

Application #

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

**LOCAL EDUCATION AGENCY PLAN**

mail original and two copies to:

California Department of Education  
School and District Accountability Division  
1430 N Street, Suite 6208  
Sacramento, California 95814 - 5901

**LEA Plan Information:**

Local Educational Agency (LEA): Mountain View-Los Altos Union High School District  
County/District Code: 43696090000000  
Dates of Plan Duration: July 1, 2015 to June 30, 2020  
*(should be five - year plan)*  
Date of Local Governing Board Approval: May 11, 2015

**LEA Information:**

Superintendent: Barry Groves  
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**Signatures** (Signatures must be original. Please use blue ink.)

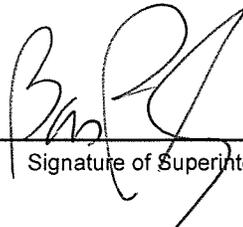
The superintendent and governing board of the LEA submitting the application sign on behalf of all participants included in the preparation of the plan.

Barry Groves

Printed or typed name of Superintendent

May 11, 2015

Date



Signature of Superintendent

Mrs. Susan Sweely

Printed or typed name of Board President

Date



Signature of Board President

**Local Education Agency Plan  
Mountain View-Los Altos Union High School District**

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## Part I Background and Overview

### Background

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

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

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

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

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

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

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

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

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

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

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

### **Descriptions of the Consolidated Application, the LEA Plan, and Categorical Program Monitoring**

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

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

#### **The Consolidated Application (ConApp)**

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

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

#### **The Single Plan for Student Achievement (SPSA)**

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

#### **The Local Educational Agency Plan (LEA Plan)**

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

#### **Categorical Program Monitoring (CPM)**

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

### **Development Process for the LEA Plan**

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

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

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

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

#### **Step One: Measure the Effectiveness of Current Improvement Strategies**

##### **Analyze Student Performance:**

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

Tables of data for your schools and district are available online:

- API Reports (<http://www.cde.ca.gov/ta/ac/ap>)
- Standardized Testing and Reporting (STAR) data (<http://www.cde.ca.gov/ta/tg/sr>)
- Title III Accountability Reports (AMAO 1, 2 & 3) for English learners (<http://www.cde.ca.gov/sp/el/t3/acct.asp>)
- AYP Reports (<http://www.cde.ca.gov/ta/ac/ay>)

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

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

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

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

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

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

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

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

### **Step Three: Develop or Revise Performance Goals**

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

### **Step Four: Revise Improvement Strategies and Expenditures**

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

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

### **Step Five: Local Governing Board Approval**

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

### **Step Six: Monitor Implementation**

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

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

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

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

## Planning Checklist for LEA Plan Development

### LEA Plan - Comprehensive Planning Process Steps

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

## Federal Programs Checklist

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

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

## State Programs Checklist

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

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

## District Budget for Federal Programs

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	0	205,365	205,365	100%
Title I, Part B Even Start				
Title I, Part C Migrant Education				
Title I, Part D Neglected/Delinquent				
Title II Part A, Subpart 2 Improving Teacher Quality	28,334	65,990	65,990	N/A
Title II, Part D Enhancing Education Through Technology				
Title III Limited English Proficient	0	30,502	30,502	100%
Title III Immigrants				
Title IV, Part A Safe and Drug-Free Schools				
Title V, Part A Innovative Programs - Parental Choice				
Adult Education	0	257,918	192,996	75%
Career Technical Education	0	66,926	66,926	100%
McKinney - Vento Homeless Education				
IDEA, Special Education	0	672,799	174,091	26%
21st Century Community Learning Centers				
Other (describe)				
<b>Total</b>	<b>28,334</b>	<b>1,299,500</b>	<b>735,870</b>	<b>95%</b>

## District Budget for State Programs

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
EIA - State Compensatory Education				
EIA - Limited English Proficient				
School & Library Improvement Block Grant				
After School Education and Safety Program				
Child Development Programs				
Educational Equity				
Gifted and Talented Education				
Tobacco Use Prevention Education				
High Priority Schools Grant Program				
School Safety and Violence Prevention Act				
Tenth Grade Counseling				
Healthy Start				
Dropout Prevention and Recovery Act				
English Language Acquisition Program				
Community Based English Tutoring				
Other (describe)				

## Part II The Plan

### Needs Assessment

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

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

### Academic Performance

The needs assessment should include a focus on the academic areas highlighted in California's Performance Goals 1, 2, 3, and 5 (see Appendix A for a full listing of all of California's Performance Goals and Indicators), including:

- Statewide standards, assessment, and accountability
- Local assessments and accountability
- Coordination and integration of federal and state educational programs
- The LEA academic assessment plan

### Teacher Quality

Another component of the needs assessment should examine local needs for professional development and hiring. LEA teachers and administrators should participate in this process to identify activities that will provide:

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

### School Safety and Prevention

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

### Descriptions - District Planning

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

## District Profile

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

The Mountain View Los Altos High School District lies in the heart of the Silicon Valley, thirty-eight miles south of San Francisco, 6 miles south of Stanford University and 12 miles north of San Jose. Our attendance area includes the communities of Los Altos, Los Altos Hills, Mountain View, and a small portion of Palo Alto. The area is characterized by apartments and single-family residences, tech industry campuses, small businesses, parks, bike trails and recreation areas. Employment in the area encompasses virtually all professions including technology research and development, health services, hospitality, engineering, construction and a variety of service jobs. Because our schools draw from a wide attendance area, it is important to note that our school community is not only ethnically diverse, but also socio-economically diverse with a median annual income ranging from \$94,497 in Mountain View to \$150,848 in the community of Los Altos to \$222,264 in Los Altos Hills.

The district serves approximately 3800 students in two comprehensive 9th-12th grade high schools, a continuation high school, a Middle College Program, an Academy of Communication, Arts and Technology (Freestyle) and a myriad of other alternative programs. Some programs partner with our local community colleges. Four middle schools from two different districts feed into the high school district. Our demographic make up is reflected by the following statistics: 46% Caucasian; 25% Hispanic; 23% Asian; 2% African American; and 4% other. Approximately 18% of our students qualify for free and reduced meals. About 11% of our students are served in our Special Education program. Approximately 8% are identified as English Language Learners. While this number is surprisingly low, almost half of our students speak a language other than English in their homes. All of our parents have very high expectations and aspirations for their students. Seventy-two percent of our parents are highly educated. Our attendance rates in our comprehensive high schools average 96.2%. Our drop-out rates rank among the lowest in California.

Our high schools offer comprehensive programs and numerous offerings in Advanced Placement and honors classes in mathematics, science, computer science, English, social studies, art and foreign languages (French, Japanese, Chinese, Latin, French, Spanish). The district adopted an open access policy in 1999 contributing to the growth of the number of students taking AP classes from 651 in 1999 to 3337 in 2014. In 1999, 406 students took AP tests and in 2014 the number grew to 1370. A high percentage of students pass with a 3 or better. SAT scores have consistently exceeded state and national averages by 75-130 points in each section. All sophomores and juniors take the PSAT on campus with their own teachers, funded in large part by the MVLA Education Foundation. The average SAT scores for seniors consistently exceeds the national average by around 100 points in each section. Students qualifying for the National Merit Scholarship reached 127 for class of 2016.

MVLA offers an extensive array of support classes (math, social studies, English and supervised study) designed to help students succeed in UC approved a-g courses in order to make a smooth transition to college and career upon graduation. Students use our award-winning tutorial centers and teacher-staffed homework clubs in high numbers. All students can take advantage of outstanding courses in visual arts, performing arts, and computer technology. Special needs students are well served through our Special and General Education programs, as well as, English Language Development (ELD). To enhance every student's options and interests, we offer extensive extra and co-curricular programs including athletics, performing arts, robotics, speech and debate and leadership programs, mock trial and numerous clubs and activities. The a-g completion rate upon graduation rose from 55% in 2003 to 76% in 2014.

Our schools opened in the middle 50's and early 60's. As such, they were in need of repair and renovation. In 1998, our community passed a local bond measure in the amount of \$58 million, which provided the funds to completely overhaul our physical plants including our athletic fields. All existing classrooms were completely renovated and our comprehensive high school campuses have new buildings including professional theaters, library media, computer centers, fully equipped, state of the arts science rooms, art buildings, and others. Upon completion of this renovation of our comprehensive campuses, the district built a new campus for Alta Vista High School, our continuation high school. Alta Vista High School moved into their new facility 10 years ago. Students and staff love, respect and cherish their new environment. Alta Vista High School has been recognized as a Model Continuation School in the State of California in 2012.

In 2010, voters approved Measure A Construction Bond, in anticipation of an enrollment growth of 800 students district-wide by 2019. As a result, in 2013 the district opened 24 additional classrooms including General Education, art and science labs. At each campus, high performance building design and LEED Silver certification features include high efficiency lighting and mechanical systems, superior acoustics, native landscaping, solar panels and more. Our schools are showcases of the latest technology and architecture.

Our district's Mission Statement, Goals and Core Values tell our story best.

#### Our Mission:

We are committed to creating a community of learners with the knowledge, skills and values necessary to combine personal success with meaningful contributions to our multicultural and global society.

#### Core Values:

1. Quality-The district believes that every teacher, every classified staff member, and every administrator should set excellence of instruction and program as their number one priority. The district is committed to attracting, recruiting, and retaining enthusiastic, talented and caring faculty and staff to carry out our educational mission. We are committed to focusing the institution's energy and resources on student learning and to their academic and personal development.
2. Empowerment-The district is committed to the professional and personal development of its staff members. This will be accomplished through workshop and conference attendance in an effort to bring about educational reform and to promote teacher-driven innovations grounded in research and practical experience.
3. Teamwork-The district makes the commitment of time and resources necessary to support staff development and training for curriculum planning and review. The district believes in fostering collegiality, respect, and cooperation among all students and staff.
4. Personalized and Caring Environment-We are committed to focusing on the development of each and every student, to providing honest feedback, support an opportunities so that student can reach his or her potential.
5. Continuous Improvement-The Mountain View-Los Altos High School District has a long history of high standards and high test scores. The district is committed to an ongoing assessment of student progress and evaluation of effectiveness of programs and services. They are further committed to designing and implementing programs and interventions which encourage students to maximize their academic development and achievement.

#### Goals 2011-2017

1. Align curriculum, grading systems and practices
2. Maintain fiscal stability
3. Improve the academic achievement of all students
4. Enhance the opportunities as well as achievement of students in Science, Technology, Engineering and Math.

Our dedication to continuous improvement reinforces a highly respected reputation for excellence. As one of the top districts recognized academic excellence in California, MVLA is proud to offer:

Strong academic programs  
Highly skilled teachers who are fully certified in their area of specialization  
First-rate guidance and counseling programs  
Enriched performing arts programs  
Safe school environment  
Access to a variety of extra and co-curricular activities

Our commitment is to offer a comprehensive curriculum, with a focus on basic skills and academics and open access to accelerated programs. We are committed to:

Providing and maintaining a safe, orderly and clean school environment  
Assuming high standards for performance and conduct  
Providing a rigorous academic experience with a strong focus on college-prep, honors and Advanced Placement  
Helping students transition from school to work and career  
Providing a personal and caring environment with varied learning options to help each and every student succeed

We enjoy a long standing tradition for hiring and retaining the best and brightest teachers to provide the highest quality instruction. An extensive BTSA program supports teachers in the first 2 years of their career with an experienced mentor teacher and professional development. Experienced teachers new to the district are supported by a comprehensive New Teacher Program. Seventy-two percent of our certificated staff have advanced degrees (masters and doctorates). All teachers are assigned to teach in their subjects of expertise. Nineteen teachers are National Board Certified. All teachers are encouraged to seek National Board Certification with an additional yearly stipend for obtaining certification.

The district provides and supports site-based outstanding professional development opportunities for teachers focusing on research-based best practices in assessment, critical thinking, problem solving, collaboration, teamwork, equity, alignment to CCS, research, effective communication, time management, technology and instructional strategies for English learners. Teachers receive individual and small group support from 4 Common Core Coaches on transforming their teaching methodologies to align with CCS. Each school also develops appropriate professional development for their specific needs. A thorough teacher evaluation program ensures that students are engaged in the best possible instruction through classroom observations, review of teacher and student products, student achievement results and student surveys.

