

California Department of Education
Specialized Programs Division

(CDE use only)

Application #	
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No Child Left Behind Act of 2001

LOCAL EDUCATION AGENCY PLAN

Mail original and

California Department of Education

Two copies to:

Specialized Programs Division
1430 N Street, Suite 4309
Sacramento, California 95814-5901

<p>Postmarked no later than June 1, 2010</p>
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LEA Plan Information:

Name of Local Education Agency (LEA):
Monson-Sultana Joint Union Elementary School District
County/District Code:
54-72009

Dates of Plan Duration: **July 1, 2003 to June 30, 2011 (to be updated annually)**

Date of local governing board approval:
May 20, 2003 Updated: April 6, 2010

District Superintendent: Thomas J. Giampietro

Address: P. O. Box 25, 10643 Avenue 416

City: Sultana

Zip code: 93666

Phone: 559-591-1634

Fax: 559-591-0717

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.

Thomas J. Giampietro
Printed or typed name of Superintendent

April 6, 2010
Date

Signature of Superintendent

Randy Veeh
Printed or typed name of Board President

April 6, 2010
Date

Signature of Board President

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Part I

Background and Overview

PLANNING CHECKLIST FOR LEA PLAN DEVELOPMENT

LEA Plan – Comprehensive Planning Process Steps	
X	Obtain input from councils, committees, and community members.
X	Include the LEA's vision/mission statement, description/profile.
X	Analyze student performance data from multiple measures of relevant student assessment (both state- and local-level assessments).
X	Analyze current educational practices, professional development, staffing, and parental involvement.
X	Establish LEA performance targets derived from group performance data and scientifically based practices that are measurable, have a timeline, and identify participants.
X	Review all available resources from federal, state, and local levels.

Monson-Sultana Joint Union Elementary LEAP

X	Describe specific plans for improvement for identified participants stating expected performance gains and means of evaluating gains.
X	Obtain local governing board approval of the LEA Plan.
X	Establish a timely but specific monitoring process for the implementation of the LEA Plan.
X	Evaluate the effectiveness of planned improvements of LEA Plan implementation.
X	Modify and update the LEA Plan annually.

FEDERAL AND STATE PROGRAMS CHECKLIST

Monson-Sultana Joint Union Elementary LEAP

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

Federal Programs			
	Title I, Part A	X	EIA – State Compensatory Education
	Title I, Part B, Even Start	X	EIA – Limited English Proficient
	Title I, Part C, Migrant Education		State Migrant Education
	Title I, Part D, Neglected/Delinquent	X	School & Library Block Grant
X	Title 1, ARRA		Child Development Programs
	Title II, Part A, Subpart 2, Improving		Educational Equity
	Title II, Part D, Enhancing Education	X	Gifted and Talented Education
	Title III, Limited English Proficient		Healthy Start
X	Title III, Immigrants	X	Tobacco Use Prevention Education (Prop 99)
X	Title IV, Part A, Safe and Drug-Free		Immediate Intervention/Underperforming
X	Title V, Part A, Innovative Programs –		School Safety and Violence Prevention Act
	Adult Education		Tenth Grade Counseling
	Career Technical Education		
	McKinney-Vento Homeless Education	X	Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	IDEA, Special Education		
	21 st Century Community Learning Centers	X	Other (ELAP)
X	State Fiscal Stabilization Fund		
X	Other (REAP Grant)		

DISTRICT BUDGET FOR FEDERAL PROGRAMS – 2009-2010

Please complete the following table with information for your district.

Programs	2008-09 District Carryovers	2009-10 District Entitlements	2009-10 Direct Services to Students at School Sites (\$)	2009-10 Direct Services to Students at School Sites (%)
Title I, Part A (30100)	\$9,920	\$152,630	\$147,538	98.80%
Title I, Part B, Even Start				
Title I, Part C, Migrant Education				
Title I, Part D, Neglected/Delinquent				
Title I, ARRA	41,561	41,561	60,950	100.00%
State Fiscal Stabilization Fund	148,906	0	9,891	6.00%
Title II, Part A	9,355	21,859	7,460	
Title II, Part D, EETT	1,265	16,106		
Title III, LEP	14,959	18,684		
Title III, Immigrant	12,590	0	1,556	100.00%
Title IV, Part A, Safe & Drug	0	2,076	2,076	100.00%
Title V, Innovative	1,080	0	1,080	100.00%
Adult Education				
Career Tech				
McKinney-Vento				
21 st Century Community Learn				
Other (describe) REAP Grant	3,357	17,033		
TOTAL	\$242,993	\$269,949	\$230,551	

DISTRICT BUDGET FOR STATE PROGRAMS – 2009-2010

Please complete the following table with information for your district.

Categories	2008-09 District Carryovers	2009-10 District Entitlements	2009-10 Direct Services to Students at School Sites (\$)	2009-10 Direct Services to Students at School Sites (%)
EIA – State Compensatory Education (70900)	\$6,746	\$30,007	\$29,570	100.00%
EIA – Limited English Proficient	0	86,197	77,018	100.00%
State Migrant Education				
School & Library Block Grant (73950)	Per SBX3 4 – Resource Balances now unrestricted			
Child Development Programs				
Educational Equity				
Gifted and Talented Education (71400)	Per SBX3 4 – Resource Balances now unrestricted			
Tobacco Use Prevention Education (Prop. 99) – (6660)	0	934	934	100%
Immediate Intervention/ Underperforming Schools Program (II/USP)				
School Safety and Violence Prevention Act (AB 1113) (64050)				
Tenth Grade Counseling				
Healthy Start				
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				
Other (describe)				
ELAP (62860)	9544	10,776	9,610	100%

Monson-Sultana Joint Union Elementary LEAP

TOTAL	\$16,299	\$127,914	\$117,132	
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Part II

The Plan

Monson-Sultana Joint Union Elementary School District

Local Educational Agency Plan

Needs Assessment

.Introduction:

The needs assessment which follows was developed for the purpose of guiding the district in development of its Local Educational Agency Plan for No Child Left Behind programs and for applicable state programs. Monson-Sultana Joint Union Elementary School District drew upon the resources and guidance of the Tulare and Madera County Office of Education in the development of the needs assessment and the LEAP. The comprehensive needs assessment was designed to provide and analyze accurate and comprehensive data from which informed goals and objectives could be derived.

Basis of the needs assessment: Guiding principles

This needs assessment is driven by the district vision that:

Every student can and will achieve proficiency in rigorous academic standards when

provided highly effective schools and highly effective teachers;

Highly effective schools honor the work of the classroom teacher;

All teachers and students must have multiple opportunities to apply and practice learning in a variety of settings and strategies;

Diverse language and culture are strengths to be leveraged, not deficiencies to be remediated;

Professional development activities must be driven by the quest for intellectual growth; and

professional development must be collegial and built upon sound principles of adult learning and sustained development over time.

Basis of the needs assessment: Research Questions

The needs assessment is based upon planners' search for answers to the following questions:

To what achievement level are all students and each subgroup of students currently performing in California's Academic Content Standards in core academic subjects?

What is the achievement gap for all students and each subgroup of students between current levels of proficiency and expected levels of proficiency?

What are the risk factors which students, families, the district and community must overcome to help students bridge the gap in academic achievement?

What are the critical staff development needs in order to assure that all students are taught by highly-qualified and effective teachers?

What are the critical staff development needs of other school personnel?

What is the culture of the school and how does that culture and environment impact student achievement?

Needs Assessment Process:

The Planning Team took advantage of the planning and evaluation processes in place in the district. Each year, the school, through their School Site Council, and school board evaluate the effectiveness of school programs and develop action plans to make improvements. The planning team examined these plans and reports to assure that school programs would be integrated with the regular school programs and would supplement and complement school improvement efforts. The team was also able to take advantage of student, staff and parent surveys to assure that student, staff and parent voices are honored in the planning process. In addition, staff and students were interviewed and drafts of the plan were submitted for editing, verification and approval.

The team first examined demographic and statistical data to gain an understanding of the risk factors students are facing and the school, youth, and community assets available for assistance. They then examined academic performance to determine the areas of greatest need and opportunity for improvement. At each step in the planning process, the team took care to honor and listen to the voices of the students, staff and parents who would be impacted by the plan.

Demographic Factors:

Monson-Sultana Joint Union is a small rural school district in northern Tulare County. It has one school serving 430 students in grades kindergarten through eight. Driving up to the campus, a stranger begins to wonder if he's taken a wrong turn while going past hundreds of acres of

vineyards, and orchards. It is a school that welcomes parents and the community, and where the whole student is nurtured.

Monson-Sultana Joint Union is a rural, isolated school:

Schools in rural America have unique benefits to offer teachers and students. They tend to be smaller in size than their suburban or urban counterparts, with smaller class sizes and more interactions among faculty, students, and parents. Rural school districts are often the largest single employer in their area and rural schools serve as the social, recreational, and cultural foundation of their communities. They also have many challenges, especially in the San Joaquin Valley. The rural schools here, like Monson-Sultana Joint Union, are generally located in impoverished areas, isolated from urban and suburban support systems, and struggling to overcome the risk factors associated with high poverty, low parent education levels, and lack of services.

Teachers in these schools must be more than highly qualified in content and pedagogy. They must also be highly qualified in effective strategies for teaching at-risk children and youth; English Language Development; culturally responsive teaching; virtual experiential learning for children and youth isolated from out-of-school learning experiences; and youth development. They often must do all of this with fewer classroom resources and less intellectual stimulation from cultural centers and colleagues in higher education.

Monson-Sultana Joint Union's profile must be considered within the context of the larger community of Tulare County and the San Joaquin Valley. Tulare County lies in the southern portion of California's great San Joaquin Valley. It is the most productive agricultural county in the world's most productive agricultural region. The county is approximately the size of the state of Connecticut. During the past fifteen years, while the rest of California and the nation have prospered in an economic revival, this region has languished in persistent double-digit unemployment. While the rest of the nation made the transition from the industrial age to the information age, the Valley has faced a challenge even more monumental---to move from a rural, agrarian society to the fast paced world of technology and information. On the farms, the transition was fast; Valley agriculture is now a global enterprise, but the economic, societal and cultural impact on the people, especially the children, has been devastating.

Reports by the Public Policy Institute and the Great Valley Center have referred to the area as the “other California”, more accurately compared to the Appalachian region of the Great Depression and in sharp contrast to California's thriving coastal areas. A demographic portrait of the Valley today offers a troubling view of the future. It has grown faster than the rest of the state, nearly doubling in size in the past twenty years. Its six million residents now represent about 24 percent of the state. The growth among its Latino and Asian populations has far outpaced that of non-Hispanic whites since the 1970s, partly driven by the need for agricultural workers. This region has some of the highest poverty rates in the state. In many towns and unincorporated areas of Tulare County, including the attendance area of Monson-Sultana Joint Union, the unemployment rate currently exceeds 24%.

Socio-demographic factors:

Children Now, a nonprofit resource center in Oakland, advocates for California's children and publishes an annual “report card” comparing children's' status in California's 58 counties. Tulare County does not fare well in the comparison. Its children face extreme barriers of poverty and associated risk factors.

