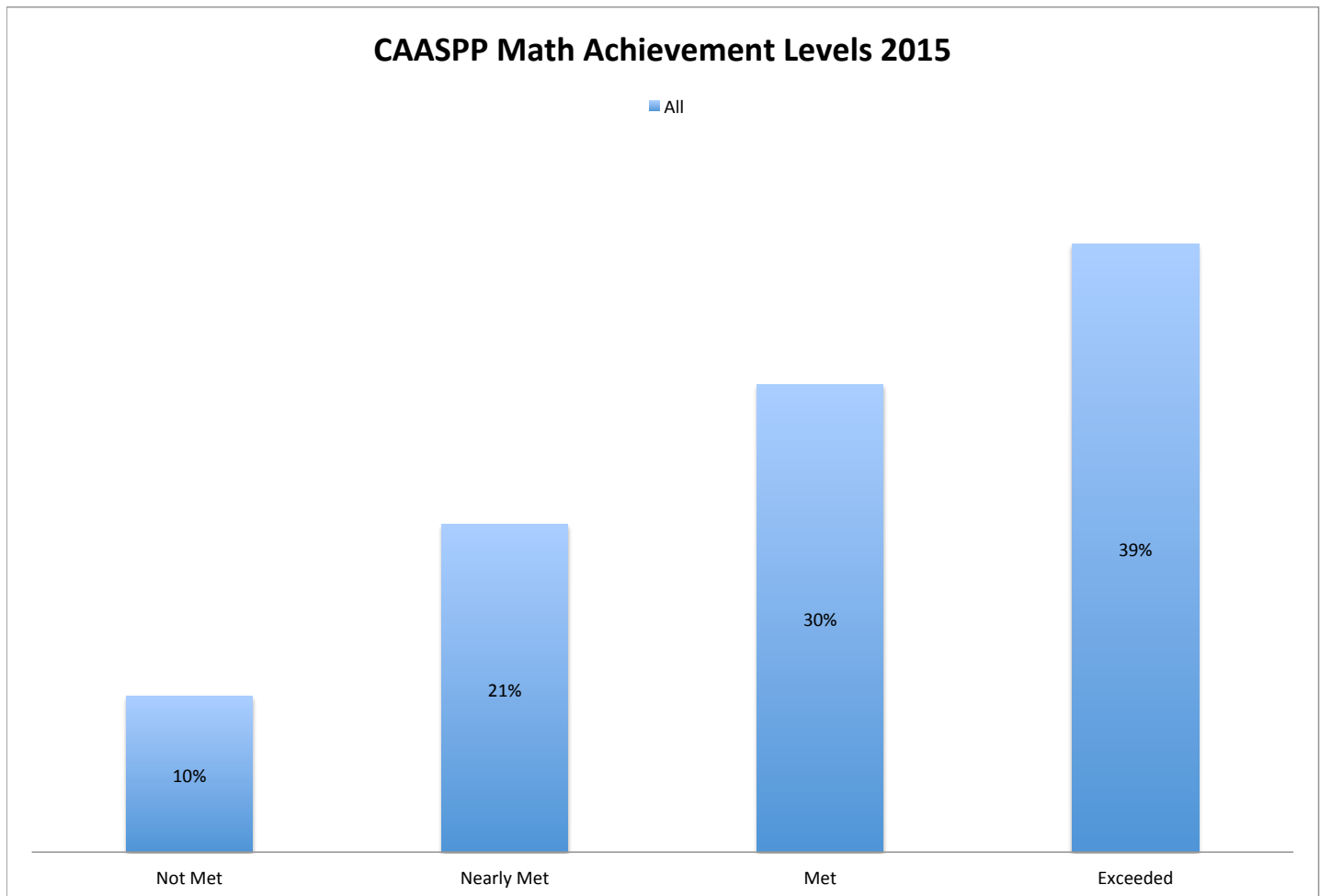
Students with IEPs that previously took the CAPA took the
California Alternate Assessment (CAA) this past spring.
Because the CAA was a field test, students in this group did not
receive ELA or math scores.

This chart reviews the changes between the **CAA and CAPA**.

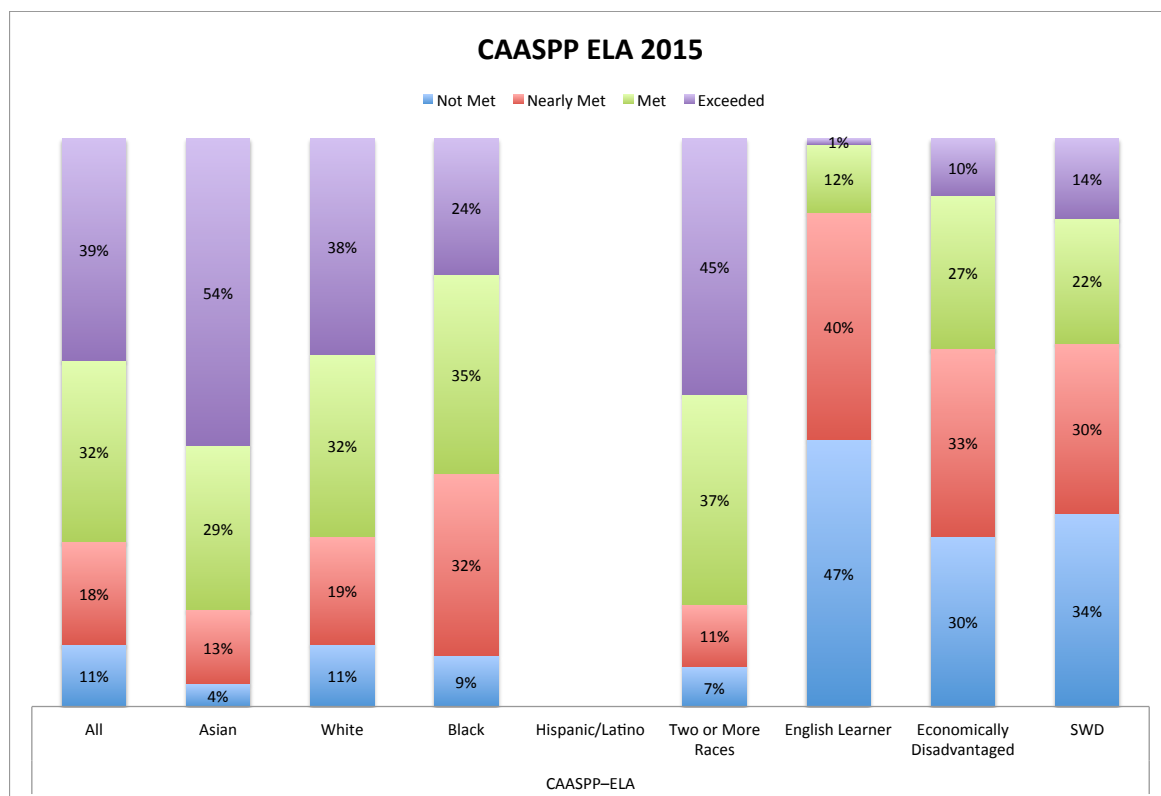| CAA FT	CAPA
Training is provided via an on-demand test administration tutorial and is required in order to administer the CAA.	Train-the-trainer model: Training was provided by SCs who were trained by LEA CAASPP Coordinators.
Online only (A print-on-demand accommodation is available through the online system for test items by request)	Paper only
Test is administered one on one.	Test administered one on one.
Grade level only; calculation is used to assign grades to students in un-graded program for testing.	Levels and grades
No physical prompting of any kind is permitted.	Hand-over-hand prompting was permitted.
The student may enter their responses using a mouse or keyboard or the CAA Test Examiner enters responses into the online testing interface reflecting the student's indicated response.	CAPA Examiner filled in the answer document.
CAA Test Examiner provides scores for writing items as directed in the DFA. Scoring of other items is done by the online system. No student scores will be available for the Field Test.	CAPA Examiner provided scores.
There is no second rater.	A second rater scored 10% of exams.
None	Test used physical stimuli and manipulatives.
Similar universal tools, designated supports, and accommodations to other CAASPP assessments, with some exceptions.	None; the CAPA was administered and adapted based on student need.

Subgroup data compares student achievement of various target groups and ethnicity. Note that the Hispanic/Latino subgroup data is missing on all comparison charts. In conversations with the California Department of Education, it was determined that our local student information system, Illuminate, coded this group in a way that the state student information system, CALPADS, interpreted as two or more races (Hispanic/Latino and White). These files should be fixed and reloaded on the state reporting website sometime in late October.

CAASPP ELA 2015

Legend: ■ Not Met ■ Nearly Met ■ Met ■ Exceeded

Subgroup	Not Met	Nearly Met	Met	Exceeded
All	11%	18%	32%	39%
Asian	4%	13%	29%	54%
White	11%	19%	32%	38%
Black	9%	32%	35%	24%
Hispanic/Latino				
Two or More Races	7%	11%	37%	45%
English Learner	47%	40%	12%	1%
Economically Disadvantaged	30%	33%	27%	10%
SWD	34%	30%	22%	14%

CAASPP–ELA

CAASPP Math 2015

Not Met ■ Nearly Met ■ Met ■ Exceeded

	All	Asian	White	Black	Hispanic/Latino	Two or More Races	English Learner	Economically Disadvantaged	SWD
Exceeded	39%	54%	37%	25%		5%	4%	10%	14%
Met	30%	29%	30%	36%		14%	17%	25%	19%
Nearly Met	21%	13%	22%	22%		32%	34%	34%	30%
Not Met	10%	4%	11%	17%		50%	46%	31%	36%

CAASPP–Math

The space between the two sides of these graphs illuminates an **achievement gap** between English Learners, economically disadvantaged youth, and students with disabilities. Students falling in the two or more races subgroup are predominantly Hispanic/Latino and in many cases are also English Learners. We recognize that when English Learners become academically proficient, they are reclassified and no longer **English Learners**. Likewise, **students with disabilities** are receiving additional academic support to help continue to close achievement gaps between those in these subgroup and their peers.

EUSD EL vs. RFEP Achievement

Not Met ■ Nearly Met ■ Met ■ Exceeded

ELA
- English Learner: Not Met 47%, Nearly Met 40%, Met 12%, Exceeded 1%
- R-FEP: Not Met 4%, Nearly Met 22%, Met 40%, Exceeded 34%

Math
- English Learner: Not Met 46%, Nearly Met 34%, Met 17%, Exceeded 4%
- R-FEP: Not Met 4%, Nearly Met 28%, Met 36%, Exceeded 33%
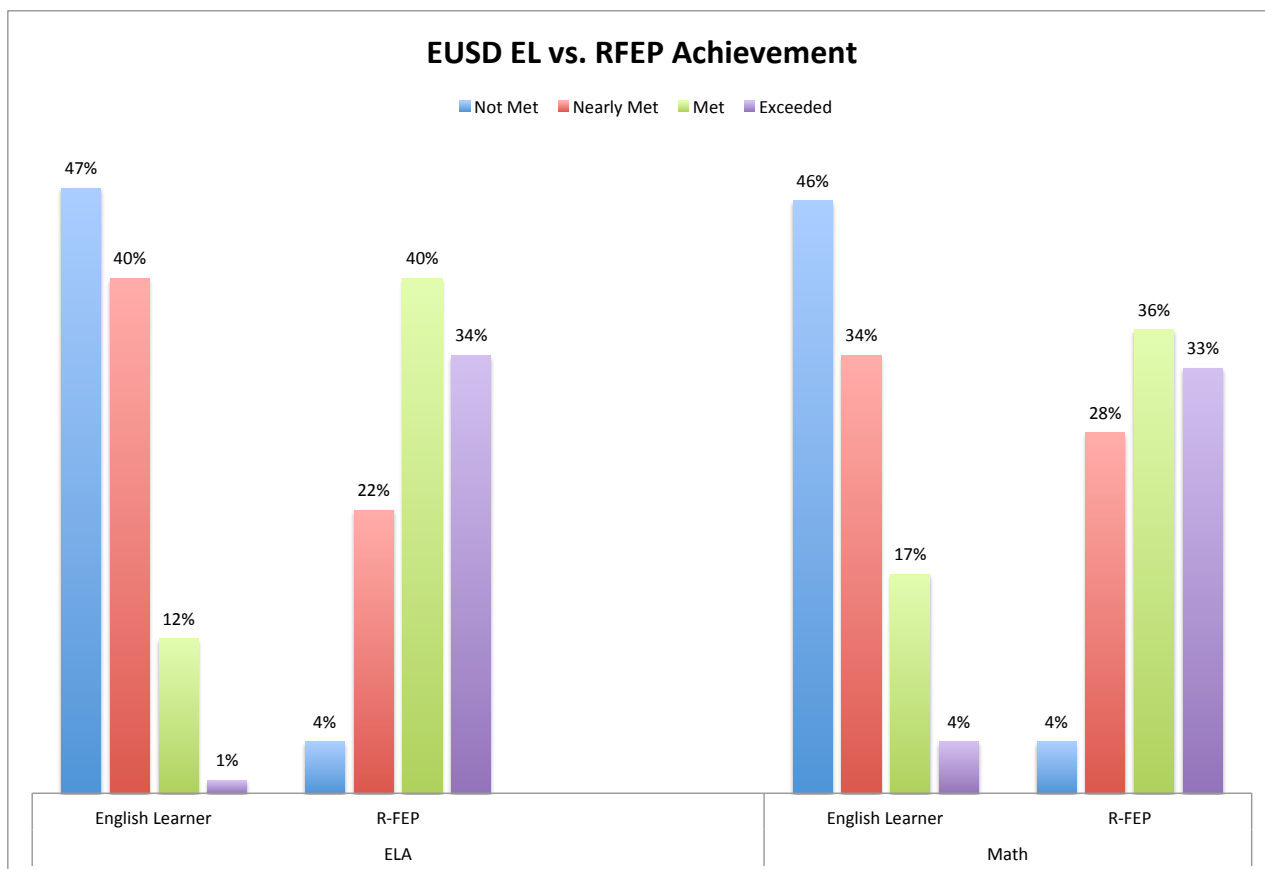
The following graphs demonstrate that **Encinitas economically disadvantaged youth** out-performed state and county averages in both ELA and Math; however non-economically disadvantaged youth in Encinitas significantly outperformed this subgroup. More analysis needs to be performed to identify causes, current interventions, and possible additional supports for students in this subgroup.

