

Application #	
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Elementary and Secondary Education Act/No Child Left Behind Act of 2001

LOCAL EDUCATION AGENCY PLAN

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

LEA Plan Information:

Local Educational Agency (LEA): Pierce Joint Unified
County/District Code: 06 61614 0000000
Dates of Plan Duration: June 2013 – June 2018
(should be five - year plan)
Date of Local Governing Board Approval: Update Approved: June 16, 2015

LEA Information:

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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.

<u>Carol Geyer</u>	_____	_____
Printed or typed name of Superintendent	Date	Signature of Superintendent

<u>Debbie Charter</u>	_____	_____
Printed or typed name of Board President	Date	Signature of Board President

**Local Education Agency Plan
Pierce Joint Unified**

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Part I Background and Overview

Background

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

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

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

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

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.
2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
3. By 2005-2006, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
5. All students will graduate from high school.

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

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

Since 1995, California has been building an educational system consisting of five major components:

- rigorous academic standards
- standards-aligned instructional materials
- standards-based professional development
- standards-aligned assessment
- an accountability structure that measures school effectiveness in light of student achievement.

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

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

Descriptions of the Consolidated Application, the LEA Plan, and 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 (SPSA)

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

The Local Educational Agency Plan (LEA Plan)

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

Categorical Program Monitoring (CPM)

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

Development Process for the LEA Plan

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

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

The LEA Plan can serve as a summary of all existing state and federal programs and establish a focus for raising the academic performance of all student groups to achieve state academic standards. In the context of this plan, improvements in instruction, professional development, course offerings, and counseling and prevention programs are means of achieving specific academic and support services goals for all groups of students, including identified underperforming 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>)
- Title III Accountability Reports (AMAO 1, 2 & 3) for English learners (<http://www.cde.ca.gov/sp/el/t3/acct.asp>)
- AYP Reports (<http://www.cde.ca.gov/ta/ac/ay>)

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

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

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

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

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

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

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

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

Step Three: Develop or Revise Performance Goals

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

Step Four: Revise Improvement Strategies and Expenditures

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

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

Step Five: Local Governing Board Approval

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

Step Six: Monitor Implementation

To verify achievement of performance targets, monitor areas such as:

- a) assignment and training of highly qualified staff;
- b) identification of participants;
- c) implementation of services;
- d) provision of materials and equipment;
- e) initial and ongoing assessment of performance; and
- f) progress made toward establishing a safe learning environment.

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

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

Planning Checklist for LEA Plan Development

LEA Plan - Comprehensive Planning Process Steps

1. Measure effectiveness of current improvement strategies
2. Seek input from staff, advisory committees, and community members.
3. Develop or revise performance goals
4. Revise improvement strategies and expenditures
5. Local governing board approval
6. Monitor Implementation

Federal 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	
X	Title I, Part A
	Title I, Part B, Even Start
	Title I, Part C, Migrant Education
	Title I, Part D, Neglected/Delinquent
X	Title II, Part A, Subpart 2, Improving Teacher Quality
	Title II, Part D, Enhancing Education Through Technology
X	Title III, Limited English Proficient
X	Title III, Immigrants
	Title IV, Part A, Safe and Drug - Free Schools and Communities
	Title V, Part A, Innovative Programs - Parental Choice
	Adult Education
X	Career Technical Education
	McKinney - Vento Homeless Education
	Individuals with Disabilities Education Act (IDEA), Special Education
	21 st Century Community Learning Centers
X	Other (describe): Title I Corrective Action
	Other (describe):
	Other (describe):
	Other (describe):

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.

State Programs	
	Economic Impact Aid (EIA) - State Compensatory Education
	EIA - Limited English Proficient
X	After - School Education and Safety Programs
	School and Library Improvement Block Grant
	Child Development Programs
	Educational Equity
	Gifted and Talented Education
	High Priority Schools Grant Program
	Tobacco Use Prevention Education (Prop 99)
	Immediate Intervention/ Under performing Schools Program
	School Safety and Violence Prevention Act (AB1113, AB 658)
	Healthy Start
	Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	English Language Acquisition Program
	Community Based English Tutoring
	Art/Music Block Grant
	School Gardens
X	Other (describe): Ag Incentive Grant
X	Other (describe): QEIA

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	\$52, 808	\$232, 076	\$267, 284	93.8%
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	\$13, 783	\$40, 720	\$51, 239	94%
Title II, Part D Enhancing Education Through Technology				
Title III Limited English Proficient	\$3, 934	\$42, 349	\$45, 377	98%
Title III Immigrants	0	\$4, 562	\$4, 290	94%
Title IV, Part A Safe and Drug-Free Schools				
Title V, Part A Innovative Programs - Parental Choice				
Adult Education				
Career Technical Education		\$60, 297	\$57, 426	95.2%
McKinney - Vento Homeless Education				
IDEA, Special Education				
21st Century Community Learning Centers				
Other (describe)				
Title I-LEA Corrective Action	\$29, 986	0	\$29, 986	100%
Total	\$100, 511	\$380, 004	\$455, 602	94.8%

District Budget for State Programs

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
EIA - State Compensatory Education				
EIA - Limited English Proficient				
School & Library Improvement Block Grant				
After School Education and Safety Program	0	\$188, 456	\$179, 482	95%
Child Development Programs				
Educational Equity				
Gifted and Talented Education				
Tobacco Use Prevention Education				
High Priority Schools Grant Program				
School Safety and Violence Prevention Act				
Tenth Grade Counseling				
Healthy Start				
Dropout Prevention and Recovery Act				
English Language Acquisition Program				
Community Based English Tutoring				
Other (describe)				
Ag Incentive Grant	0	\$14, 824	\$14, 824	100%
QEIA	0	\$361, 040	\$339, 419	94%
Total:	0	\$564, 320	\$533, 725	94.6%

Part II The Plan

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:

- Statewide standards, assessment, and accountability
- Local assessments and accountability
- Coordination and integration of federal and state educational programs
- 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:

- teachers with the subject matter knowledge and teaching skills to provide all students the opportunity to meet challenging state academic achievement standards, and
- principals the instructional leadership skills to help teachers provide all students the opportunity to meet the state's academic achievement standards.

School Safety and Prevention

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

Descriptions - District Planning

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

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.

The Pierce Joint USD covers over 325 square miles in rural, southern Colusa County and serves 1450 students enrolled in grades K-12 across five schools: two TK-5 elementary schools, one 6-8 junior high school, one 9-12 senior high school and one continuation high school. The district's student ethnic population is about 2% African American, 70% Hispanic, 25% White students and 3% from other ethnic groups including Asian, American Indian, and Filipino. About 70% of the students qualify for free/reduced meals. The district enrolls nearly 450 English learners (ELs) who comprise one third of the student population. Spanish is spoken by 97.5% of the English learners, and several other language groups form the remaining 2.5%. Approximately 500 (37%) students are identified as speaking only English; the remaining 62% come from homes where a language other than, or in addition to, English is spoken.

Four of the district's schools receive Title I funding. The Program Improvement (PI) status of these schools is as follows: Grand Island Elementary and Arbuckle Alternative High School are not in PI due to their small enrollments, Pierce High School is in year 2, Lloyd G. Johnson Junior High is in year 3, and Arbuckle Elementary is in year 5.

The Academic Performance Index (API) reports over the past four years have documented positive annual growth from 724 in 2009 to 761 in 2013. District wide, the 2011-12 Accountability Progress Report showed 50.4% percent of students scoring at or above the proficient level in English Language Arts (ELA) and 53.0% in mathematics. The district met the mathematics target through Safe Harbor, but did not meet the criteria for ELA. In terms of subgroup performance, the Hispanic/Latino subgroup, with 43.9% proficient for ELA, was the only group that did not meet AYP the criteria. All other subgroups met the AYP ELA and mathematics targets through Safe Harbor. An analysis of longitudinal, linear regression models displaying STAR results for the district and various subgroups show that although positive growth is evident over the past few years, the achievement gap between subgroups of students remains and will continue into the future if modifications are not implemented.

In 2007-08, the district entered year 4 of Title III accountability and subsequently developed and implemented an improvement plan for services to English learners over the next few years. In 2012, the district met all Title III accountability targets and exited from improvement status for this program. Between 2011 and 2012, the state reported that 61.9% of the district's ELs made the expected amount of progress in learning English, exceeding the 2011-12 target of 56.0%. Additionally, 53.0% of the ELs who have attended school for five or more years scored at the "English proficient" level (exceeding the 45.1% target), and 26.9% of the ELs in school for fewer than five years performed at this level, thus meeting the target of 20.1%. From 2010 to 2011, 115 ELs were reclassified as fluent English proficient (23.2%). In 2014/15 district entered year one of Title III program improvement.

All teachers in the Pierce Joint USD are considered highly qualified. The Pierce Joint USD's mission statement underscores its commitment to students achieving their highest educational goals individually and within a culturally diverse setting. The district also is committed to providing a highly qualified staff and a safe, clean and secure learning environment.