Children Now 2009 Report Card	%ages
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Monson-Sultana Joint Union Elementary LEAP

<i>Risk Factor</i>	Tulare County	State rank
Children living in poverty age 0-17	23%	18%
Children living in poverty age 0-4	23%	18%
Low Income Children	26%	19%
Babies born to mothers with less than 12 years education	56%	51%
Low income children	64%	40%
Teen births	64/1000	40/1000
% of 4 th grade reading at or above national average	54%	62%
% of 8 th graders scoring in math at or above the national average	40%	52%
Median base API	716	731
High school dropouts	3.9	2.9
HS grads prepared for college	29%	37%
High school dropout rate	4.8%	2.5%

Monson-Sultana Joint Union students face even greater risk factors related to poverty than the county and the state. Twenty eight per cent of Monson-Sultana Joint Union students live in poverty. The greatest risk factor associated with poverty is the lack of experiences, especially in language development, that children of poverty bring with them to the schoolhouse door. The great majority of Monson-Sultana Joint Union students have never visited a zoo or a museum. They have not visited and explored the two national parks in the eastern part of the county. Sequoia and Kings Canyon are valuable learning experiences for middle class children who go there with their families for visits and camps. The majority of Monson-Sultana Joint Union students have never seen the ocean nor even seen the cities on the coast where the fruits of their parents' labor in the fields are sold. They have not been exposed to a world beyond the daily struggle to survive.

Monson-Sultana Joint Union enrollment reflects the demographic picture of the county and surrounding area. The largest subgroup of students is Hispanic at 84%; the second is White, Non Hispanic at 12%. Most students (28%) cope with poverty on a daily basis. English learners are 41% of the school and are the fastest growing subgroup of students.

American Indian Or Alaska	Asian	Hispanic	African American	White (Not	Poverty	English Learners
0	0	291	0	39	251	179

Conclusions regarding demographic factors:

Monson-Sultana Joint Union students need to be affirmed, successful, connected---to achieve at high levels and to develop the skills and attitudes they need to be successful in the future.

A majority of Monson-Sultana Joint Union students need more support, continuity, and attention to relationships.

The impact of experiential deficits means that, in the area of academics, Monson-Sultana Joint Union students need to devote more attention to language development and to have more hands-on engagement with the curriculum.

Some students who are the most at risk don't feel affirmed in school. They need opportunities to shine, to have their own lives and cultures validated and celebrated.

Academic Performance:

The impact of these risk factors on student achievement is profound. Monson-Sultana Joint Union ranks in the middle in the state's Academic Performance Index reporting program. Our teachers, parents, and especially our students, have taken the achievement reforms of the past ten years very seriously. The API for all subgroups has steadily increased, but the achievement gap remains. Eliminating that gap is the number one priority of the school.

Monson-Sultana School was selected as a Title I Achieving School in 2003. The staff, students, and community are proud of this award and strive to continue to provide evidence that our children are learning.

The district's test scores have not met the AMO targets for all sub-groups in 2009.

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	2007	MET	2008	MET	2009	MET
	API	TARGET	API	TARGET	API	TARGET
Schoolwide	707	No	734	Yes	718	No
Hispanic	704	Yes	712	Yes	703	No
White	827	Yes	827	Yes	NR	NR
Disadvantaged	665	No	687	No	675	No

Initial CELDT testing indicates a growing number of students are coming to the schoolhouse door with limited English proficiency. Helping them learn academic English, reading, writing, listening, and speaking, is a number one priority.

Annual Assessment - All Students – 2009-10

Grades	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Performance Level														
Number and Percent of Students at Each Overall Performance Level														
Advanced	***** ***	1 5.0%	1 3.0%	0 0.0%	0 0.0%	3 13.0%	0 0.0%	2 9.0%	2 11.0%					9 5.0%
Early Advanced	***** ***	1 5.0%	2 7.0%	2 10.0%	3 13.0%	6 26.0%	7 37.0%	7 32.0%	6 32.0%					34 19.0%
Intermediate	***** ***	8 42.0%	14 48.0%	11 52.0%	12 52.0%	10 43.0%	9 47.0%	9 41.0%	6 32.0%					79 45.0%
Early Intermediate	***** ***	6 32.0%	9 31.0%	4 19.0%	8 35.0%	3 13.0%	2 11.0%	3 14.0%	4 21.0%					39 22.0%
Beginning	***** ***	3 16.0%	3 10.0%	4 19.0%	0 0.0%	1 4.0%	1 5.0%	1 5.0%	1 5.0%					15 9.0%
Number Tested	1 100.0%	19 100.0%	29 100.0%	21 100.0%	23 100.0%	23 100.0%	19 100.0%	22 100.0%	19 100.0%					176 100.0%
Domain Mean Scale Scores														
Listening	*****	414.0	460.5	465.2	500.6	535.5	560.6	574.7	564.5					
Speaking	*****	398.8	457.0	444.0	471.9	504.0	531.2	528.3	545.8					

Reading	426.0	472.8	493.9	525.9	526.5	538.5	543.6
Writing	451.5	464.2	495.5	514.6	528.6	536.0	533.9

Annual Assessment - All Students – 2008-09

Grades	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Performance Level														
Number and Percent of Students at Each Overall Performance Level														
Advanced	***** ***	1 5.0%	1 3.0%	0 0.0%	0 0.0%	3 13.0%	0 0.0%	2 9.0%	2 11.0%					9 5.0%
Early Advanced	***** ***	1 5.0%	2 7.0%	2 10.0%	3 13.0%	6 26.0%	7 37.0%	7 32.0%	6 32.0%					34 19.0%
Intermediate	***** ***	8 42.0%	14 48.0%	11 52.0%	12 52.0%	10 43.0%	9 47.0%	9 41.0%	6 32.0%					79 45.0%
Early Intermediate	***** ***	6 32.0%	9 31.0%	4 19.0%	8 35.0%	3 13.0%	2 11.0%	3 14.0%	4 21.0%					39 22.0%
Beginning	***** ***	3 16.0%	3 10.0%	4 19.0%	0 0.0%	1 4.0%	1 5.0%	1 5.0%	1 5.0%					15 9.0%
Number Tested	1 100.0%	19 100.0%	29 100.0%	21 100.0%	23 100.0%	23 100.0%	19 100.0%	22 100.0%	19 100.0%					176 100.0%

Domain Mean Scale Scores										
Listening	****	414.0	460.5	465.2	500.6	535.5	560.6	574.7	564.5	
Speaking	****	398.8	457.0	444.0	471.9	504.0	531.2	528.3	545.8	
Reading			426.0	472.8	493.9	525.9	526.5	538.5	543.6	
Writing			451.5	464.2	495.5	514.6	528.6	536.0	533.9	

*** Summary data are not provided for groups of three or less.

An analysis of three years of CAT6 scores indicates that steady improvements are being made by all students and by subgroups. In reading, the majority of students are performing below the state expectancy of the 50th percentile. Results in mathematics are much higher with the majority of students performing above the 50th percentile, but increasing numbers of students are failing to reach this level as they progress through school.

CAT 6 TOTAL READING											
PERCENT OF STUDENTS											
	2007	2008	2009		2007	2008	2009		2007	2007	2009
	all	all	All		EL	EL	EL		DIS	DIS	DIS
grade 2											
grade 3	59	43			48	31			56	35	
grade 4											
grade 5											

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grade 6										
grade 7	74	62			53	29			72	50
grade 8										

CAT 6 TOTAL READING PERCENT OF STUDENTS											
	2007	2008	2009		2007	2008	2009		2007	2008	2009
	all	all	All		EL	EL	EL		DIS	DIS	DIS
grade 2											
grade 3	32	23			19	7			24	13	
grade 4											
grade 5											
grade 6											
grade 7	38	50			5	18			28	34	
grade 8											

CAT 6 TOTAL READING PERCENT OF STUDENTS											
	2007	2008	2009		2007	2008	2009		2007	2008	2009
	All	All	All		EL	EL	EL		DIS	DIS	DIS
grade 2											
grade 3	17	3			10	0			9	0	
grade 4											
grade 5											
grade 6											
grade 7	24	32			0	6			15	28	
grade 8											

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CAT 6 TOTAL MATH											
PERCENT OF STUDENTS											
	2007	2008	2009		2007	2008	2009		2007	2008	2009
	All	all	All		EL	EL	EL		DIS	DIS	DIS
grade 2											
grade 3	78	63			71	55			74	57	
grade 4											
grade 5											
grade 6											
grade 7	73	78			32	65			64	69	
grade 8											

CAT 6 TOTAL MATH											
PERCENT OF STUDENTS											
	2007	2008	2009		2007	2008	2009		2007	2008	2009
	all	all	All		EL	EL	EL		DIS	DIS	DIS
grade 2											
grade 3	51	43			43	24			47	33	
grade 4											
grade 5											
grade 6											
grade 7	55	50			21	18			49	38	
grade 8											

CAT 6 TOTAL MATH											
PERCENT OF STUDENTS											
	2007	2008	2009		2007	2008	2009		2007	2008	2009
	all	all	All		EL	EL	EL		DIS	DIS	DIS

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grade 2									
grade 3	39	13		29	3		32	4	
grade 4									
grade 5									
grade 6									
grade 7	25	24		0	0	0	18	19	
grade 8									

Monson-Sultana Joint Union has focused its reform efforts in developing standards-based teaching and learning practices. Local and state assessments indicate that the majority of students are performing below county and state performance and far below the expected level of proficient. The gap between mainstream and subgroups is more pronounced when examining student performance on the California Standards Tests. In language arts, except for grade four and grade eight, performance has been level or has improved over the base year of 2001, 2002. In mathematics, as in the CAT6, student performance is much higher and the gap between mainstream and disadvantaged is minimal.

California Standards Tests: Monson-Sultana Joint Union

LANGUAGE ARTS								
percent of students scoring advanced and proficient								
	2008	2009		2008	2009		2008	2009
	All	All		EL	EL		DISADV	DISADV
Grade 2								
School	62	43		58	34		58	38
County	37	35		26	33		32	39
State	48	53		32	39		35	41
Grade 3								
School	28	35		17	11		17	22
County	29	32		14	18		23	26
State	38	54		17	20		24	29
Grade 4								
School	40	41		15	14		38	28
County	43	49		22	29		37	42
State	55	61		26	34		41	48
Grade 5								
School	42	31		6	0		37	23
County	37	40		12	16		31	34
State	48	54		17	19		34	40
Grade 6								
School	14	46		0	11		8	40
County	37	41		9	10		31	34
State	47	52		13	15		32	38
Grade 7								
School	46	24		6	5		25	20
County	38	44		10	10		31	36
State	49	54		10	13		34	40
Grade 8								
School	40	34		0	0		27	18
County	36	39		8	10		29	32
State	45	48		8	8		30	33

LANGUAGE ARTS								
Percent of students scoring								
BASIC								
	2008	2009		2008	2009		2008	2009
	All	All		EL	EL		DISADV	DISADV
Grade 2								
School	28	33		32	31		27	33
County	31	30		34	32		33	31
State	29	26		34	32		33	31
Grade 3								
School	38	37		34	44		43	44
County	35	30		35	31		36	32
State	34	28		38	32		38	32
Grade 4								
School	36	30		50	29		32	35
County	33	30		41	38		35	33
State	29	24		42	38		36	31
Grade 5								
School	38	35		63	45		40	37
County	38	32		42	37		40	35
State	33	29		44	41		39	36
Grade 6								
School	40	33		29	47		41	31
County	37	35		42	41		40	37
State	31	30		40	41		38	36
Grade 7								
School	26	32		41	36		38	34
County	33	32		33	39		35	36
State	27	27		32	38		32	34
Grade 8								
School	38	29		41	28		42	27
County	33	35		32	35		35	37
State	29	30		32	34		34	35