English Language Arts/Literacy
Economically Disadvantaged

	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
■ State	8%	23%	28%	41%
■ San Diego County	10%	26%	28%	36%
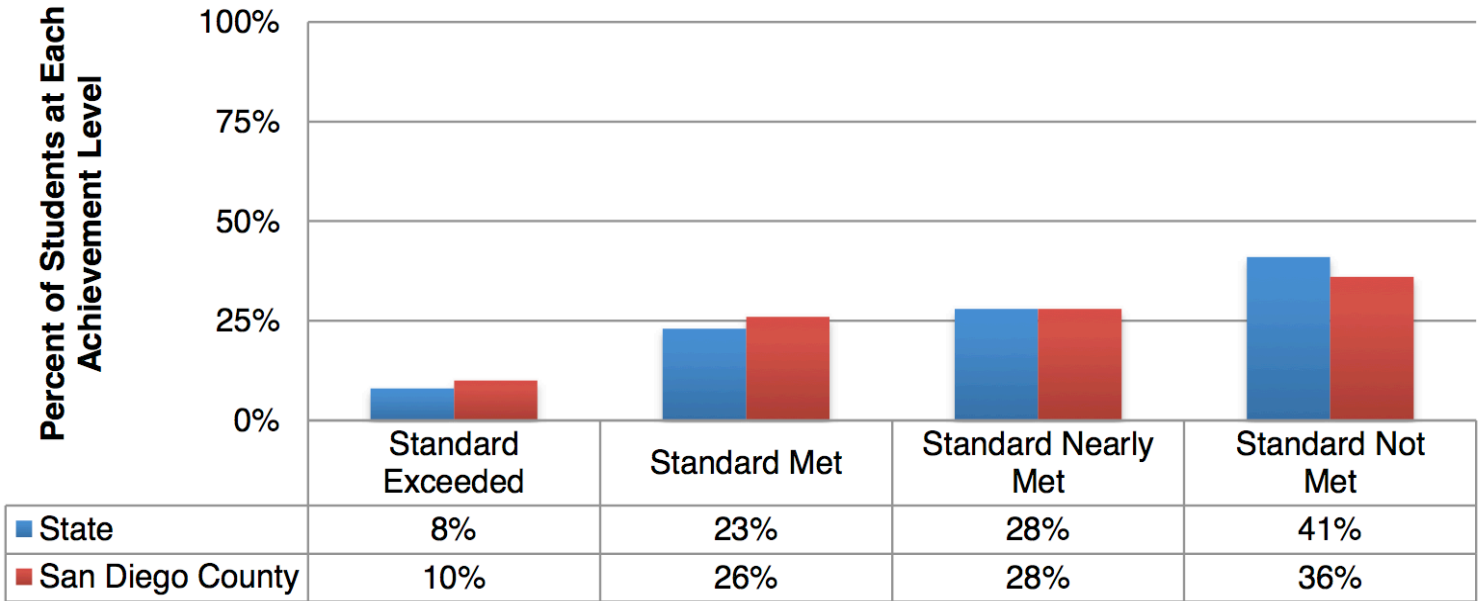
Mathematics
Economically Disadvantaged

	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
■ State	6%	15%	30%	49%
■ San Diego County	7%	17%	31%	44%
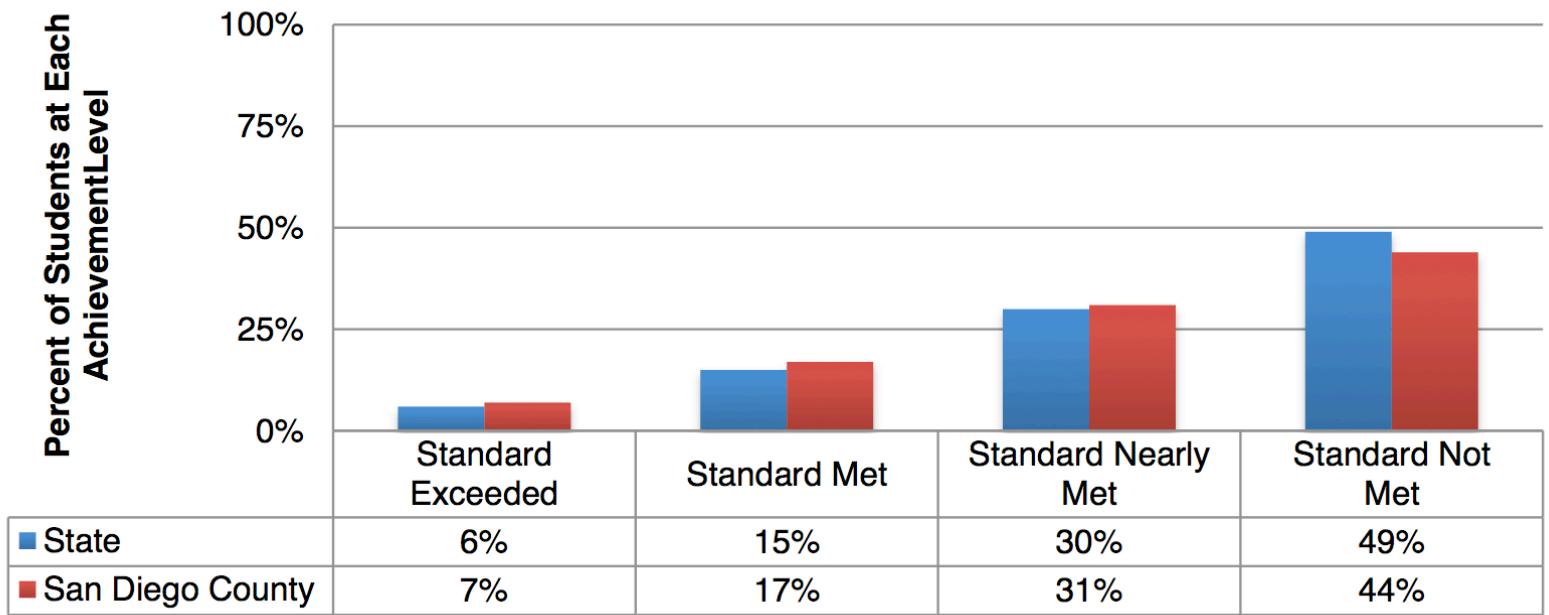
A deeper look at the data outlines achievement results by **grade level**. While the data is somewhat uniform in achievement across grade levels, the highest number of student not meeting standards in ELA <u>and</u> math were in third grade.

CAASPP–ELA By Grade Level

■ Not Met ■ Nearly Met ■ Met ■ Exceeded

	Third	Fourth	Fifth	Sixth
Exceeded	38%	45%	42%	32%
Met	26%	29%	33%	39%
Nearly Met	21%	15%	16%	21%
Not Met	14%	11%	9%	7%
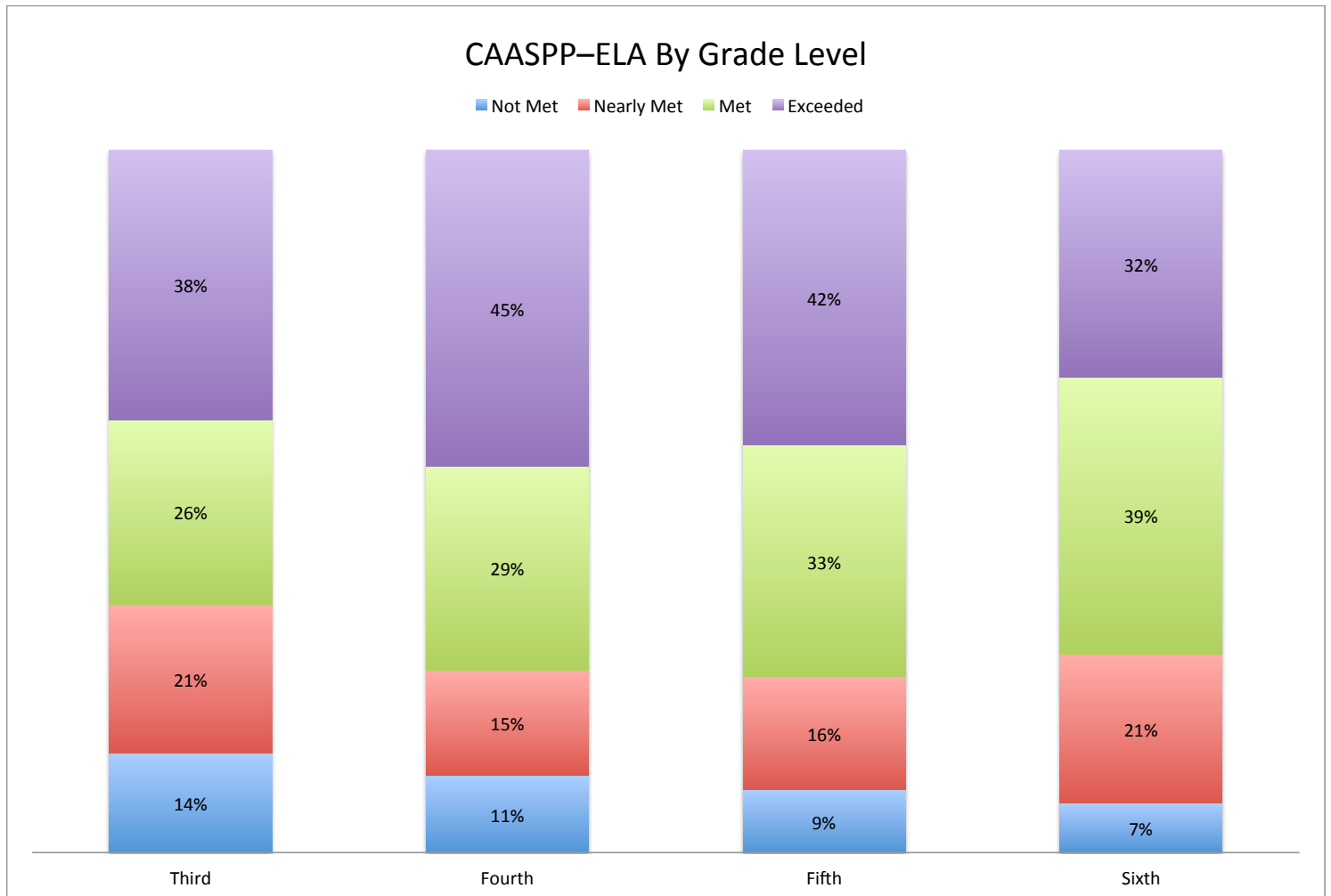
CAASPP–Math By Grade Level

Legend: ■ Not Met ■ Nearly Met ■ Met ■ Exceeded

Third
- Exceeded: 34%
- Met: 34%
- Nearly Met: 20%
- Not Met: 12%

Fourth
- Exceeded: 38%
- Met: 34%
- Nearly Met: 21%
- Not Met: 7%

Fifth
- Exceeded: 41%
- Met: 26%
- Nearly Met: 21%
- Not Met: 11%

Sixth
- Exceeded: 42%
- Met: 27%
- Nearly Met: 22%
- Not Met: 9%
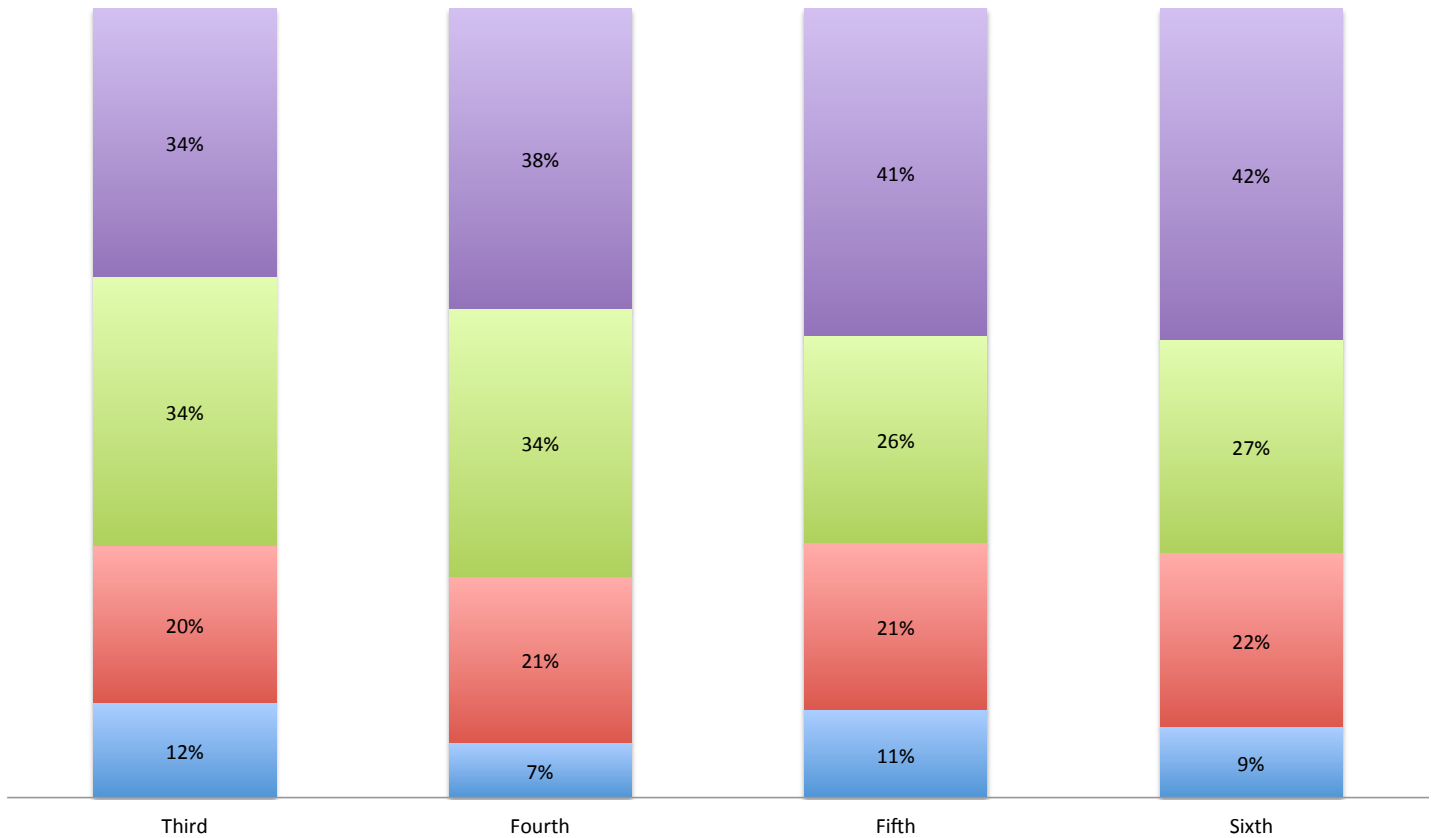
The following graphs illustrate achievement levels at each **grade level across all schools** in EUSD. Principals will be analyzing this data with their staff and School Site Council and reporting in greater detail in the Single Plans for Student Achievement 2015-16.