The district enjoys extraordinary support from the community and a high level of involvement from parents in school activities. Hundreds of volunteers through numerous parent and booster clubs, partnerships with business, industry and agencies provide monetary support, equipment donations, services-in-kind, participation in decision making, tutoring and mentors for students at-risk and more. The MVLA Education Foundation has pledged to provide the district with \$1,500,000 as a means to enhance educational options in our schools and to help us meet the high expectation that our community holds for its schools.

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

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

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

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

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

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

The board adopted a series of INDICATORS FOR THE ASSESSMENT OF STUDENT PERFORMANCE, which have become the backbone of our local assessment program. All data is disaggregated by ethnicity, gender, and special program participation. Data is tracked over multiple years and progress is presented annually to the Board of Trustees in form of a site-based Annual Review.

**BOARD ADOPTED PRIMARY INDICATORS OF STUDENT SUCCESS**

**PRIMARY**

Indicator 1: CAASPP Performance (Replacing the CST)

- a) English
- b) Math

Indicator 2: API Whole School & Significant Subgroups

- a) BaseAPI: Using CAASPP results
- b) Growth API

Indicator 3: SAT-# of Graduating Seniors with SAT Score Averages

- a) Math-Critical Reading-Writing
- b) Subject Area Tests

Indicator 4: Advanced Placement/Honors Enrollment

Indicator 5: Advanced Placement Test Results

Indicator 6: "a-g" Course Completion Rate

Indicator 7: CAHSEE- Annual 10th grade Passing Rates

Indicator 8: Graduating seniors who completed Algebra II with C or better

Indicator 9: Post High School Plans

- a) College acceptance rates
- b) 1st choice colleges

Indicator 10: Freshmen Grade Reports  
a) % of students with GPA 2.0 or higher  
b) Freshmen earning 1 or more Fs

## SECONDARY

Indicator 11: GPA for class cohorts

Indicator 12: National Merit Scholar Program

Indicator 13: Attrition and Graduation Rates  
a) By partner school  
b) By Ethnicity

Indicator 14: Graduation Rates

Indicator 15: EAP Results

Local Benchmarks, as defined by each school's WASC Action Plan

See Appendix for BOARD ADOPTED PRIMARY INDICATORS OF STUDENT SUCCESS and the results from a comprehensive data analysis, titled ANNUAL REVIEW for each school site, and a district-wide student performance report

**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:</p> <ul style="list-style-type: none"> <li>• Teachers participate in professional development to enhance their understanding of the CCS and their repertoire of research-based best practices that help students master the CCS</li> <li>• The governing board of the district adopted the CCS in all core subject areas as the district's standards</li> <li>• Teachers regularly engage in reviewing and developing curriculum and instructional strategies to make sure that content and assessments are aligned with CCS</li> <li>• The district's professional development program focuses on student achievement as an outcome of outstanding teaching, based on the research of best practices</li> </ul>	<p>Teachers, Staff, Administrators, ongoing</p> <p>Teachers, Staff, Administrators, ongoing</p> <p>Teachers, Staff, Administrators, ongoing</p> <p>Teachers, Staff, Administrators, ongoing</p>	<p>Stipends, Substitutes</p>	<p>\$75,000</p>	<p>Title II, BTSA, General Fund, Title I</p>
<p>2. Use of standards-aligned instructional materials and strategies:</p> <ul style="list-style-type: none"> <li>• The district purchases instructional materials that are aligned with CCS and the board approves all purchases</li> <li>• Teachers regularly examine student work samples to ensure that students are mastering grade level standards</li> </ul>	<p>Teachers, Staff, Administrators, ongoing</p> <p>Teachers, Staff, Administrators, ongoing</p>	<p>Instructional Materials Purchases</p> <p>Course Team Meetings</p>	<p>\$560,250</p> <p>\$25,000</p>	<p>Instr. Materials Lottery</p> <p>Curriculum Institute (General Fund &amp; Common Core)</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> <li>• The district facilitates staff meeting in vertical teams across grade levels and across our partner districts for the purpose of examining student work and to assess student performance in relationship to the CCS</li> <li>• The district supports and facilitates professional development in site selected research-based practices</li> </ul> <p>3. Extended learning time:</p> <ul style="list-style-type: none"> <li>• The district offers Homework Clubs. These are teacher-led study sessions to assist students with homework and project development during and after school. Peer Tutors are trained and involved in extended learning time</li> <li>• Students who need skill remediation are enrolled in double-block support classes to strengthen their language arts skills</li> <li>• The district provides summer school remediation programs</li> <li>• The district offers summer transition programs that develop language and reading readiness skills for incoming freshman students</li> <li>• The district has a (BYOD) Bring your own device program that provides each student access to a device, either a Chromebook checked out from school, or a device the student chooses to bring from home</li> <li>• Students participate in academic competitions, i.e. Speech and Debate, Mock Trial, robotics, performing arts, NASA Summer Internship program and others</li> <li>• The district provides powerful software for students and parents to engage in conversations with their teachers to receive help with homework, check progress and grades</li> <li>• District students benefit from extensive cross-generational tutoring and mentoring programs</li> </ul>	<p>Teachers, Staff, Administrators, ongoing</p> <p>Teachers, Staff, Administrators, ongoing</p> <p>Teachers, Volunteers, Tutors</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p>	<p>Stipends Maintenance of Computers, Materials, Salaries</p> <p>Purchase of Chromebooks</p>	<p>\$75,000</p> <p>\$300,000</p>	<p>General Fund, Summer School</p> <p>MVLA Foundation Google Grant</p>
<p>4. Increased access to technology:</p> <ul style="list-style-type: none"> <li>• The district invested in document cameras, SMART Boards, LED projectors, ChromeBooks and other technology to support instruction</li> </ul>	<p>Teachers, Students, Instructional Aides</p>	<p>Materials, Internet Access Charges, Technical Support Personnel</p>	<p>\$100,000</p>	<p>General Fund, Digital HS, Title III, Title VII</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> <li>• Social Studies and English classrooms have ChromeBooks as well as computers and there are computer labs on each campus</li> <li>• The librarians promote the use of the online research programs to teach students to engage in effective and up-to-date research techniques</li> <li>• The district has a computer refreshment program</li> <li>• The district Technology Plan focuses on increasing access to, and proficiency in the use of instructional technology</li> <li>• Librarians check out Chrome Books for student use</li> </ul>	<p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p>			
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <ul style="list-style-type: none"> <li>• New teachers participate in BTSA and the New Teacher Program with activities that focus on the use of CCS reading materials and instructional strategies</li> </ul> <ul style="list-style-type: none"> <li>• Strategic Literacy, sponsored by West Ed</li> <li>• Wilson Reading program used in Special Ed</li> <li>• Campus-wide commitment to teaching academic vocabulary</li> <li>• Articulation with Middle Schools</li> <li>• Interdistrict Writing Assessment grades 8 and 9</li> <li>• Professional development opportunities available to teachers and staff through Curriculum Institute</li> <li>• Four teachers on special assignment serve as CCS Coaches in literacy and educational technology support all teachers</li> </ul>	<p>Teachers, Students, Instructional Aides</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p>	<p>Training Costs, Acquisitions of Materials, Clerical Support, Stipends, Substitutes</p>	<p>\$50,000</p>	<p>General Fund, Title II</p>
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <ul style="list-style-type: none"> <li>• Each school maintains a Site Council/or similar leadership team composed of staff, students and parent and community representatives.</li> </ul> <ul style="list-style-type: none"> <li>• Various stakeholder groups receive reports on overall student assessment results in English Language Arts, and communicates the results to the entire school community.</li> </ul>	<p>All Stakeholders, Community Liaison</p> <p>Ongoing</p>	<p>Clerical Support, Materials, Postage, Technical Support</p>	<p>\$50,000</p>	<p>General Fund Title I SIP</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> <li>• Each school sends each parent his/her student's individual assessment results, with an explanation of how to interpret them.</li> <li>• Each parent is guaranteed an individual meeting with his/her student's counselor to discuss academic progress, 4-year plans and determine necessary interventions.</li> <li>• SARC is posted on the district website</li> <li>• Each school has active advisory groups for Special Education, ELL, Latino Asian parents, and more</li> </ul>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>ongoing</p>			
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <ul style="list-style-type: none"> <li>• 8th grade transition data is used to optimize placement of students entering high school</li> </ul> <ul style="list-style-type: none"> <li>• Placement in classes commensurate with level of student's proficiency</li> <li>• Instructional aides, tutors and mentors assist students with skill deficiencies</li> <li>• Individual student progress is monitored by guidance aides and expanded counseling services</li> <li>• Student Study Teams review specific data or referred students to determine appropriate resources and placement</li> <li>• Special education teachers hold transitional IEPs with Middle School teachers</li> <li>• Summer school courses are provided for all students who have failed the English/Language Arts portion of the CAHSEE or are in need of credit recovery or improving their grades for college eligibility</li> <li>• Auxiliary classes such as AVID, double enrollment for at-risk students, summer institutes are provided</li> <li>• Referral of students to community-based free reading programs: Just Read</li> </ul>	<p>Community Liaison, Summer School Intervention Program, 9th Grade Skill Classes</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p>	<p>Salary and Benefits for Staff, Materials, Clerical Support</p>	<p>\$100,000</p>	<p>Title I, Summer School, General Fund</p>
<p>8. Monitoring program effectiveness:</p> <ul style="list-style-type: none"> <li>• The district board and administration fully comply with the Public School Accountability Act.</li> </ul>	<p>Board and Administration, Dept. Coordinators, Teachers, Paraprofessionals</p>	<p>Contracted Services, Substitutes, Clerical Support</p>	<p>\$50,000</p>	<p>General Fund Title I</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> <li>• The district participates in all phases of the state's CCS assessment system, including the SBAC and CAASPP</li>   <li>• Test data and API results will be used to monitor programs and drive changes in instructional practice, as needed.</li> <li>• Each site has a Single Plan for Student Achievement, and the principal and Site Council share the responsibility for monitoring progress and making needed revisions.</li> <li>• Classroom teachers will regularly assess students' mastery of CCS by examining student work; re-teaching occurs as needed, and administering Interim Assessments</li> <li>• The district has invested in a data analysis program that provides teachers, students and parents direct access to student performance data</li> <li>• Assessment of student work according to standardized rubrics is routine in many subject ares</li> <li>• Every academic department reports to the governing board bi-annually</li> <li>• School and district administrators annually analyze pertinent data and report findings and plans to the governing board</li> </ul>		Inter district Writing Assessment, Substitute Cost	\$25,000	General Fund
<p>9. Targeting services and programs to lowest-performing student groups:</p> <ul style="list-style-type: none"> <li>• Students in grades 10-11 who fail the English/Language Arts section of CAHSEE will be provided with in-class and after-school remediation.</li>   <li>• Comprehensive ELL program offered at MVHS; including Intensive Literacy program available in summer school</li> <li>• Development of Parent/ School Compacts</li> <li>• Differentiated Instructional practices</li> <li>• Pull-out community-based reading program (Just Read)</li> <li>• Research-based best practices and instructional strategies, e.g. Reading Apprenticeship</li> <li>• Double-block skills and support classes</li> <li>• Literacy Coach (Teaches on Special Assignment) (One of 4 Instructional Support Team members)</li> </ul>	School/Community Tutors, EL Coordinator, Tutorial Center Coordinator, BTSA Coordinator	Salaries for Tutorial Center Staff, Title I Staff and Teachers	\$80,000	General Fund, Title III Summer School
10. Any additional services tied to student academic needs:				