LANGUAGE ARTS								
Percent of students scoring								
BELOW BASIC AND FAR BELOW BASIC								
	2008	2009		2008	2009		2008	2009
	All	All		EL	EL		DISAV	DISADV
Grade 2								
School	10	24		11	34		15	28
County	32	26		41	34		36	30
State	24	21		34	29		31	28
Grade 3								
School	34	28		49	45		39	34
County	37	38		52	50		42	33
State	28	29		46	37		38	39
Grade 4								
School	24	30		35	57		30	38
County	24	22		37	43		28	25
State	16	14		31	28		23	20
Grade 5								
School	20	34		32	55		23	39
County	26	27		46	47		30	32
State	19	17		39	40		27	25
Grade 6								
School	46	21		71	42		51	28
County	26	24		50	49		30	29
State	21	18		47	45		30	25
Grade 7								
School	28	44		53	59		38	46
County	29	24		57	51		35	28
State	25	18		58	49		34	27
Grade 8								
School	22	36		58	72		30	54
County	30	25		59	55		36	31
State	25	22		61	58		35	31

MATHEMATICS Percent of students scoring ADVANCED AND PROFICIENT								
	2008	2009		2008	2009		2008	2009
	All	All		EL	EL		DISADV	DISADV
Grade 2								
School	62	70		48	62		50	65
County	51	57		42	50		47	53
State	59	63		47	53		49	53
Grade 3								
School	46	63		27	44		35	56
County	53	56		41	47		48	51
State	61	64		46	51		51	54
Grade 4								
School	45	49		30	29		44	40
County	53	58		39	46		48	53
State	61	66		42	47		51	56
Grade 5								
School	46	33		19	9		40	29
County	43	47		21	29		37	42
State	51	57		29	33		40	46
Grade 6								
School	25	59		5	32		18	51
County	36	41		14	16		31	35
State	44	49		16	19		30	36
Grade 7								
School	63	34		12	23		39	32
County	41	41		17	17		38	36
State	41	43		14	16		30	32
Grade 8 General								
School	25	4		20	7		31	4
County	24	22		12	12		21	21
State	31	30		14	14		23	23
Grade 8 Algebra								
School	22	25		*	*		15	*
County	31	40		13	19		14	34
State	42	44		50	18		30	33

<p style="text-align: center;">MATHEMATICS Percent of students scoring BASIC</p>								
	2008	2009		2008	2009		2008	2009
	All	All		EL	EL		DISADV	DISADV
Grade 2								
School	26	22		37	24		31	26
County	23	22		25	25		24	24
State	21	20		25	24		25	24
Grade 3								
School	27	23		38	33		35	28
County	24	22		28	23		26	24
State	21	19		27	25		25	24
Grade 4								
School	36	33		40	43		35	37
County	26	23		31	28		28	25
State	33	20		31	29		28	25
Grade 5								
School	22	35		31	45		26	37
County	28	22		31	26		28	24
State	24	21		30	27		27	24
Grade 6								
School	33	15		38	21		38	20
County	32	27		34	29		34	28
State	29	26		33	30		33	30
Grade 7								
School	15	24		29	23		19	27
County	29	31		29	33		29	33
State	29	31		29	33		31	34
Grade 8 General								
School	33	4		27	80		37	26
County	28	32		24	29		27	31
State	29	31		26	28		29	31
Grade 8 Algebra								
School	41	42		*	*		46	*
County	32	28		26	26		29	30
State	27	24		22	20		28	25

MATHEMATICS								
Percent of students scoring								
BELOW BASIC AND FAR BELOW BASIC								
	2008	2009		2008	2009		2008	2009
	All	All		EL	EL		DISADV	DISADV
Grade 2								
school	13	8		16	14		19	10
county	25	20		33	26		29	23
state	19	17		27	23		27	23
Grade 3								
School	26	14		35	22		31	15
County	24	23		31	30		27	26
State	17	16		26	25		24	22
Grade 4								
School	19	18		30	29		22	23
County	21	19		30	26		24	21
State	16	14		26	24		21	20
Grade 5								
School	32	31		50	45		35	34
County	30	30		48	45		35	34
State	25	22		42	40		32	29
Grade 6								
School	42	27		57	47		44	29
County	32	32		52	55		35	37
State	28	25		51	51		37	34
Grade 7								
School	32	42		59	54		41	41
County	30	28		56	49		36	31
State	30	26		56	50		39	34
Grade 8 General								
School	41	68		53	70		42	70
County	48	46		63	59		52	38
State	41	39		60	59		48	46
Grade 8 Algebra								
School	37	33		*	*		39	*
County	37	33		60	55		42	36
State	31	32		63	62		43	42

Monson-Sultana Joint Union Elementary LEAP

Professional Development and Hiring
Monson-Sultana Joint Union Teachers

DISTRICT	GENDER	AMERICAN INDIAN OR ALASKA NATIVE	ASIAN	PACIFIC ISLANDER	FILIPINO	HISPANIC OR LATINO	AFRICAN AMERICAN	WHITE (NOT HISPANIC)	MULTIPLE OR NO RESPONSE	TOTAL
District-wide	Female	0	0	0	0	4	0	10	1	15
	Male	0	0	0	0	2	0	1	0	3
Total		0	0	0	0	5	0	12	1	18

Monson-Sultana Joint Union Administrators

DISTRICT	AMERICAN INDIAN OR ALASKA NATIVE	ASIAN	PACIFIC ISLANDER	FILIPINO	HISPANIC OR LATINO	AFRICAN AMERICAN	WHITE (NOT HISPANIC)	MULTIPLE OR NO RESPONSE	TOTAL
District-wide	0	0	0	0	1	0	1	0	2
Total	0	0	0	0	1	0	1	0	2

Experience of Teachers

# OF TEACHERS BY CREDENTIAL TYPE											
District	# of Teachers	Full	Univ. Intern	Dist. Intern	Pre-Intern	Emergency	Waiver	Avg. Yrs. Teaching	Avg. Yrs. in District	# First Yr Teachers	# Second Yr Teachers
District-wide	19	19	0	0	0	0	0	7	8	0	1
State Total											

District	EDUCATION LEVEL									YEARS OF SERVICE	
	Doctorate	Master's Degree +30	Master's Degree	Bachelor's Degree +30	Bachelor's Degree	Less than Bachelor's	None Reported	Total Staff	Avg. Years of Ed. Service	Avg. Years in the District	
District-wide Teachers								19			
Administrative								2			
Pupil Services								1			
Total								22			

Monson-Sultana Joint Union Classified Staff

Type of Staff	Full or Part Time	MALE			FEMALE			Total
		Hispanic or Latino	White (not Hispanic)		Hispanic or Latino	White (not Hispanic)		
District-wide Para profess.	Full-time				2	1		3
	Part-Time	2			5	1		8
Office/Clerical	Full-Time				2	1		3
	Part-Time							
Other Classified	Full-Time		2		1	3		6
	Part-Time				3			3

District Total:										23
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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).

During a recent Coordinated Compliance Review, Monson-Sultana Joint Union was commended for “providing a safe, clean, attractive and student-centered environment that is conducive to learning. The attractively maintained landscaping, clean and recently painted buildings and outstanding playground facilities amplify the feeling that education of children at Monson-Sultana Joint Union is a cause well-supported by both staff and community.

The entire school was remodeled in 2003, and three additional classrooms and a computer lab were added in 1996. Monson-Sultana Joint Union is currently in the process of building four new classrooms and a fully equipped science and computer lab where a hands-on approach is going to be emphasized.

School/district statistics			
Suspensions/expulsions	2006-07	2007-08	2008-2009
Suspension rate	.08	.08	.09
Expulsion rate	0	0	0

Students are rewarded within individual classes for outstanding academic achievement and good citizenship. A Student of the Trimester program stresses qualities found in good citizens and awards two student per trimester, per classroom. For students in the fourth through eighth grade, Leadership Team opportunities allow students to be involved in public service projects benefiting the school and the community.

Needs Assessment Summary:

To what achievement level are all students and each subgroup of students currently performing in California's Academic Content Standards in core academic subjects?

Monson-Sultana Joint Union is not meeting its state API goals for all students and for significant subgroups.

Language Arts,

the percent of students scoring at or above proficient is less than the percent countywide and significantly less than statewide.

The performance of cohorts of students indicates that students increase proficiency as they progress through the grades, with the rate decreasing in upper elementary.

Subgroups of students are making increases in proficiency at approximately the same rate as schoolwide, thus narrowing a significant achievement gap between White students and Hispanic students

The performance of males is significantly lower than the performance of females at all grade levels.

Overall, the school subgroups are not meeting the current state expectations of proficiency (46%).

Mathematics,

Student performance is especially strong at the primary and lower elementary grade levels and declines sharply starting at the fifth grade level

The performance of cohorts of students indicates that students increase proficiency as they progress through the grades, with the rate decreasing in upper elementary

Subgroups of students are making increases in proficiency at approximately the same rate as schoolwide, thus narrowing a significant achievement gap between White students and Hispanic students

The performance of males is significantly lower than the performance of females at all grade levels

Overall, the school is meeting its expectations of proficiency in safe harbor (47.5%).

What is the achievement gap for all students and each subgroup of students between current levels of proficiency and expected levels of proficiency?

Overall, and for all subgroups, Monson-Sultana Joint Union is currently meeting statewide interim targets. There is a significant achievement gap between White students and Hispanic students.

What are the risk factors which students, families, the district and community must overcome to help students bridge the gap in academic achievement?

Major risk factors are the lack of experiential foundation and resulting low literacy levels arising from isolation and poverty. An increasing number of students must learn academic English to assure that they have access to the core curriculum, although annual results of the CELDT exam indicate that students are achieving English proficiency within three years of initial enrollment.

What are the critical staff development needs in order to assure that all students are taught by highly qualified and effective teachers?

All but one of Monson-Sultana Joint Union teachers meets the current requirements of “highly qualified. This teacher is currently working to complete her CLAD certification with a completion goal of July 2010. All teachers have their CLAD certification.

In addition, the planning team concludes, with teacher agreement, that there are four areas of continuing concern in order to become highly effective teachers:

- Continued training and support in standards-based instruction, curriculum mapping and backwards design.

- Training and support in external and classroom standards-based assessment with a focus on using assessment to guide teachers in effective instructional practices.

- Continued training on differentiating instruction for multi-tiered levels of learners within the same classroom.

- Training in Strategic Schooling for two cohorts of teachers is ongoing and being implemented school wide.

What are the critical staff development needs of other school personnel?

Administrative staff concurs with planning team findings that administrative staff need continued training in monitoring standards-based instruction and coaching teachers in standard-based instruction. Instructional aides need continued training in how to support the work of the classroom teacher in teaching reading and mathematics.

What is the culture of the school and how does that culture and environment impact student achievement?

Monson-Sultana Joint Union is a very student-oriented school in which all staff and students are focused upon the work of learning and teaching. The school culture is very positive and welcoming for students, staff and parents. Monson-Sultana Joint Union is a safe school where the learning process is not interrupted by outside influences or by out of the ordinary discipline issues. Monson-Sultana Joint Union has a fair discipline policy which is clearly understood and supported by staff, students, and parents.