Specific strands or domains tested on the Smarter Balanced tests are referred to as **claims**.

	Reading	Demonstrating understanding of literary and nonfiction texts
	Writing	Producing clear and purposeful writing
	Listening	Demonstrating effective communication skills
	Research/Inquiry	Investigating, analyzing and presenting information

	Concepts & Procedures	Applying mathematical concepts and procedures
	Problem Solving & Modeling/Data Analysis	Using appropriate tools and strategies to solve real world and mathematical problems
	Communicating Reasoning	Demonstrating ability to support mathematical conclusions

Achievement levels for claims were reported in 3 levels:

NOT MET	NEARLY MET/MET	EXCEEDED

CAASPP ELA Claims

Below ■ At or Near ■ Above

	Reading	Writing	Listening	Research/Inquiry
Below	17%	12%	8%	9%
At or Near	44%	45%	62%	50%
Above	39%	43%	30%	41%

CAASPP Math Claims

Below ■ At or Near ■ Above

	CONCEPTS & PROCEDURES	PROBLEM SOLVING & MODELING/DATA ANALYSIS	COMMUNICATING REASONING
Below	17%	14%	12%
At or Near	33%	46%	46%
Above	51%	41%	41%
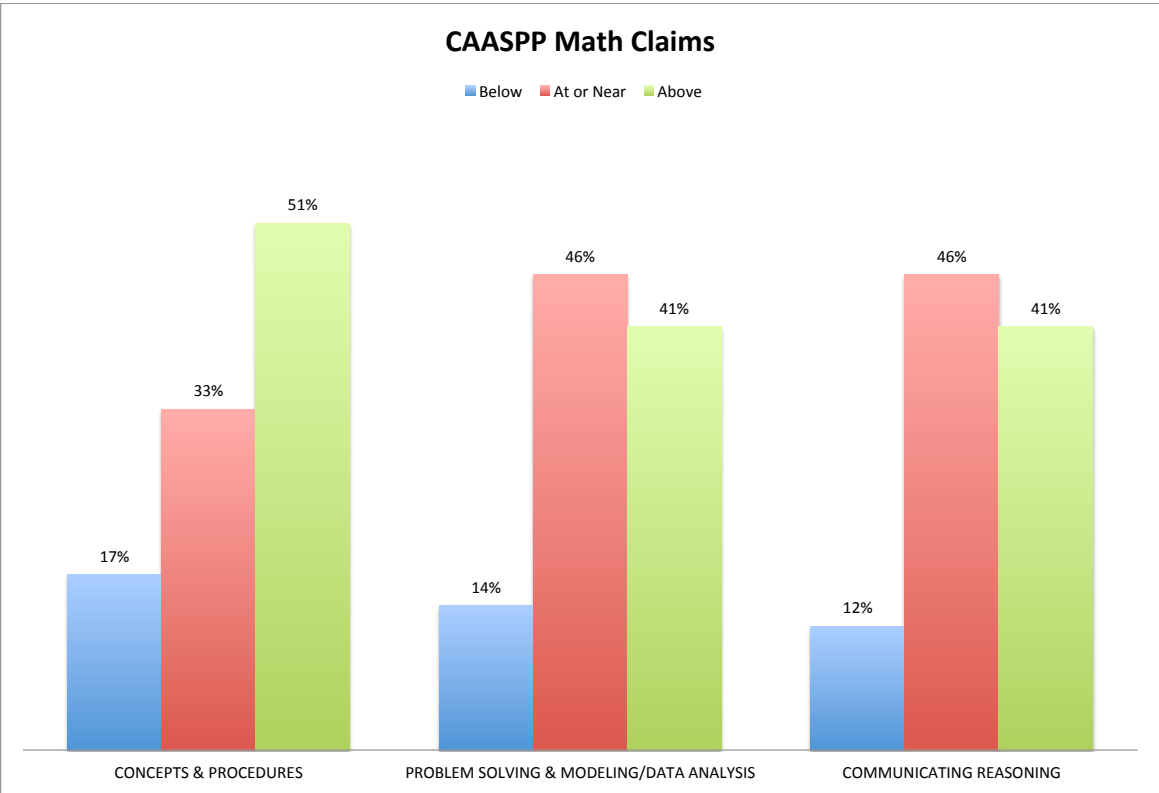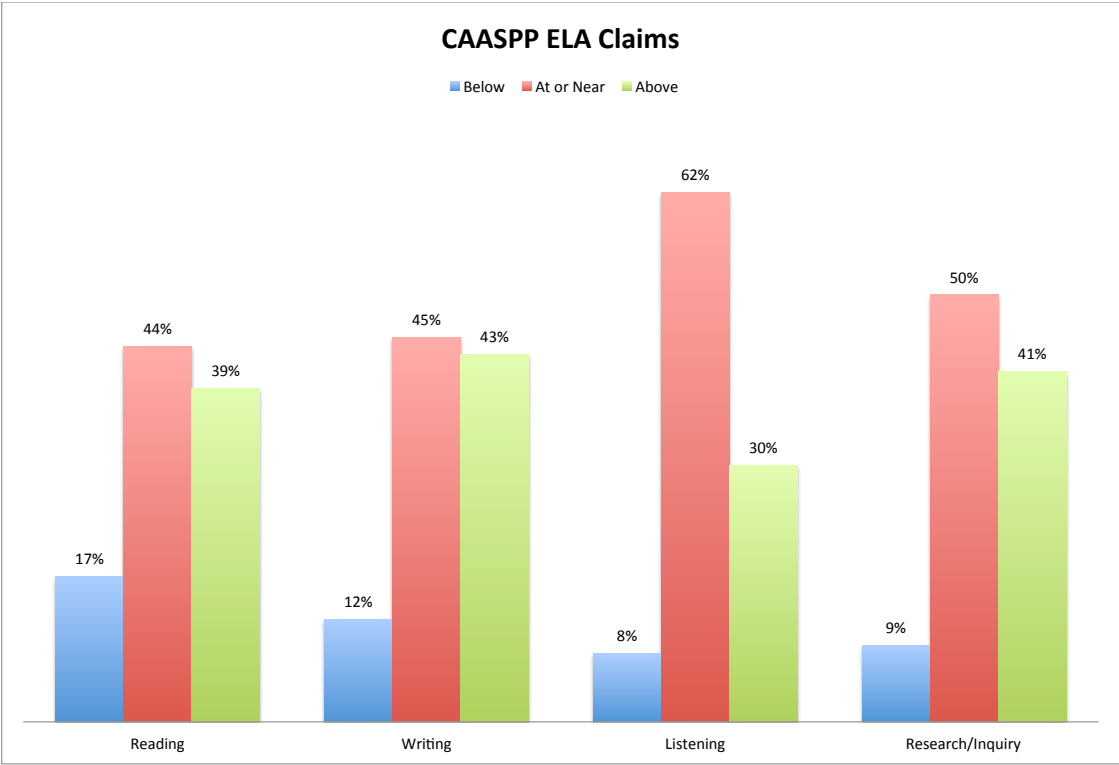
CAASPP–ELA Claims By Grade Level

Legend: ■ Below ■ At or Near ■ Above

Third

Claim	Below	At or Near	Above
Reading	21%	41%	38%
Writing	16%	45%	38%
Listening	9%	62%	29%
Research/Inquiry	13%	53%	34%

Fourth

Claim	Below	At or Near	Above
Reading	14%	44%	43%
Writing	11%	48%	41%
Listening	7%	59%	34%
Research/Inquiry	9%	51%	40%

Fifth

Claim	Below	At or Near	Above
Reading	15%	44%	42%
Writing	12%	39%	49%
Listening	8%	61%	31%
Research/Inquiry	7%	41%	51%

Sixth

Claim	Below	At or Near	Above
Reading	17%	49%	35%
Writing	8%	46%	45%
Listening	7%	65%	28%
Research/Inquiry	6%	54%	39%

CAASPP–Math Claims By Grade Level

Legend: ■ Below ■ At or Near ■ Above

Third

Claim	Below	At or Near	Above
CONCEPTS & PROCEDURES	19%	31%	50%
PROBLEM SOLVING & MODELING/DATA ANALYSIS	14%	44%	41%
COMMUNICATING REASONING	11%	45%	43%

Fourth

Claim	Below	At or Near	Above
CONCEPTS & PROCEDURES	16%	31%	53%
PROBLEM SOLVING & MODELING/DATA ANALYSIS	13%	45%	42%
COMMUNICATING REASONING	12%	41%	47%

Fifth

Claim	Below	At or Near	Above
CONCEPTS & PROCEDURES	17%	34%	48%
PROBLEM SOLVING & MODELING/DATA ANALYSIS	15%	45%	40%
COMMUNICATING REASONING	13%	50%	37%

Sixth

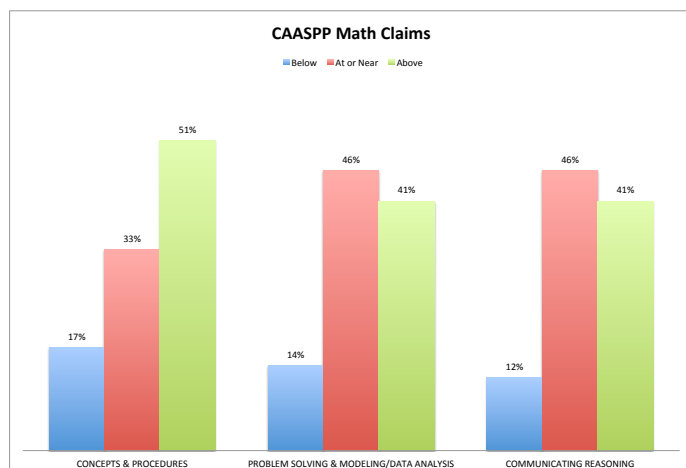| Claim	Below	At or Near	Above
CONCEPTS & PROCEDURES	15%	34%	51%
PROBLEM SOLVING & MODELING/DATA ANALYSIS	13%	48%	39%
COMMUNICATING REASONING	12%	51%	38%

There are **limitations** for using these data in that the nearly met and met achievement levels have been combined. What we can see clearly is which claims had the most students **not meeting or exceeding** the standards. We cannot, however distinguish which claim led to our overall scores of **nearly met** in either ELA or Math. According to Smarter Balanced, this is due to the fact that that there are too few questions per claim to make definitive determinations between nearly meeting and meeting of standards. Moving forward this is not likely to change, as it would significantly increase the amount of testing time per student.

Comparison example of limitations:

CAASPP Math Proficiency Levels 2015
- All

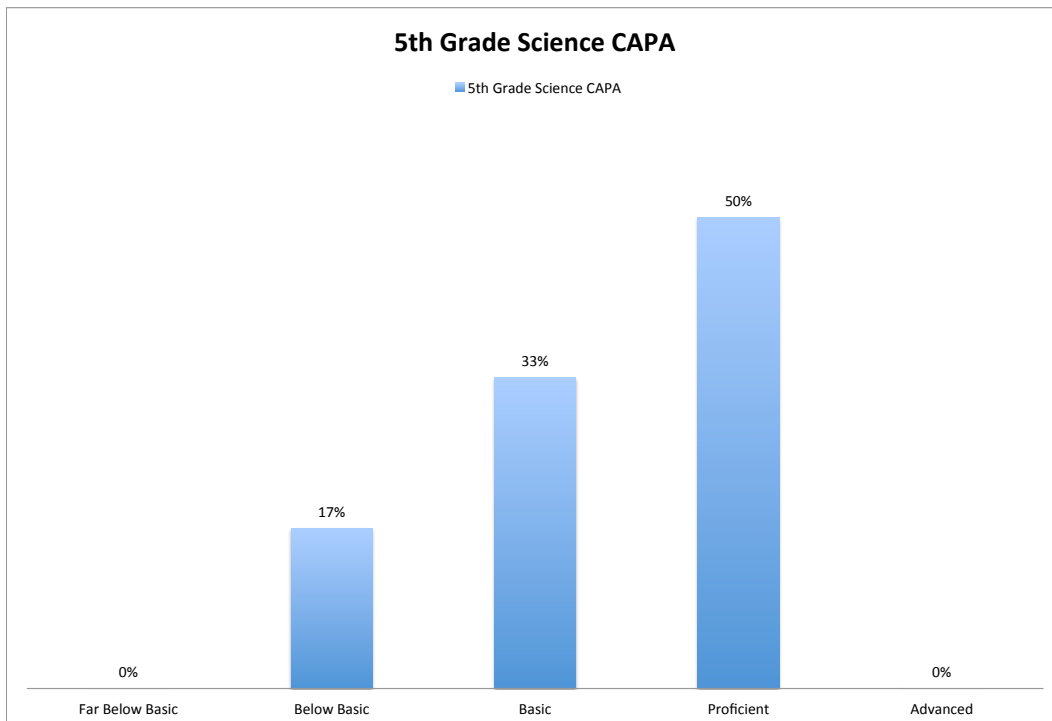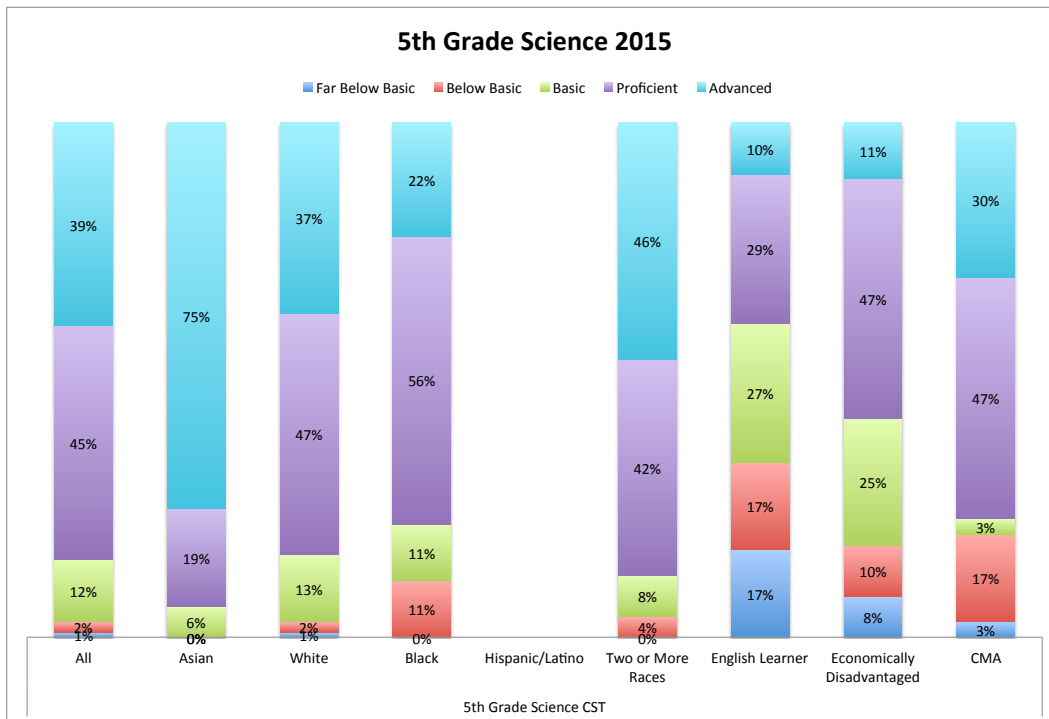|	
Not Met	10%
Nearly Met	21%
Met	30%
Exceeded	39%
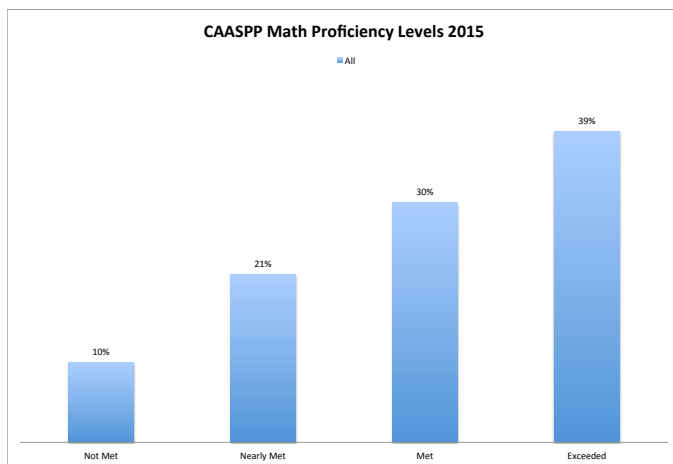
The **testing window** for this year's Smarter Balanced will open in March 2016 with the CAA opening in April 2016.