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> <li>• Student Support Centers, e.g., Tutorial Centers, extra library hours</li>   <li>• Counselors, At-Risk Counselor, Guidance Assistants</li>   <li>• Case Manager/Community Resource Coordinator</li> <li>• Evaluate-assess-refer and follow-up process</li> <li>• Instructional Aides</li> <li>• Community-based mentors and volunteers</li> <li>• Peer Tutors</li> <li>• Educational Psychologists</li> <li>• Speech Therapist</li> <li>• Team of 8 Mental Health Therapists, supervised by a Clinical Psychologist</li> </ul>	<p>Case Manager, Tutorial Center Personnel, CHAC Counselors School Counselors</p>	<p>Salaries, Materials</p>	<p>\$200,000</p> <p>Positions listed on left \$3,500,000</p>	<p>General Funds, Private Donations &amp; Grants, Non-profit Agency Partnerships Education Foundation</p>

**Performance Goal 1 (continued):**

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

**Planned Improvement in Student Performance in Mathematics**

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

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <ul style="list-style-type: none"> <li>• Teachers participate in professional development to enhance their understanding of the CCS and their repertoire of research-based best practices that help students master the CCS</li> <li>• The governing board of the MVLA district adopted the CCS as district standards</li> <li>• Teachers regularly engage in reviewing their curriculum to make sure that content and assessments are aligned with CCS</li> <li>• The district's professional development program focuses on student achievement as an outcome of outstanding teaching, based on the research of best practices</li> <li>• Course Teams meet regularly to review and develop curriculum and assessments</li> </ul>	<p>Teachers, Staff, Administrators</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p>	<p>Stipends, Substitutes, Materials</p>	<p>\$75,000</p>	<p>Title II, BTSA, General Fund</p>
<p>2. Use of standards-aligned instructional materials and strategies:</p> <ul style="list-style-type: none"> <li>• The district purchases instructional materials that are aligned with the CCS in Mathematics and the board approves all selected instructional materials</li> <li>• The district supports and facilitates teachers engaging in professional development on site-selected research-based instructional practices</li> <li>• The district invests in technology-based instructional materials to enhance the teaching of Algebra and Geometry</li> </ul>	<p>Teachers, Staff, Administrators</p> <p>ongoing</p> <p>ongoing</p>	<p>Stipends, Substitutes, Materials</p>	<p>\$25,000</p>	<p>Title II, IMP</p>
<p>3. Extended learning time:</p> <ul style="list-style-type: none"> <li>• The district provides powerful software products for students and parents to engage in email conversations with their teachers to receive help with homework, check progress and grades</li> <li>• Teachers are available during lunch and after school to assist students with skills and homework</li> <li>• Students who fail the CAHSEE in mathematics are mandated to participate in a summer mathematics program and/or a CAHSEE class during the school day, take in lieu of an elective</li> </ul>	<p>Teachers, Volunteers, Tutors</p> <p>ongoing</p> <p>ongoing</p>	<p>Stipends, Maintenance of Computers, Materials, Salaries</p>	<p>\$75,000</p>	<p>General Fund, Summer School Program</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> <li>• Students may repeat failed classes in Summer School, at Moffett Independent Study or online classes in addition to their regular math class at the high school</li> <li>• The district offers Homework Clubs. These are teacher-led math study sessions to assist students with homework and project development during and after school. Peer Tutors are trained and involved in extended learning time</li> <li>• Students who need skill remediation are enrolled in double block support classes to strengthen their basic math skills</li> <li>• The district provides summer school programs and summer transition programs that develop mathematics readiness and skills for incoming freshman students</li> <li>• Students participate in academic competitions, i.e. robotics, NASA Summer Internship program and others</li> <li>• Tutorial centers have extended after school hours</li> </ul>	<p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p>			
<p>4. Increased access to technology:</p> <ul style="list-style-type: none"> <li>• Graphing calculators</li>   <li>• BYOD/Every student has access to a device everyday-in school and at home</li> <li>• Geometry sketch pad</li> <li>• Prob ware for data collection</li> <li>• Document cameras, SMART Boards, class sets Chromebooks</li> <li>• Technology coaches (Tech support available to staff, individual and small group training)</li> <li>• Manipulatives</li> <li>• Computers in all classrooms</li> <li>• The district has a computer refreshment program to ensure that all computers are in working order and have the latest updates</li> <li>• The district Technology Plan focuses on increasing access to, and proficiency in the use of instructional technology (Learning in the cloud)</li> </ul>	<p>Teachers, Students, nstructional Aides</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p>	<p>Materials, Internet Access Charges, Technical Support Personnel</p>	<p>\$100,000</p>	<p>General Fund, Digital HS, Title III</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p>				

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> <li>• Staff participates in the California Math Project</li>   <li>• Staff attends Asilomar Conference sponsored by the CMA</li>   <li>• Subject specific teams meet regularly to review curriculum, plan instruction and develop common assessments aligned to CCS</li>   <li>• Horizontal and vertical Teams across grades 6-12 work together to align curriculum and instructional practices</li>   <li>• The district will facilitate staff participating in MEC (Mathematics Education Collaborative)</li>   <li>• New teachers participate in BTSA and the New Teacher Program with activities that focus on the use of CCS mathematics materials</li>   <li>• The district CCS Coach in mathematics supports math departments in instructional strategies, technology and alignment to CCS</li> </ul>	<p>Teachers, Students, Instructional Aides</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p>	<p>Training Costs, Acquisition of Materials, Clerical Support, Stipends, Substitutes</p> <p>Teacher Collaboration Time</p>	<p>\$50,000</p> <p>\$50,000</p>	<p>General Fund, Title II</p> <p>Curriculum Institute</p>
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <ul style="list-style-type: none"> <li>• Bilingual Community Liaison works with parents and families</li>   <li>• Parent-Teacher conferences are held annually</li> <li>• The district sends out detailed performance reports to parents on their students' performance on all standardized tests</li> <li>• Retired engineers and scientists work in our Tutorial Centers</li> <li>• Teachers have a period off to meet with parents as needed or requested</li> </ul>	<p>All Stakeholders, Community Liason</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>ongoing</p>	<p>Clerical Support, Materials, Postage, Technical Support</p>	<p>\$50,000</p>	<p>General Fund</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <ul style="list-style-type: none"> <li>• Vertical Teams, grades 6-12</li> </ul>	<p>All Stakeholders, Community Liaison</p>	<p>Clerical Support, Materials, Postage, Technical Support</p>	<p>\$50,000</p>	<p>General Fund</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> <li>• High school administrators attend middle school parent meetings</li> <li>• High School and middle school teachers observe and discuss each other's classes</li> <li>• Early identification of students who come to high school with skill deficiencies and enrollment of these students in support programs</li> <li>• Summer School programs, especially designed to facilitate the transition from middle school to high school</li> <li>• Ninth grade parent and freshmen orientation events</li> </ul>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>			
<p>8. Monitoring program effectiveness:</p> <ul style="list-style-type: none"> <li>• Regular review of student performance data</li> </ul> <ul style="list-style-type: none"> <li>• Performance Report to Board</li> <li>• Site administrators work with department coordinators in analyzing student data for each teacher, and in developing improvement plans</li> <li>• Results-driven school improvement process</li> <li>• Staff, parents and students access student performance profiles online</li> <li>• Detailed, periodic student performance reports to board of trustees, e.g. Annual Review; subject area reports</li> <li>• Principals report to their leadership teams on student performance. Leadership team examines performance results.</li> <li>• School leadership teams regularly review the effectiveness of their implemented WASC action plans</li> <li>• Departments analyze data and develop improvement plans that are reported to the governing board</li> </ul>	<p>Board and Administration, Dept. Coordinators, Teachers, Paraprofessionals</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>annually</p> <p>ongoing</p> <p>ongoing</p> <p>annually</p>	<p>Substitutes, Clerical Support, Contracted Services (School City Data Analysis Program)</p>	<p>\$25,000</p>	<p>General Fund</p>
<p>9. Targeting services and programs to lowest-performing student groups:</p> <ul style="list-style-type: none"> <li>• Strategic use of Categorical Funds to support low achievers</li> </ul> <ul style="list-style-type: none"> <li>• Specific goals and actions listed in LCAP</li> </ul>	<p>School/Community Tutors, EL Coordinator, Tutorial Center Coordinator, BTSA Coordinator Instructional Aides</p>	<p>Salaries for Tutorial Center Staff and Teachers</p>	<p>\$250,000</p>	<p>General Fund, Summer School SIP</p>



**Performance Goal 2:**

**All limited-English-proficient (LEP) 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)

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Required Activities	
<p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <p>a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;</p> <p>b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;</p> <p>c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <ul style="list-style-type: none"> <li>• meeting the annual measurable achievement objectives described in Section 3122;</li> <li>• making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B));</li> <li>• annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement</li> </ul>	<p>The LEA receives \$30,502 in Title III to enhance services to EL students. Because of this modest amount most of the services listed below are provided with general fund dollars.</p> <ul style="list-style-type: none"> <li>• Community Liaison helps with translation and assessment of family needs</li> <li>• Computer classes for Latino parents</li> <li>• Alternative programs for EL students offer smaller classes</li> <li>• Tutorials (before and after school hours)</li> <li>• Intervention programs (during the school day)</li> <li>• Summer school classes targeted to EL student needs</li> <li>• Instructional Aides to support ELs in college-prep classes</li> <li>• Purchases supplementary materials, e.g. super sites</li> <li>• Online tutorial programs and other interventions. e.g. Duolingo</li> </ul> <p>The LEA is committed to helping EL students meet the State's annual measurable achievement objectives by:</p> <ul style="list-style-type: none"> <li>• Paying stipends to teachers to further develop CCS interim assessments in ELD, language arts and math</li> <li>• Paying stipends to teachers to develop improved checklists or inventories that monitor student progress in these areas and provide guidance for instructional decisions in ELD, language arts and math</li> <li>• Develop interventions for EL students who are not making adequate progress</li> <li>• Provide stipends for teachers to research effective intervention programs</li> <li>• 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</li> <li>• Adopt new instructional materials</li> <li>• Contract with consultant to review and improve on services to EL students</li> <li>• Seal of biliteracy</li> </ul> <p>The LEA 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, the LEA employs the following monitoring process:</p> <ul style="list-style-type: none"> <li>• All EL student records are kept in a language development folder. The folder is updated annually and accompanies the student as he/she changes schools.</li> <li>• An EL department is established at MVHS and AVHS. Members of the department meet regularly to discuss EL student progress and issues.</li> <li>• The EL Department Coordinator with full-time secretarial</li> </ul>

**Description of How the LEA is Meeting or Plans to Meet this Requirement**

**Required Activities**

(Section 1111(b)(1);

- support 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 Advisory Committee and principal.
- The Site's Single Plan for Student Achievement and the LCAP address the language and academic needs of the EL students.
- The principal 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 ELAC meetings and ensures implementation of district plans to meet the language and academic needs of the EL students.
- All EL student information is recorded in a district database that is accessible to individual sites and teachers to input and download information.
- The Assoc. Supt. of Educational Services and EL coordinators hold regular meetings to discuss district and site level plans to improve academic instruction for EL students.
- The Assoc. Supt. of Educational Services monitors the implementation of the EL program. At any time that difficult issues arise at the sites regarding program implementation, the Assoc. Supt. visits the school, meets with administrators and other school personnel, and takes the necessary actions to ensure compliance and correct program implementation.
- The Educational Services division of the district monitors the annual administration of the CELDT test and the use of the CELDT to determine new students' language proficiency for placement purposes. EL program. At any time that difficult issues arise at the sites regarding program implementation, the Assoc. Supt. visits the school, meets with administrators and other school personnel, and takes the necessary actions to ensure compliance and correct program implementation.
- As year-end assessment results are received, they are disseminated to sites for review. District administrators, along with site principals and EL Coordinators meet to mine the data and determine if EL students met their annual yearly progress goal (based on length of time in the district's language program). If the sites have not met their annual yearly progress target, a study session is held to examine the program design and its implementation. Necessary changes are implemented immediately for the new school year.
- The Assoc. Supt. of Educational Services coordinates an annual report to the Board of Trustees on the language and academic progress of the EL students in the district.
- Districtwide professional development is provided for the administration and teaching staff in the district:

Use of software to help analyze student performance results (School City)  
 Effective ELD and SDAIE strategies (for classroom observations)  
 Diversity and Equity training

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

- The district will provide oral translation for all parent meetings and send out student assessment results and program descriptions in English and Spanish
- The district will assist parents to develop skills, techniques and strategies to assist their children at home.
- The district provides oral translation for every advisory meeting and parent conference.