The goals adopted by the Board and the mission statement are supported by the superintendent, and will prepare students for college and career readiness as set forth in the common core state standards as well as implementing a new assessment system in 2014-15 to reflect these standards. With these goals in mind, the Pierce Joint USD is looking towards the future and can use the process of revising its LEA Plan to position itself to be successful in preparing its students for meaningful opportunities to choose from upon graduation from high school while building the structures and procedures to sustain long-term improvement in the district.

District Mission: The Pierce Joint Unified School District is committed to our students achieving their highest educational goals in a culturally/individually diverse setting by providing a highly qualified staff and a safe, clean, and secure learning environment. All community members are expected to be an active part of the educational setting of the Pierce Joint Unified School District.

District Goals:

1. Pierce Joint Unified School District students will graduate high school college and career ready.
2. Pierce Joint Unified School District students will feel a sense of connectedness academically, socially, emotionally, and physically in their schools.
3. Pierce Joint Unified School District will engage families and members of the greater school community as educational partners.

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, if any, that are in addition to the academic assessments described in the State Plan under section 1111(b) (3), that the local educational agency and schools served under this part will use to:

- 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 Pierce Joint USD uses the following assessments to address the issues above:

1. Adopted Core Assessments K-12 in Math and ELA (includes diagnostic tests)
2. Additional Assessment: K-6
 - A. California reading and Literature Project Assessments
 - K running records and BPST – end of year (reading specialist)
 - K phonics assessment- three times a year (teacher)
 - 1st running records and BPST – four times a year (teacher)
 - 1st-5th running records for struggling students – January (reading specialist)
 - K-5th running records – end of year (reading specialist)
 - Kindergarten uses sight words assessment from core
 - B. SRI
 - 1st – one time a year
 - 2nd – 11th grades - three times a year
 - C. District Writing Assessment (all are 4 point rubrics). Some are from the core and others are district created.
 - K – two times a year
 - 1st – four times a year
 - 2nd -6th – five times a year
 - 7th/8th – four times a year
 - 9th-12th – four times a year

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Fully implement the explicit direct instructional (EDI) model and use SDAIE strategies with ELs. Use universal access materials within the adopted curriculum appropriate for different EL CELDT proficiency levels, students with disabilities, and economically disadvantaged students.</p> <p>Deliver explicit and systematic literacy instruction at all grade levels which include oral language, academic language development and extensive opportunities for reading/writing. We will target comprehension, informational text and writing to support CCSS implementation.</p> <ul style="list-style-type: none"> • Site administrators will conduct 20 walkthroughs per month to verify instruction and use of materials. • Provide daily, in-class support with Literacy Coach (K-12). 	<p>Timeline Aug 2013-June 2018 20 walk-throughs per month for follow up on EDI instructional strategies and program fidelity. Persons Responsible: Superintendent, Principals, Literacy Coach</p>			
<p>Implement the pacing guides and benchmark assessments consistently within and across grade levels and schools.</p> <ul style="list-style-type: none"> • Site administrators will check quarterly/trimester pacing/curriculum guides, benchmark assessments and action plans to determine consistency of pacing throughout grades levels and departments, and student proficiency on standards. <p>Update pacing guides and benchmark assessments to align with the CCSS, as appropriate.</p> <ul style="list-style-type: none"> • Schedule sessions on Wednesday collaboration meeting calendar to update and align pacing guides and benchmark assessments. • Report Benchmark assessment results to the Board of Trustees each trimester. • Purchase NWEA system to use for benchmark reporting to stakeholders. • Use Illuminate system for formative assessment. 	<p>Timeline Aug 2013- June 2018</p> <p>Benchmarks- every trimester (K-12)</p> <p>Aug. 2015 - Dec. 2015 Pacing Guide Updates and Benchmark alignment Persons Responsible: Superintendent, Principals, Director of Technology</p>	<p>Early Release time- N/A Instructional</p>	<p>\$12,000 \$6,000</p>	<p>LCFF/Title I Funds General Funds</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Implement Response to Instruction and Intervention (RTI-2) Tiers 1-3 Tier 1: Core instruction aligned with CCSS and differentiated to accommodate students' individual needs. Systemic screening and diagnostic assessment to provide data to identify students who may be struggling with grade-level content and to allow teachers and parents to make informed decisions about referring student to Tier 2 instruction. (See Goal 1C for Tiers 2 and 3)</p> <ul style="list-style-type: none"> Implement timely student study teams and/or student success teams, DART, Collaborative Wed., and academic conferencing <p>3. Extended learning time: Provide extended learning opportunities to assist targeted students</p> <ul style="list-style-type: none"> Summer school for credit recovery and enrichment (grades K-12) After-school programs (ASES) and assistance for reading interventions (grades 2-8) Early/Late Kindergarten at Arbuckle Elementary Reading specialist work with grade 1-3 students at-risk of not meeting benchmarks Schedule grade 7/8 at-risk students into double reading/language development periods After school interventions provided by teachers. 	<p>Timeline Aug 2013-2018 SSTs (as needed), Collaborative Weds (weekly), DART (quarterly K-12), Academic Conferencing (twice yearly, K-5) Persons Responsible: Superintendent, Principals</p> <p>Timeline Aug 2013-June 2018</p> <p>Summer School: June-July 2013 - 2018</p> <p>All other interventions: after school, August 2013-June 2018</p> <p>Persons Responsible; Superintendent, Principals Reading Specialist</p>		<p>\$8000 \$25,000 \$145,000 89,111</p>	<p>Title I Migrant Ed ASES Title I</p>
4. Increased access to technology:				
5. Staff development and professional collaboration aligned with standards-based instructional materials:				
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):				
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):				
8. Monitoring program effectiveness:				
9. Targeting services and programs to lowest-performing student groups:				
10. Any additional services tied to student academic needs:				

Performance Goal 1 (continued):

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

Planned Improvement in Student Performance in Mathematics

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

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards: Continue implementing, with fidelity, the district's adopted 2014/15 K-12 Mathematics programs; aligned to the CCSS.</p>	<p>Timeline June 2013- June 2018</p> <p>Persons Responsible: Superintendent, Principals, Director of Technology, Business Manager</p>		<p>\$3000 \$40,000</p>	<p>Title I, Part A</p>
<p>2. Use of standards-aligned instructional materials and strategies: Fully implement the explicit direct instructional (EDI) model and use SDAIE strategies with ELs. Use the universal access components of the adopted materials appropriate for different EL CELDT proficiency levels, students with disabilities, and economically disadvantaged students.</p> <ul style="list-style-type: none"> Site administrators will conduct 20 walkthroughs per month to verify instruction and use of materials 	<p>Timeline Aug 2013-June 2018 Conduct 20 monthly walkthroughs each school month.</p> <p>Persons Responsible: Superintendent, Principals</p>			

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Update mathematics pacing guides and benchmark assessments.</p> <ul style="list-style-type: none"> Site administrators will check quarterly/trimester pacing/curriculum guides, benchmark assessments and action plans to determine consistency of pacing throughout grades levels and departments, use of benchmark assessments and student proficiency on standards <p>Review the benchmark assessments for vertical and horizontal alignment to ensure coherence in the assessments from classroom-to-classroom and grade-level to grade-level.</p> <ul style="list-style-type: none"> Schedule sessions on Wednesday collaboration meeting calendar to update and align pacing guides and benchmark assessments. Acquire software/computers to enable student practice with computer adaptive assessments. Report Benchmark assessment results to the Board of Trustees each trimester. <p>Implement Response to Instruction and Intervention (RTI-2) Tiers 1-3 Tier 1: Core instruction aligned with CCSS and differentiated to accommodate students' individual needs. Systemic screening and diagnostic assessment to provide data to identify students who may be struggling with grade-level content and to allow teachers and parents to make informed decisions about referring student to Tier 2 instruction. (See Goal 1C for Tiers 2 and 3)</p> <ul style="list-style-type: none"> Implement timely student study teams and/or student success teams (as needed), DART, Collaborative Wed., and academic conferencing (K-5). Implement spacial temporal math program (TK-8)_ <p>3. Extended learning time:</p>	<p>Timeline Jan 2013-June 2018 Benchmarks- every trimester Pacing Guide Updates and Benchmark alignment Acquire software and computers for computer adaptive testing. Persons Responsible: Superintendent, Principals, Director of Technology</p> <p>Timeline Jan 2013-June 2018 SSTs (as needed), Collaborative Weds (weekly), DART (quarterly), Academic Conferencing (twice yearly, K-5) Persons Responsible: Superintendent, Principals, Vice Principal-PHS</p>		\$10,000	<p>LCFF Title I</p> <p>Early Release time- N/A Instructional</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Provide extended learning opportunities to assist targeted students <ul style="list-style-type: none"> • Summer school for credit recovery and enrichment (grades 9-12) • Early/Late Kindergarten at Arbuckle Elementary • Provide a daily 7th period of instruction for math remediation for targeted middle school students • After school tutoring and interventions provided by teachers. 	Timeline Jan 2013-June 2018 Summer School: June-July 2013 - 2018 All other interventions: after school, March 2013- June 2018 Persons Responsible: Superintendent, Principals, Reading Specialist		\$25,000 \$145,000 89,111	Migrant Ed ASES Title I, Part A; PI LEA Corrective Action 89,111 (salary + benefits)
4. Increased access to technology:				
5. Staff development and professional collaboration aligned with standards-based instructional materials:				
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):				
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):				
8. Monitoring program effectiveness:				
9. Targeting services and programs to lowest-performing student groups:				
10. Any additional services tied to student academic needs:				