CAASPP Math Claims
- Below
- At or Near
- Above

	Below	At or Near	Above
CONCEPTS & PROCEDURES	17%	33%	51%
PROBLEM SOLVING & MODELING/DATA ANALYSIS	14%	46%	41%
COMMUNICATING REASONING	12%	46%	41%

Content	Test	Participants	Grade	Window
ELA & Math	Smarter Balance	All students in designated grade levels *Exceptions:* Eligible students participating in alternate assessments ELA only – English learners who are in their first 12 months of attending a school in the US	3-6	12 week window: begin at 66% Tentative dates: March 14- June 17
	Alternative Assessment	Students whose IEP indicates assessment with alternate test	3-6	April 11- June 17

Until the Next Generation Science Test is implemented, students will continue to take the CST, CMA, and CAPA for 5th Grade Science. Results for this test are reported in **5 achievement levels:**

FAR BELOW BASIC	BELOW BASIC	BASIC	PROFICIENT	ADVANCED

5th Grade Science 2015

Far Below Basic — Below Basic — Basic — Proficient — Advanced

	Far Below Basic	Below Basic	Basic	Proficient	Advanced
All	1%	2%	12%	45%	39%
Asian	0%	0%	6%	19%	75%
White	1%	2%	13%	47%	37%
Black	0%	11%	11%	56%	22%
Hispanic/Latino					
Two or More Races	0%	4%	8%	42%	46%
English Learner	17%	17%	27%	29%	10%
Economically Disadvantaged	8%	10%	25%	47%	11%
CMA	3%	17%	3%	47%	30%

5th Grade Science CST

5th Grade Science CAPA

5th Grade Science CAPA

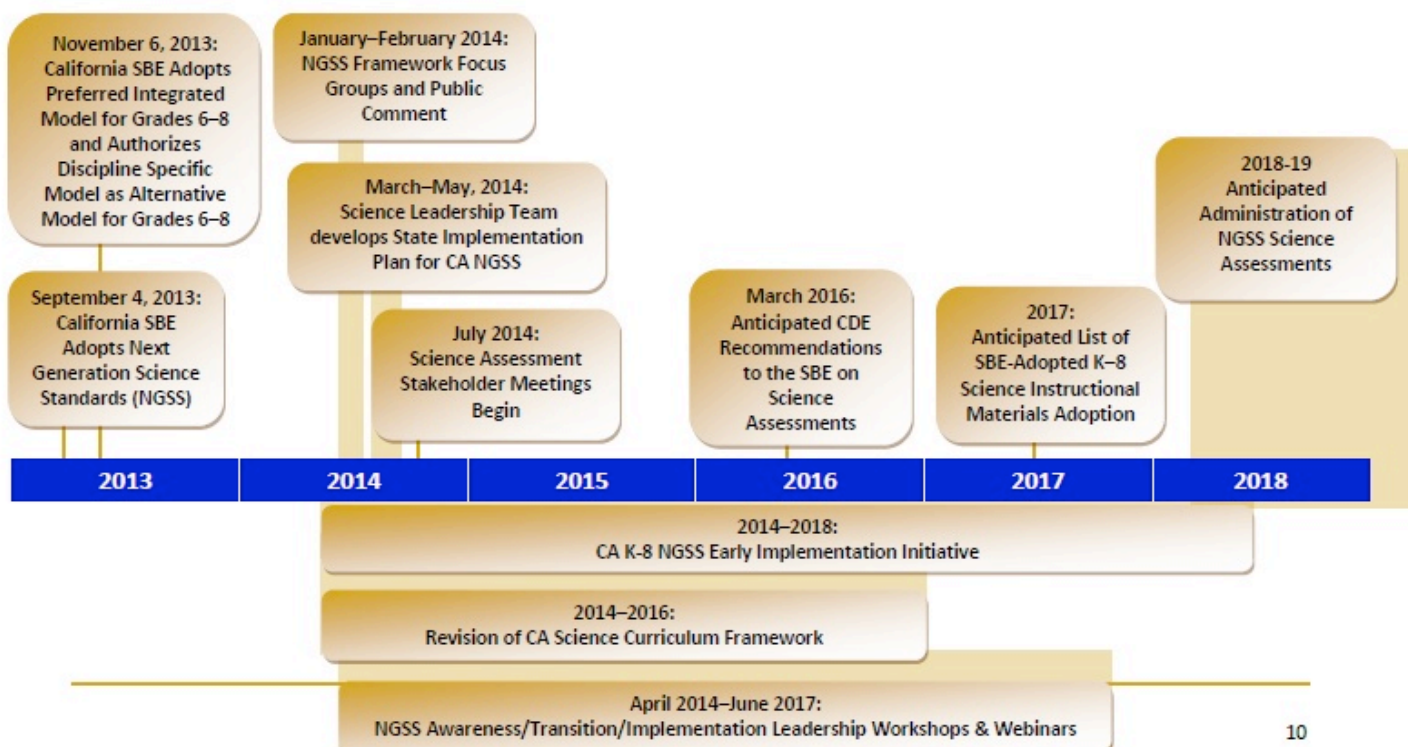| Far Below Basic	Below Basic	Basic	Proficient	Advanced
0%	17%	33%	50%	0%

Note: These scores represent achievement on **former standards**, <u>not</u> new NGSS standards currently in transition.

Fifth grade students will continue to take the **CST, CMA, and CAPA for science**. The window for this year's science test will open in April 2016.

Content	Test	Participants	Grade	Window
Science	CST	All students unless their IEP indicates assessment with CMA or CAPA	5	25-day window: Begin 12 days before & after 85% Tentative dates: April 25- May 27
	CMA	Students whose IEP indicates assessment with CMA	5	
	CAPA	Students whose IEP indicates assessment with CAPA	5	

Next Generation Science Standards Timeline:

November 6, 2013: California SBE Adopts Preferred Integrated Model for Grades 6–8 and Authorizes Discipline Specific Model as Alternative Model for Grades 6–8

January–February 2014: NGSS Framework Focus Groups and Public Comment

2018-19 Anticipated Administration of NGSS Science Assessments

March–May, 2014: Science Leadership Team develops State Implementation Plan for CA NGSS

September 4, 2013: California SBE Adopts Next Generation Science Standards (NGSS)

July 2014: Science Assessment Stakeholder Meetings Begin

March 2016: Anticipated CDE Recommendations to the SBE on Science Assessments

2017: Anticipated List of SBE-Adopted K–8 Science Instructional Materials Adoption

| 2013 | 2014 | 2015 | 2016 | 2017 | 2018 |

2014–2018: CA K-8 NGSS Early Implementation Initiative

2014–2016: Revision of CA Science Curriculum Framework

April 2014–June 2017: NGSS Awareness/Transition/Implementation Leadership Workshops & Webinars

The following chart describes how **English Learners** in our district performed on the California English Language Development Test **(CELDT)** during the 2014-15 school year.

CELDT Results 2014-15

Level	Value
Beginner	66
Early Int	101
Inter	187
Early Adv	118
Adv	57
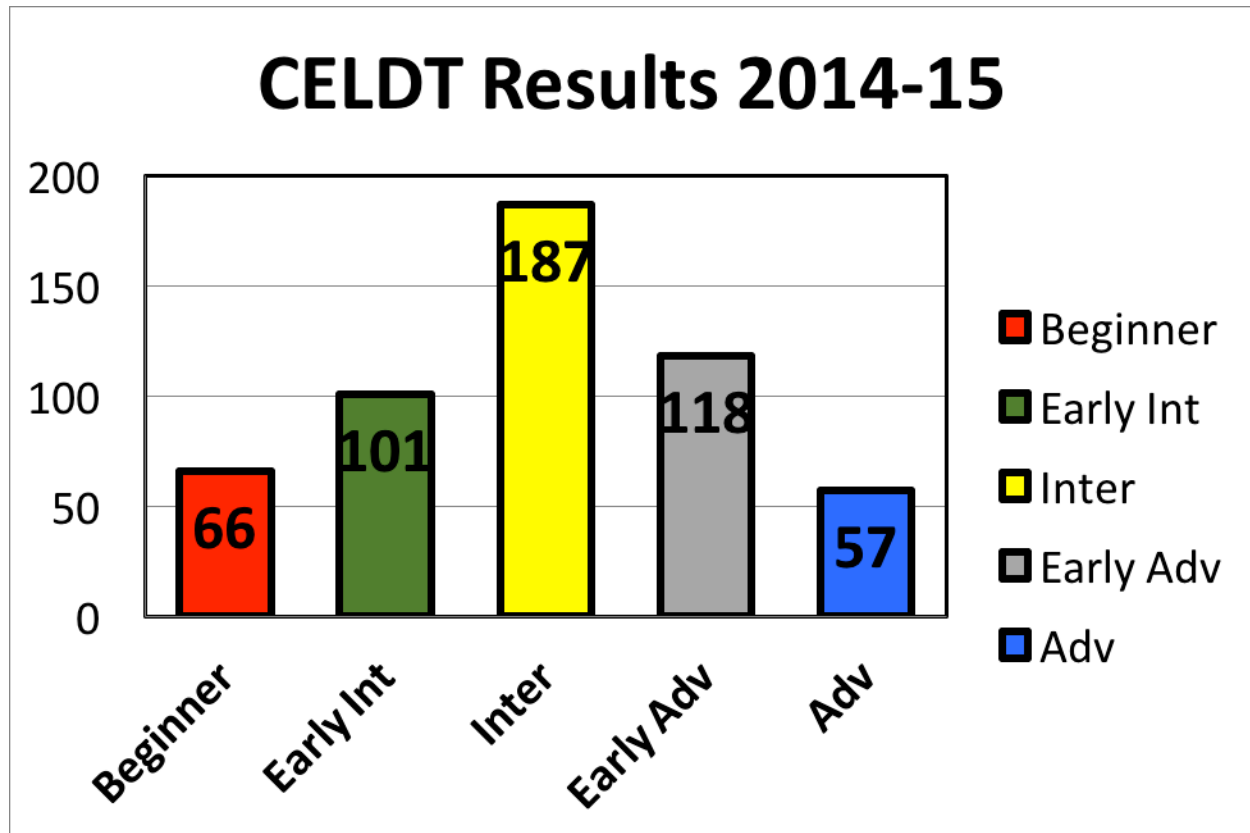
Annual Measurable Achievement Objectives (AMAOs):
Under Title III, states are required to use three Annual Measurable Achievement Objectives. The AMAOs include:

AMAO 1: Annual increase in the percentage of LEP students making progress in learning English
AMAO 2: Annual increase in the percentage of LEP students attaining English proficiency
AMAO 3: Making Adequate Yearly Progress (AYP) for the LEP subgroup

Research confirms that it takes 5-7 years to develop **academic language proficiency** (*Krashen,* 1996). How often students move through various levels can also vary. Unfortunately, a certain percentage of students are required to achieve at least one level of growth on the CELDT each year for a district to meet AMAO #1. In addition, a certain percentage of ELs must attain the English Proficient Level on the CELDT in less than five years (contradictory to the research) for a district to meet AMAO #2. AMAO #3 has been frozen in the transition to the new CAASPP exam. Title III results report whether or not districts meet AMAO targets. Although still preliminary, it appears that EUSD will not meet AMAO #1 (missed by 3 students) or #2 (missed by 2 students) benchmarks.