**Description of How the LEA is Meeting or Plans to Meet this Requirement**

**Required Activities**

	<ul style="list-style-type: none"> <li>• The district will continue to expand and enhance the services provided to our Latino community through parent groups [Lucha, El Cafecito, Tea Time (for our Chinese families)] and an expanded Latino Community Outreach program.</li> <li>• The district employs staff who make phone calls to parents, provide transportation to meetings, and coordinate child care provided by high school students, where necessary.</li> <li>• Parents and community members have access through the district's Adult Education program to attend Adult Literacy, ELD, and Citizenship classes.</li> </ul>
<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c).</p> <p>The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> <li>• English proficiency; and</li> <li>• Academic achievement in the core academic subjects</li> </ul>	<ul style="list-style-type: none"> <li>• Title III and State EIA LEP funds will be used to enhance an already existing comprehensive set of programs and services provided to EL students with general fund dollars.</li> <li>• Release time 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 standards and assessments.</li> <li>• Site-based EL professional development to guide grade-level conversations about research-based methodologies and materials that meet identified EL student needs.</li> <li>• Supplemental reading materials for students at less than reasonable levels of fluency to supplement state-adopted ELA series.</li> <li>• Training for teachers, paraprofessionals and administrators in the SIOP model (Sheltered Instruction Observation Protocol) to enhance the quality of planning and instruction for more effective SDAIE instruction in the content areas. The SIOP model has been proven by research to upgrade teachers' instructional skills and to have a positive effect on EL student achievement.</li> <li>• Planning time over the summer for teachers and coaches to develop ELD materials that connect to state-adopted ELA series that will "frontload" vocabulary, concepts, and language functions for EL students so that they will be more successful in English reading.</li> <li>• Summer school opportunities for EL students that focus on specific, targeted needs in ELD and the core academic subjects. Intervention programs, offered by specially trained teachers, that provide additional support for newly arrived EL students and/or EL students designated as at-risk of not meeting benchmarks or of retention.</li> <li>• Participation by EL and SDAIE teachers in the Strategic Literacy Initiative, sponsored by WestEd.</li> </ul>
<p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p> <p>a. designed to improve the instruction and assessment of LEP children;</p>	<p>In order for administrators, teachers, and paraprofessionals to meet the needs of EL students at all proficiency levels, they must participate in a comprehensive standards based professional development program. The district will use general fund money and whatever little categorical money that is available 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 the following:</p> <ul style="list-style-type: none"> <li>• Knowledge of metacognitive and metalinguistic skills through which EL students are taught</li> </ul>

**Description of How the LEA is Meeting or Plans to Meet this Requirement**

**Required Activities**

<p>b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;</p> <p>c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills;</p> <p>d. long term effect will result in positive and lasting impact on teacher performance in the classroom.</p>	<ul style="list-style-type: none"> <li>• The ability to design and implement differentiated, CCS based instruction in all academic areas, and how this intersects with the socio-economic, cultural and linguistic diversity within the school community</li> <li>• Teachers acquire a repertoire of strategies for literacy instruction based on models provided through the WESTED sponsored Strategic Literacy project</li> <li>• An understanding of the role of assessment in guiding and evaluating instructional and programmatic practices</li> <li>• The ability to design and implement formal and informal assessment</li> <li>• The ability to use classroom data to differentiate instruction and evaluate the efficacy of instruction strategies</li> </ul> <p>In addition to providing a series of trainings in which teachers of EL students will learn new knowledge, strategies and, teachers will be provided the opportunity to attend statewide conferences where the most current research, strategies - and materials will be presented and discussed.</p> <ul style="list-style-type: none"> <li>• CAFE (California Association for Bilingual Education)</li> <li>• California Reading Association</li> <li>• Secondary Literacy Summit</li> <li>• WestEd/Reading Apprenticeship</li> <li>• Krause Center for Innovation, Learning in the Cloud</li> </ul> <p>The Professional Development plan will provide extensive and on-going training for all teachers at all levels on the Reading/Language Arts framework, ELA standards, ELD standards, CCS , district standards-based curricula and adopted materials, and standards-based instruction and materials.</p> <p>Discussed above</p> <p>See "a" above</p>
<p>4. Upgrade program objectives and effective instruction strategies.</p>	<p><b>Check if Yes: X</b></p> <p><b>If yes, describe:</b>            EL teachers work together with other Language Arts teachers in the development of writing rubrics and in the improvement of the teaching of writing across the curriculum.</p> <p>Teachers also participate in the selection and adoption of instructional materials, the review and enhancement of intervention programs, the review of disaggregated data, and the review of the district Master Plan for ELD.</p> <p>These meetings provide an opportunity for district-wide articulation and ensure consistency and coordination across the two schools in our district and with our middle and elementary school districts that feed into the MVLA high schools.</p> <p>Title III funds are sometimes used to provide stipends for committee members to attend meetings after school and to</p>

<b>Description of How the LEA is Meeting or Plans to Meet this Requirement</b>	
<b>Required Activities</b>	
	provide substitutes if release time is needed for teachers.

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

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

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Allowable Activities	
<p>5. Provide:</p> <p>a. tutorials and academic or vocational education for LEP students; and</p> <p>b. intensified instruction.</p>	<p><b>Check if Yes:</b> X</p> <p><b>If yes, describe:</b> EL students, regardless of language proficiency may take CTE classes, appropriate to their interest</p> <p>EL students have access to an Intensive Literacy Program during the summer</p> <p>EL students have access to JUST READ, a tutorial program that focuses on the development of basic English skills, delivered through trained tutor volunteers</p> <p>EL students have access to the district's Tutorial Centers</p> <p>EL students have access to Academic Language courses</p>
<p>6. Develop and implement programs that are coordinated with other relevant programs and services.</p>	<p><b>Check if Yes:</b> X</p> <p><b>If yes, describe:</b> A variety of programs designed to extend the regular instructional program and focus on the needs of EL students will be coordinated to meet each student's identified needs. These include:</p> <ul style="list-style-type: none"> <li>• Case Management/CHAC mental health services</li> <li>• District Intake Center</li> <li>• AVID</li> <li>• School-to-Career</li> <li>• AP/Honors</li> <li>• Early Identification and Intervention Programs</li> <li>• Guidance Monitoring</li> <li>• Latino Community Outreach</li> </ul>
<p>7. Improve the English proficiency and academic achievement of LEP children.</p>	<p><b>Check if Yes:</b> X</p> <p><b>If yes, describe:</b> In a network sponsored by the Santa Clara County Office of Education, MVL district staff meet regularly with EL staff from other districts to dialogue, collaborate and research programs in order to improve District programs.</p> <p>The LEA plans to continue to develop and implement an English Learner Individualized Intervention Learning Plan that will identify interventions and supplemental programs to meet identified EL students' individual needs in order to improve English proficiency and academic achievement. The goals of this program will be to support the success of the EL students in the regular instructional program. LAHS already uses ILP (Individual Learning Plans) for all ELLs</p>
<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP</p>	<p><b>Check if Yes:</b> X</p>

**Description of How the LEA is Meeting or Plans to Meet this Requirement**

**Allowable Activities**

<p>children and their families -</p> <ul style="list-style-type: none"> <li>• To improve English language skills of LEP children; and</li> <li>• To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.</li> </ul>	<p><b>If yes, describe:</b>                  The district sponsors site-specific parent support programs called El Cafecito and Lucha. These parent outreach programs, run by our bilingual counseling staff, offer parents the opportunity to become significantly involved in their children's education.</p> <p>Parents have access to a variety of classes sponsored by the district's Adult Education program</p> <p>The district's expanded Latino Outreach program consists of(1) a traveling resource center for parents, (2) an Ambassador program, and (3) coordinated staff visits to the homes of Latino parents</p>
<p>9. Improve the instruction of LEP children by providing for -</p> <ul style="list-style-type: none"> <li>• The acquisition or development of educational technology or instructional materials</li> <li>• Access to, and participation in, electronic networks for materials, training, and communication; and</li> <li>• Incorporation of the above resources into curricula and programs.</li> </ul>	<p><b>Check if Yes:</b>                  X</p> <p><b>If yes, describe:</b>                  The district has purchased the ELLIS Duolingo, Membeam and Rosetta Stone Programs as supplements to a standards-based instructional program</p>
<p>10. Other activities consistent with Title III.</p>	<p><b>Check if Yes:</b></p> <p><b>If yes, describe:</b></p>

**Performance Goal 2 (continued):  
Plans to Notify and Involve Parents of Limited-English-Proficient Students**

Parents of Limited-English-Proficient students must be notified:

The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Required Activities	
1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):	
a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program;	Parents are informed of the reasons for the identification of their child as EL; eligibility criteria are clearly deliberated and available services are described. The results of the Horne Language Survey, and score on initial CELDT are included in the letter that is sent home.
b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement;	Students level of English proficiency is assessed using their CELDT, GPA in core classes and the status of the student's academic achievement. SBAC results will replace CST results starting in 2015.
c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction;	The ELD program description includes information regarding instructional materials, classes available in SDAIE, and authorization of teachers. In addition, benchmarks and yearly goals are explained so that parents can monitor progress towards these goals. We do not provide instruction in native languages. However, bilingual instructional assistants are assigned to beginning EL and SDAIE classes.
d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;	ELD curriculum is aligned with CCS
e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;	The program description addresses how the ELD program design helps children learn English (emphasis on ELD component, training of teachers)
f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools;	Specific exit requirements (redesignation criteria) and expected rate of promotion and graduation are discussed. (If student is an underschooled newcomer, he/she may need more instructional time to catch up with his/her peers.)
g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;	If the student has a disability, the services prescribed by the IEP work together with the program in which the student is enrolled to maximize his/her learning experiences.
h. information pertaining to parental rights that includes written guidance detailing -	
i. the right that parents have to have their child immediately removed from such program upon their request; and	General Fund dollars are used to hire bilingual personnel , e.g., (counselors, Community Liaison, Community Outreach Coordinator) at the district and site levels who will be available to parents to ensure full understanding of the district's program and the services available to their children. The district also pays stipends to personnel who speak Spanish and agree to be pulled away from their jobs to help with translations.
ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available;	Students new to the district, who move into the community throughout the school year are assessed for language proficiency. While the student is being assessed, the parents receive a personal, private interview with a bilingual counselor/Outreach Specialist. At this time they receive a detailed explanation of the procedures and EL program placement options. 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

**Description of How the LEA is Meeting or Plans to Meet this Requirement**

**Required Activities**

<p>iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.</p>	<p>all program information and parent rights are given in translated form, both oral and written. Regularly scheduled ELAC meetings, Voces Latina's LUCHA and Cafecito meetings and District DELAC meetings also inform parents of instructional programs and how they can support their child's academic achievement.</p>
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**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.

District procedures meet the standard of the law

**LEA Parent Notification Failure to Make Progress**

If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.

The district has met its AMO/AMAO targets every year. No recent data available. The district did not receive Title III Accountability Report for the last two years.