Description of How the LEA is Meeting or Plans to Meet this Requirement	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source	
Required Activities					
<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c).</p> <p>The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> • English proficiency; and • Academic achievement in the core academic subjects 	<ul style="list-style-type: none"> • The district fully implemented its Title III, Year 4 Action Plan (see Appendix Title III Action Plan). • The district has adopted CA Treasure's Program (K-6) Program 2, HOLT (6th – 12th) Program 2, and Milestones (6-12) to support English Language Development and literacy grades K-12. All of these are research-based and aligned with student academic content standards. Teachers use SDAIE techniques and differentiated instruction as part of their daily teaching pedagogy. • Ongoing formative and summative site assessments and the annual CELDT are used to measure increases in English Proficiency of students. The district has adopted benchmarks for expected outcomes for students in these programs. Data from these and from the State testing program are analyzed and used to measure student achievement growth over time. The same data is used to plan and modify ongoing programs, staffing and services. EL students 	<p>Principals, ELD teachers, classroom teachers/ August 2015-June 2016</p>	<p>Teacher time to update EL files, Illuminate system used to disaggregate data of EL students</p>	<p>\$19,966</p>	<p>LCFF Title II</p>

Description of How the LEA is Meeting or Plans to Meet this Requirement		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Required Activities					
	will have an English Language Profile that is updated quarterly to show progress on ELD standards and appropriate interventions. The file will be shared with parents at parent conferences.				
3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.					
a. designed to improve the instruction and assessment of LEP children;	<ul style="list-style-type: none"> Teachers in Pierce Joint Unified have been trained in SDAIE, CLAD, and other programs that allow for specialized instruction to meet the needs of students who are limited English proficient. These research-based approaches are particularly useful in differentiating instruction using the district-adopted programs referenced in Item 2 on the previous page. Teachers new to the district complete a 2-year induction that focuses heavily upon meeting the needs of EL students. All teachers met the legal requirements of CLAD, SB69 or SB395 certification. 	Principals, ELD Coordinator/August 2015-June 2016	Staff development training on EL strategies	\$20,000	LCFF Title I
b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;	<ul style="list-style-type: none"> On "early release days" each week, teachers participate in systematic and sequential staff development in current research trends regarding the most effective 	ELD teachers, classroom teachers, principals/August 2015-June 2016	Teacher planning time	\$169,481	LCFF Title I Title II

Description of How the LEA is Meeting or Plans to Meet this Requirement		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Required Activities					
<p>c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills;</p> <p>d. long term effect will result in positive and lasting impact on teacher performance in the classroom.</p>	<p>instructional strategies for accelerating the achievement of English Learners. Extensive training in CA Treasures, Milestones and Holt will continue, as well. CA Treasures program has an extensive component addressing the needs of EL students and provides a wealth of professional growth opportunities. Milestones provide additional resources for professional training related to English Language Development.</p> <ul style="list-style-type: none"> • Training on, and observation of consistent use of Explicit Direct Instruction and SDAIE strategies will be ongoing. • Principals are required to evaluate teachers using an instrument based on the California Standards for the Teaching Profession that includes standards for meeting the individual needs of students. 	<p>Principals/August 2015-June 2016</p> <p>Principals/March & April 2016</p>	<p>Professional Development time allocated to these strategies</p>	<p>\$45,000</p>	<p>LCFF Title I Title II</p>
<p>4. Upgrade program objectives and effective instruction strategies.</p>	<p>Check if Yes: X</p> <p>If yes, describe: K-12 teachers will provide deep systematic, explicit, and direct ELD instruction which includes building academic language and literacy using ongoing assessments to monitor</p>	<p>Principals, classroom teachers/August 2015-June 2016</p>			

Description of How the LEA is Meeting or Plans to Meet this Requirement	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Required Activities				
	<p>ELD progress, differentiating core and ELD instruction using proficiency information from the CELDT and informal ELD benchmarks/embedded assessments. K-12 teachers will use scaffolding techniques that are appropriate for students' CELDT proficiency level. All sites will provide flexible grouping where students are placed for ELD instruction according to their CELDT proficiency levels. District and site administrators will visit and observe ELA core and ELD classrooms regularly, in order to: a) verify that all ELs are instructed in ELD and in the core ELA curriculum; and b) that teachers are using strategies taught during professional development. All sites will provide collaboration opportunities during Wednesday staff development time for vertical articulation both within the sites and with feeder schools to ensure the EL program is implemented with fidelity. See Pierce Joint Unified School District Master Plan for English Learners adopted 2010.</p>			

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

Description of How the LEA is Meeting or Plans to Meet this Requirement		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Allowable Activities					
5. Provide: a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.	<p>Check if Yes: X</p> <p>If yes, describe: Tutorials and vocational education opportunities occur before school, during lunch, after school and during the summer months to provide students with additional support in academic and vocational skills. In addition, specialists in reading, ELD, speech and language and special education provide intensified instruction for identified students within the course of their daily schedule.</p>	Principals, ELD teachers, classroom teachers/August 2015-June 2016	Portion of Reading Specialist salary	\$16,027	Title III
6. Develop and implement programs that are coordinated with other relevant programs and services.	<p>Check if Yes: X</p> <p>If yes, describe: The district collaborates with Migrant Education to provide First Teacher, parent liaison K-12 and summer school. Woodland Community College offers ELD classes within the area.</p>	Superintendent, principals/August 2015-June 2016			

Description of How the LEA is Meeting or Plans to Meet this Requirement		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Allowable Activities					
7. Improve the English proficiency and academic achievement of LEP children.	<p>Check if Yes: X</p> <p>If yes, describe: The district will standardize the delivery and support for English Language Development programs throughout the district. All programs and services for LEP students are focused on improving their English proficiency and academic achievement as described in the section above. CA Treasures Program 2 was selected for K-6. Holt Program 2 has been selected. Milestones has been implemented grades 6-12 for language levels 1-3. Release time will be provided to teachers to collaborate and align ELD standards with ELA standards. High school students at the lower English proficiency levels will be provided an additional period block in their schedule for EL support in core subjects.</p>	Principals, ELD teachers/August 2015	Teacher salaries for additional periods of EL support in core content areas	\$17,835	Title III

Description of How the LEA is Meeting or Plans to Meet this Requirement		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source	
Allowable Activities						
8.	<p>Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families -</p> <ul style="list-style-type: none"> To improve English language skills of LEP children; and To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. 	<p>Check if Yes: X</p> <p>If yes, describe: All parents are encouraged to participate in site level and district level parent advisory groups. Literacy interventions involve consistent communication and coordination of parents as valuable members of each child's reading "team". Parents sign-off on nightly reading logs, attend grade level "family night" that focus on strategies to use at home, attend presentations of Reading Counts awards, and serve as volunteers in intensive literacy programs. Parent conferences held twice a year have a 90+% participation. ELAC/DELAC meetings will provide parents with information on how best to help children succeed academically.</p>	<p>Superintendent, principals/August 2015-June 2016</p>	<p>Parent Institute on Quality Education workshops provided in Spanish for parents</p>	<p>\$10,000</p>	<p>LCFF & Migrant Education</p>

Description of How the LEA is Meeting or Plans to Meet this Requirement	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Allowable Activities				
<p>9. Improve the instruction of LEP children by providing for -</p> <ul style="list-style-type: none"> • The acquisition or development of educational technology or instructional materials • Access to, and participation in, electronic networks for materials, training, and communication; and • Incorporation of the above resources into curricula and programs. 	<p>Check if Yes: X</p> <p>If yes, describe: The Rosetta Stone program for ELD is being utilized by students in ELD. The district has computers in all classrooms and school computer labs. The students have regular access to these resources. The district utilizes Illuminate to incorporate disaggregation of data to make decisions about program improvement. Milestones will be utilized to assist Beginning, Early Intermediate and Intermediate students. Accelerated Math and Reading Counts will be utilized to support all students at their language or academic level.</p>	<p>Principals, ELD teachers/August 2015-June 2016</p>	<p>Rosetta Stone Licenses</p>	<p>\$420</p> <p>Title III</p>
<p>10. Other activities consistent with Title III.</p>	<p>Check if Yes:</p> <p>If yes, describe:</p>			

**Performance Goal 2 (continued):
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		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Required Activities					
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;	The district sends a letter to parents each year in their primary language that identifies the students as LEP based on the home language survey and the results of the CELDT test, and the requisite need for appropriate language instruction.	Principals, site secretaries/Sept 2015	Postage	\$500	LCFF
b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement;	This letter (that was addressed in 1a.) shows the students language level proficiency. Academic achievement results are included too.				
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;	Students are instructed along with the fluent English speakers and primary language support is available in small groups, interventions, and individually if needed.				