	TARGET 2014–15	EUSD PERCENT MET	MET TARGET?	
AMAO 1 Percentage of ELs Making Annual Progress in Learning English	60.5%	59.9% **285/476**	No **-3**	
AMAO 2 Percentage of ELs Attaining the English Proficient Level on the CELDT	**Less than 5 Years Cohort** 24.2%	23.9% **112/469**	No **-2**	No
	5 Years or More Cohort 50.9%	58.4% **66/113**	Yes	

If a **Title III-funded LEA** or consortium does not meet one or more of the three AMAOs in any year, it must:
- Inform the parents of all ELs in the LEA or the consortium, that the AMAOs have not been met
- Develop an improvement plan that will ensure that all AMAOs are met

Once official scores are reported, we will work to develop a Title III Plan to address the needs of our students' academic language proficiency.

In the meantime, **strategies being implemented** include:
- Professional Development
- Digital Curriculum
- Writing Staff Development
- Intervention
- ELD Task Force
- Parent Outreach & Education

In the next few years, the State of California will transition away from the CELDT and implement a new test called the **English Language Proficiency Assessments for California (ELPAC).** The proposed timeline for transition to the ELPAC is to field test in 2017 and implement in 2018.

The following table shows a brief comparison between the CELDT and the ELPAC.

CELDT	ELPAC
Aligned with the 1999 English Language Development (ELD) Standards with five proficiency levels	Must be aligned with the 2012 ELD Standards, which have three proficiency levels (Emerging, Expanding, and Bridging)
One test used for two purposes: initial assessment and annual assessment	Two separate tests for two purposes: (1) initial identification; and (2) annual summative assessment. The initial identification will be brief and locally scored.
Paper-pencil tests	Paper-pencil tests with a potential to transition to computer-based tests
July 1–October 31 Annual Assessment window	Annual Summative Assessment window to be a four month period after January 1 (proposed February 1–May 31), allowing for more pre-test instructional time
Five grades/grade spans: K–1, 2, 3–5,6–8, and 9–12	Seven grades/grade spans: K, 1, 2, 3–5, 6–8, and 9–10, and 11–12
Reported in five performance levels	Number of performance levels to be determined
Reporting domains: Listening, Speaking, Reading, and Writing	Reporting domains: Listening, Speaking, Reading, and Writing

Of course, these tests only provide a **snapshot** of student achievement in the Encinitas Union School District. We will continue to track and monitor student progress using a variety of **multiple measures** and expected outcomes.

2. Current Educational Practices, Professional Development, Staffing, and Parental Involvement

EUSD reviewed quantitative and qualitative data to identify successes and next steps. Most of the measures used are publicly available through Data Quest, SARC reports, Single Plans for Student Achievement, or on our district website. In addition, the following metrics were analyzed:

- School attendance rates
- School discipline/ suspension data
- Facility inspection and walkthrough feedback
- Teacher and parent survey data
- Guardians of foster youth interviews
- California Healthy Kids Survey
- School Accountability Report Cards
- Single Plans for Student Achievement Data
- University study findings
- Local measures
- Teacher credential review

Review of the data informed the alignment of school and district plans.

Key Themes of 2016 Surveys:

Response Rates (estimated):
Teacher- 71/224 (32%)
Classified- 77/250 (31%)
Parent- 817/3,800 families (22%)
Student: 1472/3795 (39%)

Teacher:
- High confidence in teaching state standards in a blended environment
- Need for more standards aligned materials especially in language arts
- Support for ongoing professional development opportunities
- Desire for additional vetting and training on available apps

Classified:
- Acknowledge opportunity to communicate and collaborate with others in similar positions
- Desire for more professional growth opportunities
- Feel input is heard and valued
- Would like more ongoing opportunities to provide input

Parents:
- Strong understanding of how students are performing academically
- Need for more transparency of student progress in digital programs

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- Value of health and wellness efforts
- More awareness needed around environmental stewardship

Students:
- Positive experience using iPads as learning tools
- Two thirds report that work this year was more personalized
- Report network reliable majority of the time
- Majority of students are comfortable asking questions in class

Encinitas USD will continue to work at increasing parent and community awareness, communication, and involvement to aid and enhance student learning.

Descriptions – District Planning

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

District Profile

In the space below, please provide a brief narrative description of your district. Include your district's vision/mission statement and any additional information about the make-up of your district, including grade levels and demographics of students served, in order to provide background and a rationale for the descriptions included in the LEA Plan.

Thank you for visiting the Encinitas Union School District (EUSD) web site. Founded in 1883, the EUSD is located in beautiful north coastal San Diego County and serves the communities of Encinitas, Leucadia, Olivenhain and the Rancho La Costa area of south Carlsbad. The district's enrollment of approximately 5,400 students is housed in nine kindergarten - sixth grade schools and includes a special education pre-school program. The district has a long standing tradition of high student achievement and is acknowledged for its innovative learning opportunities. All nine schools have been recognized as California Distinguished Schools, four have been awarded Gold Ribbon Schools awards by the California Department of Education and four have been named National Blue Ribbon Schools by the U. S. Department of Education. EUSD is proud of our students' academic achievement, appreciative of our families' involvement in our schools and grateful for the generous support from the communities that we serve.

The District serves a diverse and varied community. The student population is approximately 68% Caucasian, 22% Hispanic, 4% two or more races, 4% Asian, 2% other minorities, 14% low income, and 10% English Learners.

Awards and Recognitions

All nine EUSD schools including the District Office have received local, state and national award recognition for their innovative programs and outstanding student achievement. In addition, District staff members and parent volunteers have been acknowledged for their outstanding work including three teachers who were selected as San Diego County Teachers of the Year and one classified employee who was selected as San Diego County Classified Employee of the Year.

National Blue Ribbon Schools Program

Founded in 1982, the National Blue Ribbon Schools Program recognizes public and private elementary, middle, and high schools where students perform at very high levels or where significant improvements are being made in students' academic achievement. Four EUSD schools, La Costa Heights, Mission Estancia, Olivenhain Pioneer and Park Dale Lane, have received National Blue Ribbon status for their outstanding educational achievements and programs. Visit http://www2.ed.gov/programs/nclbbrs/index.html for more information about the National Blue Ribbon Schools program.

California Distinguished Schools Program

The California Distinguished School Award is given to schools that have demonstrated educational excellence for all students and who show progress in narrowing the achievement gap. In order to be invited to apply, schools must meet a variety of eligibility criteria including state and federal
accountability measures based on performance data from the Academic Performance Index (API). All nine district schools have been named California Distinguished Schools since the program started in 1987. Visit http://www.cde.ca.gov/ta/sr/cs/ for more information about the California Distinguished School Program.

Capri, El Camino Creek, Flora Vista, La Costa Heights, Mission Estancia, Ocean Knoll and Olivenhain Pionner have been recognized by the California Department of Education for receiving the 2014 California Distinguish School Award! Congratulations to these outstanding schools!

Gold Ribbon Schools Program

Four EUSD schools were awarded the Gold Ribbon Schools award http://www.cde.ca.gov/nr/ne/yr16/yr16rel27.asp, from the California Department of Education (CDE) in 2016. The schools selected are La Costa Heights, Ocean Knoll, Park Dale Lane and Paul Ecke Central. The Gold Ribbon Schools Program seeks to recognize outstanding educational programs and practices that can be replicated in other schools and districts. The Gold Ribbon Schools Program temporarily replaces the California Distinguished Schools Program as CDE transitions to new assessment and accountability systems.

CSBA Golden Bell Award

The California School Board Association (CSBA) Golden Bell Awards Program promotes excellence in education and school board governance by recognizing outstanding programs and governance practices of school boards in school districts and county offices of education throughout California that address students' changing needs. Five EUSD schools and the District Office have received this prestigious award. Visit http://gb.csba.org/ for more information about the Golden Bell Award Program.

EUSD receives 2015 Golden Bell Award for El Camino Creek's "E Pluribus Unum: Out of Many, One" civics education program.

Green Ribbon Schools Award

The Encinitas Union School District was one of nine school districts in the country, the only one in California, to receive the Green Ribbon School Award from the U.S Department of Education in April, 2014. EUSD was awarded the Green Ribbon School award for its efforts to teach students about conserving energy and resources and included programs such as educational school gardens, Farm Lab, district-wide recycling and energy and water conservation efforts.

Apple Distinguished Program

The Encinitas Union School District is proud to announce that the EUSD One to One Digital Learning Program has been selected as a Apple Distinguished Program for 2015 - 2017.

Magna Award

The Encinitas Union School District recieved the 2016 Magna Award, Honorable Mention, from the National School Boards Association for El Camino Creek's civics education program, "E Pluribus Unum: Out of Many, One". The Magna Award honors best practices and innovative programs that advance student learning. EUSD was selected in the student enrollment category of 5,000 to 20,000.

All three Encinitas districts (Encinitas USD, San Dieguito UHSD, and Cardiff USD) consistently rank high in the state and county for their student test scores and academic and supplemental programs. Scores on the CA CAASPP Assessments place the districts far above the county and state average in all subjects.

Encinitas' school history of recognition for outstanding schools is a tribute to the efforts of the Encinitas staff, students, community participants, and parents who are actively involved with the schools.

The Encinitas Union School District is committed to increasing the opportunities for our K-6 teachers and students to work collaboratively with parents and community members in the areas of Science, Technology, Engineering, Mathematics, and the Arts.

Vision

The District's focus on high academic standards, accountability and service to the community will result in success for our diverse students. Our students, as participants in a global information society, will be in the forefront of technology. They will embrace diversity and innovation and be proactive in creating collaborative learning experiences. Opening the window to the world, students will be motivated to gain knowledge in mathematics, science and language arts. With dedicated adults demonstrating a love for life-long learning, our students will begin a journey using the arts and physical

activities to encourage students' multiple intelligences and learning styles. Utilizing a strong research-based curriculum, students are empowered with experiences, resources and information they need to be successful.

Mission Statement
Our mission is to assist our children to value learning and to be successful in school, society and work by providing a challenging and nurturing learning experience. We work in partnership with family and community preparing children to be leaders in a diverse, ever-changing world.

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

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

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

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

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

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

The Encinitas School District utilizes a variety of research-based tools for assessing and monitoring student progress. Diagnostic, formative, and summative assessment tools assist Encinitas educators in effectively advancing students towards meeting their academic achievement standards. These assessment tools include but are not limited to the following list:

Digital Curriculum Adaptive Formative Assessments
DIBELS for reading and literacy (K-6)
DRA for reading comprehension (K-6)
SRA for reading and comprehension (K-6)
Key Data Systems formative and summative tests (1-6)
ESGI early literacy assessments and monitoring (K-1)

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

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

Description of Specific Actions to Improve Education Practice in **Reading and Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. District will provide administrative support to principals to focus on implementation of state standards.	Principals Teachers District Office Personnel	Support Staff	$38,993	LCFF/Certificated Salaries and Benefits
2. Allocate district level administrator(s) to assist principals with in depth support for digital curriculum implementation, reporting, and tracking.	Principals Teachers District Office Personnel	Support Staff	$55,427	LCFF/Certificated Salaries and Benefits
3. Teachers will plan and monitor implementation of state standards through establishing, improving, and refining curriculum resources and maps demonstrating access to standards aligned curriculum and development of quality local assessments.	Principals Teachers District Office Personnel	Teacher Release Days	$90,000	LCFF/Certificated Salaries and Benefits

Description of Specific Actions to Improve Education Practice in **Reading and Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
4. Purchase a standards aligned assessment system.	Principals Teachers District Office Personnel	Software	$41,000	LCFF/Professional Services
5. Fund a certificated resource teacher to assist teachers with in depth support for digital curriculum implementation and report tracking.	Principals Teachers District Office Personnel	Support Staff	$30,500	State Source/Mandated Cost /Certificated Salaries and Benefits
6. Allocate a district level administrator to assist teachers and principals with assessment development.	Principals Teachers District Office Personnel	Support Staff	$32,526	LCFF/Certificated Salaries and Benefits
7. Purchase print grade-level library books.	Principals Teachers District Office Personnel	Instructional Materials	$190,000	State Source/Books and Supplies
8. District will improve student educational performance through improved training, support, information and assistance for new teachers.	Principals Teachers District Office Personnel	Professional Development	$20,000	LCFF/Professional Services

Description of Specific Actions to Improve Education Practice in **Reading and Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
9. District will improve use of district collaborative resource portals.	Principals Teachers District Office Personnel	Staff and Software	$64,250	LCFF/Classified Salaries and Benefits/ Tech Budget/Professional Services
10. Fund Learning Management System for additional portal resource navigation.	District Office Personnel	Software	$32,400	LCFF/Professional Services
11. Teachers will assess students in the CAASPP assessment to track and monitor progress. Provide infrastructure, support, and tools such as keyboards and headphones necessary for daily work and state assessments.	Principals Teachers District Office Personnel	Hardware	$52,900	LCFF/Services and Operating Expenditures
12. District will maintain low class size in primary grades to enhance student achievement.	District Office Personnel	Class size reduction	$2,517,530	LCFF/Certificated Salaries and Benefits
13. Allocate per pupil intervention dollars to schools based on trend data of below basic achievement	Principals Teachers District Office Personnel	Intervention (All)	$83,700	LCFF/Certificated Salaries and Benefits
14. Allocate a district level administrator to assist principals with implementation of state standards and monitoring of targeted subgroup progress.	Principals Teachers District Office Personnel	Support Staff	$65,053	Supplemental/ Concentration/ Certificated Salaries and Benefits

Description of Specific Actions to Improve Education Practice in **Reading and Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
15. Fund a community liaison to assist in determining the needs of targeted subgroups.	District Office Personnel	Support Staff	$17,149	Supplemental/ Concentration/ Classified Salaries and Benefits
16. Participate in a county led program evaluation of long-term English Learners.	District Office Personnel	Program Evaluation Contract	$1,500	Supplemental/ Concentration/Professional Services
17. Allocate per pupil intervention dollars for direct remedial instruction and materials to schools based on percentage of English Learners and economically disadvantaged students.	Principals Teachers District Office Personnel	Targeted Intervention	$500,000	Supplemental/ Concentration/ Certificated Salaries and Benefits
18. Release teachers to participate in committees to pilot, select, and/or create resources for ELA/ELD.	Teachers District Office Personnel	Release Time	$30,000	Supplemental/Concentration/Certificated Salaries and Benefits
19. Purchase print grade-level Spanish library books.	Principals Teachers District Office Personnel	Instructional Materials	$60,000	Supplemental/Concentration/Books and Supplies

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

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

Plan to Provide Services for English Learner Students

Please summarize information from district-operated programs and provide descriptions of how the LEA is meeting or plans to meet each requirement.