**Performance Goal 2 (continued):  
Plans to Provide Services for Immigrants**

If the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Allowable Activities	
<p>1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:</p>	<p><b>Check if Yes:</b> X</p> <p><b>If yes, describe:</b> Both high schools in the district sponsor parent groups, called LUCHA, El Cafecito, and Tea Time for Mandarin speakers. Through this program parents can access an extensive network of outreach and training. All sessions are conducted in the target language and meetings are held at various locations throughout the community, convenient to parents. Child care is provided when needed.</p> <p>This program is monitored through parent participation, evaluation forms and increased participation in school events and activities. Parents also have access to ELD classes, family literacy and citizenship classes through the district's Adult Education program.</p>
<p>2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:</p>	<p><b>Check if Yes:</b> X</p> <p><b>If yes, describe:</b> The district sponsors a myriad of professional growth activities to address the unique needs of teachers and staff who work with language minority students. Workshop topics include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• ELD/SDAIE Methodologies</li> <li>• Differentiated Instruction</li> <li>• Literacy in Academic Content Areas</li> <li>• Diversity Training</li> <li>• Academic Vocabulary</li> <li>• Summarization techniques</li> <li>• All teachers in the district, safe 1 are CLAD certified.</li> </ul>
<p>3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;</p>	<p><b>Check if Yes:</b> X</p> <p><b>If yes, describe:</b> Both schools operate full-service tutorial centers that are open to students during, before and after school. The district employs a Tutorial Center Coordinator, who in turn assembles a cadre of professional, peer and community tutors. In addition, students from Foothill-De Anza Community College provide tutoring. The Counseling Department at San Jose State University and Santa Clara University provides mentoring support in addition to the district's Cross-generational mentoring program, PNG, Partners for New Generations. Tutors and mentors collaborate closely with the classroom and intervention teachers of the identified students to correctly focus instruction and support.</p>

**Description of How the LEA is Meeting or Plans to Meet this Requirement**

**Allowable Activities**

<p>4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:</p>	<p><b>Check if Yes:</b> X</p> <p><b>If yes, describe:</b> Standards-based curricular materials, including educational software, are used in the implementation of the Title III Immigrant plans as described in #1, #2, #3, #5, #6 and #7. General fund and categorical funds are used to purchase these materials. Computers and laptops are provided through a BYOD policy. To provide equal access to computers for students who do not own their own device, our schools check out Chromebooks to every student who needs a device.</p>
<p>5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:</p>	<p><b>Check if Yes:</b></p> <p><b>If yes, describe:</b></p>
<p>6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:</p>	<p><b>Check if Yes:</b></p> <p><b>If yes, describe:</b></p>

**Description of How the LEA is Meeting or Plans to Meet this Requirement**

**Allowable Activities**

7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:

**Check if Yes:**

X

**If yes, describe:**

Successful changes in youth behavior and academic success require that parents are aware of, and understand how they can reinforce the school's efforts at home. This will be achieved through:

- Individual meetings with staff to discuss identified students' progress
- Adult ELD and parenting classes
- Activities with immigrant children and their parents designed to promote parent empowerment
- Family/student counseling
- Ambassador Programs
- Family Tours

The guidance counselor/Outreach Specialist/Community Liaisons all serve as a liaison between parents, students, schools and community agencies.

As needs are identified, families will be provided support services through the collaboration of the following services:

- District EL Department
- Latino Community Outreach program
- Interagency collaboration through our Case Management Program
- Catholic Charities
- CHAO
- Other community-based organizations

In addition, through periodic monitoring of students' academic and behavioral progress as well as the level of parental involvement, district staff will ensure that immigrant families in need of services are assisted and that their children are making significant progress towards meeting grade-level standards. Records will be maintained and monitored of all contacts and services provided in order to evaluate the level of implementation

**Performance Goal 3:**

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

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

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

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

Strengths	Needs
<p>1) Teachers are fully credentialed and teach in their area of expertise.</p> <p>2) Instructional aides are either highly educated or in training</p> <p>3) 75% or more of district teachers hold masters degrees, doctorates, or other advanced degree.</p> <p>4) 100% of district teachers hold CLAD credentials, are SDAIE certified or are in training</p> <p>5) District pays teachers to complete their SDAIE/CLAD certification</p> <p>6) Completion of SDAIE/CLAD certification is a condition for receiving tenure in this district.</p> <p>7) The district has an active, highly acclaimed BTSA, PAR program.</p> <p>8) The district collaborates with the County Office of Education in providing high quality professional development opportunities to staff.</p> <p>9) The district has board policies that define hiring/credentialing requirements.</p> <p>10) The district provides financial incentives to teachers who wish to become Nationally Board certified.</p> <p>11) Board expects to hire and retain only the best and brightest teachers.</p> <p>12) The district's teacher evaluation system is one of the most rigorous in California, and is fully aligned with California Standards for the Teaching Profession.</p> <p>13) The district employs a 5 -member Instructional Support team, whose members junction as instructional coach to promote literacy, improved performance in math, support for new teachers, promoting Learning in the Cloud, and modeling the use of technology as an instructional tool.</p>	<p>1) Continued professional development in the area of Cultural Proficiency</p> <p>2) Continued professional development in Differentiated Instruction strategies, SDAIE and SIOP</p> <p>3) Continued professional development in helping teachers assess student work against rubrics, anchor papers and other local standards</p> <p>4) Continued opportunities for teachers to learn alternative delivery techniques for instruction in Algebra</p> <p>5) Continued opportunities for teachers to align their curriculum and instructional practices to the Common Core</p> <p>6) Continued professional learning for teachers to become smart, competent and proficient users of instructional technology</p>

**Performance Goal 3:**

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

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

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

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <ul style="list-style-type: none"> <li>• The district conducts yearly professional needs assessments of teachers and principals in relation to criteria for highly qualified teachers and trends in data on formative and summative assessments of student progress in relation to State content and academic achievement standards. School and district professional development goals are created to assist district staff to move toward proficiency in standards for all students. Professional development activities are designed and selected based on staff strengths and needs in relation to student achievement results.</li> <li>• All content related professional development is standards-based and reflects current practices as documented in professional literature.</li> </ul>	<p>Assoc. Supt. of Educational Services Site Personnel Instructional Support Team (IST)</p> <p>Dept. Coordinators, Teachers</p> <p>SIP Coordinator, BTSA Consulting Teacher</p>	<p>Stipends</p> <p>Release Time and Substitutes as needed</p>	<p>\$40,000</p>	<p>General Fund State Common Core MVLA Foundation Support Title II</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>				

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> <li>The district reviews research on professional development activities that assist teachers and administrators to ensure all students will meet or exceed State content and academic achievement standards. Attention is given to those topics and formats that have the greatest positive impact on teachers' ability to accelerate the learning of students in the lowest-performing groups. A system of professional development that is both coherent and differentiated based on teacher effectiveness and assignment is created. This system focuses on improving student achievement.</li> <li>Professional development resources will be concentrated where they are needed most. Successful teachers, IST coaches and principals will model effective strategies to those who are less successful. The district is committed to replicating best practices.</li> <li>Instructional Coherence is what we aspire to achieve. To that end the staff as selected three works that guide our practice: Douglas Reeves, Accountability for Learning; Douglas Reeves, the Learning Leader; and Robert Marzano, Classroom Instruction that Works. In mathematics we are working with Dan Meyers and Michael Fenton.</li> </ul>	<p>Assoc. Supt. SIP Coordinator Principals Staff</p> <p>Instructional Support Team</p>	<p>Purchase of books for every teacher and IA</p> <p>Stipends for Consultants</p>	<p>\$5,000</p> <p>\$10,000</p>	<p>General Fund Title II Lottery</p> <p>General Fund, State Common Core Money</p>
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <ul style="list-style-type: none"> <li>In designing and then assessing the impact of the professional development system, the district's and site Leadership Committees will concentrate on the degree to which the system does five things. (1) How well does it focus on students meeting/exceeding key/essential standards through the use of State-adopted/ standards-based materials and formative assessments? (2) How closely related are our professional development activities to the instructional work of teacher in the classroom? (3) 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 the student populations in teachers' classrooms? (4) How well do selected professional development resources apply to particular under-performing student populations (e.g., English Learners, students with disabilities, Children of Color)? (5) How well integrated are materials adoption/selection, intervention approaches, and family and community relations with the professional development system?</li> </ul>	<p>Assoc. Supt. District &amp; Site Leadership Councils Consulting Teachers</p>			

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> <li>The district invests resources in providing academic intervention programs that include scientifically research-based curriculum/materials in the areas of Language Arts, ELD and mathematics.</li> </ul>				
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <ul style="list-style-type: none"> <li>The district will ensure that professional development activities are coordinated to address staff needs in assisting all students to meet or exceed State academic achievement standards. Activities will be designed to help teachers integrate 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 categorical funding sources will be addressed within the context of ensuring that all students meet or exceed State content and academic achievement standards.</li> </ul>	<p>Assoc. Supt. District &amp; Site Leadership Councils</p>	<p>Curriculum Institute</p>	<p>\$100,000</p>	<p>Title II District General Fund MVLA Foundation State Common Core</p>
<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <ul style="list-style-type: none"> <li>Staff development days will focus on developing research-based practices designed to improve student achievement.</li> <li>Principals' professional development will be focused on the leader's role in supporting standards implementation, organization and management for continuous improvement, and addressing diverse needs of student, particularly students in the lowest-performing groups in the district.</li> <li>District staff has the opportunity to participate in any one of the following district-sponsored activities: Principal's Institute; CSLA (California School Leadership Academy); Urban Leadership Institute through San Jose State University; Mountain View Leadership; Problem-based Learning groups; Curriculum Institute; Professional Development Incentive Pay Program; 2B Teacher Evaluation Program.</li> </ul>	<p>Teacher leaders Instructional coaches, incl. BTSA InterdistrictWriting Assessment Team</p>	<p>Stipends for work after hours Substitutes Fees for presenters</p>	<p>\$20,000</p>	<p>Title II District General Fund MVLA Foundation State Common Core</p>
<p>6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p>				



Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> <li>Professional development goals are tied to improving (i) teachers' and principals' knowledge and skill (ii) organizational support for improved teaching and learning (iii) teachers' and principals' use of knowledge and skill (iv) student achievement, design/select professional development activities and strategies to accomplish the goals, monitor the impact of the activities, and adjust as needed .</li> </ul>				
<p>9. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> <li>Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency;</li> <li>Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn;</li> <li>Involve parents in their child's education; and</li> <li>Understand and use data and assessments to improve classroom practice and student learning.</li> </ul> <p>• Teacher collaboration time focuses on selecting benchmark assessments for key/essential standards.</p> <p>• Staff development activities focus on enhancing and expanding instructional practices to accelerate students in the lowest-performing groups, student behavior management, and working with families within a standards-based system. Teachers will engage in daily guided practice and team coaching in one or more of the following: English/Language Arts, English language development, and Mathematics.</p>	<p>Vertical Teams made up of high school and middle school teachers &amp; Assoc. Supt. IST Team led by professional development</p>	<p>Stipends Substitutes Incentive pay</p>	<p>\$25,000</p>	<p>Curriculum Institute/General Fund Title II Summer School</p>
<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <ul style="list-style-type: none"> <li>The district has active partnerships with neighboring districts and local Schools of Education to provide course work locally for multiple and single subject credentials in English/language arts, mathematics, science, and English language development.</li> <li>The district has partnerships with neighboring districts and local Community Colleges to provide course work and tutoring locally in subject matter competency in English/language arts, mathematics, science, and English language development.</li> </ul>	<p>Assoc. Supt. for Personnel</p>	<p>MOUs with partenr district &amp; colleges Materials Tuitions &amp; fees</p>	<p>\$10,000</p>	<p>Title II BTSA General Fund</p>

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> <li>The district is providing incentives for continuing education opportunities to meet the highly-qualified requirements for teachers and to promote teachers seeking National Board Certification.</li> </ul>				

**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>1) Collaboration with other agencies guides the district in planning and implementing strategies to support an environment conducive to learning.</p> <p>2) The district has a strongly enforced and well-publicized progressive discipline policy.</p> <p>3) There is a clear set of emergency procedures and opportunities for practice drills.</p> <p>4) Administrators and staff support the view that emotional, psychological and social needs of students are intrinsically related to academic achievement and promote this approach. As such, the district operates programs for students with eating disorders and provides access to intervention programs that deal with chemical dependencies, gang issues, stress reduction, coping and survival skills and mental health.</p> <p>5) Parents are provided with regular information through a variety of district sources, published materials as well as workshops</p> <p>6) A system is in place to respond to truancy, provide early intervention through community workers and counselors, and provide ongoing services to students and their families</p> <p>7) The physical environment is well maintained and classrooms have been modernized to facilitate learning; there is a district plan to provide for ongoing maintenance</p> <p>8) A Saturday School Program is in place to addresses attendance issues.</p> <p>9) The district enjoys extraordinary support and involvement on part of the parent community</p> <p>10) The district provides many opportunities for students to participate in decision-making and to have a voice in school climate issues</p> <p>11) Students have the opportunity to participate in community-based programs such as the Mayor's Youth Conference; the Diversity Forum, various Student Exchange programs; Wellness Forums, Camp Every Town</p> <p>12) School climate activities are coordinated and linked to performance measures</p> <p>13) Strong collaborative relationship with local Police Departments, Hospitals and Medical Facilities and Community Health Awareness Council.</p>	<p>1) Many after school activities do not have a broad appeal to high risk students.</p> <p>2) Many students who are at risk, must work after school or are expected to assist with family matters, and hence cannot avail themselves of after school activities, including expanded learning options.</p> <p>3) The district is experiencing a significant need in the area of mental health. There are not enough therapists available to serve the growing need among our students.</p>