DISTRICT PROFILE

Monson-Sultana School District is in a rural community in the northern part of Tulare County. We are a single school district with a K-8 program serving approximately 430 students. The School district has been at its present location for over 50 years and has maintained its profile of a stand-alone district that is coterminous with the Dinuba Unified School District. Monson-Sultana School District offers preschool, Head Start, Migrant, Special Education, and a GATE program. We provide our students with a full-time technology and music program. The student population is primarily Hispanic, 84% and White 12%. A few students (4%) are American Indian, Asian, or Filipino. The school facilities are located on a 16-acre parcel with permanent structure facilities and does not have any condemned or portable structures at its location.

The district is one of the leaders in the area of instructional technology in Region 7 and the State of California. The school currently has a ratio of one computer for every two students, a mini computer lab in each classroom, and a large computer lab in its own facility. In 1999 the Gates Foundation recognized Monson-Sultana School District as one of 40 top technology schools in the State of California.

The district provides the state required instructional minutes for all grade levels: Kindergarten, 51,400; Grades 1-3, 51,540; Grades 4-8, 59,130.

The Monson-Sultana School District provides a traditional 180 day student schedule with two minimum days, one on the last day before Winter break and one on the last day of school. The school district mirrors our feeder district's yearly schedule for continued continuity with vacations and special activities.

Monson-Sultana School District is identified as being a high poverty school district. The district has maintained a high profile of student achievement and improvement during the first five years of the current state assessment program. The district has also achieved positive certification on all adequate yearly progress reports from 1997-2006. From 2007 until the present time, the district has not been meeting the required AMO targets on the CST/ELA test. The district is also in its fifth year of not meeting Title III requirements on various AMAOs.

Monson-Sultana School fosters academic excellence and improving self-esteem by maintaining an exciting, supportive environment for staff and students.

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

Per NCLB Section 1112 regarding Local Education 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:

- 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;
- 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;
- determine what revisions are needed to projects under this part so that such children meet the State student academic achievement standards; and
- 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.

Monson-Sultana School has developed benchmark tests in core subjects at each grade level. These were developed through the use of Edusoft and Assess to Know technology and are consistently monitored through the review of its data. Monson-Sultana School will use the state's academic achievement indicators for uses described in Section 1111.

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

Planned Improvement in Student Performance in Reading

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

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards: The district will take the following steps to align instruction with state academic content standards: The district has adopted California state academic content standards and performance goals all teachers will receive continuing and substantive training on standards-based curriculum design and delivery teachers will identify essential standards and refine the process of delivering them benchmarks will be developed and benchmark assessments will be refined on a regular basis classroom assessments will be standards-driven the district will continue to deepen the process of curriculum mapping through the use of Strategic Schooling methodology the district leadership personnel will receive training on standards and how to coach, supervise, and evaluate teachers according to their ability to deliver standards-based instruction teacher recruitment, hiring, evaluation and tenure decisions will focus on the standards all textbooks and supplemental materials and programs will align with the standards</p>	<p>Supt/Principal Teachers New teachers</p>	<p>Cost associated with these activities may include: Staff development Substitute pay Release time Institutes Textbooks and materials Reporting mechanisms</p>	<p>Up to \$200,000 per year</p>	<p>Unrestricted and restricted funds as appropriate and available</p>

Monson-Sultana Joint Union Elementary LEAP

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>all adopted textbooks and instructional materials will be standards-based teachers will receive SB-472 training teachers will regularly examine student work to assure that it is at grade level standards standards will be prominently posted research-based practices through Strategic Schooling training in instructional delivery will be implemented throughout the district</p>	<p>Supt/Principal Teachers New teachers</p>	<p>Cost associated with these activities may include: Staff development Substitute pay Release time Institutes Textbooks and materials Reporting mechanisms</p>	<p>Up to \$200,000 per year</p>	<p>Unrestricted and restricted funds as appropriate and available</p>
<p>3. Extended learning time:</p> <p>the district will collaborate with agencies and organizations to provide extended learning opportunities for students the district will provide tutoring and summer school programs the district will provide advice and assistance to parents on how to help students with homework and how to enrich school activities at home the district will implement an intervention program for students who are performing below basic and far below basic.</p>	<p>Supt/Principal Teachers New teachers</p>	<p>Cost associated with these activities may include: Staff development Substitute pay Release time Institutes Textbooks and materials Reporting mechanisms</p>	<p>Up to \$200,000 per year</p>	<p>Unrestricted and restricted funds as appropriate and available</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Increased access to technology: Standards-based/research-based computer programs such as Lexia,, Education City and other County-supported programs are used in classrooms through the grade levels to support phonics, comprehension and other reading strategies</p>	<p>Supt/Principal Teachers Technology director Technology tech New teachers</p>	<p>Cost associated with these activities may include: Staff development Substitute pay Release time Institutes Textbooks and materials Reporting mechanisms</p>	<p>Up to \$200,000 per year</p>	<p>Unrestricted and restricted funds as appropriate and available</p>
<p>Staff development and professional collaboration aligned with standards-based instructional materials: All teachers will receive substantive training and follow-up monitoring on district adopted standards-aligned textbooks and materials Other strategies to be employed include: Publisher training Peer-to-peer support/collaboration Migrant Education SUTW ELD training Grade level meetings After school/weekend/summer workshops County-provided training Consortium training Strategic Schooling training</p>	<p>Supt/Principal Teachers New teachers</p>	<p>Cost associated with these activities may include: Staff development Substitute pay Release time Institutes Textbooks and materials Reporting mechanisms</p>	<p>Up to \$200,000 million per year</p>	<p>Unrestricted and restricted funds as appropriate and available</p>

Monson-Sultana Joint Union Elementary LEAP

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>The school will maintain an active, School Site Council/ELAC with staff and parent representatives</p> <p>Parent conferences will be held regularly and will focus on student achievement of standards</p> <p>Parents will receive regular reports of student progress through report cards, parent conferences, assessment reports, and personal teacher to parent communication</p> <p>Parents and the community will receive regular and substantive reports through school handbooks, newsletters, and district publications</p>	<p>Supt/Principal Teachers New teachers</p>	<p>Cost associated with these activities may include:</p> <p>Staff development Substitute pay Release time Institutes Textbooks and materials Reporting mechanisms</p>	<p>Up to \$200,000 per year</p>	<p>Unrestricted and restricted funds as appropriate and available</p>

Monson-Sultana Joint Union Elementary LEAP

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>Home Based-Head Start program meetings are held bi-monthly to support preschool children and parents</p> <p>Choices mentoring program to support 8th graders in their transition to high school</p> <p>8th grade orientation and scheduling for parents and students to support high school career path development</p>	<p>Supt/Principal</p> <p>Teachers</p> <p>New teachers</p>	<p>Cost associated with these activities may include:</p> <p>Staff development</p> <p>Substitute pay</p> <p>Release time</p> <p>Institutes</p> <p>Textbooks and materials</p> <p>Reporting mechanisms</p>	<p>Up to \$200,000 per year</p>	<p>Unrestricted and restricted funds as appropriate and available</p>
<p>Monitoring program effectiveness:</p> <p>The district will fully support the NCLB accountability programs</p> <p>The district will participate in all phases of the state's accountability system</p> <p>Test data and API/AYP results will be used to monitor programs and drive changes in instructional practice.</p> <p>The school will have an annual evaluation of the effectiveness of its programs and of the Single Plan for Student Achievement through the use of APS</p> <p>Classroom teachers will use standards-based classroom assessments to continually assess and monitor student progress</p>	<p>Supt/Principal</p> <p>Teachers</p> <p>New teachers</p>	<p>Cost associated with these activities may include:</p> <p>Staff development</p> <p>Substitute pay</p> <p>Release time</p> <p>Institutes</p> <p>Textbooks and materials</p> <p>Reporting mechanisms</p>	<p>Up to \$200,000 per year</p>	<p>Unrestricted and restricted funds as appropriate and available</p>

Monson-Sultana Joint Union Elementary LEAP

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Targeting services and programs to lowest-performing student groups:</p> <p>Students scoring below proficiency will receive supplemental instruction in reading from teachers and instructional aides</p> <p>Students performing below basic and far below basic will receive additional interventions outside the regular classroom in order to assure they have the opportunity to accelerate.</p> <p>Administration and teachers will analyze student performance on state and local assessments in order to identify specific knowledge and skills which must be targeted to bridge the achievement gap for students.</p> <p>Tutoring, extended day, and summer school programs will be offered.</p>	<p>Supt/Principal Teachers New teachers</p>	<p>Cost associated with these activities may include: Staff development Substitute pay Release time Institutes Textbooks and materials Reporting mechanisms</p>	<p>Up to \$200,000 per year</p>	<p>Unrestricted and restricted funds as appropriate and available</p>
<p>Any additional services tied to student academic needs:</p> <p>The district will take advantage of services and programs available through the county office and local agencies to assist in improve the psychological, social, and other external factors that students need.</p>	<p>Supt/Principal Teachers New teachers</p>	<p>Cost associated with these activities may include: Staff development Substitute pay Release time Institutes Textbooks and materials Reporting mechanisms Accelerated Reader/Lexia</p>	<p>Up to \$200,000 per year</p>	<p>Unrestricted and restricted funds as appropriate and available</p>

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

Planned Improvement in Student Performance in Mathematics

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

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:</p> <p>the district will adopt California state academic content standards and performance goals</p> <p>all teachers will receive continuing and substantive training on standards-based curriculum design and delivery</p> <p>teachers will identify essential standards and refine the process of delivering them</p> <p>benchmarks will be developed and benchmark assessments will be refined on a regular basis</p> <p>classroom assessments will be standards-driven</p> <p>strategic schooling methodology will be implemented and monitored to improve effective teaching strategies</p> <p>the district leadership will receive training on standards and how to coach, supervise, and evaluate teachers according to their ability to deliver standards-based instruction</p> <p>teacher recruitment, hiring, evaluation and tenure decisions will focus on the standards</p> <p>all textbooks and supplemental materials and programs will</p>	<p>Supt/Principal Teachers New teachers</p>	<p>Cost associated with these activities may include:</p> <p>Staff development</p> <p>Substitute pay</p> <p>Release time</p> <p>Institutes</p> <p>Textbooks and materials</p> <p>Reporting mechanisms</p>	<p>Up to \$200,000 per year</p>	<p>Unrestricted and restricted funds as appropriate and available</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>all adopted textbooks and instructional materials will be standards-based</p> <p>teachers will receive training on standards-based instructional strategies and classroom assessments</p> <p>teachers will regularly examine student work to assure that it is at grade level standards</p> <p>standards will be prominently posted</p> <p>research-based practices in instructional delivery will be implemented in the district</p>	<p>Supt/Principal Teachers New teachers</p>	<p>Cost associated with these activities may include:</p> <p>Staff development</p> <p>Substitute pay</p> <p>Release time</p> <p>Institutes</p> <p>Textbooks and materials</p> <p>Reporting mechanisms</p>	<p>Up to \$1million per year</p>	<p>Unrestricted and restricted funds as appropriate and available</p>
<p>3. Extended learning time:</p> <p>the district will collaborate with agencies and organizations to provide extended learning opportunities for students</p> <p>the district will provide tutoring and summer school programs</p> <p>the district will provide advice and assistance to parents on how to help students with homework and how to enrich school activities at home</p> <p>the district will implement intervention programs for students who are performing below basic and far below basic.</p>		<p>Cost associated with these activities may include:</p> <p>Staff development</p> <p>Substitute pay</p> <p>Release time</p> <p>Institutes</p> <p>Textbooks and materials</p> <p>Reporting mechanisms</p>	<p>Up to \$200,000 per year</p>	<p>Unrestricted and restricted funds as appropriate and available</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <p>Software programs that support standards Computer labs use Cosmeo interactive math and Education City programs to enhance and support student learning</p>	<p>Supt/Principal Teachers New teachers</p>	<p>Cost associated with these activities may include: Staff development Substitute pay Release time Institutes Textbooks and materials Reporting mechanisms</p>	<p>Up to \$200,000 per year</p>	<p>Unrestricted and restricted funds as appropriate and available</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>All teachers will receive substantive training and follow-up monitoring on district adopted standards-aligned textbooks and materials</p> <p>Other strategies to be employed include: Publisher training Peer-to-peer support/collaboration Coaching Grade level meetings After school/weekend/summer workshops County-provided training Consortium training</p>	<p>Supt/Principal Teachers New teachers</p>	<p>Cost associated with these activities may include: Staff development Substitute pay Release time Institutes Textbooks and materials Reporting mechanisms</p>	<p>Up to \$200,000 per year</p>	<p>Unrestricted and restricted funds as appropriate and available</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>The school will maintain active School Site Council/ ELAC with staff and parent representatives</p> <p>Parent conferences will be held regularly and will focus on student achievement of standards</p> <p>Parents will receive regular reports of student progress through report cards, parent conferences, assessment reports, and personal teacher to parent communication</p> <p>Parents and the community will receive regular and substantive reports through school handbooks, newsletters, and district publications</p>	<p>Supt/Principal Teachers New teachers</p>	<p>Cost associated with these activities may include: Staff development Substitute pay Release time Institutes Textbooks and materials Reporting mechanisms</p>	<p>Up to \$200,000 per year</p>	<p>Unrestricted and restricted funds as appropriate and available</p>