Description of How the LEA is Meeting or Plans to Meet this Requirement	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Required Activities				
<p>d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;</p>	<p>Student ELD profiles list ELD proficiencies and interventions the student is currently assigned. Progression of the ELD profiles are shared with parents at parent conferences. The district uses CELDT results to inform parents of overall student proficiency. Discussions are held to determine most effective interventions based on this data.</p>			
<p>e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;</p>	<p>Through the use of SDAIE techniques among others, students will be assisted in learning English and meeting promotion and graduation standards. Method of instruction and assessment for the various English Learner programs will be explained at ELAC/DELAC meetings.</p>			
<p>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;</p>	<p>The district notifies parents of all testing results of the CELDT, LAS (Primary Language Assessment), district benchmarks, CAHSEE and CAASPP testing. These notifications also include written summaries of performance and where required, specific expectations for exiting and/or reclassification.</p>			

Description of How the LEA is Meeting or Plans to Meet this Requirement	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Required Activities				
<p>g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;</p>	<p>The district uses the CELDT test results and incorporates these results into the student's IEP with parent input. The site administrator and the site special education coordinator collaborate and review state test scores, CELDT scores, and other academic performance measures to help determine the appropriate language placement.</p>			
<p>h. information pertaining to parental rights that includes written guidance detailing -</p> <p>i. the right that parents have to have their child immediately removed from such program upon their request; and</p> <p>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;</p> <p>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.</p>	<p>The district notification process includes information about the waiver process, parent option for participation or non-participation and description of the program that district is implementing.</p> <p>Written notification includes notification that parents can remove their child from any program upon request and encourages parents to seek additional information and assistance from district and site staff regarding alternative program/service selection.</p> <p>(see Pierce Joint Unified School District English Learner Master Plan adopted 2010 at www.pierce.k12.ca.us)</p>			

Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.

The information listed above is provided within 30 days of enrollment of the beginning of the school year. Parents of students who arrive after this time are notified as soon as the student's CELDT results are known.

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.

The district will notify parents within 30 days of the notification to the district that the LEA has not made AYP. The notification will also include the reasons for the failure to make adequate yearly progress.

**Performance Goal 2 (continued):
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		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Allowable Activities					
1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:	<p>Check if Yes: X</p> <p>If yes, describe: The district provides its own "Family Nights" and parent meetings to showcase student achievement and teach parents age appropriate strategies that enhance literacy development. Parent workshops will be offered through PIQE Parent Institute for Quality Education.</p>	Principals, classroom teachers/August 2015-June 2016	PIQE institute costs	\$10,000	LCFF & Migrant
2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:	<p>Check if Yes: X</p> <p>If yes, describe: Paraprofessionals and teachers have been SDAIE trained and receive ongoing training in effective instructional strategies, how to use the adopted state texts most efficiently and "best practices" in reading, writing and math instruction. A district wide literacy coach coordinates these efforts.</p>	Principals, literacy coach/August 2015-June 2016	Literacy coach	\$82,221	Title I Title II

Description of How the LEA is Meeting or Plans to Meet this Requirement	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source	
Allowable Activities					
3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	<p>Check if Yes: X</p> <p>If yes, describe: The district works with migrant student services to provide school to career counseling and summer school. After School programs exist K-12. College and Career Counseling Technician will do outreach to immigrant parents to form a college/career plan with these specific students.</p>	High school counselor, college and career counseling technician/August 2015-June 2016	10% of college and career counseling technician salary	\$4,562	Title III
4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	<p>Check if Yes: X</p> <p>If yes, describe: K-12 students working on increasing primary language reading proficiency work with materials and educational software designed specifically for their needs in a program. ELD resource staff also coordinates the "newcomer" services which include specific tutorials and materials matched to students' academic needs.</p>	ELD teachers, principals/August 2015-June 2016	resource materials		

Description of How the LEA is Meeting or Plans to Meet this Requirement	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Allowable Activities				
<p>5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:</p>	<p>Check if Yes: X</p> <p>If yes, describe: The cost of maintaining “newcomer” services is directly related to this program. The purchase of supplemental classroom supplies includes photo libraries that support the core reading series, realia that promotes manipulation and visual learning, educational software specific to the needs of immigrant children and the purchase of basic school supplies (binders, paper, rulers, crayons, etc.) that give immigrant students access to classroom success.</p>	<p>ELD teachers, principals/August 2015-June 2016</p>	<p>classroom supplies</p>	
<p>6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:</p>	<p>Check if Yes:</p> <p>If yes, describe:</p>			
<p>7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:</p>	<p>Check if Yes: X</p> <p>If yes, describe: The district works with Migrant Education and the County Health Department to provide services to immigrant children. First 5 funds the Family Action Center located on the Arbuckle Elementary site. Food, clothing, and access to county/state support services are offered at the Family Action Center.</p>	<p>Superintendent, principals/August 2015-June 2016</p>		

Performance Goal 3:

By 2005 - 06, all students will be taught by highly qualified teachers.

Summary of Needs and Strengths for Professional Development

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

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

Strengths	Needs
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"highly qualified" according to the federal definition. All of our new teachers have participated in BTSA. 100% of our teachers have certification of CLAD, BCLAD, SDAIE, or some other kind of certification that allows them to specifically instruct students who speak a language other than English.

Our API has risen from 632 in 2003 to 737 in 2010.

16% of the teaching staff has a master's degree.

80% of the administrative staff have a master's or doctorate degree.

3 of the 8-12 math teachers participated in a county wide math grant based upon lesson study. 2 admin completed AB75 training in CA Treasures. The Literacy Coach has participated in training throughout the year at Yuba City Unified on CA Treasures.

goal and AMAO 2 goal. We are holding reclassification ceremonies in the fall and the spring after the release of CST test results and CELDT test results. 2009-10 target AMAO1 = 54.6%, PJUSD had 62.9%; AMAO 2 less than 5 years in ELD = 21.7%, PJUSD had 25.4%; AMAO 2 more than 5 years in ELD = 43.7%, PJUSD had 57.7%. AMAO 3 has consistently not been met. The Hispanic subgroup, English Learner subgroup, and socioeconomic subgroup did not make proficiency in 2010 English Language Arts. The Hispanic group and low socioeconomic group did not make proficiency in math. The English Learners made Safe Harbor in Math. 924 of our enrolled 1309 students are Hispanic. 7 students were enrolled at Arbuckle Alternative High School and 1 graduated. 87 were enrolled at Pierce High School and 86 graduated. The district did not make the graduation target.

Six years ago we began work studying direct explicit instruction, EDI, throughout the district. We learned from research, Marazano, Classroom Instruction that Works that it was evident that we needed to improve the first instruction so that more students would become proficient. From the first trainings our district's API scores have risen (632 - 737). We know that in classrooms where consistent explicit instruction and formative assessments are being used scores have risen. We have found that the use of the EDI is not consistent throughout the entire district. Thus, we need to continue to implement the EDI strategies so that they are evident throughout every classroom in the district. In addition, we learned through our study of the book, Explicit Direct Instruction, EDI, DATAWORKS, checking for understanding is one of these most critical instructional strategies. Frequent checking for understanding throughout the lesson, as well as other Explicit Direct Instructional strategies, are critical for all learners, but especially the English Learners. In addition, though all of our teachers have English authorization, it is evident that we need to revisit SDAIE strategies linked to EDI. The consistent use of the SDAIE strategy of explicit academic language is necessary in all classrooms.

Though we have worked on SMART goals throughout the district, there is not consistency at all sites. Additional training and monitoring of action plans that include instructional goals related to those students not reaching proficiency on benchmark assessments need to be at a minimum quarterly. Fluid interventions based upon student action plans with specific, measurable, attainable, results based and time bound goals need to be created and monitored. EL profiles will be monitored quarterly on ELD and academic progress.

Further analysis of the STAR ELA showed the areas of concern are comprehension, literary analysis and writing. Training on the newly adopted K-6 CA Treasures Program 2, and the soon to be adopted 7-12 Holt Program 2 will focus on fidelity of use of the materials and specific focus on comprehension, literary analysis and writing.

Math is another area that our Hispanic and low

Performance Goal 3:

By 2005-06, all students will be taught by highly qualified teachers.