How the LEA will:

A. Required Content	*Implement programs and activities in accordance with Title III*
	Encinitas Union School District (EUSD) plans to provide supplemental support for English Learners (ELs) by specifically providing an English Learner Summer Intervention Program that will focus on developing academic language, engaging in meaningful conversations, building foundational skills, and improving writing competencies. Teachers will receive high-quality professional development to support program objectives in Summer 2016 and throughout the 2016-17 school year. Additionally, EUSD will provide immigrant students with an Immigrant iPad and Literacy Program experience to extend their learning throughout the summer break. A component of this Program will include a trained ELD teacher who will provide one-to-one literacy support during the 2016 Summer to each participating immigrant student, twice a week to build reading foundation skills and develop oral language skills. EUSD will continue providing access to Imagine Learning ELD software to all ELs during 2016-17. EUSD will provide Long Term English Learners (LTELs) with weekly Take-Home kits to extend their learning into the home environment and support their language and literacy needs during the 2016-17 school year.
	Use the subgrant funds to meet all accountability measures
	Subgrant funding will be used to hire teachers and support staff for EUSD's English Learner Summer Intervention Program. Additional funds will be used to purchase supplemental Lingual Learning curriculum resources for use during the EL Summer Intervention Program. The objective of the program is to accelerate the English language acquisition skills of students at CELDT Levels 1-3 students to meet AMAO 1 and to provide targeted instruction for students at CELDT Levels 4-5 to meet AMAO 2. To address the needs of immigrant students, EUSD will make payments for hotspot wireless accounts for connectivity during summer and intersession (fall/winter) breaks. Additionally, a tutor will visit Newcomers twice/week during the 2016 Summer, to provide instructional support at an agreed upon location in the community (public library, community recreation center, etc.). This will extend learning and language acquisition for

Newcomer students to make adequate growth and to ensure AMAO 1 is met. Subgrant funding will also be used to purchase supplemental Take-Home Kits from American Reading Co. for language and literacy intervention to address the needs of Long Term English Learners (LTELs). These resources will increase student achievement in Reading and Writing and improve CELDT scores for LTELs to meet the reclassification for AMAO 2b (Achievement of English language proficiency for more than 5 years).

Hold the school sites accountable

Administration will monitor classrooms and conduct frequent walk-throughs during the EL Summer Intervention Program and throughout the 2016-17 school year to further support staff on the implementation of ELD scaffolds and SDAIE strategies. Multiple Measures, including but not limited to, CELDT, SRI reports, Writing Prompts, Literably Running Records, and Oral Language Benchmarks, will be used to determine impact of ELD instruction. For iPad Immigrant Program, multiple measures will be used in addition to ELD Specialist/Tutor's observational records, debriefing notes, parent surveys, journal entries. For Long Term English Learners (LTELs) Reading Intervention support, multiple measures will also be used, in addition to student journals and work samples.

Promote parental and community participation in programs for ELs

Provide parents with frequent updates during the EL Summer Intervention Program on student progress and performance. Administration to offer parents trainings and coffee chats to discuss Home/School Connection activities focused on literacy strategies, math support, language-rich activities, and the reclassification process. Present Parent Education Sessions (5-Part Series) on topics approved by DELAC/ELAC at scheduled meetings throughout the 2016-17 school year. Parents of Long Term English Learners (LTELs) will participate in Home/School Connection activities through the use of Take-Home Kits that support language and literacy development.

How the LEA will:		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source (EL, Immigrant, or other)
B. Required Content	**_Provide high quality language instruction_** 1. Pilot supplemental ELD curriculum to use during the EL Summer Intervention Program, with possible additional license purchase for targeted English Learner support.	Summer ELD Teachers (11), July 2016	ELD Links curriculum	$5,850	Title III LEP
	2. Pilot ELA/ELD curriculum materials in Fall 2016 for possible adoption in Spring 2017.	ELA/ELD Teacher Committee (15)	$110/day (sub costs) x 4 days	$0	N/A
	3. Provide ELD instruction using SDAIE strategies and ELD scaffolds with a concentrated focus on Integrated and Designated ELD.	EUSD Teachers, 2016-17		$0	N/A
	4. Provide access to Imagine Learning as a supplementary resource for ELD support, in conjunction with core subject and ELD instruction.	EUSD Teachers, 2016-17	ELD software	$60,000	LCFF
	Provide high quality professional development 1. Provide high quality professional development, facilitated by Lingual Learning (LL) Trainers, to Summer Teachers at a training on June 30, 2016 to focus on oral language development with a follow-up coaching session provided by LL Trainers on July 5, 2016.	Summer ELD Teachers (11), June-July 2016	$35/hr. x 4 hrs.	$1,540	Title III LEP
	2. Provide extensive professional development throughout the year to all EUSD teachers on the implementation of the 2012 state-approved ELD standards with specific focus on Integrated and Designated ELD instruction during Professional Learning Communities (PLCs), Grade Level Planning Days (GLPDs), Staff meetings, and/or during after school sessions.	Principals, Coordinators, 2016-17	Timesheets, PD materials	$40,000	Educator Effectiveness Funds

			ELA/ELD Teacher Committee (15), 2016-17	$110/day (sub costs) x 4 days	$6,600	LCFF S & C
	3. Provide ongoing professional development and review of ELD resources to ELA/ELD Committee Teachers on the California ELA/ELD Framework and Integrated and Designated ELD instruction.					

C. Required for Year 2

Goal 2 Improvement Plan Addendum* (IPA) for items A-B:

Please describe the factors contributing to failure to meet desired accountability measures.

Encinitas Union School District (EUSD) did not meet AMAOs 1 and 2 and has conducted an analysis to determine the reasons for this situation. While many of our students are making individual progress, we failed to meet the state's expectation as a district. Many of our English Learners are also struggling readers and therefore, have difficulty with the Reading and Writing domains on the CELDT. Many of our students who did not attain English proficiency, fall into this category in grades 2-6. Additionally, many immigrant students are still in the early stages of language acquisition and require more practice in the English language to demonstrate progress in AMAO 1. For students in AMAO 2, we identified a subgroup (25%) of Long Term English Learners (LTELs) that also qualify for Special Education and have unique challenges that are not reflected in the CELDT results. EUSD is participating in the SDCOE EL Program Evaluation Institute to address this primary concern with neighboring school districts (Del Mar Union, Rancho Santa Fe Elem., San Dieguito Union). We also discovered that nearly half of our English Learners are in a Dual Language Immersion Program, which provides instruction in Spanish in the early grades. This finding could possibly be a contributing factor to our district failing to meet AMAO 2a (Achievement of English language proficiency in less than 5 years).

EUSD Teachers are responsible for ELD instruction and targeted language support. ELD instruction does occur at schools with high numbers of English Learners (ELs), but schools with low numbers are inconsistent in meeting the needs of ELs through direct instruction. We've determined that classroom teachers need additional coaching and mentoring support around Integrated and Designated ELD to ensure a deeper understanding and application of the ELA/ELD Framework.

DELAC/ELAC meetings are well attended, but not at all sites. We send out regular notifications through Peach Jar, Parent Link, and school postings for district-wide and school affairs. Spanish translation is available at all district events to ensure accurate communication. We've made additions to our LCAP to personalize our parental involvement.

D. Required for Year 4

Goal 2 IPA* for items A-B:

Please describe the factors contributing to failure to meet desired accountability measures.

N/A

LEAs receiving or planning to receive Title III EL funding may include allowable activities.		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
E. Allowable Activities	**Describe all allowable activities chosen by LEA relating to:** Supplementary services as part of the language instruction program for EL students *Please see http://www.cde.ca.gov/sp/el/t3/ELprogrview.asp for a list of allowable EL activities 1. Provide supplemental support for English Learners (ELs) by specifically offering an EL Summer Intervention Program that will focus on developing academic language, engaging in meaningful conversations, building foundational skills, and improving writing competencies.	Summer Staff (11 Certificated Teachers), July 2016	Timesheets, ELD resources, instructional supplies	$32,340 (hourly pay) $5,850 (curriculum) $630 (instructional materials)	Title III LEP
	2. Provide high-quality professional development on best practices for English Language Development using ELD Links curriculum.	LL Trainers, July 2016		$0	N/A
	3. Provide extensive professional development throughout the year to all EUSD teachers on the implementation of the 2012 state-approved ELD standards with specific focus on Integrated and Designated ELD instruction during Professional Leaning Communities (PLCs), Grade Level Planning Days (GLPDs), Staff meetings, and/or during after school sessions.	Principals, Coordinators, 2016-17		$40,000 (listed above in professional development)	Educator Effectiveness Funds
	4. Purchase Take-Home Kits from American Reading Co. as supplemental materials for Long Term English Learners to develop strong reading skills (30 kits/grade for 3-6[th] = 120 total kits).	Coordinators, 2016-17	American Reading Co. Take-Home kits	$6,200	Title III LEP
F. EL Overall Budget		EL 2% for Administrative/Indirect Costs:		$1,040	
		EL Estimated Costs Total:		$45,020	

Plan to Provide Services for Immigrant Students

Please complete this table IF the LEA is receiving or planning to receive Title III Immigrant funding.		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
G. Allowable Activities	**Describe all allowable activities chosen by LEA relating to:** Enhanced instructional opportunities to immigrant students and their families *Please see http://www.cde.ca.gov/sp/el/t3/immprogrview.asp for a list of allowable Immigrant activities Provide immigrant students with an Immigrant iPad and Literacy Program experience to extend their learning throughout the summer and intersession (fall/winter) breaks. This program includes access to a district-issued iPad with district-approved curriculum apps (TenMarks, MyOn, STMath, IXL, etc.), additional language-based apps (Duolingo, Imagine Learning, etc.) and Wi-Fi hotspot connectivity. In addition, a trained ELD teacher will provide one-to-one literacy support to each participating immigrant student, twice a week to build reading foundation skills and develop oral language skills.	EUSD ELD Teacher, July 5-Aug 19, 2016 (7 weeks), Summer, Fall, Winter breaks, 2016-17	Wi-Fi (hotspot) connectivity = $38/month x 12 iPads = $456 x 9 mos. = $4,105	$25/hour x 2 hours/student = $50 x 12 students = $600/wk. x 7 wks. = $4,200	Title III, Immigrant
H. Immigrant Overall Budget		Immigrant Administrative/Indirect Costs:		$118	
		Immigrant Estimated Costs Total:		$8,305	

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

Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.		Description of how the LEA is meeting or plans to meet this requirement.

Required Activity	1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):
	  a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program;
	  b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement;
	  c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction;
	  d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;
	  e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;
	  f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools;
	  g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;
		1a. Continue to inform parents of the need for language support instruction
		
		1b. Assessment procedures according to state law
		
		1c. CELDT information meeting regarding:
		  • Initial/annual assessment
		  • Assessment results
		  • Student placement
		  • Parent options
		  • Consult with DELAC to review/update parent brochure
		  • Inquire within the community if district brochure needs to be translated in a language other than Spanish
		  • Program description and services are designed to meet the needs of their child
		
		1d. Program and services for EL are described in detail according to the CCR
		
		1e. Each program is enhanced through the implementation of research-based, standards-based methods and materials
		
		1f. Exit requirements will be reviewed annually. Exit requirements will be explained in detail to principals, teachers and parents. Exceed current exit (reclassification) rate (15%)
		
		1g. If a student has been identified to have a disability, services prescribed by the IEP will be coordinated with all available programs

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

Required Activity
 	
h. information pertaining to parental rights that includes written guidance detailing –
    i. the right that parents have to have their child immediately removed from such program upon their request; and
    ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available;
    iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.
	1h. Parent brochure will be designated to provide detailed information on:
	  a. Parents' rights
	
	  ii. Parent options
	
	Instruction/services/intervention for EL student's parent orientation meetings will be held.

Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.	• Parents are notified within 30 days of initial/annual assessment Parent notification is provided in English, Spanish, and other languages as needed.
LEA Parent Notification Failure to Make Progress If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.	

