

(CDE use only)  
Application #

**No Child Left Behind Act of 2001**  
**LOCAL EDUCATIONAL AGENCY PLAN**

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

**LEA Plan Information:**

Name of Local Educational Agency (LEA): **Galt Joint Union High School District**

County/District Code: **34-67355**

Dates of Plan Duration (should be five-year plan): **July 1, 2009 to June 30, 2014**

Date of Local Governing Board Approval: **June 8, 2010**

District Superintendent: Dr. Daisy Lee

Address: 12945 Marengo Road

City: Galt Zip code: 95632

Phone: 209-745-3061 Fax: 209-745-0881

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

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

Printed or typed name of Superintendent                      Date                      Signature of Superintendent

Printed or typed name of Board President                      Date                      Signature of Board President

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# Part I

## Background and Overview

### *Background*

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

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

(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 Local Education Agency Plan, and the Categorical Program Monitoring***

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

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

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

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

Part II of the Consolidated Application is submitted in the fall of each year; it contains the district entitlements for each funded program. Out of each state and federal program

entitlement, districts allocate funds for indirect costs of administration, for programs operated by the district office, and for programs operated at schools.

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

State law requires that school-level plans for programs funded through the Consolidated Application be consolidated in a *Single Plan for Student Achievement (Education Code Section 64001)*, developed by 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>
- LEA Accountability Reports of Annual Measurable Achievement Objectives (AMAOs) for English learners - <http://www.cde.ca.gov/sp/el/t3/acct.asp>
- AYP Reports – <http://www.cde.ca.gov/ta/ac/ay>

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

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

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

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

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

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

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

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

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

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

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

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

Identify available resources. Aside from fiscal resources available through federal and state funding, programmatic resources are available on the CDE Web site at <http://www.cde.ca.gov>. The Consolidated Application provides funding for **district-operated programs** (including

reservations from Title I for various purposes, Title II, Title IV, and Tobacco-Use Prevention) as well as for **school-operated programs** (including Title I, Parts A and D, Title III, Title V, School Improvement, Economic Impact Aid, and 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  
(Optional)**

✓	<b>LEA Plan – Comprehensive Planning Process Steps</b>
	1. Measure effectiveness of current improvement strategies
	2. Seek input from staff, advisory committees, and community members.
	3. Develop or revise performance goals
	4. Revise improvement strategies and expenditures
	5. Local governing board approval
	6. Monitor Implementation

## FEDERAL AND STATE PROGRAMS CHECKLIST

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

Federal Programs		State Programs	
X	Title I, Part A		EIA – State Compensatory Education
	Title I, Part B, Even Start	X	EIA – Limited English Proficient
	Title I, Part C, Migrant Education		State Migrant Education
	Title I, Part D, Neglected/Delinquent		School Improvement
X	Title II, Part A, Subpart 2, Improving Teacher Quality		Child Development Programs
X	Title II, Part D, Enhancing Education Through Technology		Educational Equity
X	Title III, Limited English Proficient	X	Gifted and Talented Education
	Title III, Immigrants		Gifted and Talented Education
X	Title IV, Part A, Safe and Drug-Free Schools and Communities		Tobacco Use Prevention Education (Prop 99)
	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
	Adult Education	X	School Safety and Violence Prevention Act (AB1113, AB 658)
X	Career Technical Education – Carl Perkins		Tenth Grade Counseling
X	McKinney-Vento Homeless Education		Healthy Start
X	IDEA, Special Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
X	21 <sup>st</sup> Century Community Learning Centers	X	Other (describe): Pupil Retention Block Grant
X	Other (describe): Title V – Innovative Programs	X	Other (describe): School Library & Improvement Block Grant
X	Other (describe): Workability	X	Other (describe): Lottery – Instructional Materials
X	Other (describe): CALSERVE	X	Other (describe): Regional Occup. Program
X	Other (describe): Medi-Cal Activities Admin	X	Other (describe): Agriculture Incentive Grant

		X	Other (describe): Class-Size Reduction – 9 <sup>th</sup> Grade
		X	Other (describe): CASHEE Intensive Instruction
		X	Other (describe): Professional Development Block Grant
		X	Other (describe): Partnership Academy Grant - Agriculture
		X	Other (describe): Arts & Music Block Grant
		X	Other (describe): Instructional Materials Fund
		X	Other (describe): Targeted Instruction Improvement Grant
		X	Other (describe): Peer Assistance and Review
		X	Other (describe): Lottery
		X	Other (describe): Supplemental 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	115,481	263,567	364,078	96.05%
Title I, Part B, Even Start				
Title I, Part C, Migrant Education				
Title I, Part D, Neglected/Delinquent	1,450	6,970	8,420	100%
Title II Part A, Subpart 2, Improving Teacher Quality	-	62,620	59,275	94.66%
Title II, Part D, Enhancing Education Through Technology	-	-	-	
Title III, Limited English Proficient	6,006	31,407	36,785	98.32%
Title III, Immigrants				
Title IV, Part A, Safe and Drug-free Schools and Communities	4,023	10,388	14,204	98.56%
Title V, Part A, Innovative Programs – Parental Choice				
Adult Education				
Career Technical Education - Carl Perkins	-	46,667	44,159	94.63%
McKinney-Vento Homeless Education	-	46,011	46,011	100%

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students	Current Year Direct Services to Students
Other (describe): Title V – Innovative Programs	1,094	6,362	7,456	100%
Other (describe): Workability	14,871	27,209	42,080	100%
Other (describe): CALSERVE	1,602	45,000	46,602	100%
Other (describe): Medi-Cal Activities Admin	30,262	-	30,262	100%
TOTAL	403,123	1,241,132	1,601,397	97.39%

## DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

<b>Programs</b>	<b>Prior Year District Carryovers</b>	<b>Current Year District Entitlements</b>	<b>Current Year Direct Services to Students at School Sites (\$)</b>	<b>Current Year Direct Services to Students at School Sites (%)</b>
EIA – State Compensatory Education				
EIA – Limited English Proficient	12,833	165,730	173,207	97.00%
State Migrant Education				
School and Library Improvement Block Grant				
Child Development Programs				
Educational Equity				
Gifted and Talented Education	-	15,427	14,898	96.57%
Tobacco Use Prevention Education – (Prop. 99)				
High Priority Schools Grant Program (HPSG)				
School Safety and Violence Prevention Act (AB 1113)	-	123,832	115,415	93.20%
Tenth Grade Counseling				
Healthy Start				
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				

<b>Programs</b>	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 (%)
Other (describe): Pupil Retention Block Grant	-	134,392	134,392	100%
Other (describe): School Library & Improvement Block Grant	-	1,364	1,364	100%
Other (describe): Lottery – Instructional Materials	62,572	47,055	109,627	100%
Other (describe): Regional Occup. Program	67,952	266,706	334,658	100%
Other (describe): Agriculture Incentive Grant	-	43,036	43,036	100%
Other (describe): Class-Size Reduction – 9 <sup>th</sup> Grade	-	312,992	312,992	100%
Other (describe): CASHEE Intensive Instruction	-	82,287	78,446	95.33%
Other (describe): Professional Development Block Grant	-	52,851	52,851	100%
Other (describe): Partnership Academy Grant - Agriculture	16,241	114,453	127,526	97.58%
Other (describe): Arts & Music Block Grant	-	45,874	41,797	91.11%
Other (describe): Instructional Materials Fund	-	137,037	137,037	100%
Other (describe): Targeted Instruction Improvement Grant	-	92,155	92,155	100%
Other (describe): Peer Assistance and Review	-	10,156	1,476	14.53%
Other (describe): Lottery	352,709	271,187	623,896	100%
Other (describe): Supplemental Counseling	-	291,224	284,664	97.75%
<b>TOTAL</b>	<b>512,307</b>	<b>1,916,534</b>	<b>2,394,773</b>	<b>98.60%</b>

## **Galt Joint Union High School District LEA Plan Needs Assessment 2010 Academic Performance**

### **Background Information**

As we look at academic performance of students in our schools and district and exam data from results of various exams and state reports, it is essential that we have a common understanding of how progress is being measured. What are the requirements for schools and districts under the state and federal systems of accountability? For all stakeholders in our community—teachers, administrators, students, parents, and members of the public, it is important to know the expectations and requirements and how we presently measure up, in order to gain meaningful input on how to make real improvements going forward. The following background information is presented on state and federal accountability programs, to strengthen that common understanding for meaningful involvement of all stakeholders in development of the Galt Joint Union High School District LEA Plan

### **Statewide Standards, Assessment and Accountability**

The state of California uses a comprehensive accountability system to monitor the academic achievement of all state public schools and districts, in their efforts to educate students toward mastery of the content standards in English Language Arts, Mathematics, Science and History-Social Science. *LEA* (Local Education Agency) is the term used in state reports on the progress of school districts. This accountability system is found in state regulations established by the Public Schools Accountability Act of 1999, as well as federal requirements, established in 2001 with passage of the No Child Left Behind (NCLB) Act.