**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**

- 1) In collaboration with the Packard Foundation, district students benefit from a Health Van and psychiatric services provided through Stanford Hospital and El Camino Hospital, which funds some of our Therapists
- 2) The district employs a Behavior Specialist who works with students and staff on providing training to students on the acquisition of replacement behaviors as part of our progressive discipline program
- 3) The district is part of a broad community network, called the Challenge Team
- 4) The district has a very strong, positive relationship with our local police departments
- 5) The district will employ a Mental Health Services Coordinator next year

**Needs and Strengths Assessment (4115(a)(1)(A))**

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

Strengths	Needs
<ol style="list-style-type: none"> <li>1) There is ongoing data collection on ATODV through the CHKS, a district survey, and WASC surveys</li> <li>2) Information is gathered on crime incidents, expulsion, suspensions, and discipline problems</li> <li>3) CHAC provides counseling services to at-risk students and their families</li> <li>4) The district has a board policy that supports zero tolerance for bullying.</li> <li>5) The district is a partner to the following Community-based agencies: Challenge Team, Agency Partners, Healthy Ventures.</li> <li>6) Through a partnership with Packard Children's Hospital, district students have access to their Health Van and the Tooth Mobile.</li> <li>7) Board Policy requires each student to sign an appropriate use agreement before students can access the Internet from a school computer.</li> <li>8) Students receive instruction on appropriate use of information from the Internet.</li> <li>9) The district sponsors other activities which are designed to increase tolerance and appreciation of diversity. These include: "Best Buddies" @ MVHS for students in the Emotionally Disturbed class; Gay-Straight Alliance on both campuses; DWEBS on both campuses at the beginning of each year to educate students on 'Expellable Offenses'; Training for Effective Parenting.</li> <li>10) The District employs a Case Manager who coordinates planning, funding, resource development and linkages to CBO services.</li> </ol>	<p>Continue to dedicate resources to support wellness and mental health.</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: 10/16/14 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will <b>decrease</b> biennially by:	5th: % 7th: %	5th: % 7th: %
The percentage of students that have used cigarettes within the past 30 days will <b>decrease</b> biennially by:	7th: % 9th: 2% 11th: 5%	7th: % 9th: 7% 11th: 11%
The percentage of students that have used marijuana will <b>decrease</b> biennially by:	5th: % 7th: %	5th: % 7th: %
The percentage of students that have used alcohol within the past 30 days will <b>decrease</b> biennially by:	7th: % 9th: 11% 11th: 26%	7th: % 9th: 20% 11th: 34%
The percentage of students that have used marijuana within the past 30 days will <b>decrease</b> biennially by:	7th: % 9th: 4% 11th: 16%	7th: % 9th: 11% 11th: 23%
The percentage of students that feel very safe at school will <b>increase</b> biennially by:	5th: % 7th: % 9th: 27% 11th: 40%	5th: % 7th: % 9th: 27% 11th: 32%
The percentage of students that have been afraid of being beaten up during the past 12 months will <b>decrease</b> biennially by:	7th: % 9th: 11% 11th: 5%	7th: % 9th: % 11th: %

<b>Truancy Performance Indicator</b>	<b>Most recent date: Baseline Data</b>	<b>Biennial Goal (Performance Indicator)</b>
<p>The percentage of students who have been truant will decrease annually by .5 % 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</p>	2%	1.5%
<b>Protective Factors Performance Measures from the California Healthy Kids Survey</b>	<b>Most recent date: 10/16/14 Baseline Data</b>	<b>Biennial Goal (Performance Indicator)</b>
<p>The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will <b>increase</b> biennially by:</p>	5th: % 7th: % 9th: 42% 11th: 48%	5th: % 7th: % 9th: 45% 11th: 56%
<p>The percentage of students that report high levels of high expectations from a teacher or other adult at their school will <b>increase</b> biennially by:</p>	5th: % 7th: % 9th: 54% 11th: 58%	5th: % 7th: % 9th: 57% 11th: 60%
<p>The percentage of students that report high levels of opportunities for meaningful participation at their school will <b>increase</b> biennially by:</p>	5th: % 7th: % 9th: 22% 11th: 19%	5th: % 7th: % 9th: 16% 11th: 21%
<p>The percentage of students that report high levels of school connectedness at their school will <b>increase</b> biennially by:</p>	5th: % 7th: % 9th: 69% 11th: 57%	5th: % 7th: % 9th: 58% 11th: 63%

**Other Performance Measures**

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

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

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

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

Program 1	
<b>Science Based Program Name:</b>	Project Success
<b>Program ATODV Focus:</b>	ATD
<b>Target Grade Levels:</b>	9-12 Health classes
<b>Target Population Size:</b>	700
<b>Purchase Date:</b>	Summer2003
<b>Staff Training Date:</b>	Fall2003
<b>Start Date:</b>	Fall2004
Program 2	
<b>Science Based Program Name:</b>	BSFT (Brief strategic family therapy)
<b>Program ATODV Focus:</b>	Drugs
<b>Target Grade Levels:</b>	9-12
<b>Target Population Size:</b>	
<b>Purchase Date:</b>	
<b>Staff Training Date:</b>	Ongoing
<b>Start Date:</b>	1996
Program 3	
<b>Science Based Program Name:</b>	Multisystemic therapy (MST)
<b>Program ATODV Focus:</b>	Drugs & Violence
<b>Target Grade Levels:</b>	9-12
<b>Target Population Size:</b>	
<b>Purchase Date:</b>	
<b>Staff Training Date:</b>	Ongoing

**Start Date:**

1996

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

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

Activities	Program ATODV Focus	Target Grade Levels
After School Programs		
X Conflict Mediation/Resolution	A-0-V-T	9-12
X Early Intervention and Counseling	A-0-V-T	9-12
Environmental Strategies		
X Family and Community Collaboration	A-0-V-T	9-12
Media Literacy and Advocacy		
X Mentoring	A-0-V-T	9-12
X Peer - Helping and Peer Leaders		
Positive Alternatives		
X School Policies	A-0-V-T	9-12
X Service - Learning/Community Service	A-0-V-T	9-12
X Student Assistance Programs	A-0-V-T	9-12
Tobacco - Use Cessation		
Youth Development Caring Schools Caring Classrooms		
Other Activities		

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

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

Program 1
<b>Promising Program Name:</b> <b>Program ATODV Focus:</b> <b>Target Grade Levels:</b> <b>Target Population Size:</b> <b>Purchase Date:</b> <b>Staff Training Date:</b> <b>Start Date:</b>
Program 2
<b>Promising Program Name:</b> <b>Program ATODV Focus:</b> <b>Target Grade Levels:</b> <b>Target Population Size:</b> <b>Purchase Date:</b> <b>Staff Training Date:</b> <b>Start Date:</b>
Program 3
<b>Promising Program Name:</b> <b>Program ATODV Focus:</b> <b>Target Grade Levels:</b> <b>Target Population Size:</b> <b>Purchase Date:</b> <b>Staff Training Date:</b> <b>Start Date:</b>

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

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

### **Analysis of Data for Selection of Programs and Activities (4115 (a)(1)(D))**

For each selected Appendix C programs or Appendix D activities, provide a brief narrative rationale based on the LEA's analysis of CSS, CHKS, and CSSA data related to why the LEA selected these programs and activities for implementation.

Based on HK Survey results, Truancy data and other information available in the district, we chose the programs listed on pages 62-64 to strengthen student resiliency, to affect classroom behavior and performance, to improve student attendance and to improve the general quality of our students' lives.

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

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

The district has coordinated with the countywide HKS implementation, partnering with the SCCOE and Public Health and will continue to do so every other year as required. Beginning in 2003/04, resiliency modules were included. In the CHKS survey off-year, students fill out a short questionnaire with questions from the information on the 12 "Performance Indicators" to measure progress towards goals. Student will also complete pre/post tests after curriculum series to assess changes in knowledge, attitude, and intentions to use ATOD and participate in violence acts. We will also continue to ask our local law enforcement agency, Parks and Recreation Department, and Project Focus (a private counseling program) for support with ATODV.

The information gathered will be analyzed by our Wellness team and our health education teachers who will identify specific strengths and needs at each site. The information will be used to refine, improve, and strengthen instruction in healthy living.

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

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

Data Collection Timeline

- 1) Baseline CHKS data was collected in 2001/02 and progress data is collected and charted in every even year.
- 2) Surveys with questions covering the 12 Performance Indicators were conducted May 1, 2003.
- 3) After each series of prevention lessons (throughout the school year for each year of the plan), post-test information on changes in knowledge, attitudes, and intentions will be collected.
- 4) Staff and parents will complete climate surveys as part of our continuous improvement cycle under WASC .

Reporting Timeline

Data is analyzed every year.

- 1) Site principals report on the 'state of their schools' in November of each year to the board of education.
- 2) Relevant information is posted on the district's website.
- 3) The district's Wellness committee meets at least three times each year.

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

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

The District does not receive funding under Title IV.

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

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

- 1) Early identification and intervention services with counselors from community-based organizations
- 2) Outreach workers for high risk families and truant students

- 3) After-school activities that focus on academic tutoring; mentoring; and opportunities to participate in non-academic, creative, and athletic activities
- 4) Referral to Programs for students cited for ATOD use on campus, bullying, and other discipline problems
- 5) A referral system for family counseling and support services
- 6) Youth development projects such as service-learning, FLY, and peer mediation
- 7) A comprehensive program, overseen by our Mental Health Services Coordinator, a Clinical Psychologist, who supervises a staff of 8 therapists and coordinates services with 15 CHAC counselors

#### **Coordination of All Programs (4114 (d)(2)(A))**

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

- Our Case Manager and Latino Outreach coordinator coordinate school-linked services, such as, 21 51 Century Learning Centers, AB 1113, Mentoring Initiative, etc. Representatives from the parks and recreation department, community-based prevention organizations, law enforcement, Gang Prevention Task Force and the Challenge Team meet regularly to address issues of substance abuse, gang activity and violence.

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

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

Parents are involved in our district at many levels, they participate in planning and designing programs, serving as volunteers in the classroom and after school, and volunteering to serve on committees such as DELAC, ELAC, boosters, and School-Site Councils. Parents are recruited from all ethnic and socioeconomic groups in our district so that all constituents are fairly represented. The PTSA sponsors a Conference each year in which parents learn about prevention activities and have input into selecting speakers for the following year. The PTSA also has input into planning school-wide assemblies each year on prevention topics.

The district meets federal and state notification and reporting requirements through postings on the website and a Parent/Student Handbook which is mailed annually to every family.

#### **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.

The district does not receive TUPE money.

Pregnant minors or minor parents meet with a counselor from their school. The counselor assesses their need for services, and determines whether the minor uses tobacco or has family members who use tobacco products. For services that we do not provide on site, we refer students to various CBO's with which we have cooperative agreements. These organizations provide cessation counseling on a one-to-one basis and/or refer the minors to such groups as those run by the American Lung Association. The counselor provides case management to the adolescent assuring these linkages are completed and follow up is provided. For students who choose to continue their high school education at a site other than our comprehensive high schools or in our continuation high school, the district operates a "Pregnant Minor" program (YPP) that is housed at our Adult Education facility and will soon transfer over to our Continuation high school. This program is comprehensive in as much as it delivers high quality academic services to students as well as support to meet their psychological and emotional needs. The program serves not only young mothers and pregnant students, but young fathers and fathers-to-be, as well. It includes a comprehensive parenting skills component.