Monson-Sultana Joint Union Elementary LEAP

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>Home Based/Head Start program holds bi-monthly meetings to help preschool children</p> <p>Choices mentoring program to support 8th graders in their transition to high school</p> <p>8th grade orientation and scheduling for parents and students to support high school career path development</p>	<p>Supt/Principal</p> <p>Teachers</p> <p>New teachers</p>	<p>Cost associated with these activities may include:</p> <p>Staff development</p> <p>Substitute pay</p> <p>Release time</p> <p>Institutes</p> <p>Textbooks and materials</p> <p>Reporting mechanisms</p>	<p>Up to \$200,000 per year</p>	<p>Unrestricted and restricted funds as appropriate and available</p>

Monson-Sultana Joint Union Elementary LEAP

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>8.0 Monitoring program effectiveness:</p> <p>The district will fully support the NCLB accountability programs</p> <p>The district will participate in all phases of the state’s accountability system</p> <p>Test data and API/AYP results will be used to monitor programs and drive changes in instructional practice</p> <p>The school will have an annual evaluation of the effectiveness of its programs and of the Single Plan for Student Achievement through the use of the APS</p> <p>Classroom teachers will use standards-based classroom assessments to continually assess and monitor student progress</p>	<p>Supt/Principal Teachers New teachers</p>	<p>Cost associated with these activities may include: Staff development Substitute pay Release time Institutes Textbooks and materials Reporting mechanisms</p>	<p>Up to \$200,000 per year</p>	<p>Unrestricted and restricted funds as appropriate and available</p>
<p>9.0 Targeting services and programs to lowest-performing student groups:</p> <p>Students scoring below proficiency will receive supplemental instruction in mathematics from teachers and instructional aides</p> <p>Students performing below basic and far below basic will receive additional interventions outside the regular classroom in order to assure they have the opportunity to accelerate.</p> <p>Administration and teachers will analyze student performance on state and local assessments in order to identify specific knowledge and skills which must be targeted to bridge the achievement gap for students.</p>	<p>Supt/Principal Teachers New teachers</p>	<p>Cost associated with these activities may include: Staff development Substitute pay Release time Institutes Textbooks and materials Reporting mechanisms</p>	<p>Up to \$200,000 per year</p>	<p>Unrestricted and restricted funds as appropriate and available</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Any additional services tied to student academic needs:</p> <p>The district will take advantage of services and programs available through the county office and local agencies to assist in improving the psychological, social, and other external factors that students need.</p>	<p>Supt/Principal Teachers New teachers</p>	<p>Cost associated with these activities may include: Staff development Substitute pay Release time Institutes Textbooks and materials Reporting mechanisms</p>	<p>Up to \$200,000 per year</p>	<p>Unrestricted and restricted funds as appropriate and available</p>

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

Planned Improvement in Programs for LEP Students and Immigrants (Title III)

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

Goal Statement

The Monson-Sultana School District has established four major goals for all English Learners. 1) All English Learners have access to appropriate English Language Development instruction and materials, 2) Expose English Learners to both ELA and ELD instruction on a daily basis, 3) Intervention for English Learners two or more years below grade level, and 4) Teachers will improve English Learner instructional strategies through the use of data, through Strategic Schooling training, collaboration, and monitoring to enhance effectiveness.

Under this model, the school will be expected to:

Develop annual goals that address performance in the areas of student achievement.

Assess the students to measure the gains made each year.

To assure effective teaching through monitoring, collaborating, and promoting best teaching practices.

Take appropriate action as necessary if, upon assessment of the students, the goals set forth were not met.

To ensure ongoing assessment of performance:

Specific criteria will be established to monitor student academic achievement.

The criteria incorporation will be the responsibility of the principal/curriculum director.

The student assessment will be used to modify the educational program of the student and to provide specific academic support.

General Perspective

Program Implementation

Describe how the district holds staff accountable for implementing the district's program for English Learners, the district's organization and accountability structure:

- English Learner Accountability Logs

- Classroom walk-throughs by administration and leadership team

- Consequences for failure to implement appropriate programs

- The accountability of roles and responsibilities of all staff involved in the LEAP

- Clear articulation of goals and expectations

<p>Required Activities</p>	<p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following: Describe the programs and activities to be developed, implemented, and administered under the sub grant;</p>	<p>a: The Monson-Sultana Joint Union District English Learner Plan currently provides for the following basic instructional services to students identified as English Learners:</p> <p>Structured English Immersion (SEI): K-12 EL students who have been assessed on the CELDT and found to be at “less than reasonable levels of fluency in English” (CELDT levels 1 – 3) receive daily designated instruction in ELD and access to core content subjects through SDAIE instruction. ELD instruction focuses on listening, speaking, reading, and writing in English, is targeted to the students’ levels of proficiency in English, and is based on the ELD standards. Core content instruction is based on state grade level standards, and teachers utilize appropriate strategies to ensure comprehensibility of instruction. Both ELD and SDAIE content courses are taught by teachers with the appropriate state authorizations.</p> <p>English Language Mainstream (ELM): K-12 students who have been assessed on the CELDT and have found to be at “reasonable levels of fluency in English” (CELDT levels 4 – 5) receive daily instruction in ELD targeted to their language proficiency needs, and grade-level instruction in the core content areas with ongoing attention paid to the language demands of the instruction. SDAIE strategies continue to be used in the ELM program. Teachers who work with EL students in the ELM program possess appropriate state authorizations.</p> <p>Depending on availability of funding the district may provide one or more of the following supplemental services to targeted EL students:</p> <ul style="list-style-type: none"> SES Tutorials (before and after school hours) Intervention programs (during or after the school day) Provide extended day for EL K - 3 students Offer summer school and/or intersession classes targeted to EL student needs
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Describe how the LEA will use the sub grant funds to meet all annual measurable achievement objectives described in Section 3122;

b. The Monson-Sultana Joint Union Elementary School District has set the following annual goals for EL students in the area of ELD, reading/language arts and math. ELD growth is measured by the state assessment, CELDT; reading/language arts and math are measured by the California Standards Test and local measures (benchmarks/assessments) per the English Learner Plan.

The Monson-Sultana Joint Union Elementary School District has set the following goals for EL learners:

- ELA: progress in academic vocabulary development and reading comprehension, as measured by DIBELS and teacher developed standards-based assessments
- ELA: progress in writing, based on grade level writing application
- Math: progress in computation and concept attainment, as measured by district quizzes and grade level benchmarks.

The Monson-Sultana Joint Union Elementary School District plans to use Title III funds, to the extent that these funds are available, to help EL students meet these measurable objectives by implementing one or more of the following:

- Helping teachers to further develop standards-based assessments in language arts and math
- Helping teachers to utilize Edusoft data to monitor student progress in these areas and provide guidance for instructional decisions in ELD, language arts and math
- Develop interventions for EL students who are not making adequate progress on benchmarks
- Provide on-going professional development and coaching to teachers in providing high-quality, standards based instruction in ELD, language arts and math to EL students

Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:

- meeting the annual measurable achievement objectives described in Section 3122;
- making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B));
- annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1));

c. The Monson-Sultana Joint Union Elementary School District is committed to monitoring the academic achievement of its EL students in the subject areas of ELD, ELA and math. To ensure that:

EL students are making satisfactory progress towards the annual goals stated earlier, the Monson-Sultana Joint Union Elementary School District English Learner Plan employs the following monitoring process:

All EL student records (testing, copies of letters to parents, etc.) are kept in a language development folder within their cumulative file. This folder is updated yearly, and accompanies the student as he/she changes schools.

EL Coordinator gathers and monitors EL student records, coordinates EL testing, advises teachers and the principal about EL student placement and groupings, monitors EL student progress and is a liaison for the teachers, EL Committee and principal.

Single Plan for Student Achievement addresses the language and academic needs of the EL students.

The EL Coordinator monitors the EL student placement in classes and groupings, ensures appropriate teacher authorizations, visits classrooms regularly to monitor ELD and SDAIE lesson implementation, schedules and attends advisory meetings and ensures implementation of district plans to meet the language and academic needs of the EL students.

Reports are developed by the EL Coordinator to document the language and academic progress of each EL student towards benchmarks. Information from these reports is used to determine the need for specific, targeted interventions. These reports are evaluated at the district level.

As year-end assessment results are received, they are studied to determine if EL students met their annual yearly progress goal based on the results of their CST and CELDT scores. Necessary changes are implemented immediately for the new school year.

Professional development is provided for staff in the following areas:

EL Master Plan

Effective ELD and SDAIE strategy (training in ELA, Math, Science)

Diversity and Equity training

BCLAD/CLAD/SB395/SB1969 training offered by TCOE

Standards-based instructional planning for ELD, ELA, Math, and Science

Title III funds may be used to pay stipends for EL Site Coordinators to collect records, coordinate testing, work with teachers after school and attend district EL meetings.

Describe how the LEA will promote parental and community participation in LEP programs.

d. The Monson-Sultana Joint Union Elementary School District will use Title III funds, as available, to encourage and promote broad involvement of the parents of EL students and the community. The school currently has written parent involvement policies and EL parents are involved in developing site plans. The school has a properly constituted English Learner Advisory Committee (ELAC). Leadership and parental involvement training is offered for parent leaders and members.

Title III funds will, to the extent that they are available :

- Build capacity for strong parent involvement through technical assistance which will be made available for planning effective parent involvement and coordinating with other programs.
- Provide both written and oral translation for parents who receive individual student assessment results and program descriptions.
- Provide resources for teachers to work with parents to implement a School-Parent Compact that describes the responsibilities of the school, parent, and students in improving student achievement.
- Provide classes for parents to develop skills, techniques and strategies to assist their children at home (CBET & Passport 2 Success).
- Enable a training program for administrators and teachers on how to ensure that all communications that are sent home will be translated into the major languages represented at the site.
- Provide oral translation for every advisory meeting and parent conference at both the District and site level.
- For meetings the school hires staff to make phone calls to parents and offers child care.