Planned Improvements for Professional Development (Title II)

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

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State’s challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <ul style="list-style-type: none"> The administrative leadership team and site teams conduct annual needs assessment based on student performance data and criteria as it related to highly qualified teachers. These staff development needs will be addressed through a variety of methods including staff release time, classroom observations, professional literature, and attendance at conferences and workshops. An annual evaluation of the effectiveness of these activities will be conducted with a goal of continuing the most effective or at looking for more effective programs 	<p>District leadership/ Site leadership teams 8/2011-6/2012</p>	<p>See section 5 for staff development and professional collaboration aligned with standards-based instruction materials under Reading and math</p>		
<p>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</p> <ul style="list-style-type: none"> The administrative leadership team regularly reviews the recommendations from the Region 3 Sacramento COE about the latest research on effective practices that are demonstrating promise for student progress towards content standards. Particular attention will be paid to practices that are moving the lowest performing students to higher achievement levels. These methods are expected to achieve results by virtue of the very fact that they are based on research that purports to demonstrate their effectiveness. Focus will be on: <ul style="list-style-type: none"> Explicit Direct Instruction Implementation of full, grade level instructional minutes of ELA/ math. Implementation of core with fidelity. Correlation of state adopted curriculum to CCCSS, CA Core Content State Standards Coaching and peer support by both teachers and administrators will focus on effective instructional strategies that improve student achievement. 	<p>District leadership Region 3, Sacramento COE</p> <p>Teachers/Admin/ Sacramento County Office of Education</p> <ul style="list-style-type: none"> 20 walk throughs a month 	<p>See section 5 for staff development and professional collaboration aligned with standards-based instruction materials under Reading and math</p>		

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <ul style="list-style-type: none"> • Staff development based on standards and targeted particularly toward the lowest achieving low-income students will clearly show by student achievement scores and progress toward standards mastery that a positive impact is being measured. These outcomes will be used by the leadership teams to further refine staff development efforts particularly as they have an effect on the under-performing students • The use of differentiated instruction will lead to increased student achievement particularly for minority and low-income students 	<p>Principals/teacher/ district leadership 8/2011</p> <p>Staff On-going</p>	<p>See section 5 for staff development and professional collaboration aligned with standards-based instruction materials under Reading and math</p>		
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <ul style="list-style-type: none"> • The administrative leadership team with input from site staff will coordinate staff development efforts that are designed to improve both the number of students who are achieving state standards as well as the degree of competency that they demonstrate. Staff development topics will focus on methods that allow teachers to both integrate and to differentiate instruction so that all students will meet or exceed state standards. These topics will also include study and use of Explicit Direct Instruction and SDAIE. Methods of working with classroom management, parent involvement, and additional interventions that lead to student achievement of high academic achievement standards will also be a focus. 	<p>Staff On-going</p> <p>Administrators/Staff Wednesday Collaboration days/Professional development days</p>	<p>See section 5 for staff development and professional collaboration aligned with standards-based instruction materials under Reading and math</p>		
<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <ul style="list-style-type: none"> • Teachers will be taught format for use of collaboration time. 	<p>Site Admin/Annually On-going 8/2012 8/2011 train 12/2011 review 5/2012 evaluate</p>	<p>See section 5 for staff development and professional collaboration aligned with standards-based instruction materials under Reading and math</p>		

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • Teachers will use collaboration time to focus on selecting benchmark assessments for key/essential standards, joint review of student work, and planning, revising/reviewing/re-teaching based on analysis of data • Principals' professional development will combine the leaders' role in supporting standards implementation, organization, and management for continuous improvement and addressing diverse needs of students including the use of SMART goals to establish action plans. • Continuous study and implementation of Explicit Direct Instruction. 	<p>Site Admin/Teachers</p> <ul style="list-style-type: none"> • collaboration Wed. • Quarterly benchmarks • Academic Conferences (3) 8/2011-6/2012 <p>Administrators</p> <ul style="list-style-type: none"> • Trainings • Conferences • Admin Coaching 8/2011-6/2012 <p>Admin/Teachers</p> <ul style="list-style-type: none"> • Finish EDI book by 2012 • Begin EDI for EL's book by 2013 			
<p>6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <ul style="list-style-type: none"> • The district plans to support teachers to disaggregate data and decision-making around that ability. The cost of this support will be borne through a combined use of part D funds, as well as part A funds. 	<p>District staff</p>	<p>Stipends</p>	<p>\$1,000</p>	<p>Title II/District</p>
<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p>				

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> Through the planning of site administrators and technology coordinator, the district will increase access to data, timeliness of data, and maintenance of the system. 	Site administrators/ Technology Coordinator <ul style="list-style-type: none"> Quarterly district technology meetings 	Stipends	\$1,000	Title II/District
8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan: <ul style="list-style-type: none"> District leadership have gathered input from the groups listed above at SSC, Surveys, ELAC and DELAC 	District staff	None	None	
9. How the LEA will provide training to enable teachers to: <ul style="list-style-type: none"> Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; Involve parents in their child's education; and Understand and use data and assessments to improve classroom practice and student learning. 				

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
<ul style="list-style-type: none"> • The district has a strongly enforced and well-publicized progressive discipline policy and dress code. • There is a clear set of emergency procedures. Practice drills are conducted. • Administrators and staff support the view that emotional, psychological and social needs of students are intrinsically related to academic achievement and promote this approach. • District Health/Safety Committee meets monthly. • The physical environment is well maintained and classrooms have been modernized to facilitate learning; there is a district plan to support this as an ongoing process. • Conflict Management implemented in grades 1-5. • Girls' Circle and Boys' Council overseen by Probation Grades 7-12. • Colusa County Office of Education provided some staff with a poverty training Spring 2010 • Cyberbullying lessons taught K-12 • Some staff attended training on bullying Fall 2009 • Parent bullying training offered Fall 2009 • CHP presented The Right Turn Program 7th - 8th grades Spring 2010 • Outside the Classroom- 9th graders. • Active Friday Night Live group grades 7-12. • Colusa County Office of Education provides 2 paraeducators to provide the Primary Intervention Program (PIP) and second step for grades K-3. 	<ul style="list-style-type: none"> • A sensitivity of different cultures in order to heighten parent involvement. • Opportunities for students to participate in the decision-making process and to have a voice in school climate issues need to be created. • Tolerance activities are not systematically integrated into learning activities i.e., gender, culture, ethnicity, learning styles, etc. • Continued training in student use of peer conflict mediation.

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

Activities

1. The district Health/Safety Committee meets monthly to address topics of school climate, nutrition, and implementing resiliency principles (caring, high expectations and meaningful participation) for staff and other partner agencies and parents.
2. Peers will be trained yearly in conflict resolution and peer mediation at 4-5.
3. Research-validated curriculum, Life Skills, will be taught in the middle school; teachers will be trained.
4. Research-validated curriculum, Caring School Community, will be taught in the elementary school; teachers will be trained.
5. Project Toward No Tobacco (TNT) will be taught to 4th – 5th grades since Caring School Community does not have a tobacco prevention component.
6. A District Attendance Review Board (DART) made of PJUSD Administrators who assist families of students who are truant, and/or have behavior/discipline problems.
7. Coordination of services between families, school and Family Action Center.
8. Colusa County Behavioral Health provides counseling.
9. Multiple opportunities for student involvement in leadership roles and extracurricular activities grades 1-12.
10. Use of advisement period grades 9-12.
11. Project Toward No Drug Abuse (TND) has been implemented at grade 9.

Appendix:

- Arbuckle Elementary School Parent Compact
- Johnson Junior High School Parent Compact
- Pierce Joint Unified School District's Discipline Matrix
- Pierce Joint Unified School District's Dress Code Policy

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
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Strengths	Needs
<ul style="list-style-type: none"> • There is an ongoing data collection on ATODV through the CHKS, and district surveys. Additional information is gathered on crime incidents, expulsion, suspensions, discipline records and surveys. • Safe School Plan and emergency plans are reviewed and updated annually. • Emergency plans are coordinated with fire department and sheriff's department. • Local county agencies provide services to at-risk students and their families in counseling related to tobacco, drug, and alcohol abuse. • A research-validated curriculum for tobacco, marijuana and alcohol is taught by trained staff at the middle school. • Yearly training for conflict mediation facilitators is conducted for grades 4-5. • Caring School Communities, a research-validated curriculum for alcohol and other Drugs and Safe Schools was implemented Fall of 2003. • Grades 4 and 5 will use Project Toward No Tobacco Use (TNT) since the Caring School Communities curriculum does not cover tobacco prevention. • Project Toward No Drug Abuse was implemented Fall 2001, grade 9. • 2009 CHKS showed 4% of 7th graders have used cigarettes in the past 30 days - a 2% decrease from baseline data. • 2009 CHKS showed 0% of 5th graders had ever used marijuana - a 3% decrease from baseline data. • 2009 CHKS showed 49% of 5th graders feel very safe at school - a 7% increase from baseline data. • 2009 CHKS showed 27% of 7th graders being afraid of being beaten up - a decrease of 6% from baseline data. • 2009 CHKS showed 63% of 5th graders reported high levels of high expectation from a teacher or other adult at school - a 5% increase from baseline data. • 2009 CHKS showed 61% of 11th graders reported high levels of high expectation from a teacher or other school adult - a 20% increase from baseline data. • 2009 CHKS showed 24% of 5th graders and 20% of 7th graders reported high levels of opportunities for meaningful participation in their schools - an increase of 10% and 9% respectively from baseline data. • 2009 CHKS showed 67% of 5th graders and 66% of 11th graders reported high levels of school connectedness - an increase of 23% and 21% respectfully from baseline data. 	<ul style="list-style-type: none"> • Sheriff's Department Grant – expired and district was not granted a Safe School Grant. Thus, we no longer have a school resource officer. • Continue alcohol education in high school. • Find ways to increase the feeling of safety in 7th grade. • 2009 CHKS showed 52% of 11th graders had used alcohol in the past 30 days - an increase of 4% from baseline data. • 2009 CHKS showed 25% of 11th graders had used marijuana in the past 30 days - an increase of 4% from baseline data. • 2009 CHKS showed 13% of 7th graders feel very safe at school - a decrease of 10% from baseline data. • 2009 CHKS showed 16% of 11th graders reported high levels of meaningful participation at their school - a decrease of 12% from baseline data. • All new elementary teachers need continued training in Caring School Communities.