### **Academic Performance Index (API)**

The Academic Performance Index (API) is the cornerstone of the state's academic accountability requirements. Its purpose is to measure the academic performance and growth of schools. Each school has unique API growth targets, from year to year, based on their base starting point. A school's API is a composite number representing the results of standardized testing.

### **State Test Results Used in API Calculations**

For high schools in California, the API includes results of California Standards Tests (CSTs), the California Alternate Performance Assessment (CAPA) and the California High School Exit Exam (CAHSEE). The CSTs, CAPA, and CAHSEE are aligned to state-adopted standards in each core subject, which describe the knowledge and skills that students should master at each grade level. The CAPA is a standards-based test for students with significant cognitive disabilities who are unable to take the CSTs, even with accommodations or modifications. Test results used in calculating a school's API have different relative emphases, or content area

weights, which are determined each year. For the 2008-09 API, the following content area weights were used to establish API scores:

**California Standards Tests (CSTs) and CAPA grades 9-11**

English-Language Arts	27%
Mathematics	18%
History-Social Science	14%
Science	23%

**California High School Exit Exam (CAHSEE) grade 10 (grades 11 and 12 if students pass)**

**A passing score is 350 or above**

English Language Arts	9%
Mathematics	9%

**API Base and Growth**

The API is a numeric index or scale, ranging from 200 to 1000. In order to allow the state to phase in new content exams, each annual API reporting cycle includes a Base and a Growth API. The indicators are the same for the Base and Growth APIs, but the 2008 Base includes 2008 testing and the 2009 Growth includes 2009 test results. The 2008 Base is subtracted from the 2009 Growth API to show how much a school’s API changed from 2008 to 2009, and whether each school is hitting its growth target for each subject area school wide and for each subgroup.

**Comparable Improvement for all Subgroups**

To meet all state API growth target requirements, each numerically significant subgroup in a school must “demonstrate comparable improvement” in meeting API targets. The State Board of Education defines “comparable improvement” and applies that requirement to the following categories of students:

- African American
- American Indian
- Asian
- Filipino
- Hispanic or Latino
- Pacific Islander
- White (not of Hispanic origin)
- Socioeconomically Disadvantage
- English Learners
- Students with Disabilities

To be considered “numerically significant” for the API, a subgroup must have either (1) at least 50 students with valid test scores who make up at least 15 percent of the total valid scores, or (2) at least 100 students with valid test scores.

### **API Growth Targets**

State API growth targets are set for each school as a whole and for each numerically significant subgroup in the school. For Galt High School, where the Base API was between 691 and 795, the growth target for 2009 was a gain of five points.

Estrellita High School is regulated by Alternative Schools Accountability Model (ASAM) rules, receives an API score each year, but does not receive API targets.

### **API Ranks**

API ranks are provided in the Base API reports. Schools are ranked in ten categories of equal size, called deciles, from 10 (highest) to 1 (lowest). A school's *Statewide Rank* compares its API to the APIs of all other schools. A school's *Similar Schools Rank* compares its API to the APIs of 100 other schools of the same type that have similar demographics. For Galt schools, only Galt High School received a Statewide Rank and Similar Schools Rank, as LEAs and ASAM regulated schools, such as Estrellita, do not receive API ranks.

## **Federal Accountability Requirements**

Student achievement is reported each year to meet Federal No Child Left Behind requirements. The focus of NCLB reporting is on how well schools and districts (LEAs) are meeting common standards of academic performance. The ultimate objective under NCLB is for 100 percent of students to achieve proficiency in English Language arts and mathematics by 2013-14.

### **Federal Adequate Yearly Progress (AYP)**

NCLB requires that all schools and LEAs of the same type meet the same academic targets throughout the state, regardless of their baseline levels of performance. **For the 2008-09 school year, AYP requirements held that high schools must meet participation rate requirements and demonstrate that 44.5% of students achieve proficiency in English Language Arts and 43.5% of students achieve proficiency in Mathematics.** Numerically significant subgroups must also meet participation rate and percent proficient requirements. **The 2008-09 AYP requirements reflect increases from the prior year.** AYP targets will continue to increase until 2013-2014, when all schools and district must have 100 percent of their students performing at the proficient level or above on statewide tests.

### **Statewide AYP Requirements for High Schools for 2008-09**

The statewide test results used in AYP calculations differ from the results used in API calculations. For high school in California, the following test results and additional requirements are used to determine if schools and districts are meeting the Federal AYP standards:

- **Participation Rate**  
95% of students enrolled must be present and participate in testing.
- **Percent Proficient English Language Arts**

44.5% of Grade 10 students must demonstrate proficiency on the California High School Exit Exam (CAHSEE).

Proficiency is defined as a score of 380 or above

- **Percent Proficient Mathematics**

43.5% of Grade 10 students must demonstrate proficiency on the CAHSEE Mathematics exam

Proficiency is defined as a score of 380 or above

- **API Growth**

Must have a minimum API of 650 or demonstrate a 1-point growth in the school wide API

- **Graduation Rate**

83.1% graduation rate or +0.1% one-year change or +0.2% two-year change

### **Federal Program Improvement (PI)**

Federal accountability results, reported in August, also include information about whether a school or an LEA receiving federal Title I, Part A, Basic funds has been identified for Program Improvement (PI) because it has not met AYP targets for two consecutive years within specific areas. Schools and LEAs in PI must implement additional federal requirements. A school or an LEA is eligible to exit PI if it makes AYP for two consecutive years. If a school or an LEA is identified for PI, it must provide certain types of required services and interventions to students.

### **Federal Requirements for English Learners**

The No Child Left Behind law also requires LEAs that receive funds under Title III to meet targets for English learners. Those targets include demonstrating that English learner students are making annual progress in learning English and demonstrating English language proficiency. The test used in California to measure English proficiency is the California English Language Development Test (CELDT). In addition to the AYP and PI reports, the Title III Accountability Report is released each September and provides results of how well LEAs met the Title III accountability targets.

## **Academic Performance and Needs Assessment: Galt Joint Union High School District 2010**

### **Academic Performance Index (API)**

	2008 Base API	2009 Growth API	Target	Growth from 2008 to 2009
District	726	725	*	-1
Galt High	737	739	5	2
Estrellita	554	527	**	-27

\* Growth Targets are not set for Districts. \*\* Under ASAM School rules, no Growth Targets are set.

### **Numerically Significant Subgroup APIs for District**

<b>Subgroup</b>	<b>#Students</b>	<b>2009 Growth</b>	<b>2008 Base</b>	<b>2008 to 2009 Growth</b>
Hispanic/Latino	683	665	680	-15
White	779	768	759	9
Socioeconomically Disadvantaged	763	671	675	-4
English Learners	474	650	660	-10
Students with Disabilities	149	493	480	13

**Assessment of Need:** Galt High School fell short of its 2009 API Growth Target. While Estrellita High School and the District do not have API Growth Targets, their 2009 Growth scores are lower than their 2008 Base API scores. Improvement needs to target students in numerically significant subgroups, including Hispanic/Latino students, English Learners, and Socioeconomically Disadvantaged students.

### **California Standards Test Results**

Since results from California Standards Tests (CSTs) make up 82% of the weight of the API accountability system, this LEA Plan Needs Assessment will focus on student results from the four core content areas and the three grades tested. CSTs are criterion-referenced exams which measure student mastery of California Content Standards. California Content Standards define the scope of the curriculum in all California public schools. Textbooks in use in GJUHSD are aligned with California Content Standards. The CSTs are considered end of course exams which measure how well students have learned the standards which they have been taught throughout the school year. Students take the CST that corresponds to the courses in which they are enrolled.

### **Performance Level Weighting**

When CSTs and CAPAs are scored, results are reported as the “percent of correct answers,” which is then applied to a five-step Performance Level Weighting Rubric and assigned a numerical score for inclusion in the API, as follows:

<b>Test Performance Level On CST or CAPA</b>	<b>Performance Level Weighting Factor Assigned for API Calculation</b>
Advanced	1000
Proficient	875
Basic	700
Below Basic	500
Far Below Basic	200

Also, each student not taking an exam that is required, such as Science or Mathematics for all 11<sup>th</sup> graders, is assigned a score of 200 for API Calculation.

### **Galt Joint Union High School CST Score Trends**

The California State Board of Education has determined that student achievement must be in the Advanced or Proficient levels of the rubric in order to be deemed at an appropriate achievement level for the subject. District performance and school performance on the CSTs is reported in terms of percent of students at each level on the rubric, as well as the mean score for students in each exam.

The following analysis looks at mean scores obtained by students over the past three years. A score of 350 is considered proficient.

### **English Language Arts (ELA) API Calculation Weight: 27%**

**Galt High School:** Mean scores for English Language Arts show a declining trend, in 2009 to 343.8, down from 345.5 in 2008 and 350.1 in 2007.

**GJUHSD in 2009:** 43.7% of students scored Proficient or Advanced in ELA.

Grade 9: 57% Proficient or Advanced

Grade 10: 43% Proficient or Advanced

Grade 11: 39% Proficient or Advanced

### **Mathematics API Calculation Weight: 18%**

**Galt High School:** Mean scores for Mathematics also show a declining trend, in 2009 with a mean score of 308.3, down from 311.8 in 2008 and 328.6 in 2007.