	<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c) . The effectiveness of the LEP programs will be determined by the increase in:</p> <p>English proficiency; and Academic achievement in the core academic subjects</p>	<p>2. The Monson-Sultana Joint Union Elementary School District currently offers daily ELD and SDAIE and/or primary language assistance in the core academic subjects in its SEI and ELM. Program goals promote high expectations for student success while developing a positive self-concept in students. Standards-aligned content curricula and instruction are implemented. Ongoing monitoring of student progress takes place with close attention paid to the achievement of our AYP goals.</p> <p>ELD: Each EL student, upon assessment for language proficiency level, receives daily, targeted instruction in ELD appropriate to his/her level of fluency in English. Teachers in grades K–8 currently teach ELD lessons of 30–45 minutes, using adopted ELD supplemental materials. ELD is taught by a qualified teacher. Each EL student currently receives access to core content through specially designed academic instruction in English (SDAIE). EL students at less than reasonable fluency in English are grouped together within their grade level for SDAIE instruction that is taught by a qualified teacher.</p> <p>Title III funds will enhance the current instructional program for EL students by providing, as funding is available, one or more of the following:</p> <ul style="list-style-type: none"> Collaboration for teachers of EL students to meet by grade level to discuss their academic progress by looking at samples of student work based on previously agreed-upon targeted essential standards and assessments Leadership Team will guide grade-level conversations and research scientifically proven methodologies and materials that meet identified EL student needs Reading materials for students at less than reasonable levels of fluency provided through ancillary materials in the adopted ELA series Summer school opportunities for EL students that focus on specific, targeted needs in ELD and the core academic subjects
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<p>Allowable Activities</p>	<p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p> <ul style="list-style-type: none"> a. designed to improve the instruction and assessment of LEP children; b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students; c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children’s English proficiency or substantially increasing the teachers’ subject matter knowledge, teaching knowledge, and teaching skills; c. Long term effect will result in positive and lasting impact on teacher performance in the classroom. 	<p>3. In order for administrators, teachers, parents and the community to meet the needs of EL students at all proficiency levels, they must participate in a comprehensive standards-based professional development program. Title II funds, to the extent they are available, may be used to design a professional development plan that will integrate research and scientifically-based theory with high quality instructional practices. The content of this plan will include the development of:</p> <ul style="list-style-type: none"> Knowledge of met cognitive and met linguistic skills through which EL students are taught the ability to design and implement differentiated, standards-based instruction in all academic areas, and how this intersects with the socio-economic, cultural and linguistic diversity within the school community Strategies to identify potential interference between the primary language and English A repertoire of strategies for literacy instruction “Scientifically-based, research-based best practices” for reading comprehension The ability to systematically identify and develop resources for differentiating instruction in the teaching of reading, writing, listening and speaking An understanding of the role of assessment in guiding and evaluating instructional and programmatic practices The ability to design and implement formal and informal assessment The ability to use classroom data to differentiate instruction and evaluate the efficacy of instruction <p>Title III funds may be used to hire staff developers, pay stipends to teachers, and/or pay for substitutes in order that teachers receive scientifically-based, research-based strategies training which specifically includes those strategies which meet the needs of EL students such as:</p> <ul style="list-style-type: none"> Strategic Schooling SDAIE ELD institutes Cultural diversity Anti-bias training Use of adopted ELA/ELD materials (AB 466 training/SB472) Effective instructional practices for culturally diverse students Communicating with linguistically and culturally diverse parents Step Up to Writing Learning communities training Thinking maps AB 75/AB430 training for principals Curriculum planning <ul style="list-style-type: none"> ELD/ELA connections Differentiated instruction Standards-based lesson planning Backward mapping design Subject matter projects Training for teacher certification
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Allowable Activities	4. Upgrade program objectives and effective instruction strategies.	The district has continued to upgrade its programs effective instructional strategies through: Staff Development Collaboration Days Strategic Schooling Training Adoption Alignment Monitoring Staff EL log review every six weeks Classroom walk-through observations
Allowable Activities	5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.	Full day Kindergarten class Extended day for grades 1-3 Deployment in grade 1 for Core ELA Supplemental Educational Services- Title I
	6. Develop and implement programs that are coordinated with other relevant programs and services.	Step Up to Writing through Migrant Program Thinking Maps through Migrant Program
	7. Improve the English proficiency and academic achievement of LEP children.	Strategic Schooling Reading & Vocabulary Campaign

		Description of how the LEA is meeting or plans to meet this requirement.
Allowable Activities	<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families – 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>	<p>CBET/Passport 2 Success is offered through Dinuba Unified School District to our parents since we are their “feeder” district.</p>
	<p>9. Improve the instruction of LEP children by providing for – 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>	<p>Education City (technology) Lexia SOS Reading (technology) Lexia Early Star Literacy (technology)</p>
	<p>10. Other activities consistent with Title III.</p>	<p>Migrant Education Regional Affiliate</p>

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

<p>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.</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Required Activity</p>	<p>1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):</p> <ul style="list-style-type: none"> the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; the child’s level of English proficiency, how such level was assessed, and the status of the student’s academic achievement; 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; how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; 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; in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; <p>Upon registration of their student, and annually thereafter, parents will receive a written explanation of the following information:</p> <ul style="list-style-type: none"> a. The reasons for the identification of their child as EL and in need of services (Home Language Survey response, score on initial CELDT test) b. The child’s level of English proficiency and how it was assessed (explanation of CELDT level, and explanation of CELDT exam), and the status of the student’s academic achievement c. The method of instruction the student will receive (Program description that includes information on time in ELD and materials to be used, subjects to be taught in L1 or SDAIE and materials to be used, and authorization of teacher. In addition, benchmarks and yearly goals should be explained so that parents can monitor progress towards these goals.) d. How this program is designed to meet the needs of the child (design based on CPM requirements, research, past successful experiences) e. How this program design helps their child learn English (emphasis on ELD component, training of teachers) f. Specific exit requirements (what is the redesignation criteria) and expected rate of promotion and graduation if student participates in this program. (If student is an under-schooled newcomer, he/she may need more instructional time to catch up with his/her peers.) g. If the student has a disability, state how the services prescribed by the IEP work together with the program in which the student is enrolled to maximize his/her learning experiences.

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activity	<p>information pertaining to parental rights that includes written guidance detailing –</p> <ul style="list-style-type: none"> the right that parents have to have their child immediately removed from such program upon their request; and 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; 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>h. Parental rights (to withdraw from the program but not the services) and to choose a different program (alternative bilingual)</p> <p>When testing is completed, parents receive their child’s scores, the rationale for identification as EL or FEP., and an explanation of their child’s suggested program placement. Complete detailed explanation of all program information and parent rights are given in translated form, both oral and written.</p> <p>Following initial placement, progress is formally evaluated at intervals during the year, and parents are informed in writing of their child’s scores (report cards) and any changes in program or classification.</p> <p>Annual parent notification, taking place within 30 days of the beginning of each school year, includes detailed complete program descriptions, options, and parent rights. Back to School Nights, held within the first 30 days of school, are designed to provide translated information to parents. Bilingual interpreters are available for individual mini conferences with parents with concerns or questions.</p>
<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.</p>		<p>For students who enroll after the beginning of the school year, this process will take place within 2 weeks of being placed in a language program.</p>
<p>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.</p>		<p>If the District or site fails to make its AYP, all parents will be notified of such failure in writing in a language they understand no later than 30 days after such failure occurs. The principal will answer any questions the parents may have and to inform them of their options regarding public school choice.</p>

Performance Goal 3: *By 2010-2011, all students will be taught by highly qualified teachers.*

Summary of Needs and Strengths for Professional Development

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

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

STRENGTHS	NEEDS
<p>As of February 2002, all teachers of Title I students meet the federal definition of highly qualified teacher. Other teachers who are not yet fully certificated are enrolled in an approved Intern program and have met subject matter competency.</p> <p>Student data indicate teacher's strengths at the primary level in all subjects, with mathematics a great need at the upper elementary level.</p> <p>In addition, all except two teachers are CLAD certified. The remaining two are enrolled in an approved program of study.</p> <p>Monson-Sultana Joint Union teachers are eager and willing participants in all district professional development programs and ongoing support programs such as Intern and BTSA support.</p> <p>Monson-Sultana Joint Union teachers continually seek out improvements in subject matter competence and instructional</p>	<p>Continued professional development based upon increasing depth and breadth of attainment of the California Standards for the Teaching Profession is needed.</p> <p>Teachers have expressed the need for continuing professional development in standards-based curriculum content, instructional strategies, and assessment. This also includes such activities as backwards mapping/pacing calendars.</p> <p>Continued professional development (AB466/SB472) is also needed in literacy and mathematics, with emphasis on how to assure that all students and subgroups of students achieve proficiency in California's academic content standards.</p>

Performance Goal 3: *By 2010-2011 all students will be taught by highly qualified teachers.*

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

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>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> <p>The district in collaboration with all stakeholders and the County Office of Education, will conduct yearly professional development needs assessment of teachers and administration in relation to criteria for highly qualified and trends in data on formative and summative assessments of student progress in relation to California academic content and performance standards. Professional development goals will be created and monitored to assist staff to move student proficiency forward. Professional development activities will be designed and selected based on staff strengths and needs in relation to student achievement results.</p>	<p>Supt/Principal Teachers TCOE Director of Curriculum</p>	<p>Costs may include stipends, coursework, consultants, and related expenses</p>	<p>Up to \$500,000 per year</p>	<p>Unrestricted and restricted funds as available and allowable</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> <p>Research on effective professional development activities, programs and approaches will be reviewed to assure that activities assist teachers and administrators to ensure that all students will meet or exceed state content and performance standards. Special attention will be given to those topics and formats with the greatest positive impact on teachers' ability to accelerate the learning of students in the lowest performing groups. The professional development system thus designed will be both coherent and differentiated based on teacher effectiveness and assignment. The system will focus on improving student achievement. Professional development resources will be concentrated where they are needed most. Successful teachers and principals will serve as coaches for those who are less successful, depending on funding</p>	<p>Supt/Principal Teachers TCOE Director of Curriculum</p>	<p>Costs may include stipends, coursework, consultants, and related expenses</p>	<p>Up to \$500,000 per year</p>	<p>Unrestricted and restricted funds as available and allowable</p>