Plans to Provide Services for Immigrants

IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:	**Yes or No** Yes	**If yes, describe:** • An effective training program will be developed • Parents will assist in developing additional training programs • Monitoring of activities and program include agendas, sign-in records and evaluations

	2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:	**Yes or No**
		
		Yes
			If yes, describe:
			
			• Provide extensive professional growth for all teachers, administrators and support staff based on a needs assessment in the are of:
			
			    Personalized Learning
			    Diversity training
			    Cultural awareness

	3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	**Yes or No** Yes	**If yes, describe:** • Implement a comprehensive extended learning opportunity program for immigrant students • Use the services provided by community/state college for additional assistance
	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	**Yes or No** Yes	**If yes, describe:** • English proficiency will be enhanced through the use of standards-based curriculum • Computer lab will acquire additional technology materials for the instruction • A software licensing system will be implemented
	5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:	**Yes or No** Yes	**If yes, describe:** • A needs assessment will be conducted at each site • Additional student support will be provided through regular/intervention programs

IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).			Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:	**Yes or No** No	**If yes, describe:**	
	7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:	**Yes or No** Yes	**If yes, describe:** The district will contact community agencies • Community agencies will be invited to participate in parent/student orientation sessions • A participation log will be utilized and reviewed for program efficiency. • Community agencies will inform parents of community services that are available to immigrant families	

Performance Goal 3: *By 2013-1014 all teachers will use formative assessment and educational technology to personalize student learning and provide immediate feedback to students and parents regarding progress towards academic goals.*

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

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. The Encinitas USD will provide all students Grades K-6 access to a broad course of study prescribed by the local governing through access to standards-aligned instructional materials and personalized learning opportunities through digital curriculum programs.	Principals Teachers District Office Personnel	Digital Curriculum Resources	$275,000	State Source/Lottery/ Mandated Cost/ Professional Services
2.Teachers will facilitate personalize learning opportunity through digital curriculum programs. Fund a certificated resource teacher to support teachers to support teachers with digital curriculum implementation.	Principals Teachers District Office Personnel	Support Staff	$91,500	State Source/ Mandated Cost/Certificated Salaries and Benefits
3. Continue technology refresh fund for additional devices, equipment, accessories, repairs, and infrastructure as needed.	District Office Personnel	Hardware and Infrastructure	$150,000	Local Sources/ Books and Supplies
4. Encinitas USD will ensure that Foster and Homeless Youth have timely access to digital resources and programs. Fund liaison to assist in the facilitation of resources for Foster Youth.	District Office Personnel	Support Staff	Embedded in Goal #1 expenditures	Supplemental/ Concentration/ Classified Salaries and Benefits
5. Encinitas USD will ensure adequate ELD materials.	Principals Teachers District Office Personnel	Instructional Materials	$100,000	Supplemental/ Concentration/ Books and Supplies

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
6. Provide release time for teachers to participate in ongoing professional development around CCSS and digital curriculum implementation.	Principals Teachers District Office Personnel	Professional Development	$30,000	LCFF/Certificated Salaries and Benefits
7. Provide additional compensation for teachers to attend optional "choice" trainings.	Principals Teachers District Office Personnel	Professional Development	$150,000	State Source/Educator Effectiveness Funds/ Certificated Salaries and Benefits
8. Principals and Educational Services will meet once a month to provide feedback and input (representative of site input) to inform goals and action steps of the LEA and LCAP plans. The following committees will meet several times a year around goals– • Instructional Leadership Committee (ILC) • Management Team • Math Committee • English Language Arts/English Language Development Committee • Spring 2016 Negotiations with local bargaining units • TPACK Instructional Committee Superintendent and Educational Services District will provide Updates and Teacher Outreach at individual schools to solicit direct feedback.	Principals Teachers District Office Personnel	Input and Plan Development	$0	N/A
9. Board will conduct out reach to parents around LCAP goals (inclusive of LEA plan goals and development.	Board Parents District Office Personnel	Input and Plan Development	$0	N/A

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

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

STRENGTHS	NEEDS
Students are supported in their daily school program: **Physically** (P.E., health and wellness yoga, intramural sports programs, school nurse and health aides, physical environment is well maintained and classrooms have been modernized to facilitate learning, School Attendance Review Team (S.A.R.T.), emergency training and materials in place at every site) **Socially** (after school enrichment programs, character education, conflict resolution strategies, all materials, documents, rules, regulations, newsletters are translated into Spanish, world ready traits and skills lessons) **Emotionally** (counselors, mentors, cross-age buddies, prevention curriculum and activities, parent education, school wide discipline plan, school-wide safety plan, Crisis Intervention plan site teams) **Intellectually** (prevention education included in the academic standards for health and P.E., Safe School Plans revised and adopted by the Board annually, Curriculum Advisory Council to review materials, district discipline policy, after school tutoring is available at all schools) **Psychologically** (Student Study Teams, conflict resolution programs, family nights for arts, science and social interaction, referrals to community services, bully prevention, social skills training, mental health certificated resource teacher). In addition, EUSD provides green and innovative learning environments that engage students. A ten-acre farm site encourages nutrition and farm to lunch connections. All the above help to create a conducive learning environment for students and staff.	The district has created a Student Attendance Review Team (S.A.R.T.). This is a collaborative process that includes the principal, the parent, the student and the Director of Pupil Personnel Services. The team will individually address tardies and absences. This is a new process and needs to be expanded. Purchase, train and implement new research-based Alcohol, Tobacco, Other Drugs, and Violence curriculum K-6 Purchase, train and implement new Human Growth and Development curriculum, Grade 5. Completion of furniture for new flexible learning environments. Develop farm lab space and lessons to promote Design, Research, Engineering, Art, Math, and Science (DREAMS) in an agricultural setting.

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

ACTIVITIES
Physically – The State of CA established Health and P.E. standards. The P.E. program consists of yoga on the mat, world ready traits and skill, as well as teacher led lessons. Most schools still incorporate a district provided supplementary Sparks program. Every grade level has P.E. in their standards, and each teacher is responsible to include P.E. instruction throughout the academic week. Each school offers enrichment programs that include a variety of physical activities. Each school has a school nurse one day a week and health aides are at many of the schools. Five of the schools have intramural sports.
Socially – Each school offers Enrichment opportunities both during wheel rotation and after school. Wheel rotations consist of augmented science experiences, PE games, art integration, music, coding, gardens, nutrition lab, and more. After school enrichment consists of programs such as Zumba, Mad Science, Chinese, karate, clay, hip-hop, etc. Ongoing training of noon supervisors to insure excellent supervision on campus.
Emotionally –All ten sites have school psychologists. The Healthy You curriculum targets grade 4-6. This program includes tobacco and drug prevention education as well as a general health curriculum. The Michigan Model supplements the health program with conflict resolution skills and tobacco prevention education. There is a parenting newsletter that goes home two times a year published by Bridge Communication that focuses on nutrition, tobacco and drug prevention education, and parent strategies.
Intellectually – The Health and the P.E. programs are standard based programs. Conflict resolution and prevention strategies are integrated into the Red Ribbon Week celebration, the SOAR program, Ability Awareness, and the playground programs.
Psychologically –When asked the psychologists and the counselors offer referrals to families for psychotherapy and community services. Our mental health certificated resource teacher offers support for students, staff, and families. There is also collaboration with community organizations, San Dieguito Alliance for Drug Free Youth, The Boys and Girls Club, Community Resource Center, Jewish Family Services, Medical (ESPDT), throughout the year.

Needs and Strengths Assessment (4115(a)(1)(A)):
Based on data regarding the incidence of violence and alcohol, tobacco, and other drug use in the schools and communities to be served, and other qualitative data or information, provide a list of the LEA's strengths and needs related to preventing risk behaviors.

STRENGTHS	NEEDS
The programs that support violence and drug prevention are: • Red Ribbon Week celebration • Student Attendance Review Team (S.A.R.T.). • Peaceful Playgrounds (select sites) • World Ready Traits and Skills lessons • Mental Health CRT • Parenting newsletters • Board adopted standards and curriculum • Low suspension /zero expulsion • California Healthy Kids Survey • Site Comprehensive Safety Plans • Communication technology. Upgrades ongoing.	At this time the district is meeting the needs of the students and the parents. The district will gather further information from the results of upcoming CHKS.

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

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

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: 2013-14 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will **decrease** biennially by:	5th 1 % 7th — %	5th 1 % 7th — %
The percentage of students that have used cigarettes within the past 30 days will **decrease** biennially by:	7th — % 9th — % 11th — %	7th — % 9th — % 11th — %
The percentage of students that have used marijuana will **decrease** biennially by:	5th 1 % 7th — %	5th 1 % 7th — %
The percentage of students that have used alcohol within the past 30 days will **decrease** biennially by:	7th — % 9th — % 11th — %	7th — % 9th — % 11th — %
The percentage of students that have used marijuana within the past 30 days will **decrease** biennially by:	7th — % 9th — % 11th — %	7th — % 9th — % 11th — %
The percentage of students that feel very safe at school will **increase** biennially by:	5th 89 % 7th — % 9th — % 11th — %	5th 2 % 7th — % 9th — % 11th — %
The percentage of students that have been afraid of being beaten up during the past 12 months will **decrease** biennially by:	7th — % 9th — % 11th — %	7th — % 9th — % 11th — %

Truancy Performance Indicator		
The percentage of students who have been truant will **decrease** annually by from the current LEA rate shown here. NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.	1 %	1 %

Protective Factors **Performance Measures** **from the California Healthy Kids Survey**	**Most recent date:** **04/13/09** **Baseline Data**	**Biennial Goal** **(Performance Indicator)**
The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will **increase** biennially by:	5th 59 % 7th — % 9th — % 11th — %	5th 5 % 7th — % 9th — % 11th — %
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will **increase** biennially by:	5th 67 % 7th — % 9th — % 11th — %	5th 5 % 7th — % 9th — % 11th — %
The percentage of students that report high levels of opportunities for meaningful participation at their school will **increase** biennially by:	5th 19 % 7th — % 9th — % 11th — %	5th 20 % 7th — % 9th — % 11th — %
The percentage of students that report high levels of school connectedness at their school will **increase** biennially by:	5th 50 % 7th — % 9th — % 11th — %	5th 5 % 7th — % 9th — % 11th — %

Other Performance Measures

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

LEA Specified Performance Measures _____ (Process to Collect Data)	Performance Indicator Goal	Baseline Data

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
To Good For Drugs		K-6				

Research-based Activities (4115 (a)(1)(C)):
Based on the research cited in Appendix D, check the box for each activity the LEA will implement as part of the comprehensive prevention program and provide all other requested information.

Check	Activities	Program ATODV Focus	Target Grade Levels
	After School Programs		
	Conflict Mediation/Resolution		
√	Early Intervention and Counseling	ATODV	K-6
	Environmental Strategies		
√	Family and Community Collaboration	ATODV	K-6
	Media Literacy and Advocacy		
	Mentoring		
	Peer-Helping and Peer Leaders		
√	Positive Alternatives	ATODV	K-6
√	School Policies	ATODV	K-6
	Service-Learning/Community Service		
	Student Assistance Programs		
	Tobacco-Use Cessation		
√	Youth Development Caring Schools Caring Classrooms	ATODV	K-6
	Other Activities		

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

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

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

☐

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

Based on the California Healthy Kids Survey, we wanted to continue the trend of students not using alcohol, tobacco, or other drug use. EUSD chose Too Good For Drugs as a program because it was age appropriate for elementary students.

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

EUSD conducts regular evaluations of the effectiveness of the LEA's alcohol, tobacco, other drug use and violence prevention program by monitoring the California Healthy Kids Survey results. If positive results are not found, a program evaluation will be conducted to re-examine ways to 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.

Results will be posted on district website when obtained.

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])

Targeted attention will be provided to schools with high rates of poverty, homeless and foster student populations. Also, programming will target schools where students indicate tobacco and/or drug use and low feelings of safety based on surveys and schools with high rates of disciplinary reports.

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.

We work in close collaboration with San Dieguito Alliance for Drug Free Youth to coordinate school-based activities, speakers and high school mentors. This is a local organization with links to state and federal prevention organizations. They provide access to support activities in the area.

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.

In conjunction with Red Ribbon Week activities in October, parents are provided educational information regarding alcohol, tobacco and drug prevention in children and information regarding activities offered at the school sites.

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.

N/A in elementary district.

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

Position/Title	Full time equivalent
School Counselor	N/A

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

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

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

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.1 (High School Graduates)	EUSD will work collaboratively with San Dieguito High School District to develop strategies to help promote the success of all students through high school graduation	All	Superintendent Assistant Superintendent	Quarterly Articulation Meetings and Evaluation using Summative Data	N/A
5.2 (Dropouts)	See 5.1				
5.3 (Advanced Placement)	See 5.1				

Additional Mandatory Title I Descriptions

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

Describe the measure of poverty that will be used to determine which schools are eligible for Title I funding in accordance with Section 1113, "Eligible School Attendance Areas."

	Description of how the LEA is meeting or plans to meet this requirement:
Identify one of the following options as the low-income measure to identify schools eligible for Title I funding: • Number of children in families receiving assistance under the CalWorks program; • Number of children eligible for Free/Reduced Price Lunch programs; • Number of children ages 5-17 in poverty counted by the most recent census data; • Number of children eligible to receive medical assistance under the Medicaid program; • Or a composite of the above.	Composite of the listed options will be used. Educational Services, Pupil Personnel services, and Business Services will meet twice annually to aggregate data both to determine children/schools eligible and stay in compliance with funding/spending regulations.
Describe how the low-income measure described above is used to rank and select schools to receive Title I funds • All schools with a 75% or above poverty level are funded • All other schools are funded by poverty ranking district wide or by grade span.	See Above

Additional Mandatory Title I Descriptions
(continued)

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

	Description of how the LEA is meeting or plans to meet this requirement:
For school-wide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as: • A comprehensive needs assessment of the entire school in relation to state standards. School-wide reform strategies that provide opportunities for all children to meet state standards. • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards. • Instruction by highly qualified teachers and strategies to attract and keep such teachers. • High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff. • Strategies to increase parental involvement. • Assistance to preschool children in transitioning from early childhood programs to elementary school programs. • Timely and effective additional assistance to students who experience difficulty mastering state standards.	District and Site leadership teams will assist with this… Including but not limited too… DAC ELAC DELAC School Site Council Instructional Leadership Committee

Additional Mandatory Title I Descriptions
(continued)

For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State's challenging academic standards. The description should include activities such as: • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Strategies that minimize removing children from the regular classroom during regular school hours for instruction. • Instruction by highly qualified teachers. • Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement.	District and Site leadership teams will assist with this… Including but not limited too… DAC ELAC DELAC School Site Council Instructional Leadership Committee

Additional Mandatory Title I Descriptions
(continued)

Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115, "Targeted Assistance Schools," will identify the eligible children most in need of services under this part. **Please note that multiple, educationally related criteria must be used to identify students eligible for services**. Where applicable, provide a description of appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.

	Description of how the LEA is meeting or plans to meet this requirement:
Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should: • Identify children who are failing or most at risk of failing to meet the state academic content standards. • Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades.	Business Department Ed Services Department Principals and Teachers
The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.	Migrant Ed and Homeless Children are monitored and assisted by Pupil Personnel Services and Ed Services Director position.
The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.	County office of Ed

Additional Mandatory Title I Descriptions
(continued)

Please describe the actions the LEA will take to assist in its low-achieving schools identified under Section 1116, "Academic Assessment and Local Educational Agency and School Improvement," as in need of improvement.	
	Description of how the LEA is meeting or plans to meet this requirement:
If the LEA has a PI school(s), describe technical assistance activities the LEA will provide to help the PI school, such as the following: • Assistance in developing, revising, and implementing the school plan. • Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas. • Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI. • Assistance in analyzing and revising the school budget so the school's resources are used effectively.	Assistant Superintendent of Educational Services works directly with site principal and teachers in targeted professional development to implement research based strategies and provide assistance in using resources effectively.