**GJUHSD in 2009:** 19.6% of students scored Proficient or Advanced in Mathematics.

CST Algebra I Grade 9: Of 374 students tested, 20% scored Proficient or Advanced

CST Algebra I Grade 10: Of 167 students tested, 8% scored Proficient or Advanced

CST Algebra I Grade 11: Of 132 students tested, 6% scored Proficient or Advanced

CST Algebra I End of Course:

CST Geometry Grade 9: Of 106 students tested, 61% scored Proficient or Advanced

CST Geometry Grade 10: Of 233 students tested, 10% scored Proficient or Advanced

CST Geometry Grade 11: Of 128 students tested, 7% scored Proficient or Advanced

CST Algebra II Grade 9: Of 34 students tested, 66% scored Proficient or Advanced

CST Algebra II Grade 10: Of 88 students tested, 18% scored Proficient or Advanced. Proficient

CST Algebra II Grade 11: Of 159 students tested, 4 % scored Proficient or Advanced.

### **Science API Calculation Weight: 23%**

**Galt High School:** Mean scores in Science rose in 2009 to 333, up from 330.4 in 2008, but still not back to the high of 339.2 in 2007.

**GJUHSD:** Of 599 students with scores on the Science CSTs, 36.4% scored Proficient or Advanced. Of 1559 students tested on Science End-of-Course exams, 32.5% scored Proficient or Advanced.

CST Life Science Grade 10: Of 554 students tested, 49% scored Proficient or Advanced.

CST Biology Grade 9: Of 131 students tested, 68% scored Proficient or Advanced.

CST Biology Grade 10: Of 408 students tested, 28% scored Proficient or Advanced.

CST Biology Grade 11: Of 183 students tested, 31% scored Proficient or Advanced.

CST Chemistry Grade 10: Of 98 students tested, 54% scored Proficient or Advanced.

CST Chemistry Grade 11: Of 172 students tested, 25% scored Proficient or Advanced.

CST Earth Science Grade 9: Of 385 students tested, 26 % scored Proficient or Advanced.  
CST Earth Science Grade 10: Of 14 students tested, none scored Proficient or Advanced.  
CST Earth Science Grade 11: Of 28 students tested, 11% scored Proficient or Advanced.  
CST Physics Grade 11: Of 54 students tested, 82% scored Proficient or Advanced.

**History/ Social Science API Calculation Weight: 14%**

**Galt High School:** For 2009, mean scores in History remained the same as 2008 at 342. In 2007, History students scored at 341.6.

**GJUHSD:** Of 1193 students tested, 35.3% scored Proficient or Advanced.

CST World History Grade 10: Of 543 students tested, 44% scored Proficient or Adv.

CST World History Grade 11: Of 39 students tested, 20% scored Proficient or Advanced.

CST US History Grade 11: Of 564 students tested, 44% scored Proficient or Advanced.

**Assessment of Needs:** While there are many bright spots in the performance of students across the curriculum, in Algebra II, Chemistry, and Physics, there are certain areas that need further improvement. Because the CAHSEE Pass and Proficiency scores carry huge weights in the calculation of the API and AYP, it is critical that 10<sup>th</sup> grade students are able to demonstrate mastery of the content standards on the CSTs in English Language Arts and Algebra 1. On the English Language Arts CST for Grade 10, only 43% of students scored Proficient or Advanced. And, while 10<sup>th</sup> graders are seen doing very well in more advanced Mathematics courses, there were only 8% of the 167 10<sup>th</sup> graders tested in Algebra I who were able to score at the Proficient or Advanced levels. That translates to over 150 10<sup>th</sup> grade students working below a Proficient level in Algebra I. For 11<sup>th</sup> graders taking the Algebra I CST, results show that only 6% of the 132 students tested were able to score at the Proficient or Advanced levels. In fact, 83% of these 11<sup>th</sup> graders scored Below Basic or Far Below Basic. Clearly, this is an area of need, particularly if these same 11<sup>th</sup> graders have not passed the California High School Exit Exam.

**Improvement Through Performance Level Weighting Factors and Progressive Weighting.**

To encourage schools to provide additional support to low-performing students, a performance level weighting system was devised by the State. Schools receive a calculation of more points for moving students from lower levels of performance to the next levels up. The following progressive weighting calculations are used to increase API:

Schools that move students from Far Below Basic (score of 200) to Below Basic (score of 500), are given a 300 point boost on the API calculation.

Schools that move students from Below Basic (score of 500) to Basic (score of 700), are given a 200 point boost on the API calculation.

Schools that move students from Basic (score of 700) to Proficient (score of 875) are given a boost of 175 points on the API calculation.

And, schools that move students from Proficient (score of 875) to Advanced (score of 1000), are given a 125 point boost.

So, schools that focus on improving student performance at the lower levels, and moving performance up at least one level, can see real improvements in the API.

**California High School Exit Exam**

Pass rates for 10<sup>th</sup> graders, as well as Pass scores of 11<sup>th</sup> and 12 graders, account for 18% of the score weights in the calculation of the Academic Performance Index (API). The following trends are seen over the past four years for 10<sup>th</sup> graders taking those exams for the first time at Galt High School:

### **English Language Arts API Calculation Weight 9%**

#### **All Tenth Graders First Time Test Takers**

The rate of passage school-wide has remained fairly steady over the last 4 years. In 2009, 82% of tenth graders passed on their first attempt, compared to 83% pass rate in 2008, 82% in 2007 and 82% in 2006.

The percent of student scoring at a Proficient level has increased over the past 4 years, however. In 2009, 57.6% scored Proficient, compared to 56% in 2008; 50.5% in 2007 and 55% in 2006. For all tenth graders in the District, 56.5 Percent scored Proficient in 2009.

#### **Subgroup Performance**

- **Special Education students** demonstrated a 38% pass rate in 2009, up from 32% in 2008, 30% in 2007 and 35% in 2006.
- **English Learner students** had an all-time low pass rate of 28% in 2009, compared to 33% in 2008, 41% in 2007 and 46% in 2006. Only 33.7 percent of English Learners scored Proficient or above in 2009, which did not meet the 44.5 Proficiency rate required by Federal AYP criteria. .
- **Economically Disadvantaged students** had a pass rate of 71% in 2009, down slightly from 74% in 2008 and 2007, and 72% in 2006. Only 41% scored Proficient or above in 2009, which did not meet Federal AYP criteria.

### **Mathematics API Calculation Weight 9%**

#### **All Tenth Graders First Time Test Takers**

Pass rates marked an all time high at 86% for tenth graders in 2009. This was up from 83% in 2008; 84% in 2007; and 83% in 2006.

Percent Proficient rose to 63.3% of students taking the test in 2009, compared to 55% in 2008; 56.2% in 2007; and 54% in 2006.

#### **Subgroup Performance**

- **Special Education students** demonstrated a 35% pass rate, compared to 27% in 2008; 42% in 2007; and 39% in 2006.
- **English Learner students** had an all time pass rate of 65% in 2009, compared to just 44% in 2008; 56% in 2007; and 54% in 2006.

- **Economically Disadvantaged students** had a 79% pass rate in 2009, compared to 72% in 2008; 79% in 2007; and 75% in 2006.

**Needs Assessment:** There needs to be greater focus on all subgroups reaching Proficiency levels on the CAHSEE English Language Arts exam. API scores can increase with greater numbers of students passing CAHSEE, since all students passing CAHSEE generate a score of 1000 in the API calculation. Federal AYP targets are dependent on 10<sup>th</sup> graders who score Proficient on the CAHSEE. Lower rates of Proficiency scores on the CAHSEE English Language Arts exam resulted in Galt High School not meeting all its AYP targets for 2009.

### **Federal AYP Results for 2009**

The Galt Joint Union High School District met only 19 of 22 AYP Criteria for 2009. Results can be seen as follows:

#### **Participation Rate at 95%**

##### **LEA: LEA-wide and for numerically significant subgroups:**

This criterion is based on 10<sup>th</sup> grade student participation in the California High School Exit Exam. **GJUHSD met 10 of 10 data points for English Language Arts and Mathematics participation rates**, LEA-wide, and for Hispanic/Latino students, White (not of Hispanic origin) students, English Learners and Socioeconomically Disadvantaged subgroups.

**Galt High School: Met all 10 of 10 data points.**

**Estrellita High School: Met all School wide Participation Rate criteria.**

### **Percent Proficient—Annual Measurable Objectives (AMOs)**

#### **Percent Proficient in Mathematics**

This criterion is based on 10<sup>th</sup> grade student performance on the California High School Exit Exam. Students must earn a score of 380 to be considered Proficient, which is above the 350 Pass score. To meet this target, 43.5% of 10<sup>th</sup> graders taking the CAHSEE must score Proficient or above.

**GJUHSD** met 5 of 5 data points, LEA-wide and for numerically significant subgroups: Hispanic/Latino, White (not of Hispanic origin), Socioeconomically Disadvantaged and English Learners.