Monson-Sultana Joint Union Elementary LEAP

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
and availability				

<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <p>In designing and monitoring professional development, the district will concentrate on the degree to which the program accomplishes the following:</p> <ul style="list-style-type: none"> How well does it focus on students' meeting/exceeding key/essential standards through the use of state assessments? How close to the instructional work of teachers is the professional development situated? To what degree is the system built on the strengths and needs of the staff in relation to academic and cultural learning strengths and needs of student population in teachers' classrooms? How well do selected professional development resources apply to particular underperforming student populations? How well integrated are materials adoption/selection, intervention approaches, and family and community relations with the professional development system? 	<p>Supt/Principal Teachers TCOE</p>	<p>Costs may include stipends, coursework, consultants, and related expenses</p>	<p>Up to \$500,000 per year</p>	<p>Unrestricted and restricted funds as available and allowable</p>
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<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <p>The professional development program will ensure that professional development activities are coordinated to address staff needs in assisting all students to meet/exceed state standards. Activities will be designed to help teachers integrate standards-based curriculum, instructional practice, assessment, and understanding of the strengths and needs of the student populations in their classes. Classroom management, interventions, and working with students’ families, and other topics required by funding sources will be addressed within the context of ensuring that students meet or exceed achievement expectations on state standards.</p>	<p>Supt/Principal Teachers TCOE</p>	<p>Costs may include stipends, coursework, consultants, and related expenses</p>	<p>Up to \$500,000 per year</p>	<p>Unrestricted and restricted funds as available and allowable</p>
<p>The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <p>Examples of activities include:</p> <ul style="list-style-type: none"> Standards-based curriculum mapping Standards based state and classroom assessments Monitoring student achieving in essential standards Differentiated instruction for varied learning modalities Content area as needed Effective instructional strategies State and district adopted research-based instructional programs “Strategic Schooling” Technology 	<p>Supt/Principal Teachers TCOE</p>	<p>Costs may include stipends, coursework, consultants, and related expenses</p>	<p>Up to \$500,000 per year</p>	<p>Unrestricted and restricted funds as available and allowable</p>

Monson-Sultana Joint Union Elementary LEAP

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <p>Technology-related professional development will be provided in accordance with the district's approved technology plan to assure that technology is integrated into all curricula and instruction and is focused upon increasing student literacy.</p> <p>How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <p>In accordance with the district's approved Technology Plan, Title II, Part D funds and other district funds will be coordinated to assure that all students and teachers have increased and meaningful access to technology. Multiple sources of funds will be used as they become available to increase access and training.</p>	<p>Supt/Principal Teachers TCOE</p>	<p>Costs may include stipends, coursework, consultants, and related expenses</p>	<p>Up to \$500,000 per year</p>	<p>Unrestricted and restricted funds as available and allowable</p>

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
<p>During a recent Coordinated Compliance Review, Monson-Sultana Joint Union was commended for “providing a safe, clean, attractive and student-centered environment that is conducive to learning. The attractively maintained landscaping, clean and recently painted buildings and outstanding playground facilities amplify the feeling that education of children at Monson-Sultana Joint Union is a cause well-supported by both staff and community”.</p> <p>The entire school was remodeled in 1994, and three additional portable classrooms were added in 1996. In 2000, construction was completed on a new multi-media library, a junior high classroom, and a teacher’s lounge. Monson-Sultana Joint Union also has a fully equipped science and computer lab where a hands-on approach is emphasized.</p> <p>Monson-Sultana Joint Union has implemented a Safe School Plan and an Emergency Crisis Response Plan which establishes training for staff and students in areas such as CPR, emergency response to various crises, and conflict resolution. Additionally, the plan establishes a mentoring program for at-risk students. This plan is updated and reviewed annually.</p> <p>We are proud to provide a safe, secure learning environment for our students. Within this context, staff members at Monson-Sultana Joint Union help students learn that respect for authority and rules is very much linked to self-respect. Students are provided schoolwide expectations for behavior as well as individual classroom rules with consequences for student behavior clearly spelled out.</p>	<p>There continues to be a need for increased and more substantive involvement of parents in school activities and in support of their children’s learning at home.</p> <p>There is a continuing need for expanded after school academic and enrichment programs.</p> <p>There is a continuing need to provide refusal skills training and conflict resolution training for students.</p> <p>The staff at Monson-Sultana has been trained in two SAMHSA model programs, <i>Too Good For Drugs</i> for grades 3-5, and <i>LifeSkills</i> for grades 6-8. Both of these programs provide refusal skills training and conflict resolution training.</p>

<p>Students are rewarded within individual classes for outstanding academic achievement and good citizenship. A Student of the Month program stresses qualities found in good citizens and awards one student per month, per classroom. Quarterly academic recognition is also provided through Honor Roll student activities. For students in the eighth grade, Leadership Team opportunities allow students to be involved in public service projects benefiting the school and the community.</p> <p>Parents are provided with regular information and feedback through multiple means and formats, including communication in the parents' home language.</p>	
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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
<ul style="list-style-type: none"> a) The Safe School Plan and Emergency Crisis Response Plan will be monitored, evaluated annually and amended as needed. b) The district will address topics of school climate, implementing resiliency principles (caring, high expectations and meaningful participation) for staff, other partner agencies, and parents c) The district will collaborate with other agencies and organizations through its membership in the Tulare County Consortium for Safe and Drug Free Schools (CHOICES). d) The district will continue to explore ways to provide supportive enrichment activities for students. e) The district will continue to explore collaborative partnerships with governmental agencies and support providers to assure that all students have access and opportunities.

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
<p>There is ongoing data collection on ATODV through the CHKS, a district survey, and other surveys. Additional information is gathered on crime incidents, expulsions, suspensions, and discipline problems.</p> <p>A Safe School Plan and Emergency Response Plan has been collaboratively developed.</p> <p>Students have increased awareness and normative expectations against tobacco and alcohol use according to survey results.</p> <p>The district has adopted and enforces safe use of the Internet and other electronic resources. Communication and safety upgrades have been made.</p> <p>The district has multiple partnerships in place to provide enrichment and protective skills training for students.</p> <p>Monson-Sultana students have participated in Safe and Drug-Free activities provided by Choices Preventions Programs such as Gang Awareness training for parents, staff, and students, and Transition (a mentoring/buddy program for 8th grade students transitioning to high school).</p>	<p>Continuing training and reinforcement of gains made needs to be made in:</p> <ul style="list-style-type: none"> Conflict resolution Resiliency skills Problem-solving skills Bullying Cultural competency Youth development Positive role modeling <p>Monson-Sultana has recently trained its staff in <i>Too Good For Drugs</i> and <i>LifeSkills Training</i>, and begun implementation. Implementation will be complete across grades 3 through 8 during the 2010-2011 school year.</p>

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

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

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

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

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: 09/09 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will decrease biennially by:	5 th 40% 7 th 50%	5 th 98% 7 th 95%
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by:	5 th 50% 7 th 50%	5 th 90% 7 th 90%
The percentage of students that have used marijuana will decrease biennially by:	5 th 45% 7 th 60%	5 th 94% 7 th 99%
The percentage of students that have used alcohol within the past 30 days will decrease biennially by:	5 th 50% 7 th 2%	5 th 50% 7 th 97%

Monson-Sultana Joint Union Elementary LEAP

<p>The percentage of students that have used marijuana within the past 30 days will decrease biennially by:</p>	<p>5th 96%</p> <p>7th 50%</p>	<p>5th 96%</p> <p>7th 98%</p>
<p>The percentage of students that feel very safe at school will increase biennially by:</p>	<p>5th 50%</p> <p>7th 50%</p>	<p>5th 95%</p> <p>7th 94%</p>
<p>The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by:</p>	<p>5th 50%</p> <p>7th 50%</p>	<p>5th 24%</p> <p>7th 94%</p>
<p>Truancy Performance Indicator</p>		
<p>The percentage of students who have been truant will decrease annually by 95% 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 school year.</p>	<p>7%</p>	<p>55%</p>

Monson-Sultana Joint Union Elementary LEAP

<p align="center">Protective Factors Performance Measures from the California Healthy Kids Survey</p>	<p align="center">Most recent date: 09/09 Baseline Data</p>	<p align="center">Biennial Goal (Performance Indicator)</p>
<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>	<p>5th 50%</p> <p>7th 50%</p>	<p>5th 96%</p> <p>7th 94%</p>
<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>	<p>5th 50%</p> <p>7th 50%</p>	<p>5th 95%</p> <p>7th 95%</p>
<p>The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by:</p>	<p>5th 50%</p> <p>7th 50%</p>	<p>5th 96 %</p> <p>7th 90 %</p>
<p>The percentage of students that report high levels of school connectedness at their school will increase biennially by:</p>	<p>5th 45%</p> <p>7th 50 %</p>	<p>5th 72%</p> <p>7th 80%</p>

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

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

Science-Based Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
Botvin’s Life Skills Training	ATODV	6-7-8	158	Fall-04	Fall of 2004	May 2005
Too Good For Drugs and Violence	AODV,YD	3-6	184	Fall of 2004	Fall of 2004	Fall-04

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

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

Check	Activities	Program ATODV Focus	Target Grade Levels
X	After School Programs		
	Conflict Mediation/Resolution: <i>LifeSkills Training</i> <i>Too Good For Drugs</i>	Violence reduction, conflict resolution	Grades 3-8
	Early Intervention and Counseling		
X	Environmental Strategies	Alcohol,Tobacco, Drugs, and Violence	Grades 4-8
	Family and Community Collaboration	Community Gang Awareness	Grades 1-8, their families and all community stakeholders
	Media Literacy and Advocacy		

X	Mentoring	Dinuba High School Mentoring	Grade 8
	Peer-Helping and Peer Leaders		
X	Positive Alternatives	Alcohol, Tobacco, Drugs, and violence	Grades 4-8
	School Policies		
	Service-Learning/Community Service		
	Student Assistance Programs		
	Tobacco-Use Cessation: <i>LifeSkills Training; Too Good for Drugs</i>	Tobacco Awareness	Grades 3-8
X	Youth Development	Alcohol, Tobacco, Drugs, and Violence	Grades 4-8
X	Other Activities: Choices Prevention Programs: Day at the Grizzlies, Transition Program, Bowling Night	Safe and Drug Free Activities; Conflict resolution	

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.

Monson Sultana has a history of low suspension and expulsion rates and is known for having a safe school environment. In the most recent 2009CHKS the 5th grade results for Monson-Sultana indicated that 100% of students perceive marijuana and alcohol as “bad for a person’s health”. Additionally, 98% perceived tobacco as bad, and 0% reported ever having used marijuana. In the same survey 94% said they “feel safe at school”. Monson-Sultana has a history of consistently meeting or exceeding API standards. For those and many other reasons we feel proud of the school and community environment offered to our students. There are some concerns, however, and we are addressing them through two SAMHSA model programs, *LifeSkills Training and Too Good For Drugs*. One of our concerns is that the same survey indicated 28% of our students said they had been bullied at school. This is an unacceptable number, and we are addressing this with both of the aforementioned SAMHSA programs this year; next year we intend to implement another SAMHSA model program, *Olweus Anti-Bullying Program*. Other concerns are that the CHKS indicated that 8% of our 5th grade students have used cigarettes at least one time, 6% have also used alcohol, and 2% have used inhalants. These risks are covered very well in both *LifeSkills Training and Too Good For Drugs*. The higher number for inhalants is especially worrisome, and we are asking our Friday Night Live Liaison to do a presentation dedicated to this specific risk. Additionally, only 44% of our 7th graders reported feeling “very safe” at school. This percentage is too low. And 14% of our 7th graders have used cigarettes sometime in their lifetime. Again, this is an unacceptable figure. We intend to address these issues by making school safety and tobacco awareness key elements of our classroom discussions, writing assignments, guest speakers, science-based curriculum, and activities.

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.

California Healthy Kids Survey will be administered bi-annually. Based on those results, Monson-Sultana will modify or supplement existing prevention and youth development 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.

School Accountability Report Card
School Board Meetings

A letter will be sent home at the beginning of the year requesting parent permission for the CHKS. In that letter we will describe past and current prevention trends and performance indicators at Monson-Sultana, and inform parents and the public about how the CHKS is used to measure risk and protective factors, provide prevention program services, and modify the program when necessary.

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])

Monson-Sultana is a single school district, so all of the funds will benefit all students.