#### **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
N/A	N/A

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

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

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

<b>5.1 (High School Graduates)</b>	
<b>Activities/Actions</b>	<ol style="list-style-type: none"> <li>1) All students complete four-year academic plans upon enrollment.</li> <li>2) Parents are notified of graduation requirements.</li> <li>3) Counselors guarantee students and families one personal conference per year.</li> <li>4) Notices are sent to parents concerning progress; conferences are scheduled when needed.</li> <li>5) The district designates a Parent Conference Day where parents can make individual appointments with their student's teachers between 1 and 8 pm/</li> <li>6) Student Study Team meets to plan interventions for students at risk of failure.</li> <li>7) Programs are developed within school day to prepare CAHSEE students.</li> <li>8) Staff development is provided on a standards based curriculum.</li> <li>9) The district employs Freshmen Guidance Assistants.</li> <li>10) The district provides timely notification of 12th grade students in danger of failing and allows students to enroll concurrently in Foothill College classes and in the district's Independent Study program at Moffett.</li> <li>11) CHAC Counselors</li> <li>12) Mentoring (PNG)</li> <li>13) Both of our high schools have an open access policy to honors and AP classes</li> <li>14) MVHS, in concert with EOS, identified 129 first-time AP takers, all students belong to targeted under-represented groups</li> <li>15) The district operates a Model Continuation HS with a very strong credit-recovery program</li> </ol>
<b>Students Served</b>	All students, with special attention given to students deficient in credit, those who have failed the CAHSEE and those identified to be at risk of academic failure
<b>Timeline/ Person(s) Involved</b>	Counselors, Freshman guidance monitors, Assoc. Supt.
<b>Benchmarks/ Evaluation</b>	GPA, CC, CST Results, See District Benchmarks for specific performance targets
<b>Funding Source</b>	General Fund, Title I, At-Risk Counseling funds
<b>5.2 (Dropouts)</b>	
<b>Activities/Actions</b>	<ol style="list-style-type: none"> <li>1) Student government &amp; leadership classes</li> <li>2) Over 50 interscholastic athletic teams, for females and males</li> <li>3) Strong intervention classes</li> <li>4) Alternative high school programs including programs offered in collaboration with community colleges and the County Office of Education; Middle College; Academy of Communications Art and Technology</li> <li>5) A state Model Continuation HS</li> <li>6) Adult Education</li> <li>7) Independent Study</li> <li>8) Latino Community Outreach</li> </ol>

<b>Students Served</b>	<ul style="list-style-type: none"> <li>• All students</li> <li>• Students at risk</li> <li>• Students with attendance problems</li> </ul>
<b>Timeline/ Person(s) Involved</b>	<ul style="list-style-type: none"> <li>• Counselors</li> <li>• Asst. Prin</li> </ul>
<b>Benchmarks/ Evaluation</b>	See District Benchmarks for specific targets
<b>Funding Source</b>	General Fund
<b>5.3 (Advanced Placement)</b>	
<b>Activities/Actions</b>	<ol style="list-style-type: none"> <li>1) AVID</li> <li>2) Open access to enrollment in AP courses; participation in EOS (Equal Opportunity School)</li> <li>3) GATE identification criteria includes culturally diverse and/or economically disadvantaged as well as 'talented' categories</li> <li>4) Articulation agreements with local Community Colleges</li> <li>5) Middle College program</li> </ol>
<b>Students Served</b>	All students
<b>Timeline/ Person(s) Involved</b>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Administrators</li> </ul>
<b>Benchmarks/ Evaluation</b>	See District Benchmarks for specific targets
<b>Funding Source</b>	General Fund

**Additional Mandatory Title I Descriptions**

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

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

Title I funds to participating schools are allocated in rank order on the basis of the total number of children from low-income families in each school. The district uses Free and Reduced Lunch participation as the identifier for students who come from low-income families

<b>Description of How the LEA is Meeting or Plans to Meet this Requirement</b>	
<p>Identify one of the following options as the low-income measure to identify schools eligible for Title I funding:</p> <ul style="list-style-type: none"> <li>• Number of children in families receiving assistance under the CalWorks program;</li> <li>• Number of children eligible for Free/Reduced Price Lunch programs;</li> <li>• Number of children ages 5-17 in poverty counted by the most recent census data;</li> <li>• Number of children eligible to receive medical assistance under the Medicaid program;</li> <li>• Or a composite of the above.</li> </ul>	<p>Number of children eligible for Free/Reduced Price Lunch programs;</p>
<p>Describe how the low-income measure described above is used to rank and select schools to receive Title I funds</p> <ul style="list-style-type: none"> <li>• All schools with a 75% or above poverty level are funded</li> <li>• All other schools are funded by poverty ranking district wide or by grade span.</li> </ul>	<p>Our Continuation high school, Alta Vista, is the only school in the district that qualifies under the district wide poverty ranking distribution</p>

**Additional Mandatory Title I Descriptions**

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

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

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

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

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

For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:

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

The educational program at AVHS is very strong. There are adequate support systems in place to help students graduate from high school. Many of the students at AVHS have in addition to academic changes, social, emotional, and financial needs. To help strengthen a culture that is truly conducive to promoting academic achievement and learning, the school hired a social services coordinator, who makes sure that students have all the basics that are needed to optimize their ability to focus on school.

**Targeted Assistance Programs (TAS) - Student Identification**

For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State's challenging academic standards. The description should include activities such as:

- Effective methods and instructional strategies based on scientifically-based research.
- Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.
- Strategies that minimize removing children from the regular classroom during regular school hours for instruction.
- Instruction by highly qualified teachers.
- Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff.
- Strategies to increase parental involvement.

AVHS is a school-wide program

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

<b>Targeted Assistance Programs (TAS) - Student Identification</b>	
Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should: <ul style="list-style-type: none"> <li>Identify children who are failing or most at risk of failing to meet the state academic content standards.</li> <li>Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades.</li> <li>Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds.</li> </ul>	AVHS is a school-wide program
The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.	AVHS is a school-wide program
The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.	AVHS is a school-wide program

Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, "Academic Assessment and Local Educational Agency and School Improvement."

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<b>Program Improvement (PI) - Parent Notification</b>	
Describe the process for parent notification of the school's identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.	AVHS is not in PI
Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	AVHS is not in PI

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

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<b>Highly Qualified Teachers</b>	
Describe the LEA's strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.	Our district is well resourced. Combining state and federal funds with allocations from the MVLA Foundation and with district funds, the district allocates about \$1,000,000 annually in support of professional development.
Describe the LEA's strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children's education.	All of our high schools enjoy very active parent participation. There are many opportunities for parent involvement and parent education. These may include serving on committees, booster clubs, being elected to organizations like the Site Council or DELAC, volunteering in the tutorial center or the front office, and others.

**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.

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<b>Increased Program Effectiveness</b>	
<p>Describe how the LEA will coordinate and integrate educational services to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:</p> <ul style="list-style-type: none"><li>a. Even Start</li><li>b. Head Start</li><li>c. Reading First</li><li>d. Early Reading First</li><li>e. Other preschool programs</li><li>f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited - English proficient, and children with disabilities.</li></ul> <p>Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.</p>	<p>We are a high school district, and our district is Basic Aid. We operate comprehensive programs for our students and we pay for coordinated services with general fund money.</p>

## **Part III**

### **Assurances and Attachments**

## **Assurances**

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

### **General Assurances**

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

## **TITLE I, PART A**

The LEA, hereby, assures that it will:

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

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

#### **TITLE I, PART D - SUBPART 2**

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

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

34. The LEA, hereby, assures that:

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

## **TITLE II, PART D**

35. The LEA has an updated, local, long - range, strategic, educational technology plan in place that includes the following:
- a. Strategies for using technology to improve academic achievement and teacher effectiveness.
  - b. Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
  - c. Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
  - d. Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
  - e. Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.
  - f. A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
  - g. A description of how the applicant will coordinate activities funded through the Ed Tech program with technology - related activities supported with funds from other sources.
  - h. A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
  - i. Innovative delivery strategies - a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
  - j. A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
  - k. Collaboration with adult literacy service providers.
  - l. Accountability measures - a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.
  - m. Supporting resources - a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.
36. The LEA must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.
37. **Any LEA that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) hereby assures the SEA** that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:
- has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and
  - is enforcing the operation of such technology protection measure during any use of such computers by minors; and
  - has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.
  - Any LEA that does receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

### **TITLE III**

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

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

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

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

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

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

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

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

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

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

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

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

### **New LEAP Assurances**

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

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

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

### **Other**

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

**Signature Page**

Barry Groves

May 11, 2015

Printed or typed name of Superintendent

Date

Signature of Superintendent

**Local Educational Agency Plan  
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**Appendix A**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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**Appendix B**

**Links to Data Websites**

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

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

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

**Science-Based Programs**

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

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

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

C: Center for Substance Abuse Prevention: Model Programs: [http://modelprograms.samhsa.gov/model\\_prog.cfm](http://modelprograms.samhsa.gov/model_prog.cfm)

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

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

**School-Based Programs**

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

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

School-Based Programs							
Name	Intended program outcomes and target grade levels. See research for proven effectiveness						
	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Minnesota Smoking Prevention Program	6 to 10		X				A,D,E
Olweus Bullying Prevention	K to 8				X		B,C,E
Positive Action	K to 12	X	X	X	X	X	C,D,
Project ACHIEVE	Pre - K to 8				X	X	A,C,E
Project ALERT	6 to 8	X	X	X			A,C,D,E
Project Northland	6 to 8	X		X			A,B,C,D,
Project PATHE	9 to 12					X	B,E
Project SUCCESS	9 to 12	X	X	X			C,
Project Toward No Drug Abuse (TND)	9 to 12	X	X	X	X		C,
Project Toward No Tobacco Use (TNT)	5 to 8		X				A,C,D,E
Promoting Alternative Thinking Strategies (PATHS)	K to 6				X		A,B,C,D,
Protecting You/Protecting Me	K to 5	X					C,
Quantum Opportunities	9 to 12					X	B,E
Reconnecting Youth	9 to 12	X		X	X	X	A,C,E
Responding in Peaceful and Positive Ways	6 to 12			X	X		C,D,E
Rural Educational Achievement Project	4				X		C
School Violence Prevention Demonstration Program	5 to 8				X		C
Second Step	Pre - K to 8				X		A,C,D,
Skills, Opportunities, and Recognition (SOAR): Seattle Social Development Project	K to 6	X			X	X	B,C,D,E
SMART Leaders	9 to 12			X			C
Social Competence Promotion Program for Young Adolescents (SCPP - YA)	5 to 7			X			C
Start Taking Alcohol Risks Seriously (STARS) for	6 to 8	X					C,
Students Managing Anger and Resolution Together (SMART) Team	6 to 9				X		C,D,
Too Good for Drugs	K to 12	X	X	X	X		C

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

Community and Family-Based Programs							
Name	Target Population	Intended program outcomes and target grade levels. See research for proven effectiveness					Website
		Alcohol	Tobacco	Drugs	Violence	Youth Dev.	
Big Brothers Big Sisters	Community					X	B, E
Brief Strategic Family Therapy	Families			X			B, C,
CASASTART	Community			X	X		B, C, D,
Communities Mobilizing for Change	Community	X					C
Creating Lasting Family Connections	Families (6 to	X		X		X	A, C, D,
Families And Schools Together (FAST)	Families				X		C,
Family Development Research Project	Families				X		C
Family Effectiveness Training	Families				X		C,
Family Matters	Families	X	X				C
FAN (Family Advocacy Network) Club	Families			X		X	C
Functional Family Therapy	Families	X		X	X		B, E
Home-Based Behavioral Systems Family	Families				X		C
Houston Parent - Child Development Program	Parents					X	C
Multisystemic Therapy	Parents			X	X		B, C, E
Nurse - Family Partnership	Parents		X				B, C,
Parenting Wisely	Parents				X		C,
Preparing for the Drug Free Years	Parents (4 to 7)	X		X		X	A, B, C,
Project Star (Students Taught Awareness and Resistance): Midwestern Prevention Project	Community	X	X	X			B, D, C, E
Schools and Families Educating Children (SAFE Children)	Families					X	C
Stopping Teenage Addiction to Tobacco	Community		X				C
Strengthening Families Program	Families (4 to 6)	X		X	X	X	A, C, D,

**Local Educational Agency Plan  
Mountain View-Los Altos Union High School District**

**Appendix D**

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

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

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

**Local Educational Agency Plan  
Mountain View-Los Altos Union High School District**

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

**Promising or Favorable Programs**

Either the United States Department of Education's Expert Panel, the University of Colorado's Center for the Study and Prevention of Violence, or the Center for Substance Abuse Prevention has identified the programs listed below as producing a consistent positive pattern of results (CSAP) or have evidence of a deterrent effect (Blueprints) but otherwise did not match all of the criteria established by these agencies to be identified as an exemplary or model program. The code in the last column of the chart provides a quick reference indicating which web sites have information specific to each program.