Performance Goal 4:

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

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

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

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

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures from the California Healthy Kids Survey	Most Recent Survey date: 10/2009 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will decrease biennially by:	5th: 3% 7th: 7%	5th: 1% 7th: 4%
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by:	7th: 4% 9th: 10% 11th: 11%	7th: 1% 9th: 1% 11th: 1%
The percentage of students that have used marijuana will decrease biennially by:	5th: 0% 7th: 7%	5th: 1% 7th: 1%
The percentage of students that have used alcohol within the past 30 days will decrease biennially by:	7th: 20% 9th: 34% 11th: 52%	7th: 1% 9th: 1% 11th: 1%
The percentage of students that have used marijuana within the past 30 days will decrease biennially by:	7th: 4% 9th: 15% 11th: 25%	7th: 2% 9th: 2% 11th: 2%
The percentage of students that feel very safe at school will increase biennially by:	5th: 49% 7th: 13% 9th: 22% 11th: 26%	5th: 2% 7th: 2% 9th: 5% 11th: 2%
The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by:	7th: 27% 9th: 21% 11th: 12%	7th: 5% 9th: 5% 11th: 5%

Tuancy Performance Indicator	Most recent date: 10/2009 Baseline Data	Biennial Goal (Performance Indicator)
<p>The percentage of students who have been truant will decrease annually by from the current LEA rate shown here.</p> <p>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</p>	15%	2%
Protective Factors Performance Measures from the California Healthy Kids Survey	Most recent date: 10/2009 Baseline Data	Biennial Goal (Performance Indicator)
<p>The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by:</p>	5th: 60% 7th: 40% 9th: 27% 11th: 38%	5th: 10% 7th: 10% 9th: 10% 11th: 10%
<p>The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by:</p>	5th: 63% 7th: 59% 9th: 44% 11th: 61%	5th: 5% 7th: 5% 9th: 5% 11th: 5%
<p>The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by:</p>	5th: 17% 7th: 20% 9th: 15% 11th: 16%	5th: 5% 7th: 5% 9th: 5% 11th: 5%
<p>The percentage of students that report high levels of school connectedness at their school will increase biennially by:</p>	5th: 67% 7th: 51% 9th: 42% 11th: 66%	5th: 5% 7th: 5% 9th: 5% 11th: 5%

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.

Program 1	
Science Based Program Name:	Life Skills
Program ATODV Focus:	AODT
Target Grade Levels:	6-8
Target Population Size:	300
Purchase Date:	8/02
Staff Training Date:	
Start Date:	10/02
Program 2	
Science Based Program Name:	Caring School Community
Program ATODV Focus:	AODS
Target Grade Levels:	K-5
Target Population Size:	600
Purchase Date:	6/03
Staff Training Date:	8/19/03
Start Date:	9/03
Program 3	
Science Based Program Name:	Project Toward No Tobacco Use (TNT)
Program ATODV Focus:	T
Target Grade Levels:	4-5
Target Population Size:	220
Purchase Date:	9/01 and ongoing
Staff Training Date:	10/03
Start Date:	9/01 and ongoing

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.

Activities	Program ATODV Focus	Target Grade Levels
X After School Programs	ATODV	2-12
X Conflict Mediation/Resolution	V	4-8
X Early Intervention and Counseling	ATOV	K-12
Environmental Strategies		
Family and Community Collaboration		
Media Literacy and Advocacy		
Mentoring		
Peer - Helping and Peer Leaders		
X Positive Alternatives	ATOV	4-12
X School Policies	ATODV	K-12
X Service - Learning/Community Service	V School/Community connectedness	9-12
Student Assistance Programs		
X Tobacco - Use Cessation	T	6-12
X Youth Development Caring Schools Caring Classrooms	AODV	K-5
X Other Activities	ATODV	4-8

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

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

Program 1	
Promising Program Name:	Outside the Classroom
Program ATODV Focus:	A
Target Grade Levels:	9
Target Population Size:	100
Purchase Date:	11/08
Staff Training Date:	
Start Date:	11/08

Program 2	
Promising Program Name:	
Program ATODV Focus:	
Target Grade Levels:	
Target Population Size:	
Purchase Date:	
Staff Training Date:	
Start Date:	

Program 3	
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.

The district has been using 'Caring School Communities in grades K-6. The 6th – 8th implemented Life Skills in the Fall of 2002. Project Toward No Drug Abuse was selected for 9-12. The site committees reviewed data from a variety of sources including CHKS and CSSA to determine the best programs to meet our needs.

Life Skills was selected for its high ratings in teaching all of the strands of ATODV. It is a program that met the needs of the junior high and could be implemented easily into their existing program.

The Child Development Project (CDP), Caring School Communities, was selected for both of our K-5 schools after reviewing the CKHS and CSSA. Since the elementary school was part of a five-year federal/state/Character Education Grant, the CDP matched the existing things we were already doing in making our school environment a caring community. It was a program that would enhance the class meetings, conflict facilitation, peer-tutoring, and monthly family nights that had already been instituted. Since the schools are ranked 3-6 in statewide ranking of the STAR testing, the CDP matched our needs in being a program that focuses on building "caring communities of learners," raising academic achievement levels, and decreasing ATOD use.

Use of Project Toward No Tobacco Use, (TNT) was implemented in grade 6 in 2000. Since the Life Skills program has tobacco education with the curriculum, TNT will be used in the 4th and 5th grades.

After reviewing programs with the Prevention Education Coordinator at the County Office of Education and reviewing data from CSSA, the health teacher at the high school has selected Project Toward No Drug Abuse (TND) for grade 9.

The activities selected from Appendix D are meant to supplement and extend the content and lessons in our ATODV curriculum. The selection of these activities has been based on data collected from the CHKS, CSSA, other local sources, and research from Results. This research shows the importance of youth development/asset acquisition to academic achievement and success in life, ATOD use, involvement in risky behaviors, and aggressiveness. So, as a result of our analysis we have selected the following activities: "After-School Programs," "Conflict Mediation/Resolution," "Early Intervention and Counseling," "Positive Alternatives," "School Policies," "Service Learning/Community Service," "Tobacco-Use Cessation," and "Youth Development Caring Schools and Caring Classrooms."

Evaluation and Continuous Improvement (4115 (a)(2)(A))

Provide a description for how the LEA will conduct regular evaluations of the effectiveness of the LEA's alcohol, tobacco, other drug use and violence prevention program. Describe how the results of the evaluation will be used to refine, improve and strengthen the program.

The district conducted the CHKS in 2001 and continues to use it every other year as required. Resiliency modules will be used every year due to the focus of youth development in this district. In the CHKS survey off-year, students at each site will fill out a short questionnaire to measure progress toward goals. Students will also complete pre/post tests after curriculum series to assess changes in knowledge, attitude, and intentions to use ATOD and participate in violence acts. We will also continue to ask our local law enforcement agency and county Behavioral Health to provide information they may know about related to levels of ATODV. These agencies will also be asked to identify other ATODV related needs of students, parents, families, and the community in general.

The yearly information will be analyzed by the district Health/Safety Committee. The data will be looked at to determine both district-wide trends and specific strengths and needs at each site. Yearly survey administration will allow us to determine trends for ATODV. This will be formulated into annual site Safety Plans and will be shared with the Health/Safety Committee, parent groups, staff and students. The Health/Safety Committee will take feedback from stakeholders and use the information to refine, improve and strengthen the district-wide programs.

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

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

Data Collection Timeline:

CHKS data was first collected in 2001. Baseline data is based on the 2003 CHKS data. Progress data has been collected in 2005, 2007, and 2009

After each series of prevention lessons (throughout the school year for each year of the plan), post-test information on changes in knowledge, attitudes and intentions will be collected.

Staff, students and parents will complete consumer satisfaction surveys the beginning of May 2003 and each May thereafter.

Reporting Timeline:

The summary of information will be reported during the monthly district Health/Safety Committee meeting.

Summary information will be made available to parents in school newsletter and will be included in Single Site Plans.

The summary of information will be reported to the District Board of Education.

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])

The school district defines the highest need students as students who receive Title I services, live in single parent households, are English Language Learners, have emotional and mental health problems, have received a discipline citation, have recurring absences, and/or are performing below standards.

The following services are funded for students with the greatest needs:

Early identification and intervention services with counselors from county departments

After-school activities that focus on academic tutoring: mentoring and opportunities to participate in non-academic, creative and athletic activities

A referral system for family counseling and support services

Youth development projects such as service-learning

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.

Our district Health/Safety Committee is comprised of members from other funded programs. The committee has Colusa County law enforcement representation, parent representation from each site, nursing, teacher and administration representation from each site. Other county agencies attend the meeting. Concerns from school site committees are brought from each site to the district community. This integrated communication network between agencies and committees looks at common elements of each goal and ensures best practices in teaching strategies and also the coordination of prevention efforts will occur.

Parent Involvement (4115 (a)(1)(e))

Provide a brief, but detailed, description of the parent involvement and describe the parent notification procedures used to meet requirements under NCLB Title IV, Part A - SDFSC program.