Coordination of All Programs (4114 (d)(2)(A)):

Provide a detailed, but brief, explanation of how the LEA will coordinate SDFSC funded alcohol, tobacco, other drug and violence prevention programs with other federal state and local prevention programs.

We transfer all funds to the Tulare County Consortium for all SDFSC activities.

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

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

We will encourage and invite parents and other stakeholders to participate in a continuous dialog regarding key prevention, risk, and resiliency issues at Monson-Sultana. This will be done at the first of the year when we send home a parent permission slip. It will be reinforced at “Back-to-School Night” and during parent conferences, school board meetings, PTA meetings, and in all school publications.

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.

Monson-Sultana is a K-8 school. Up to this point we have rarely had pregnant minors. In the event that we do have a minor who is pregnant, TUPE services for pregnant minors and minor parents will be provided by Tulare County Office of Education School Health as well as the TCOE Choices Prevention Program and their Title IV/TUPE Coordinator, who is trained in TAP/TEGG tobacco education and cessation.

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
We are part of the Tulare County Choices Prevention Program Consortium, and thereby allocate our TUPE funds to be used in the Consortium.	None is charged to the LEA.

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

As a K-8 School District, this section does not apply to Monson-Sultana Joint Union

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

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

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.1 (High School Graduates)					
5.2 (Dropouts)					
5.3 (Advanced Placement)					

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

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

As a single school district, the attendance area is the entire district attendance area.

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

Students to be served by this part will be identified by adopted Board policy and Administrative Procedures developed collaboratively with the School Site Council, Advisory Boards and Committees, and applicable agencies.

Criteria include student achievement on the state's California Standards Tests, on standards-based classroom assessments, teacher recommendation, and parent approval. In each program in NCLB, eligibility criteria have been developed in accordance with the law and regulations.

Eligible children are those who are identified by the school as failing, or most at risk of failing, to meet the state standards on the basis of multiple criteria established by Board Policy and regulatory guidance. Children in grades K-2 are selected solely on the basis of teacher judgment, parent interviews and developmentally appropriate measures.

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

Title I funds will be used in allowable programs to supplement the district's core program. Examples of programs which may be provided, depending upon student needs and availability of funds include:

- Increased learning time
- Supplemental support of the core academic curriculum
- Special grouping or tutoring to assist low performing students
- Counseling
- Pupil services
- Mentoring
- College and career awareness and preparation
- Academic intervention programs
- After-school, intersession and summer school
- Individual student assessment (except CELDT and CAT6)
- Parent outreach and education
- Pre-K instructional services

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

As a single-school district, the district will seek guidance and technical assistance from appropriate agencies in assisting itself should it become identified for Program Improvement. Corrective actions will include one or more of the following:

1. assist the school to analyze data and budgets
2. develop or revise 2 year school plan based on scientifically based research to strengthen the core academic subjects and address academic issues
3. adopt a comprehensive reform model
4. provide a professional development program that directly addresses the academic achievement problem
5. establish specific annual, measurable objectives for continuous and substantial progress by each group of low performing students
6. incorporate activities before school, after school and during the summer
7. incorporate a teacher mentoring program

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

As a single school district, the district will seek the assistance of the County office of education or other appropriate agency in implementing school choice and supplemental services. The district will fulfill the requirements of notifying parents, defining the parameters of school choice, including negotiating with neighboring districts to provide alternatives, and publicly airing positive steps being taken to correct the situation.

Supplemental services will be contracted for by an approved provider. Technical assistance will be sought from the county office of education or other appropriate agency in developing student goals, assessments of progress and timelines for the parents and providers.

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

The district will implement a process of identification and monitoring of teacher qualifications, experience, performance and/or student achievement. The process will be based in the California Standards for the Teaching Profession and coordinated with the Human Resources and Credentialing Department of the County Office of Education and with the regional BTSA program. Common forms and procedures will be developed and records maintained as to teacher qualifications and experience.

Additional Mandatory Title I Descriptions
(continued)

Coordination of Educational Services

In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as:

Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.

The district will coordinate programs through the legally constituted planning processes in place through NCLB and the state Single Plan for Student Achievement. Further, the district will coordinate programs through the Tulare County Cooperative for State and Federal Projects and the Tulare County Safe and Drug Free Schools Consortium. As a direct service district, the district has indirect access to these programs through the Tulare County Office of Education.

Part III

Assurances and Attachments

Assurances

Signature Page

Appendix

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

Appendix B: Links to Data Web sites

Appendix C: Science-Based Programs

Appendix D: Research-based Activities

Appendix E: Promising or Favorable Programs

Appendix F: NCLB Legislation, Sections 1111 through 1120

ASSURANCES

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

GENERAL ASSURANCES

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

- 9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.
10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The LEA, hereby, assures that it will:

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

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

TITLE I, PART D – SUBPART 2

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

TITLE II, PART A

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

TITLE II, PART D

35. The LEA has an updated, local, long-range, strategic, educational technology plan in place that includes the following:
 - Strategies for using technology to improve academic achievement and teacher effectiveness.
 - Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.

- Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
 - Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
 - Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.
 - A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
 - A description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.
 - A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
 - Innovative delivery strategies – a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
 - A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
 - Collaboration with adult literacy service providers.
 - Accountability measures – a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.
 - Supporting resources – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.
36. The LEA must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.
37. **Any LEA 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

Thomas J. Giampietro
Print Name of Superintendent

Signature of Superintendent

March 4, 2008
Date

APPENDIX A

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

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

California's NCLB Performance Goals and Performance Indicators

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

- 1.1 **Performance indicator:** The percentage of students, in the aggregate and for each subgroup, who are above the proficient level in reading on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)
- 1.2 **Performance indicator:** The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(C)(i).)
- 1.3 **Performance indicator:** The percentage of Title I schools that make adequate yearly progress.

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

- 2.1. **Performance indicator:** The percentage of limited-English-proficient Students, determined by cohort, who have attained English proficiency by the end of the school year.
- 2.2 **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.
- 2.3 **Performance indicator:** The percentage of limited-English-proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.

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

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

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

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

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

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

APPENDIX B

Links to Data Web sites

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

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

APPENDIX C

Science-Based Programs

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

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

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

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

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

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

School-Based Programs

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 Steroids)	9 to 12	x		x			A, B, C, D,
Border Binge Drinking Reduction Program	K to 12	x			x		C,
Child Development Project/Caring School Community	K to 6	x		x	x	x	A, B, C, D, E
Cognitive Behavioral Therapy for Child Sexual Abuse	Families				x		C
Cognitive Behavioral Therapy for Child Traumatic Stress	Families				x		C
Coping Power	5 to 8			x	x		C
DARE To Be You	Pre-K	x		x	x	x	A, C,
Early Risers Skills for Success	K to 6				x		C,
East Texas Experiential Learning Center	7	x	x	x	x	x	C
Friendly PEERsuasion	6 to 8	x					C
Good Behavior Game	1 to 6				x		B, C
High/Scope Perry Preschool Project	Pre-K				x	x	B, C, E
I Can Problem Solve	Pre-K				x		A, B, D
Incredible Years	K to 3				x	x	B, C,
Keep A Clear Mind	4 to 6	x	x				A, C,
Leadership and Resiliency	9 to 12					x	C,
Botvin’s LifeSkills™ Training	6 to 8	x	x	x	x		A, B, C, D, E
Lions-Quest Skills for Adolescence	6 to 8					x	D, C, E
Minnesota Smoking Prevention Program	6 to 10		x				A, D, E
Olweus Bullying Prevention	K to 8				x		B, C, E
Positive Action	K to 12	x	x	x	x	x	C, D,
Project ACHIEVE	Pre-K to 8				x	x	A, C, E
Project ALERT	6 to 8	x	x	x			A, C, D, E
Project Northland	6 to 8	x		x			A, B, C, D, E
Project PATHE	9 to 12					x	B, E

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

APPENDIX D

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

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

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

APPENDIX E

Promising or Favorable Programs							
<p>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.</p> <p>A: < http://www.californiahealthykids.org > (California Healthy Kids Resource Center)</p> <p>B: < http://www.colorado.edu/cspv/blueprints/model/overview.html > (University of Colorado: Blueprints)</p> <p>C: < http://modelprograms.samhsa.gov/model_prog.cfm > (Center for Substance Abuse Prevention)</p> <p>D: < http://www2.edc.org/msc/model.asp > (United States Department of Education: Expert Panel)</p> <p>E: < http://www.gettingresults.org/ > (Getting Results)</p>							
Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			x			C
Aggression Replacement Training	School				x		D
Aggressors, Victims, and Bystanders	6 to 9				x		D
Al’sPal’s: Kids Making Healthy Choices	Pre K to 2				x		D
Baby Safe (Substance Abuse Free Environment) Hawaii	Families	x	x	x			C
Basement Bums	6 to 8		x				A
Be a Star	K to 6					x	C
Behavioral Monitoring and Reinforcement	7 to 8			x	x		C
Bilingual/Bicultural Counseling and Support Services	Communities	x		x			C
Bully Proofing Your School	K to 8				x		B
CAPSLE (Creating a Peaceful School Learning Environment)	K to 5				x		B
Club Hero	6					x	C
Coca-Cola Valued Youth Program (CCVYP)	School					x	B
Colorado Youth Leadership Project	7	x				x	C
Comer School Development Program (CSDP)	School					x	B
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
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	K to 12	x	x	x			D

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School Health Education							
Open Circle Curriculum	K to 5				x	x	D
Parent-Child Assistance Program (P-CAP)	Families	x		x			C
PeaceBuilders	K to 8				x		D
Peacemakers Program	4 to 8				x		D
Peer Assistance and Leadership	9 to 12			x	x		C
Peer Coping Skills (PCS)	1 to 3				x		B
Peers Making Peace	K to 12				x		D
Personal/Social Skills Lessons	6 to 12		x				A
Preventive Intervention	6 to 8			x			B
Preventive Treatment Program	Parents			x	x		B
Primary Mental Health Project	Pre k to 3						D
Project Alive	K to 12		x				A
Project BASIS	6 to 8				x	x	C
Project Break Away	6 to 8		x	x			C
Project Life	9 to 12		x				A
Project PACE	4					x	C
Project SCAT	4 to 12		x				A
Project Status	6 to 12			x	x	x	B
Safe Dates	School				x		B
Say It Straight (SIS) Training	6 to 12	x					D
School Transitional Environmental Program	9 to 12			x	x	x	B
Smokeless School Days	9 to 12		x				A
Social Decision Making and Problem Solving	1 to 6	x			x		D
Social Decision Making and Problem Solving Program (SDM/PS)	K to 5					x	B
Socio-Moral Reasoning Development Program (SMRDP)	School				x		B
Storytelling for Empowerment	6 to 8	x		x			C
Strengthening Hawaii Families	Families			x			C
Strengthening the Bonds of Chicano Youth & Families	Communities	x		x			C
Syracuse Family Development Program	Family				x		B
Teams-Games-Tournaments Alcohol Prevention	10 to 12	x					C
Teenage Health Teaching Modules	6 to 12		x				C, D
Teens Tackle Tobacco! - Triple T	6 to 12		x				A
The Scare Program	School				x		D
The Think Time Strategy	K to 9				x		D
Tinkham Alternative High School	9 to 12					x	C
Tobacco-Free Generations	8 to 12		x				A
Viewpoints	9 to 12				x		B
Woodrock Youth Development Project	K to 8	x	x	x		x	C
Yale Child Welfare Project	Families				x		B