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

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

C: Center for Substance Abuse Prevention: [http://modelprograms.samhsa.gov/model\\_prog.cfm](http://modelprograms.samhsa.gov/model_prog.cfm)

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

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

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

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

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Intensive Protective Supervision Program	Community				X		B
Iowa Strengthening Families Program	Family	X					B
Kids Intervention with Kids in School (KIKS)	6 to 12	X	X	X	X	X	C
Let Each One Teach One	Mentoring					X	D
Linking the Interests of Families and Teachers (LIFT)	1 to 5				X		B, C, D
Lion's Quest Working Toward Peace	5 to 9				X		D
Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health	K to 12	X	X	X			D
Open Circle Curriculum	K to 5				X	X	D
Parent - Child Assistance Program (P - CAP)	Families	X		X			C
PeaceBuilders	K to 8				X		D
Peacemakers Program	4 to 8				X		D
Peer Assistance and Leadership	9 to 12			X	X		C
Peer Coping Skills (PCS)	1 to 3				X		B
Peers Making Peace	K to 12				X		D
Personal/Social Skills Lessons	6 to 12		X				A
Preventive Intervention	6 to 8			X			B
Preventive Treatment Program	Parents			X	X		B
Primary Mental Health Project	Pre k to 3						D
Project Alive	K to 12		X				A
Project BASIS	6 to 8				X	X	C
Project Break Away	6 to 8		X	X			C
Project Life	9 to 12		X				A
Project PACE	4					X	C
Project SCAT	4 to 12		X				A
Project Status	6 to 12			X	X	X	B

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

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Safe Dates	School				X		B
Say It Straight (SIS) Training	6 to 12	X					D
School Transitional Environmental Program	9 to 12			X	X	X	B
Smokeless School Days	9 to 12		X				A
Social Decision Making and Problem Solving	1 to 6	X			X		D
Social Decision Making and Problem Solving Program (SDM/PS)	K to 5					X	B
Socio - Moral Reasoning Development Program	School				X		B
Storytelling for Empowerment	6 to 8	X		X			C
Strengthening Hawaii Families	Families			X			C
Strengthening the Bonds of Chicano Youth & Families	Communiti	X		X			C
Syracuse Family Development Program	Family				X		B
Teams - Games - Tournaments Alcohol Prevention	10 to 12	X					C
Teenage Health Teaching Modules	6 to 12		X				C, D
Teens Tackle Tobacco! - Triple T	6 to 12		X				A
The Scare Program	School				X		D
The Think Time Strategy	K to 9				X		D
Tinkham Alternative High School	9 to 12					X	C
Tobacco - Free Generations	8 to 12		X				A
Viewpoints	9 to 12				X		B
Woodrock Youth Development Project	K to 8	X	X	X		X	C
Yale Child Welfare Project	Families				X		B
Project Break Away	6 to 8		X	X			C
Project Life	9 to 12		X				A
Project PACE	4					X	C
Project SCAT	4 to 12		X				A
Project Status	6 to 12			X	X	X	B

## Appendix F

### District & Student Performance Data

#### Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	2,576	2,651		1,258	1,280		49	40		551	567	
Growth API	869	871		905	909		757	791		940	939	
Base API	859	870		899	906		688	758		935	940	
Target	D	D										
Growth	10	1		6	3					5	-1	
Met Target												

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	568	612		413	458		378	503		280	306	
Growth API	725	731		682	684		711	710		626	631	
Base API	718	730		657	687		708	715		618	632	
Target												
Growth	7	1		25	-3		3	-5		8	-1	
Met Target												

## Appendix F

### District & Student Performance Data

#### Title III Accountability

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers			
Percent with Prior Year Data			
Number in Cohort			
Number Met			
Percent Met			
NCLB Target	56.0	57.5	59.0
Met Target			

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort						
Number Met						
Percent Met						
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target						

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
<b>English-Language Arts</b>			
Met Participation Rate			
Met Percent Proficient or Above			
<b>Mathematics</b>			
Met Participation Rate			
Met Percent Proficient or Above			
<b>Met Target for AMAO 3</b>			

## Appendix F

### District & Student Performance Data

#### English - Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
<b>Participation Rate</b>	100	99	99	100	99	99	100	95	100	100	99	100
<b>Number At or Above Proficient</b>	704	690	773	402	375	417	11	8	8	172	170	177
<b>Percent At or Above Proficient</b>	79.3	78.9	80.9	89.7	89.7	90.8	73.3	47.1	57.1	88.2	93.9	88.9
<b>AYP Target: ES/MS/ESD</b>	<b>78.4</b>	<b>89.2</b>	<b>100.0</b>	<b>78.4</b>	<b>89.2</b>	<b>100.0</b>	<b>78.4</b>	<b>89.2</b>	<b>100.0</b>	<b>78.4</b>	<b>89.2</b>	<b>100.0</b>
<b>AYP Target: HS/HSD</b>	<b>77.8</b>	<b>88.9</b>	<b>100.0</b>	<b>77.8</b>	<b>88.9</b>	<b>100.0</b>	<b>77.8</b>	<b>88.9</b>	<b>100.0</b>	<b>77.8</b>	<b>88.9</b>	<b>100.0</b>
<b>AYP Target: USD/COE</b>	<b>78.0</b>	<b>89.0</b>	<b>100.0</b>	<b>78.0</b>	<b>89.0</b>	<b>100.0</b>	<b>78.0</b>	<b>89.0</b>	<b>100.0</b>	<b>78.0</b>	<b>89.0</b>	<b>100.0</b>
<b>Met AYP Criteria</b>	Yes	No	Yes	Yes	Yes	Yes	--	--	--	Yes	Yes	No

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
<b>Participation Rate</b>	99	97	100	100	98	100	97	97	100	100	96	98
<b>Number At or Above Proficient</b>	74	98	136	46	55	58	39	76	83	40	24	42
<b>Percent At or Above Proficient</b>	42.3	48.3	58.4	31.1	35.3	37.2	39.4	45.0	47.2	40.8	25.8	36.5
<b>AYP Target: ES/MS/ESD</b>	<b>78.4</b>	<b>89.2</b>	<b>100.0</b>	<b>78.4</b>	<b>89.2</b>	<b>100.0</b>	<b>78.4</b>	<b>89.2</b>	<b>100.0</b>	<b>78.4</b>	<b>89.2</b>	<b>100.0</b>
<b>AYP Target: HS/HSD</b>	<b>77.8</b>	<b>88.9</b>	<b>100.0</b>	<b>77.8</b>	<b>88.9</b>	<b>100.0</b>	<b>77.8</b>	<b>88.9</b>	<b>100.0</b>	<b>77.8</b>	<b>88.9</b>	<b>100.0</b>
<b>AYP Target: USD/COE</b>	<b>78.0</b>	<b>89.0</b>	<b>100.0</b>	<b>78.0</b>	<b>89.0</b>	<b>100.0</b>	<b>78.0</b>	<b>89.0</b>	<b>100.0</b>	<b>78.0</b>	<b>89.0</b>	<b>100.0</b>
<b>Met AYP Criteria</b>	No	Yes	Yes	Yes	No	No	--	No	Yes	--	--	Yes

## Appendix F

### District & Student Performance Data

#### Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
<b>Participation Rate</b>	100	99	99	100	99	100	100	100	100	100	99	100
<b>Number At or Above Proficient</b>	695	702	769	390	385	416	8	10	7	179	173	186
<b>Percent At or Above Proficient</b>	78.4	80.2	80.6	87.4	91.9	90.2	50.0	58.8	50.0	91.8	95.6	93.5
<b>AYP Target: ES/MS/ESD</b>	<b>79.0</b>	<b>89.5</b>	<b>100.0</b>	<b>79.0</b>	<b>89.5</b>	<b>100.0</b>	<b>79.0</b>	<b>89.5</b>	<b>100.0</b>	<b>79.0</b>	<b>89.5</b>	<b>100.0</b>
<b>AYP Target: HS/HSD</b>	<b>77.4</b>	<b>88.7</b>	<b>100.0</b>	<b>77.4</b>	<b>88.7</b>	<b>100.0</b>	<b>77.4</b>	<b>88.7</b>	<b>100.0</b>	<b>77.4</b>	<b>88.7</b>	<b>100.0</b>
<b>AYP Target: USD/COE</b>	<b>78.2</b>	<b>89.1</b>	<b>100.0</b>	<b>78.2</b>	<b>89.1</b>	<b>100.0</b>	<b>78.2</b>	<b>89.1</b>	<b>100.0</b>	<b>78.2</b>	<b>89.1</b>	<b>100.0</b>
<b>Met AYP Criteria</b>	Yes	Yes	No	Yes	Yes	No	--	--	--	Yes	Yes	No

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
<b>Participation Rate</b>	99	98	99	100	98	99	96	98	99	100	97	98
<b>Number At or Above Proficient</b>	79	91	123	56	63	59	42	77	84	39	30	40
<b>Percent At or Above Proficient</b>	45.1	44.8	53.5	37.8	40.1	38.1	42.0	45.3	48.0	40.6	32.3	34.8
<b>AYP Target: ES/MS/ESD</b>	<b>79.0</b>	<b>89.5</b>	<b>100.0</b>	<b>79.0</b>	<b>89.5</b>	<b>100.0</b>	<b>79.0</b>	<b>89.5</b>	<b>100.0</b>	<b>79.0</b>	<b>89.5</b>	<b>100.0</b>
<b>AYP Target: HS/HSD</b>	<b>77.4</b>	<b>88.7</b>	<b>100.0</b>	<b>77.4</b>	<b>88.7</b>	<b>100.0</b>	<b>77.4</b>	<b>88.7</b>	<b>100.0</b>	<b>77.4</b>	<b>88.7</b>	<b>100.0</b>
<b>AYP Target: USD/COE</b>	<b>78.2</b>	<b>89.1</b>	<b>100.0</b>	<b>78.2</b>	<b>89.1</b>	<b>100.0</b>	<b>78.2</b>	<b>89.1</b>	<b>100.0</b>	<b>78.2</b>	<b>89.1</b>	<b>100.0</b>
<b>Met AYP Criteria</b>	No	No	Yes	Yes	No	No	No	No	Yes	--	--	Yes

## Appendix F

### District & Student Performance Data

#### California English Language Development (CELDT) Data

Grade	2013-14 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
<b>9</b>					*****	***					*****
<b>10</b>	11	16	31	46	16	24	6	9	3	4	67
<b>11</b>	17	25	22	32	18	26	8	12	4	6	69
<b>12</b>	16	21	32	43	16	21	7	9	4	5	75
<b>Total</b>	44	21	85	40	51	24	21	10	11	5	212

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
<b>9</b>	15	14	48	44	25	23	12	11	8	7	108
<b>10</b>	12	15	32	39	18	22	11	13	9	11	82
<b>11</b>	17	20	25	30	21	25	9	11	11	13	83
<b>12</b>	16	20	34	42	17	21	7	9	7	9	81
<b>Total</b>	60	17	139	39	81	23	39	11	35	10	354