**Galt High School** met 5 of 5 data points, school-wide and for numerically significant subgroups.

**Estrellita High School: Met the school wide criteria.**

#### **Percent Proficient in English Language Arts**

Based on 10<sup>th</sup> grade student performance on the California High School Exit Exam, this criterion requires a score of 380 to be considered Proficient. To hit this target, 44.5% of tenth graders taking the CAHSEE ELA exam must score Proficient or above.

**LEA:** GJUHSD met only 2 of the 5 data points, LEA-wide and for White (not of Hispanic origin) students. Targets were not met for Hispanic/Latino students, Socioeconomically Disadvantaged and English Learner subgroups.

##### **Galt High School:**

Groups: School wide, of 535 10<sup>th</sup> graders tested on the CAHSEE, 308 scored Proficient or above, which was 57.6%. So, the School wide target was met.

For Hispanic/Latino students, of 218 tested, 88 scored Proficient or above, which was 40.4 %. Target was not met.

For White (not of Hispanic origin) students, 257 students were tested, with 182 scoring Proficient or above, for 70.8 percent. So, the target for this subgroup was met.

For Socioeconomically Disadvantaged students, the target was met.

For English Learners, only 56 of 165 students scored Proficient or above. This was 33.9 percent, which did not meet the criterion.

**Estrellita High School:** There were only six 10th graders with valid scores, and the target was met.

### **Academic Performance Indicator (API)**

LEA: GJUHSD met the criteria, which requires a district API at 650 or above or a one-point increase in API from 2008. **GJUHSD met the API criteria with 725.**

**Galt High School:** With its API at 739 and a gain of more than 1 point, **GHS met the API criteria for Adequate Yearly Progress.**

Estrellita High School: With its API of 527, a decline from the previous year, **Estrellita did not meet the API criteria for Adequate Yearly Progress.**

### **Additional Indicator: Graduation Rate**

The 2009 Graduation Rate Criteria to meet AYP requires at least 83.1 percent rate of graduation or improvement in the rate from the previous year of at least 0.1 or an average 2-year improvement of at least 0.2.

**LEA:** GJUHSD met the criteria for 2009, based on the Class of 2007-08 at 84.2 percent.

**Galt High School:** Met the criteria for 2009, with 89.7% rate from the class of 2007-08.

**Estrellita High School:** Met the criteria with 84.2 percent rate of graduation from the class of 2007-08.

**Program Improvement Status:** For 2009-2010, Estrellita entered Program Improvement Year 1 status, based on failure to meet AYP criteria for two consecutive years.

**Needs Assessment:** In order to meet federal AYP criteria, there needs to be an improvement in performance on the California High School Exit Exam for 10<sup>th</sup> graders in English Language Arts. Because the criteria require students to exceed the passing score (350) and meet or exceed the Proficiency score of 380, students will need to gear up for this exam. Special focus needs to take place on numerically significant subgroups, including English Learners, Hispanic/Latino and Socioeconomically Disadvantaged students. At Estrellita High School, results from the CAHSEE were not a factor in its Program Improvement status. Declining API was the single factor which resulted in their Program Improvement status. At Estrellita, improvement can be made by moving students from, level to level on the California Standards tests. Point Gain for Movement, using Progressive Weighting, can result in gains to the API by focusing on moving lower performing students to higher levels.

## **Title III Accountability Report**

English Learner students are monitored for English Language acquisition and academic progress through the Title III Accountability Report. There are three Annual Measurable Achievement

Objectives (AMAOs) that comprise this measurement of progress. In the Galt High School District, 276 English Learners took the CELDT test, with 48 students at Estrellita High School and 228 at Galt High School. 100% of these students had matched scores from the prior year.

**AMAO I—Percent of Students Making Annual Progress Learning English**

AMAO I is the target of meeting Annual Progress in Learning English, based on matched scores for students taking the California English Language development Test (CELDT). The target of 51.6% was set, which **GJUHSD exceeded** with 60.1 students meeting the target. That was 166 of 276 CELDT test takers. **AMAO 1 Target Met.**

**AMAO 2-Percent of Students Attaining English Proficiency on the CELDT**

Of 165 students in the Cohort, 60 attained the Proficient Level in English on the CELDT. The target, which was 30.6%, was exceeded by GJUHSD, which demonstrated a 36.4% English Proficiency gain for this cohort. **AMAO 2 Target Met.**

**AMAO 3—Adequate Yearly Progress for English Learner Subgroup**

Meeting AYP for the English Learner subgroup is the same criteria as meeting AYP for federal Adequate Yearly Progress for all students. The CAHSEE English and Mathematics exams are used to establish Participation Rate and Percent Proficient. Participation Rates were met in both English and Mathematics. Percent Proficient was established for English Learners in Mathematics, 43.7% scoring Proficient. In English Language Arts, however, only 33.7% of English Learners scored Proficient, which was less than the required 44.5% target. **AMAO 3 Target Not Met.**

Needs Assessments: English Language acquisition is clearly taking place, as documented by AMAO 1 and AMAO 2. Improvement in the CAHSEE Proficiency rate will need to take place to meet AMAO3.

**Other Assessments and Accountability**

**Advanced Placement Program**

The Advanced Placement program at Galt High School has seen a rise in the numbers of students taking AP courses, the numbers of courses offered, and the percent of students passing the end-of-course exams.

Year	#students in AP classes	% 10 <sup>th</sup> -12 <sup>th</sup> enrollment	#tests taken	% Scores 3 or >
2006-07	541	38% (1421)	453 (32%)	38%
2007-08	542	39% (1384)	458 (33%)	47%
2008-09	474	34% (1410)	387 (27%)	56%
2009-10	488	32% (1540)		

**WASC/CDE Focus on Learning**

In November 2005, the WASC Visitation team left Six Critical Areas for Follow-up, after the Focus on Learning Self-Study and Visitation:

1. Improve student performance in Mathematics.
2. Improve student performance in Reading and Writing.
3. Improve student performance in other core areas.
4. Develop an efficient district-wide and school wide system of academic data collection, disaggregation and analysis.
5. Develop and implement an annual Staff Development Plan using staff input for needs assessment.
6. Develop and expand existing attendance practices and processes in order to develop a more comprehensive system that positively impacts student performance.

**Galt High School Summary of Goals and Actions for 2006-07 Single Plan for Student Achievement**

**Action I.1 Continue school wide focus on ELA and Math.**

1. Provide state standards aligned textbooks for 9<sup>th</sup> and 10<sup>th</sup> graders for ELA, Algebra I and remedial math.
2. Implement Master Schedule to allow student access to courses that meet their needs.
3. Assessment and monitoring system in ELA and Math that is curriculum-embedded.
4. Provide intervention programs, i.e. High Point and CAHSEE Math.
5. All teachers select 3 underperforming students from 1<sup>st</sup> period class to monitor and assist in improving achievement.

**Action 1.2: Improve Passing Rates for students in English and Math courses in Grades 9 and 10**

1. Develop common standards for grading for courses.
2. Provide progress reports to parents, with information on how students can improve grades.
3. Update courses of study, so teachers have common course guides and expectations.
4. Counselors to contact students with one or more failing grades—set up parent/teacher conferences, establish individual academic improvement plans.

**Goal II: EL students will become proficient in English and achieve at proficient or above in all content areas.**

1. Properly identify and annually assess EL students.
2. Establish classes with CLAD/BCLAD teacher for ELA and SDAIE core content.
  - a. Provide primary language support through the use of Bilingual Instructional Assistants.
  - b. Monitor student progress and adjust program to meet needs.
  - c. Provide tutoring.
3. Monitor student achievement
  - a. Indicators include: CSTs, CAHSEE pass rates, Reclassification
  - b. Monitor RFEP students for 2 years
  - c. At least one EL student will be selected by each 1<sup>st</sup> period teacher to monitor and assist to improve achievement.

**Goal III: All students will be taught by highly qualified teachers**

**Action III.1 All classrooms will be staffed with teachers who meet the definition of highly qualified.**

**Action III.2 GHS will provide professional development**

1. AB466, AB75 and ongoing standards-based training for teachers and administrators.
2. GHS will provide teacher coaches and content experts to assist teachers.
3. Structured department teacher collaboration will take place.

**Goal IV: All students will be educated in a safe, drug-free environment conducive to learning.**

**Action IV.1 Implement consistently and communicate a school-wide discipline plan.**

**Action IV.2 Update and implement a school safety plan.**

**Action IV.3 Provide a positive school climate.**

1. Counselors/Outreach workers to work with students at risk of involvement with drugs, gangs, violence, and tobacco.
2. Implement TUPE program, Safe and Drug Free Schools
3. Parent Education
4. Student clubs, organizations, motivational activities
5. GHS to main contact with parents of at-risk students.