Additional Mandatory Title I Descriptions
(continued)

Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, "Academic Assessment and Local Educational Agency and School Improvement."	
	Description of how the LEA is meeting or plans to meet this requirement:
Describe the process for parent notification of the school's identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.	Assistant Superintendent of Educational Services coordinates this compliance following federal guidelines and timelines. (Letters and Notifications on file in Ed Services)
Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	Assistant Superintendent of Educational Services coordinates this compliance following federal guidelines and timelines. (Letters and Notifications on file in Ed Services)

Additional Mandatory Title I Descriptions

(continued)

	Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA-level staff in accordance with Section 1118, "Parental Involvement," and Section 1119, "Qualifications for Teachers and Paraprofessionals."
	Description of how the LEA is meeting or plans to meet this requirement:
Describe the LEA's strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.	Assistant Superintendent of Educational Services coordinates this compliance following federal guidelines and timelines. (Letters and Notifications on file in Ed Services)
Describe the LEA's strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children's education.	Assistant Superintendent of Educational Services coordinates this compliance following federal guidelines and timelines. (Letters and Notifications on file in Ed Services)

Additional Mandatory Title I Descriptions
(continued)

Coordination of Educational Services	
In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.	
	Description of how the LEA is meeting or plans to meet this requirement:
Describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as: a. Even Start b. Head Start c. Other preschool programs d. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities. Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.	Program monitoring and annual review conducted by district and governing bodies.

Part III
Assurances and Attachments

Assurances

Signature Page

Appendix

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

Appendix B: Links to Data Web sites

Appendix C: Science-Based Programs

Appendix D: Research-based Activities

Appendix E: Promising or Favorable Programs

ASSURANCES

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

GENERAL ASSURANCES

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

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

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

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

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

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

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

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

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

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

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

TITLE I, PART A

The LEA, hereby, assures that it will:

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

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

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

14. Provide technical assistance and support to school-wide 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:

- o has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and
- o is enforcing the operation of such technology protection measure during any use of such computers by minors; and
- o has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.
- o Any LEA that <u>does</u> receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

TITLE III

38. The LEA assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education-related community groups, nonprofit organizations, and institutions of higher education in developing the LEA Plan.

39. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.

40. The LEA is complying with Section 3302 prior to, and throughout, each school year.

41. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.

42. The LEA has based its proposed plan on scientifically based research on teaching limited-English-proficient students.

43. The LEA ensures that the programs will enable to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.

44. The LEA is not in violation of any State law, including State constitutional law, regarding the education of limited-English-proficient students, consistent with Sections 3126 and 3127.

TITLE IV, PART A

45. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents,

students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).

46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug-free learning environment that supports academic achievement.

47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non-Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non-Federal funds.

48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.

49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:

   - Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.
   - Security procedures at school and while students are on the way to and from school.

   - Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.

   - A crisis management plan for responding to violent or traumatic incidents on school grounds.

   - A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:

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

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

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

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

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

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

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

   • will be used to make decisions about appropriate changes in programs for the subsequent year;
   • will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and

   • will be submitted to the SEA at the time and in the manner requested by the SEA.

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

Timothy Baird, Ed. D._____
Print Name of Superintendent

_____
Signature of Superintendent

June 21, 2016_____
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.*

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

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

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

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

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

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

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

Performance Goal 3: By 2005-2006, all students will be taught by highly qualified teachers. EUSD met this goal of 100% highly qualified teachers. Our current goal is *all teachers will use formative assessment and educational technology to personalize student learning and provide immediate feedback to students and parents regarding progress towards academic goals.*

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

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

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

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

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

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

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

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

APPENDIX B

Links to Data Web sites

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

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

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

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

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

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

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

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

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

APPENDIX C

Science-Based Programs

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

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

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

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

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

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

School-Based Programs

Name	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
		Intended program outcomes and target grade levels. See research for proven effectiveness					
Across Ages	4 to 8	x	x	x		x	C,
All Stars™	6 to 8	x	x	x			A, C, D, E
ATLAS (Athletes Training and Learning to Avoid Steroids)	9 to 12	x		x			A, B, C, D,
Border Binge Drinking Reduction Program	K to 12	x			x		C,
Child Development Project/Caring School Community	K to 6	x		x	x	x	A, B, C, D, E
Cognitive Behavioral Therapy for Child Sexual Abuse	Families				x		C
Cognitive Behavioral Therapy for Child Traumatic Stress	Families				x		C
Coping Power	5 to 8			x	x		C
DARE To Be You	Pre-K	x		x	x	x	A, C,
Early Risers Skills for Success	K to 6				x		C,
East Texas Experiential Learning Center	7	x	x	x	x	x	C
Friendly PEERsuasion	6 to 8	x					C
Good Behavior Game	1 to 6				x		B, C
High/Scope Perry Preschool Project	Pre-K				x	x	B, C, E
I Can Problem Solve	Pre-K				x		A, B, D
Incredible Years	K to 3				x	x	B, C,
Keep A Clear Mind	4 to 6	x	x				A, C,
Leadership and Resiliency	9 to 12					x	C,
Botvin's LifeSkills™ Training	6 to 8	x	x	x	x		A, B, C, D, E
Lions-Quest Skills for Adolescence	6 to 8					x	D, C, E
Minnesota Smoking Prevention Program	6 to 10		x				A, D, E

Name	Target Population	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Olweus Bullying Prevention	K to 8				x		B, C, E
Positive Action	K to 12	x	x	x	x	x	C, D,
Project ACHIEVE	Pre-K to 8				x	x	A, C, E
Project ALERT	6 to 8	x	x	x			A, C, D, E
Project Northland	6 to 8	x		x			A, B, C, D, E
Project PATHE	9 to 12					x	B, E
Project SUCCESS	9 to 12	x	x	x			C,
Project Toward No Drug Abuse (TND)	9 to 12	x	x	x	x		C,
Project Toward No Tobacco Use (TNT)	5 to 8		x				A, C, D, E
Promoting Alternative Thinking Strategies (PATHS)	K to 6				x		A, B, C, D,
Protecting You/Protecting Me	K to 5	x					C,
Quantum Opportunities	9 to 12					x	B, E
Reconnecting Youth	9 to 12	x		x	x	x	A, C, E
Responding in Peaceful and Positive Ways	6 to 12				x	x	C, D, E
Rural Educational Achievement Project	4					x	C
School Violence Prevention Demonstration Program	5 to 8					x	C
Second Step	Pre-K to 8					x	A, C, D,
Skills, Opportunities, and Recognition (SOAR): Seattle Social Development Project:	K to 6	x			x	x	B, C, D, E
SMART Leaders	9 to 12			x			C
Social Competence Promotion Program for Young Adolescents (SCPP-YA)	5 to 7			x			C
Start Taking Alcohol Risks Seriously (STARS) for Families	6 to 8	x					C,
Students Managing Anger and Resolution Together (SMART) Team	6 to 9				x		C, D,
Too Good for Drugs	K to 12	x	x	x	x		C
Community and Family-based Programs							
Intended program outcomes and target setting. See research for proven effectiveness							
Name	Target Population	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Big Brothers Big Sisters	Community					x	B, E
Brief Strategic Family Therapy	Families			x			B, C,
CASASTART	Community			x	x		B, C, D,
Communities Mobilizing for Change	Community	x					C
Creating Lasting Family Connections	Families (6 to 12)	x		x		x	A, C, D,
Families And Schools Together (FAST)	Families				x		C,
Family Development Research Project	Families				x		C
Family Effectiveness Training	Families				x		C,
Family Matters	Families	x	x				C
FAN (Family Advocacy Network) Club	Families			x		x	C
Functional Family Therapy	Families	x		x	x		B, E
Home-Based Behavioral Systems Family Therapy	Families				x		C
Houston Parent-Child Development Program	Parents					x	C
Multisystemic Therapy	Parents			x	x		B, C, E
Nurse-Family Partnership	Parents		x				B, C,

Parenting Wisely	Parents				x		C,
Preparing for the Drug Free Years	Parents (4 to 7)	x		x		x	A, B, C, D,
Project Star (Students Taught Awareness and Resistance): Midwestern Prevention Project	Community	x	x	x			B, D, C, E
Schools and Families Educating Children (SAFE Children)	Families					x	C
Stopping Teenage Addiction to Tobacco	Community		x				C
Strengthening Families Program	Families (4 to 6)	x		x	x	x	A, C, D,

APPENDIX D

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

Research-based Activities	
Activities	**Research Summaries Supporting Each Activity:**
After School Programs	Getting Results Part I, page 77-78
Conflict Mediation/Resolution	Getting Results Part I, page 63-65 Getting Results Part I, page 127-129
Early Intervention and Counseling	Getting Results Part I, page 72 Getting Results Part I, page 100-101 Getting Results Part I, page 106-107
Environmental Strategies	Getting Results Part I, page 73-75 Getting Results Part II, page 47-48 Getting Results Part II, page 76-79 Getting Results Part II, page 89-94
Family and Community Collaboration	Getting Results Part I, page 104-105 Getting Results Part II, page 26-28 Getting Results Part II, page 33
Media Literacy and Advocacy	Getting Results Part II, page 45 Getting Results Update 3, page 22-24
Mentoring	Getting Results Part I, page 49
Peer-Helping and Peer Leaders	Getting Results Part I, page 104-106 Getting Results Update 3, page 43-45
Positive Alternatives	Getting Results Part I, page 79-81 Getting Results Part I, page 104-106 Getting Results Part I, page 108-109
School Policies	Getting Results Part I, page 66-72 Getting Results Part II, page 22-23
Service Learning/Community Service	Getting Results Part I, page 81-83 Getting Results Part II, page 46-47
Student Assistance Programs	Getting Results Part I, page 89-90
Tobacco-Use Cessation	Getting Results Part II, page 28 Getting Results Part II, page 42-43 Getting Results Part II, page 72-74
Youth Development/Caring Schools/Caring Classrooms	Getting Results Part I, page 121-123 Getting Results Part I, page 136-137 Getting Results Part II, page 28 Getting Results Update 1

APPENDIX E

Promising or Favorable Programs
Either the United States Department of Education's Expert Panel, the University of Colorado's Center for the Study and Prevention of Violence, or the Center for Substance Abuse Prevention has identified the programs listed below as producing a consistent positive pattern of results (CSAP) or have evidence of a deterrent effect (Blueprints) but otherwise did not match all of the criteria established by these agencies to be identified as an exemplary or model program. The code in the last column of the chart provides a quick reference indicating which web sites have information specific to each program. A: < http://www.californiahealthykids.org > (California Healthy Kids Resource Center) B: < http://www.colorado.edu/cspv/blueprints/model/overview.html > (University of Colorado: Blueprints) C: < http://modelprograms.samhsa.gov/model_prog.cfm > (Center for Substance Abuse Prevention) D: < http://www2.edc.org/msc/model.asp > (United States Department of Education: Expert Panel) E: < http://www.gettingresults.org/ > (Getting Results)

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			x			C
Aggression Replacement Training	School				x		D
Aggressors, Victims, and Bystanders	6 to 9				x		D
Al'sPal's: Kids Making Healthy Choices	Pre K to 2				x		D
Baby Safe (Substance Abuse Free Environment) Hawaii	Families	x	x	x			C
Basement Bums	6 to 8		x				A
Be a Star	K to 6					x	C
Behavioral Monitoring and Reinforcement	7 to 8			x	x		C
Bilingual/Bicultural Counseling and Support Services	Communities	x		x			C
Bully Proofing Your School	K to 8				x		B
CAPSLE (Creating a Peaceful School Learning Environment)	K to 5				x		B
Club Hero	6					x	C
Coca-Cola Valued Youth Program (CCVYP)	School					x	B
Colorado Youth Leadership Project	7	x				x	C
Comer School Development Program (CSDP)	School					x	B
Earlscourt Social Skills Group Program	K to 6					x	B
Effective Black Parenting Program (EBPP)	Families				x		B
Facing History and Ourselves	7 to 12				x		D
Family Health Promotion	Families	x	x	x		x	C
FAST Track	1 to 6				x		B
Get Real About Violence	K to 12				x		C
Growing Healthy	K to 6	x	x	x			D
Intensive Protective Supervision Program	Community				X		B
Iowa Strengthening Families Program	Family	x					B
Kids Intervention with Kids in School (KIKS)	6 to 12	x	x	x	x	x	C
Let Each One Teach One	Mentoring					x	D
Linking the Interests of Families and Teachers (LIFT)	1 to 5				x		B, C, D

Program	Range						Category
Lion's Quest Working Toward Peace	5 to 9				x		D
Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health Education	K to 12	x	x	x			D
Open Circle Curriculum	K to 5				x	x	D
Parent-Child Assistance Program (P-CAP)	Families	x		x			C
PeaceBuilders	K to 8				x		D
Peacemakers Program	4 to 8				x		D
Peer Assistance and Leadership	9 to 12			x	x		C
Peer Coping Skills (PCS)	1 to 3				x		B
Peers Making Peace	K to 12				x		D
Personal/Social Skills Lessons	6 to 12		x				A
Preventive Intervention	6 to 8			x			B
Preventive Treatment Program	Parents			x	x		B
Primary Mental Health Project	Pre k to 3						D
Project Alive	K to 12		x				A
Project BASIS	6 to 8				x	x	C
Project Break Away	6 to 8		x	x			C
Project Life	9 to 12		x				A
Project PACE	4					x	C
Project SCAT	4 to 12		x				A
Project Status	6 to 12			x	x	x	B
Safe Dates	School				x		B
Say It Straight (SIS) Training	6 to 12	x					D
School Transitional Environmental Program	9 to 12			x	x	x	B
Smokeless School Days	9 to 12		x				A
Social Decision Making and Problem Solving	1 to 6	x			x		D
Social Decision Making and Problem Solving Program (SDM/PS)	K to 5					x	B
Socio-Moral Reasoning Development Program (SMRDP)	School				x		B
Storytelling for Empowerment	6 to 8	x		x			C
Strengthening Hawaii Families	Families			x			C
Strengthening the Bonds of Chicano Youth & Families	Communities	x		x			C
Syracuse Family Development Program	Family				x		B
Teams-Games-Tournaments Alcohol Prevention	10 to 12	x					C
Teenage Health Teaching Modules	6 to 12		x				C, D
Teens Tackle Tobacco! - Triple T	6 to 12		x				A
The Scare Program	School				x		D
The Think Time Strategy	K to 9				x		D
Tinkham Alternative High School	9 to 12					x	C
Tobacco-Free Generations	8 to 12		x				A
Viewpoints	9 to 12				x		B
Woodrock Youth Development Project	K to 8	x	x	x		x	C
Yale Child Welfare Project	Families				x		B