Parents are involved in our district at many levels, such as planning and designing programs, implementing strategies as volunteers in the classroom and volunteering on committees such as the Health/Safety Committee and the School-Site Committee. Parents are recruited from all ethnic and socioeconomic groups in our district to be representatives on the above committees. Regular communication through the beginning of the year welcome packages and our parent newsletters will continue to inform parents of a variety of issues and report our survey results yearly. A Parent/Teacher/Student Compact is signed by all parties each year. Other notification procedures on such issues as Safe School Status are in place to meet the required timelines indicated by NCLB.

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.

Once pregnant minors or minor parents are identified by the district they will meet with a nurse from their school. The nurse assesses what services are needed including whether the minor uses tobacco or has family members who use tobacco products. Cooperative agreements with county agencies provide cessation counseling on a one-to-one basis and/or refer the minors to such groups as those run by the American Lung Association. The counselor provides case management to the adolescent assuring these linkages are completed and follow-up provided.

TUPE Funded Positions (Health & Safety Code 104420(b)(3))

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

Position/Title	Full Time Equivalent
Colusa County Office of Education SDF Coordinator	
Colusa County Office of Education TUPE Coordinator	

**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.

5.1 (High School Graduates)	
Activities/Actions	• All students are assigned an advisor on entering the school. A four-year academic plan is completed and updated each semester. Advisor meets with parents twice a year to update them on the student's progress. A counselor works with the advisor/student to help assess the student's progress.
Students Served	All students
Timeline/ Person(s) Involved	The counselor meets with all new students who enter high school. The teacher/advisor meets with the students every week. Administrators, counselors and parents meet as needed.
Benchmarks/ Evaluation	The school will increase its graduation rate by 5% by 2013
Funding Source	General funds
5.2 (Dropouts)	
Activities/Actions	<ul style="list-style-type: none"> • Student Study Teams • Counseling support K-12 • Target Tutoring • District and departmental articulation activities designed for K-12 • Data analysis activities • Alternative education setting and home schooled students • DART-Probation • Girls' Circle/Boys' Council Probation • After School Programs • Counselor – Colusa County Mental Health • Migrant Education counselor on campus
Students Served	All students
Timeline/ Person(s) Involved	District and Site Staff and Administrators Probation Colusa County Mental Health Migrant Education
Benchmarks/ Evaluation	The dropout rate will decrease by 5% by 2013. Identified students will go through DART process. Any identified students will receive counseling services to support them in staying in school. Students will be provided opportunities to enroll in alternative educational programs that may better meet their needs, i.e., home school, modified independent study, work experience.

Funding Source	<p>General funding</p> <p>Probation Department</p> <p>ASSETS</p> <p>Mental Health</p> <p>Migrant Education Funding</p> <p>EIA.SCE</p>
5.3 (Advanced Placement)	
Activities/Actions	<ul style="list-style-type: none"> • 2 AP classes are offered at Pierce High School: (Calculus and Spanish) • Train more teachers in Advanced Placement • Use of on-line programming • Partnership with community and 4-year colleges
Students Served	Gifted and Talented Education students, traditionally underserved AP populations
Timeline/ Person(s) Involved	<p>PHS, AAHS staff and Administration</p> <p>PHS Counselor</p> <p>Barstow Community College On-Line/Woodland Community College</p>
Benchmarks/ Evaluation	Increase the number of students taking AP/College classes by 5%
Funding Source	<p>General Fund</p> <p>Categorical Flexibility</p>

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: <ul style="list-style-type: none">• 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.	
Describe how the low-income measure described above is used to rank and select schools to receive Title I funds <ul style="list-style-type: none">• 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.	

Additional Mandatory Title I Descriptions

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

Please provide a general description of the nature of the programs to be conducted by the LEA under Sections 1114, "Schoolwide Programs," and/or Section 1115, "Targeted Assistance Schools." All ten of the required components must be addressed.

For more information on Schoolwide, please go to <http://www.cde.ca.gov/sp/sw/rt>.
For Targeted Assistance go to <http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp>.

Schoolwide Programs (SWP) - Resources to Upgrade the Entire Educational Program

LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:

- A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards.
- Effective methods and instructional strategies based on scientifically-based research.
- Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.
- Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards.
- Instruction by highly qualified teachers and strategies to attract and keep such teachers.
- High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff.
- Strategies to increase parental involvement.
- Assistance to preschool children in transitioning from early childhood programs to elementary school programs.
- Timely and effective additional assistance to students who experience difficulty mastering state standards.

and learning. CST information is broken down by grade level at the elementary schools and the information is given to each instructor to analyze their students for strengths and weakness of instruction. This is used to modify instruction for the incoming students. EduSoft is used to disaggregate CST information by student demographics for breakdown and analysis. Thematic assessments are given at the elementary from California Treasures and SRI assessments. Benchmark assessments are done 4 times a year at all levels and reported to the board on a quarterly basis. All schools have an intervention process. The elementary schools have an intervention by grade level by proficiency level and students are sorted and resorted according to levels of proficiency. All staff use the CST and Benchmark information to make modifications in instruction and assist students in after school programs for remediation.

Pierce Joint Unified District has adopted district wide, Explicit Direction Instruction as the primary delivery model. Data works has done staff inservicing on EDI as well as being utilized to continue inservicing staff on EDI for EL learners. Walk-throughs are done on a regular basis with feedback being delivered after each walk-through.

The district has used the after school programs at the high school for extended learning time for remediation, as well as summer school along with Title I monies. K-8 has an after school program for extended time for remediation in ELA, reading and writing, and Math. The after school program, Assets at the high school ended in 2012 due to lack of funds. The after school program at the K-8 level, ASES continues.

Early/Late Kindergarten is at Arbuckle Elementary School.

The high school and junior high run a summer school boot camp program for identified 8th graders who have low organizational and academic skills to transition to high school. The high school has a summer school for credit recovery.

Math intervention for grades 4-12 through after school tutoring ASES programs. High School students who have not passed CAHSEE participate in after school programs and CAHSEE Boot Camps. Summer school for targeted, incoming 9th graders, who are low achieving, to assist in transitioning to high school by developing study skills and organizational skills Summer school for 10-11 graders who need credit recovery.

All of the teachers in the district are CLAD certified and meet all requirements of credentialing. As a requirement, only those who are CLAD certified are interviewed. Stipends for CLAD and BCLAD are given to staff members who qualify.

The district will develop a multi-year process for staff development that will:

- incorporate CCSS and the development of pacing guides.
- incorporate data, both formative and summative, as well as CELDT and CST to develop instructional strategies.
- maintain elements of EDI and the coaching model to increase proficiency in the EDI strategies.
- increase the EDI coaching model by the use of John Hollingsworth inservice the staff in August (with follow up) on EDI for EL Learners.
- incorporate both horizontal and vertical articulation of CCSS.
- incorporate not only data on ELD students, but Q-1 students as well to follow, support and improve instruction so all populations in the district show gains while simultaneously closing population gaps.
- develop an RTI process within the school day at the secondary level so immediate remediation can take place. Staff development will be in June for a 2-day workshop by Mike Mattos
- utilize Sacramento County of Education to assist in the analysis of

Targeted Assistance Programs (TAS) - Student Identification	
<p>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:</p> <ul style="list-style-type: none"> • 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. 	

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.

Targeted Assistance Programs (TAS) - Student Identification	
<p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</p> <ul style="list-style-type: none"> • Identify children who are failing or most at risk of failing to meet the state academic content standards. • Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. • Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds. 	
<p>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.</p>	
<p>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.</p>	

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."

Program Improvement (PI) - Parent Notification	
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.	
Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	

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."

Highly Qualified Teachers	
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.	
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.	

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.

Increased Program Effectiveness	
<p>Describe how the LEA will coordinate and integrate educational services to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:</p> <ol style="list-style-type: none"> Even Start Head Start Reading First Early Reading First Other preschool programs 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. <p>Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.</p>	<p>The district has an English Language coordinator that works with the administration and with the teachers to integrate ELD programs within and among sites. The English Language Coordinator works with the site level personnel to assure continuity and needless duplication. The administrators and the coordinators (site and district) coordinate their efforts with the Superintendent who administers federal and state categorical programs and funds, as well as special education. Through this structure the district is able to increase program effectiveness, reduce fragmentation, and eliminate duplication. The main tools used by all the individuals identified above are all of the district and site level data analysis implements that are identified throughout the plan, including Edusoft, Dataquest, and Santa Clara Office of Education and Sacramento Office of Education data tools.</p>

Part III

Assurances and Attachments

Assurances

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

General Assurances

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.
3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non - profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non - profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.
4. The LEA will adopt and use proper methods of administering each such program, including - (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
5. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.
6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.
7. The LEA will - (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.
8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.
9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.
 - 9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.
10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the LEA receives more than \$500,000 in Title I funds, it will allow 1% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.
13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to schoolwide programs.
15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.
18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low - income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001*.
21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.
22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low - income students and minority students are not taught at higher rates than other students by unqualified, out - of - field, or inexperienced teachers.