## **Professional Development Needs Assessment**

GJUHSD conducted a Professional Development Needs Survey in spring 2010. All teachers in the district were asked to identify their training needs. Results of the Survey show the following areas of training interest identified by teachers:

<b><u>Training Need</u></b>	<b><u>Percent of Positive Responses</u></b>
• Behavior Management Strategies	9%
• Strategies to involve families in their child's education	14%
• Effective use of technology in the classroom	14%
• Identifying early and appropriate interventions to help students with different learning styles	12%
• Understanding and using data and assessments to improve teaching and learning.	12%
• Effective teaching strategies	9%
• Addressing the needs of English Learners	7%
• Meeting the needs of Gifted and Talented	6%
• Meeting the needs of students with disabilities and special needs	5%

Teachers cited Writing Instruction as the area most in need of additional training for them.

In addition, administrators using the results of Walk-Through observations cited the need for professional development for teachers and administrators in effective classroom instruction that targets mastery of State standards in the core areas.

### **School Safety and Planning Needs Assessment**

The Galt community and Galt High School District have set youth and school safety as a top priority, which can be seen from the following actions which have occurred:

In 2006, voters passed a Bond measure to build a new comprehensive high school—Liberty Ranch—to relieve severe overcrowding at Galt High School, which had led to safety issues in the past. The new high school opened this 2009-2010 school year.

A new continuation high school facility was built in 2007 for Estrellita High School, with emphasis on safety and security, and facilities that are more inviting to students.

In 2008, voters passed Measure R to provide law enforcement with more resources to combat gang activity.

The Galt City Council has established a Youth Committee to provide city council with input on creating meaningful activities for youth.

After a year long process, a coalition of school and community leaders and youths have put together a Youth Master Plan, to develop a comprehensive network of resources in our schools and community.

There are School Safety Plans in place at all three schools, which are updated annually. Teachers and other staff receive training each year on emergency procedures and how to detect, report, and put an end to harassment.

There are security cameras in place at all three schools.

There is perimeter fencing at the two new school sites.

The two new schools—Estrellita and Liberty Ranch—have been located in a more rural area, away from commercial areas.

There are campus security personnel at each of the three sites.

### **Needs Assessment**

The California Healthy Kids Survey (CHKS) 2008-09 indicates that there continues to be challenges with student use of alcohol, drugs, and tobacco among students. The CHKS included responses from 341 9<sup>th</sup> graders and 349 10<sup>th</sup> graders at Galt High school, as well as 69 students at Estrellita High School. The following are some of those indicators the District must address:

When asked about alcohol use in the last 30 days, 40% of 9<sup>th</sup> graders, 46% of 11<sup>th</sup> graders and 65% of Estrellita students stated that they had used alcohol.

When asked about marijuana usage, 16% of 9<sup>th</sup> graders and 16% of 11<sup>th</sup> graders at GHS, as well as 49% of EHS students stated that they had used marijuana.

When asked about use of cigarettes in the past 30 days, 11 % of GHS 9<sup>th</sup> graders, 15% of GHS 11<sup>th</sup> graders and 39% of EHS students reported that they had used cigarettes.

Looking at cigarette use by gender, when asked “During the past 30 days, did you smoke a cigarette?” The following YES responses were given by students:

<u>GHS: 9<sup>th</sup> grade Female</u>	<u>9<sup>th</sup> grade Male</u>	<u>11<sup>th</sup> grade Female</u>	<u>11<sup>th</sup> grade Male</u>	<u>EHS: Female</u>	<u>Male</u>
13	9	11	19	28	41

When asked about their perceived difficulty of obtaining cigarettes, 70% of GHS 9<sup>th</sup> graders said it was Fairly Easy or Very Easy, 79% of 11<sup>th</sup> graders said it was Fairly Easy or Very Easy, and 73% of EHS students also said it was Fairly Easy or Very Easy to obtain cigarettes.

### **Perception of School Safety**

When asked about perceived safety at school, 46% of GHS 9<sup>th</sup> graders responded that they felt Safe or Very Safe; 54% of GHS 11<sup>th</sup> graders said they felt Safe or Very Safe; and 64% of EHS students reported feeling Safe or Very Safe.

When asked if they currently belong to a gang, for 9<sup>th</sup> graders at GHS, 9% of girls and 12 % of boys said YES. For 11<sup>th</sup> graders at GHS, 4% of 11<sup>th</sup> grade girls and 9% of 11<sup>th</sup> grade boys said Yes. At Estrellita, 16% of girls and 17% of boys said Yes.

### ***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 mission of the Galt Joint Union High School District is to ensure that each student graduates, achieves his/her goals, and becomes a contributing member of society, through effective, personalized, educational programs, and efficient facilities in partnership with family and community.

The Galt Joint Union High School District consists of three high schools:

- Galt High School, a comprehensive high school of longstanding tradition serving 9<sup>th</sup>-12<sup>th</sup> graders of the Galt area in its historic site in central Galt with enrollment of 1481 for 2009-2010.
- Liberty Ranch High School, a newly opened comprehensive high school serving just 9<sup>th</sup> and 10<sup>th</sup> graders in its first year of operation on the east side of town, with enrollment of 584 students for 2009-2010, set to add 11<sup>th</sup>, then 12<sup>th</sup> grades in the next two years.
- Estrellita High School, a continuation high school operating in a newly opened modern facility, with enrollment of 179 students in 2009-2010.

Students attending district schools come from the small city of Galt and the rural areas in southern Sacramento and northern San Joaquin counties. The district draws students from a large geographic area of 295 square miles that spread from Elk Grove to the north to Lodi to the south; and from the Staten Island and Walnut Grove delta area to the west to the Amador County line to the east. A large number of students are bussed to school, many from a long distance.

Students enrolling in Galt High School as freshmen enter from four main feeder school elementary districts, from the two counties of Sacramento and San Joaquin. The four districts include Galt Elementary in Galt, Arcohe Elementary Union in Herald, Oak View Elementary in Acampo, and New Hope Elementary in Thornton.

The City of Galt retains much of the agricultural history that formed the basis for this once small community. Agriculture and the railroad dominated Galt's early history and Galt was a gateway to the mining areas during the Gold Rush years. Located along the Highway 99 corridor, Galt provides 2,792 jobs,

according to a City of Galt research report in November 2000. Many parents also commute to work in Sacramento or Stockton. However, the downturn in the economy has seen unemployment rise to 13% in Sacramento County in spring 2010.

A large segment of the community is involved in agriculture and field work, and nearly 200 students in the district qualify for Migrant Education services. Some 276 student are identified as English Learners, of which 98% are Spanish speakers who are first or second generation immigrants from Mexico. An increase in students qualifying for Free and Reduced Lunch status has taken place this year, with 703 students at Galt High, 254 students at Liberty Ranch and 115 students at Estrellita now identified as Economically Disadvantaged. These 1072 students make up 47.7% of the total district enrollment of 2,244.

According to the 2000 Census, the City of Galt has a population of 19,471 with a median age of 30.6 years. The median annual family income is \$47,848 and the median home value is \$171,900. The recent economic downturn suggests that many area families have faced loss of employment and foreclosures. The student population of the district is 50.6% White, 36.6% Hispanic/Latino, 2.4% Asian, 1.8% African American, 1.7% Filipino, and 1.2% Native American.

The Herald, Acampo and Thornton communities from which students come are still largely rural communities that center on agriculture and field work. The agricultural interests include large commercial dairies, ranches, orchards, vineyards, corn and hay farming operations.

Galt continues to maintain many of the traditions and charm of a small town. It is not uncommon to find 2 or 3 generations of a family that has gone through Galt High School and remain in the area. Friday nights in the fall will bring up to 5,000 fans to watch Warrior football at Galt High School. The Liberty Ranch Hawks are already gaining a huge fan base for freshman and junior varsity athletic events. *The Galt Herald* newspaper documents many school and community events and contributes to the sense of small town community for students and parents.

The Galt High School District offers a variety of programs for students, including an extensive choice of Advanced Placement courses, the Agriculture Academy, Project Lead the Way Pre-Engineering program, AVID, an array of Career Technical Education programs, and Adult Education.

## Local Measures of Student Performance

(*other* than State-level assessments)

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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.

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GJUHSD uses curriculum embedded assessments to monitor student progress in English 9 and 10, ELD, Algebra I and Geometry. As part of the newly adopted Holt English textbook series, these curriculum embedded assessments are used to gauge student progress toward meeting the ELA content standards. Algebra I and Geometry utilize curriculum embedded assessments from the Prentice Hall standards-aligned textbooks adopted for use in these courses.

**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 <b>Reading</b>	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>• All courses of study in English are aligned to the California State content standards and approved by the District through a process involving classroom teachers, Department Chairs, Curriculum Committee, School Site Council, and School Board.</li> <li>• Alignment of instruction to content standards is evidenced by formal and informal teacher evaluations.</li> <li>• Revisions of English 11 and English 12 under way.</li> <li>• New textbook training anticipated for upcoming school year.</li> </ul>	<p>English Department Appropriate committees  Administration  English Department  English teachers</p>	<p>Release time for curriculum writing  Administrative costs  Release time  Publisher training costs</p>		<p>General Fund- RL  General Fund- RL  General Fund- RL  General Fund- RL</p>
<p>2. Use of standards-aligned instructional materials and strategies:</p> <ul style="list-style-type: none"> <li>• District classes use textbooks and instructional materials that have been aligned with the California Content standards.</li> <li>• New textbooks and support materials have been purchased for both grades 9 and 10.</li> <li>• Staff training for the use of new textbooks and instructional material has been provided by the District.</li> </ul>	<p>District/ Site administration; English Department  District / Site Administration; English Department  District Administration</p>	<p>Release time, substitutes, summer project  Administration; English Department  Release time, substitute</p>	<p>\$83,000</p>	<p>General Fund- RL  IMF Funds  General Fund- RL</p>

<ul style="list-style-type: none"> <li>• Courses of study are reviewed and revised periodically by the departments. Revisions are based on analysis of student performance data. Cycles of revisions to be established.</li> <li>• Benchmark assessments have been identified in all courses of study, and these assessments have been uploaded to Edusoft, which identifies content standards for each question. Grades 9, 10 are complete. Grades 11, 12 to be developed.</li> <li>• Teaching staff collaborated regularly to analyze student performance data and share effective instructional strategies. Anticipate beginning data analysis in 2010/2011 school year.</li> <li>• District has adopted a “Word of the Day” program to help students develop stronger reading skills. This program is used in all classes on campus.</li> <li>• Galt High School staff has used collaboration/ training time for strategies to help improve EL learners reading skills.</li> <li>• ALL English classes incorporate both CAHSEE and STAR test review activities to help improve student reading skills.</li> <li>• Both grades 11 and 12 English classes use special reading improvement instructional materials: <i>Ten Steps to Improve College Reading</i>.</li> <li>• The District provides support classes for at-risk readers. Continuation dependent on funding.</li> <li>• English support classes , special education classes utilize abridged reading materials for at-risk readers.</li> <li>• The District has utilized literacy coaches in order to help improve the effectiveness of reading instruction in classrooms. Continuation dependent on funding.</li> </ul>	English Department	Collaboration time		General Fund- RL
	English Department	Collaboration time		General Fund- RL
	English Department	Collaboration time; release time, substitutes		General Fund- RL
	All staff	Staff Buy-Back Days	\$52,851/yr	Prof. Dev. Block Grant
	All staff	Staff Buy-Back Days	Included above	Prof. Dev. Block Grant
	All staff	Review Materials	\$30,000	EIA LEP
	English Teachers	Materials costs	\$2,127	CAHSEE
	District Administration; Counseling	Staff and Materials		General Fund- RL
	English and Special Education staff	Books on Tape; abridged readers		General Fund- RL
	District Administration; Two literacy coaches	Release periods for literacy coaching; materials	As budget allows	Title II Improving Teacher Quality
All staff	Review materials		General Fund- RL	
Selected staff	Training/ sub costs		General Fund- RL	

<ul style="list-style-type: none"> <li>• School-wide STAR Test review activities</li> <li>• Selected staff are participating in an ongoing effective teaching strategies program- reading skills included.</li> <li>• Timed reading and fluency checks in all Edge classes</li> </ul>	<p>All Staff</p> <p>Selected staff</p> <p>Edge teaching staff</p>	<p>Materials costs</p> <p>Staff training costs</p> <p>EDGE materials costs</p>	<p>\$30,000</p> <p>\$5,000</p>	<p>General Fund- RL</p> <p>Title I</p> <p>IMF Textbook Funds</p>
<p>3. Extended learning time:</p> <ul style="list-style-type: none"> <li>• After-school tutoring is offered on campus in English.</li> <li>• Tutoring in English is provided through both the District and 21<sup>st</sup> Century Club.</li> <li>• A late bus is provided for students staying after school for English tutoring.</li> <li>• Both the PASS program and Cyber High allow students to remediate in Reading. Cyber High and PASS program at Liberty Ranch to be determined by future funding.</li> <li>• Summer school offers opportunities for extra reading in summer school English classes.</li> </ul>	<p>English tutors</p> <p>District Administration 21<sup>st</sup> Century Club instructors</p> <p>District Administration</p> <p>Cyber High and PASS Program Instructors</p> <p>Site and District Administration; Teaching staff</p>	<p>Tutoring pay rates</p> <p>Staff, materials costs</p> <p>Transportation costs</p> <p>Staff Costa and materials</p> <p>Staff costs and materials</p>	<p>\$49,814</p> <p>\$3,264</p> <p>\$14,912</p> <p>\$18,000</p>	<p>CASHEE</p> <p>21<sup>st</sup> Century After School Programs</p> <p>21<sup>st</sup> Century After School Programs</p> <p>Title I</p> <p>General Fund - RL</p>

Description of Specific Actions to Improve Education Practice in <b>Reading</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <ul style="list-style-type: none"> <li>• Each classroom has a teacher work station with access to both District and public sites.</li> <li>• Each classroom is equipped with an LCD projector</li> <li>• Both English and Math classes have purchased copier/scanners to be used with Edusoft test bank technology.</li> <li>• The school web page continues to be developed providing students and staff with access to research- search engines.</li> <li>• The District continues to provide Teachertube and United Streaming.</li> <li>• The District continues to provide departments on campus with digital lockers for sharing of educational documents and information.</li> <li>• The District continues to provide computer lab with Internet access.</li> <li>• Special Education students incorporate Franklin Spellers and an Opti-Pen scanner to help students with reading comprehension.</li> <li>• “On- Line Coach” used in Edge Program</li> <li>• Senior mentoring program at EHS to review progress and set goals.</li> </ul>	<p>District Administration</p> <p>District/ Site Administration</p> <p>District/ Site Administration; English Department Chairs</p> <p>District Administration</p> <p>District Administration</p> <p>District Administration</p> <p>District Technology</p> <p>Special Education coordinator; Special Education teachers</p> <p>EHS staff</p>	<p>Computers; staff costs</p> <p>Equipment and installation costs</p> <p>Equipment costs</p> <p>Administrative costs</p> <p>Administrative costs</p> <p>Administrative costs</p> <p>Administrative costs</p> <p>Equipment Costs</p> <p>EDGE materials costs</p> <p>Staff costs</p>	<p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p></p> <p>\$5,000</p> <p></p>	<p>General Fund – RL</p> <p>General Fund – RL</p> <p>General Fund – RL</p> <p>General Fund – RL</p> <p>General Fund – RL</p> <p>General Fund – RL</p> <p>General Fund – RL</p> <p>General Fund – RL, Special Education</p> <p>IMF Textbook Funds</p> <p>Continuation Education Funds</p>

<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <ul style="list-style-type: none"> <li>• Weekly staff collaboration time is provided by the District.</li> <li>• District provides training in effective use of English language development texts and support materials.</li> <li>• District provides training in the use of “Edge” and “Holt Language Series” materials</li> <li>• District provided training for Holt Series textbooks- Training for 11, 12 upcoming.</li> <li>• BTSA training provided through the District. Continued based on funding</li> </ul>	<p>All Staff</p> <p>English Department</p> <p>Edge/ Holt Trainers</p> <p>English Department HOLT on-site training</p> <p>BTSA/ SCOE</p>	<p>Staff Release time</p> <p>Administrative costs; salaries and benefits</p> <p>Administrative costs; salaries and benefits</p> <p>Staff salaries/ HOLT Training costs</p> <p>BTSA costs</p>	<p>\$12,000</p> <p>\$5,000</p> <p>\$5,000</p> <p>Based on as budget allows</p>	<p>General Fund - RL</p> <p>Title I</p> <p>Title I</p> <p>Title I</p> <p>General Fund – RL, PAR</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 student receives eight grade reports each year that includes attendance and comments from the teacher.</li> <li>• Each eighth grade student and their parent has the opportunity to meet personally with a counselor or administrator to develop their four year plan for high school. Course selections are determined in part by results of multiple measures including grades, subject assessment scores and standardized test scores.</li> <li>• Parents receive students’ standardized test scores by mail each year.</li> </ul>	<p>All staff</p> <p>Counseling staff English teachers</p> <p>Administration</p>	<p>Administrative costs; salaries and benefits</p> <p>Administrative costs; salaries and benefits</p> <p>Administrative costs; salaries and benefits</p>	<p></p> <p></p> <p></p>	<p>General Fund - RL</p> <p>General Fund - RL</p> <p>General Fund - RL</p>