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

TITLE I, PART D - SUBPART 2

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

TITLE II, PART A

34. The LEA, hereby, assures that:

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

TITLE II, PART D

35. The LEA has an updated, local, long - range, strategic, educational technology plan in place that includes the following:
- a. Strategies for using technology to improve academic achievement and teacher effectiveness.
 - b. Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
 - c. 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.
 - d. 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.
 - e. 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.
 - f. A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
 - g. 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.
 - h. A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
 - i. 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.
 - j. A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
 - k. Collaboration with adult literacy service providers.
 - l. 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.
 - m. Supporting resources - a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.
36. The LEA must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.
37. **Any LEA that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) hereby assures the SEA** that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:
- has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and
 - is enforcing the operation of such technology protection measure during any use of such computers by minors; and
 - has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.
 - Any LEA that does receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

TITLE III

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

TITLE IV, PART A

45. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).
46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug - free learning environment that supports academic achievement.
47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non - Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non - Federal funds.
48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.
49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug - free that includes:
 - Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.
 - Security procedures at school and while students are on the way to and from school.
 - Prevention activities that are designed to create and maintain safe, disciplined, and drug - free environments.
 - A crisis management plan for responding to violent or traumatic incidents on school grounds.
 - A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
 - Allows a teacher to communicate effectively with all students in the class.
 - Allows all students in the class to learn.
 - Has consequences that are fair, and developmentally appropriate.
 - Considers the student and the circumstances of the situation.
 - Is enforced accordingly.

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

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

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

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

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

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

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

New LEAP Assurances

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

- (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

Carol Geyer

Printed or typed name of Superintendent

Date

Signature of Superintendent

Local Educational Agency Plan Pierce Joint Unified

Appendix A

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

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

California's NCLB Performance Goals and Performance Indicators

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

5.1 Performance indicator: The percentage of students who graduate from high school, with a regular diploma:

- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and,
- calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

5.2 Performance indicator: The percentage of students who drop out of school:

- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and
- calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

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Appendix B

Links to Data Websites

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

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

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**Appendix C
(School-Based Programs)**

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

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

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

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

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

School-Based Programs

**Intended program outcomes and target grade levels.
See research for proven effectiveness**

Name	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Across Ages	4 to 8	X	X	X		X	C,
All Stars™	6 to 8	X	X	X			A,C,D,E
ATLAS (Athletes Training and Learning to Avoid)	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	K to 6	X		X	X	X	A,B,C,D,
Cognitive Behavioral Therapy for Child Sexual Abuse	Families				X		C
Cognitive Behavioral Therapy for Child Traumatic	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,
Lions - Quest Skills for Adolescence	6 to 8					X	D,C,E

**Appendix C
(School-Based Programs)**

School-Based Programs							
Name	Intended program outcomes and target grade levels. See research for proven effectiveness						
	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Minnesota Smoking Prevention Program	6 to 10		X				A,D,E
Olweus Bullying Prevention	K to 8				X		B,C,E
Positive Action	K to 12	X	X	X	X	X	C,D,
Project ACHIEVE	Pre - K to 8				X	X	A,C,E
Project ALERT	6 to 8	X	X	X			A,C,D,E
Project Northland	6 to 8	X		X			A,B,C,D,
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	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

**Appendix C
(Community and Family-Based Programs)**

Community and Family-Based Programs							
Name	Target Population	Intended program outcomes and target grade levels. See research for proven effectiveness					Website
		Alcohol	Tobacco	Drugs	Violence	Youth Dev.	
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	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	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,
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,

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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:

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

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**Appendix E
(Promising or Favorable Programs)**

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

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

C: Center for Substance Abuse Prevention: http://modelprograms.samhsa.gov/model_prog.cfm

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

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

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)	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	Communiti	X		X			C
Bully Proofing Your School	K to 8				X		B
Creating a Peaceful School Learning Environment	K to 5				X		B
Club Hero	6					X	C
Coca - Cola Valued Youth Program (CCVYP)	School					X	B
Colorado Youth Leadership Project	7	X				X	C
Comer School Development Program (CSDP)	School					X	B
Earls court Social Skills Group Program	K to 6					X	B
Effective Black Parenting Program (EBPP)	Families				X		B
Facing History and Ourselves	7 to 12				X		D
Family Health Promotion	Families	X	X	X		X	C
FAST Track	1 to 6				X		B
Get Real About Violence	K to 12				X		C
Growing Healthy	K to 6	X	X	X			D

Appendix E
(Promising or Favorable Programs)

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Intensive Protective Supervision Program	Community				X		B
Iowa Strengthening Families Program	Family	X					B
Kids Intervention with Kids in School (KIKS)	6 to 12	X	X	X	X	X	C
Let Each One Teach One	Mentoring					X	D
Linking the Interests of Families and Teachers (LIFT)	1 to 5				X		B, C, D
Lion's Quest Working Toward Peace	5 to 9				X		D
Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health	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

Appendix E
(Promising or Favorable Programs)

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
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	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	Communiti	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
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

Appendix F

District & Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	949	995		247	255		20	17		6	8	
Growth API	755	769		842	849		487	594				
Base API	747	761		834	847		590	494				
Target	D	D										
Growth	8	8		8	2							
Met Target												

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	660	703		484	533		694	739		136	103	
Growth API	732	745		694	714		721	738		529	615	
Base API	723	739		682	700		707	729		515	537	
Target												
Growth	9	6		12	14		14	9		14		
Met Target												

Appendix F

District & Student Performance Data

Title III Accountability

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	388	363	363
Percent with Prior Year Data	100.0	100.0	99.4
Number in Cohort	388	363	361
Number Met	240	213	224
Percent Met	61.9	58.7	62.0
NCLB Target	56.0	57.5	59.0
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	312	149	323	113	337	118
Number Met	84	79	79	50	85	62
Percent Met	26.9	53.0	24.5	44.2	25.2	52.5
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	Yes	Yes	Yes	No	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	Yes	No	No
Met Target for AMAO 3	Yes	No	No

Appendix F

District & Student Performance Data

English - Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	99		100	99		100	100		100	100	
Number At or Above Proficient	396	378		145	141		2	4		--		
Percent At or Above Proficient	50.4	47.5		71.1	67.1		13.3	28.6		--	--	
AYP Target: ES/MS/ESD	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS/HSD	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
AYP Target: USD/COE	78.0	89.0	100.0	78.0	89.0	100.0	78.0	89.0	100.0	78.0	89.0	100.0
Met AYP Criteria	No	No		Yes	No		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	99		99	100		99	99		98	97	
Number At or Above Proficient	241	228		156	152		245	234		17	29	
Percent At or Above Proficient	43.9	41.1		37.0	33.9		42.3	39.6		16.5	34.5	
AYP Target: ES/MS/ESD	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS/HSD	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
AYP Target: USD/COE	78.0	89.0	100.0	78.0	89.0	100.0	78.0	89.0	100.0	78.0	89.0	100.0
Met AYP Criteria	No	No		Yes	No		Yes	No		--	--	

Appendix F

District & Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	99		100	100		100	100		100	100	
Number At or Above Proficient	418	439		141	155		5	5		--		
Percent At or Above Proficient	52.9	55.2		68.8	73.5		33.3	35.7		--	--	
AYP Target: ES/MS/ESD	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS/HSD	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
AYP Target: USD/COE	78.2	89.1	100.0	78.2	89.1	100.0	78.2	89.1	100.0	78.2	89.1	100.0
Met AYP Criteria	Yes	No		Yes	Yes		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	99		100	100		99	99		100	96	
Number At or Above Proficient	261	272		183	206		264	288		30	34	
Percent At or Above Proficient	47.3	49.0		43.1	45.9		45.3	48.6		28.6	41.0	
AYP Target: ES/MS/ESD	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS/HSD	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
AYP Target: USD/COE	78.2	89.1	100.0	78.2	89.1	100.0	78.2	89.1	100.0	78.2	89.1	100.0
Met AYP Criteria	Yes	No		Yes	No		Yes	No		--	--	

Appendix F

District & Student Performance Data

California English Language Development (CELDT) Data

Grade	2013-14 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					1	8	2	15	10	77	13
1	1	2	19	29	25	38	15	23	5	8	65
2	6	8	24	32	28	37	11	15	6	8	75
3	1	2	8	19	30	70	2	5	2	5	43
4	3	8	20	53	15	39					38
5	3	15	9	45	8	40					20
6			8	53	6	40	1	7			15
7	2	8	13	54	6	25	3	13			24
8	2	9	11	48	7	30	2	9	1	4	23
9	2	14	6	43	4	29	1	7	1	7	14
10	1	8	5	42	3	25	1	8	2	17	12
11			8	67	3	25	1	8			12
12			7	78	2	22					9
Total	21	6	138	38	138	38	39	11	27	7	363

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K					1	1	19	24	59	75	79
1	1	1	19	28	25	37	16	24	7	10	68
2	6	8	25	31	29	36	11	14	9	11	80
3	1	2	8	18	31	70	2	5	2	5	44
4	3	8	20	51	16	41					39
5	3	13	10	42	8	33	1	4	2	8	24
6			9	50	6	33	2	11	1	6	18
7	2	8	13	50	6	23	3	12	2	8	26
8	2	8	11	44	7	28	3	12	2	8	25
9	2	13	6	38	4	25	2	13	2	13	16
10	1	7	5	36	4	29	1	7	3	21	14
11			8	62	3	23	1	8	1	8	13
12			7	70	2	20	1	10			10
Total	21	5	141	31	142	31	62	14	90	20	456

Budget By Expenditures