<ul style="list-style-type: none"> <li>• Committee meetings, site council, curriculum, and parent conferencing through enrollment of incoming 9<sup>th</sup> graders.</li> </ul>	All staff	Administrative costs; salaries and benefits		General Fund - RL
<ul style="list-style-type: none"> <li>• Individuals IEPs with Special Education students</li> </ul>	Counseling. Special Education; teachers	Administrative costs; salaries and benefits		General Fund - RL
<ul style="list-style-type: none"> <li>• 504 plans for those students who objectively qualify for accommodation and modification.</li> </ul>	Counseling. Special Education; teachers	Administrative costs; salaries and benefits		General Fund - RL
<ul style="list-style-type: none"> <li>• SST (student study team)</li> </ul>	Outreach, Teachers Administration	Administrative costs; salaries and benefits		General Fund - RL
<ul style="list-style-type: none"> <li>• Written and oral translations available in Spanish and English for parent outreach.</li> </ul>	Outreach	Administrative costs; salaries and benefits	\$31,670	Title II LEP,
<ul style="list-style-type: none"> <li>• STAR (CST) Test review for parents with Star Gazing project activity to review child's language level and abilities.</li> </ul>	All staff	Administrative costs; salaries and benefits		General Fund - RL
<ul style="list-style-type: none"> <li>• Power School to view grades and attendance</li> </ul>	All staff	Administrative costs		General Fund - RL
<ul style="list-style-type: none"> <li>• Parent contact/ grading day once a month for all English teachers.</li> </ul>	English Department	Substitute costs		General Fund - RL
<ul style="list-style-type: none"> <li>• New "Project Citizen" Service Learning Program on campus.</li> </ul>	Social Science Dept	Training costs	Dependent upon budget	General Fund - RL
<ul style="list-style-type: none"> <li>• ELAC/ DELAC parent groups on campus</li> </ul>	ELAC/ DELAC staff	Program costs	\$3,000	CALSERVE
<ul style="list-style-type: none"> <li>• Teacher e-mail/ District Website for information sharing</li> </ul>	All staff	Administrative costs.		General Fund - RL

<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <ul style="list-style-type: none"> <li>• Meetings for all parents at feeder schools with Galt High School or Liberty Ranch High School administration and counseling, demonstrating 4 year plan and scheduling classes for 9<sup>th</sup> grade year.</li> <li>• Transition IEPs for special education students moving from feeder districts to Galt High School or Liberty Ranch High School.</li> <li>• Update of 504 plans for students moving from feeder districts to Galt High School or Liberty Ranch High School.</li> <li>• Parent Project classes for parents of strong-willed, out-of-control, and/or at-risk students conducted in English and Spanish.</li> <li>• Showcase Night demonstrating programs for incoming 9<sup>th</sup> graders.</li> <li>• Migrant Education Program and Spanish translation services for students and parents.</li> <li>• Shadow days for incoming freshmen</li> </ul>	<p>Counseling; Administration</p> <p>Special Education; Administration</p> <p>Special Education; Administration</p> <p>Special Education; Administration</p> <p>Administration</p> <p>Counseling; Administration</p> <p>Spanish-speaking staff</p> <p>District Counseling/ feeder school representatives</p>	<p>Administrative costs; salary and benefits</p> <p>Administrative costs; salary and benefits</p> <p>Administrative costs; salary and benefits</p> <p>Administrative costs; salary and benefits</p> <p>Administrative costs; salary and benefits</p> <p>Staff salaries/ costs</p> <p>Administrative costs</p> <p>Administrative costs</p>	<p>\$151,000</p> <p>\$12,000</p> <p>\$2,500</p>	<p>General Fund - RL Suppl. Counseling Funds</p> <p>General Fund - RL Special Education</p> <p>General Fund - RL Special Education</p> <p>General Fund - RL Special Education</p> <p>General Fund - RL Title I</p> <p>General Fund - RL Suppl. Counseling</p> <p>General Fund - RL</p>
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8. Monitoring program effectiveness:				
<ul style="list-style-type: none"> <li>Annual goals of AYP, API, and CAHSEE monitored by English staff regarding student achievement from the CST, , and the CAHSEE. English staff assess these results and adjust program accordingly through weekly collaboration and regular staff development.</li> </ul>	All staff	Administrative costs; salary and benefits		General Fund - RL
<ul style="list-style-type: none"> <li>Ongoing standards-based curricular assessments of common benchmarks, and common cumulative assessments are used to monitor program effectiveness in all subject areas.</li> </ul>	Administration	Administrative costs; salary and benefits		General Fund - RL
<ul style="list-style-type: none"> <li>Coordinated Compliance Review</li> </ul>	All departments Administration	Administrative costs; salary and benefits		General Fund - RL
<ul style="list-style-type: none"> <li>WASC- action plan follow up</li> </ul>	Administration	Administrative costs; salary and benefits		General Fund - RL
<ul style="list-style-type: none"> <li>Report Alternative Schools Accountability Model (ASAM)</li> </ul>	All staff	Administrative costs; salary and benefits		General Fund - RL
<ul style="list-style-type: none"> <li>Administrative “Walk Throughs” and formal observations</li> </ul>	Administration	Administrative costs; salary and benefits		General Fund - RL
<ul style="list-style-type: none"> <li>Review of student work and teacher grade books.</li> </ul>	Administration	Administrative costs; salary and benefits		General Fund - RL
<ul style="list-style-type: none"> <li>Curriculum Committee at EHS assesses the effectiveness of programs with student progress.</li> </ul>	Administration	Administrative costs; salary and benefits		General Fund - RL
<ul style="list-style-type: none"> <li>Estrellita High School is coordinating program with other continuation high schools throughout the state.</li> </ul>	Satellite High School Curriculum Committee	Administrative costs; salary and benefits		General Fund - RL
<ul style="list-style-type: none"> <li>Use of Edusoft and Turnitin.com to assess and track student work.</li> </ul>	Administration	Administrative costs; salary and benefits		General Fund - RL

<ul style="list-style-type: none"> <li>Develop pre-post tests for all grade levels of English</li> <li>Mini- Corp teacher gives additional support to EL students.</li> </ul>	<p>English Department. Mini-corps volunteer.</p>	<p>Release time/ staff salaries</p>		<p>General Fund – RL General Fund – RL, Local Funds</p>
<b>Description of Specific Actions to Improve Education Practice in <b>Reading</b></b>	<b>Persons Involved/ Timeline</b>	<b>Related Expenditures</b>	<b>Estimated Cost</b>	<b>Funding Source</b>
<p>9. Targeting services and programs to lowest-performing student groups:</p> <ul style="list-style-type: none"> <li>Implement new strategies to help EL Learners improve scores in both math and English.</li> <li>Continue to provide Student Study Teams.</li> <li>Develop new program to identify and remediate at-risk students by department.</li> <li>Continue to offer CAHSEE review courses.</li> <li>Accelerated Reader Program purchased and used on campus.</li> <li>RTI (Response to Intervention) models</li> </ul>	<p>All staff  Outreach team  All staff</p>	<p>Administrative costs; salary and benefits  Administrative costs; salary and benefits  Administrative costs; salary and benefits</p>	<p>\$5,000</p>	<p>General Fund - RL General Fund - RL  CASHEE Funds General Fund - RL General Fund - RL General Fund - RL</p>

<p>10. Any additional services tied to student academic needs:</p> <ul style="list-style-type: none"> <li>• Developing after-school, standards-based, curriculum for ELA at-risk students.</li> <li>• Senior Mentor Program</li> <li>• EAP essay assessments for all 11<sup>th</sup> grade students.</li> <li>• Advanced-placement classes and tests.</li> </ul>			\$19,000	<p>Title I Funds</p> <p>General Fund - RL</p> <p>General Fund - RL</p> <p>General Fund - RL</p>
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**Performance Goal 1: *All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014.***

**Planned Improvement in Student Performance in Mathematics**

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

Description of Specific Actions to Improve Education Practice in <b>Mathematics</b>	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: <ul style="list-style-type: none"> <li>• All math courses aligned to State Standards.</li> <li>• State Standards adopted by the GJUHSD board.</li> <li>• K-12 Articulation with elementary feeder district to align courses.</li> <li>• Daily Instructional Practice</li> <li>• Teacher grade books</li> <li>• Common pacing/timeline guides have been developed for Algebra and Geometry</li> </ul>	Math Teachers  Administration  Admin & Math Teachers  Math Teachers  Math Teachers  Math Teachers			General Fund - RL  General Fund - RL  General Fund - RL  General Fund - RL  General Fund - RL

<p>2. Use of standards-aligned instructional materials and strategies:</p> <ul style="list-style-type: none"> <li>• Textbooks aligned to the state standards were purchased for Algebra 2.</li> <li>• Textbooks for Algebra 1 and Geometry are aligned to state standards.</li> </ul>				<p>General Fund - RL</p> <p>General Fund - RL</p>
<p>3. Extended learning time:</p> <ul style="list-style-type: none"> <li>• Math tutoring provided by math teachers voluntarily.</li> <li>• CAHSEE Math tutoring provided after school.</li> <li>• Summer School courses in Intensive Math, Algebra, and Geometry.</li> <li>• (GHS &amp; EHS) Transportation provided for some extended learning time opportunities. LRHS students may ride busses with EHS students.</li> <li>• PASS Course work in Math for district Migrant Students</li> <li>• Cyber High (GHS)</li> <li>• Algebra 1 Support Classes</li> </ul>	<p>Math Teachers</p> <p>Math Teachers</p> <p>Flores</p>		<p>\$3,000</p> <p>\$3,000</p> <p>\$8,800</p> <p>\$2,000</p> <p>\$18,000</p>	<p>General Fund - RL</p> <p>GHS – 21<sup>st</sup> Century After School Program LRHS – CASHEE</p> <p>General Fund - RL</p> <p>21<sup>st</sup> Century After School Program</p> <p>Migrant Education Title I</p> <p>General Fund - RL</p>



<ul style="list-style-type: none"> <li>• BTSA</li> <li>• District has utilized Literacy Coaches to improve the effectiveness in reading across curriculums, including Math.</li> </ul>	Neumann		\$15,000	BTSA,Lottery
	Ninke/Raybe		Dependent upon Funding	Title I/ Title II - Improving Teacher Quality
<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 student receives eight grade reports each year that includes attendance and comments from the teacher.</li> <li>• Each eighth grade student and their parent has the opportunity to meet personally with a counselor or administrator to develop their four year plan for high school. Course selections are determined in part by results of multiple measures including grades, subject assessment scores and standardized test scores.</li> <li>• Parents receive students' standardized test scores by mail each year.</li> <li>• Committee meetings, site council, curriculum, DELAC and parent conferencing through enrollment of incoming 9<sup>th</sup> graders.</li> <li>• Monthly DELAC focus on academic area, presented in Spanish.</li> <li>• Individuals IEPs with Special Education students</li> </ul>	Administration			General Fund - RL
	Administration			General Fund – RL
	Administration			General Fund - RL
	Administration			General Fund - RL
				General Fund - RL
				General Fund - RL
				General Fund - RL Special Education

<ul style="list-style-type: none"> <li>• 504 plans for those students who objectively qualify for accommodation and modification.</li> <li>• Written and oral translations available in Spanish and English for parent outreach.</li> <li>• Power School for parents and students to view grades and attendance</li> <li>• Open House – STAR (CST) Gazing Activity to review students’ math levels and abilities with parents.</li> </ul>			\$31,670	<p>General Fund - RL Special Education</p> <p>Title II LEP,</p> <p>General Fund - RL</p> <p>General Fund - RL</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>• Meetings for all parents at feeder schools with Galt High School or Liberty Ranch High School administration and counseling, demonstrating 4 year plan and scheduling classes for 9<sup>th</sup> grade year.</li> <li>• Transition IEPs for special education students moving from feeder districts to Galt High School or Liberty Ranch High School.</li> <li>• Update of 504 plans for students moving from feeder districts to Galt High School or Liberty Ranch High School.</li> <li>• Parent Project classes for parents of strong-willed, out-of-control, and/or at-risk students conducted in English and Spanish.</li> </ul>	Administration		\$12,000	<p>General Fund - RL</p> <p>General Fund - RL</p> <p>General Fund - RL</p> <p>Title I</p>

<ul style="list-style-type: none"> <li>Showcase Night demonstrating programs for incoming 9<sup>th</sup> grade students and parents..</li> <li>Shadow Days in the spring for incoming 9<sup>th</sup> graders</li> </ul>	<p>Counseling</p> <p>Administration</p>		<p>\$3,000</p>	<p>Suppl. Counseling Funds</p> <p>General Fund - RL</p>
<p>8. Monitoring program effectiveness:</p> <ul style="list-style-type: none"> <li>Annual goals of AYP, API, and CAHSEE monitored by math staff regarding student achievement from the CST, and the CAHSEE. Math staffs assess these results and adjusts program accordingly through weekly collaboration and regular staff development.</li> <li>Ongoing standards-based curricular assessments of common benchmarks and common cumulative assessments are used to monitor program effectiveness in all subject areas.</li> <li>Coordinated Compliance Review</li> <li>WASC (Action Plan) goals</li> <li>Report Alternative Schools Accountability Model (ASAM)</li> <li>Administrative “Walk Throughs” and formal observations</li> <li>Review of student work and teacher grade books.</li> <li>District curriculum committee will meet to assess the</li> </ul>	<p>Math Staff</p> <p>Math Staff</p> <p>All Staff</p> <p>All Staff</p> <p>EHS Staff</p> <p>Administration</p> <p>All Staff</p>			<p>General Fund - RL</p> <p>General Fund - RL</p> <p>General Fund - RL</p> <p>General Fund - RL</p> <p>General Fund - RL</p> <p>General Fund - RL</p> <p>General Fund - RL</p> <p>General Fund - RL</p>

<p>effectiveness of math programs for student progress.</p> <ul style="list-style-type: none"> <li>Estrellita High School is coordinating program with other continuation high schools throughout the state.</li> </ul>	<p>EHS Staff</p>			<p>Continuation High School Funds</p>
<p>Description of Specific Actions to Improve Education Practice in <b>Mathematics</b></p>	<p>Persons Involved/ Timeline</p>	<p>Related Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>

<p>9. Targeting services and programs to lowest-performing student groups:</p> <ul style="list-style-type: none"> <li>• Use of assessment scores to target needs of Identified EL and special education students</li> <li>• Implementation of California Standards, and Standards-Based materials in mathematics.</li> <li>• Continued course offering for the AVID program</li> <li>• Student Study Teams</li> <li>• CAHSEE Math class for students not meeting requirements of the CAHSEE</li> <li>• Summer School for mathematics</li> <li>• After school tutoring programs for mathematics</li> <li>• PASS Program credit coursework in math for Migrant students</li> <li>• Paraprofessionals providing additional support for Special Education students at all 3 sites.</li> <li>• Algebra 1 Support classes as interventional for lower performing students in Algebra.</li> <li>• Cyber High</li> <li>• Response to Intervention Program (RTI)</li> </ul>			<p>\$3,000</p> <p>\$3,000</p> <p>\$2,000</p> <p>\$18,000</p>	<p>General Fund - RL</p> <p>General Fund - RL</p> <p>General Fund - RL</p> <p>General Fund - RL</p> <p>CASHEE</p> <p>General Fund - RL</p> <p>Title I</p> <p>Migrant Education</p> <p>General Fund - RL</p> <p>General Fund - RL</p> <p>General Fund - RL</p> <p>Title I</p> <p>General Fund - RL</p>
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**Performance Goal 2: *All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.***

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

The Galt Joint Union High School District provides services to LEP students at its three school sites through a program of Structured English Immersion, which is proscribed by the district's Master Plan for English Learners (Board adopted on July 9, 2002; currently being revised). Galt High School and Liberty Ranch High School offer English Language Development and specialized content classes to meet the needs of about 220 LEP students. Galt High School is a comprehensive high school serving students in grades 9-12. Currently Liberty Ranch High School serves students in grades 9-10. In the next two years 11<sup>th</sup> -12<sup>th</sup> grade students will be part of Liberty Ranch High School, which one grade level added per year. At Estrellita High School 30-40 LEP students work on ELD and SDAIE content curriculum in classrooms staffed with specially trained and certified teachers.

Progress in meeting State Standards in English and the content classes is monitored by the site administrators designated at each school, who manage all phases of the LEP program. Teachers are CLAD/BCLAD certified or in-training, and meet frequently to discuss student progress and for specialized training.

Planned improvements will include implementation of a new English Language Development textbook adoption. Teachers will be sent for specialized training to fully implement all elements of this standards aligned text and materials. Special focus will go to improving student achievement of AMAO Goal #3, which requires meeting the AYP rate of proficiency on the English language Arts portion of the California High School Exit Exam.

Staff at all schools will receive further training on the academic needs of LEP students, and their role in total school improvement to meet API and AYP goals. Teachers who work with LEP students will receive further training on use of standards-aligned instructional materials and strategies, collaborative strategies to focus on student work, and increased access to technology. Staff will create more opportunities for increased involvement and education of parents.

By June 2011, the number of students advancing in proficiency levels in English will improve by 5% over the prior year, as measured by CELDT and ELA standards tests.

		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 (Section 1111(b)(1));</li> </ul> <p>d. Describe how the LEA will promote parental and community participation in LEP programs.</p>	<p>1a. The district will use the Title III funding to upgrade programs for LEP students by implementing research based programs of curriculum and instructional strategies, i.e.:</p> <ul style="list-style-type: none"> <li>• National Geographic/Hampton-Brown – EDGE <ul style="list-style-type: none"> <li>○ Fundamentals – EL Beginning Level (CELDT)</li> <li>○ Levels A-C – EL Intermediate – Early Advanced (CELDT)</li> </ul> </li> </ul> <p>Students will receive daily English instruction through EDGE curriculum (2 hours daily) and English 9-12 (1 hour daily). Students in 9<sup>th</sup> and 10<sup>th</sup> grade who are not at proficiency level on the English Language Arts portion of the California Standardized Test (CST) will also be placed in a English Strategic Support class (1 hour daily). Specially trained Site Administrators of EL programs will provide ongoing assistance to ELD and content classroom teachers in the form of program management, facilitation of reflective practice, infusion of research-based strategies, and attention to student learning at monthly department meetings. Title III funds will be use to support teacher training and conference attendance to increase capability to provide standards-based instruction.</p> <p>b. Site Administrators of EL programs and staff will ensure annual monitoring of LEP student achievement and attainment of AYP goals at each school site, and work closely with administrators and teachers at each school to utilize these results to make program adjustments to ensure ongoing improvement.</p> <p>c. Site Administrators of EL programs will prepare an annual report to the Superintendent on the progress of each school in meeting the annual measurable achievement objectives (AMAO), as well as AYP progress and results of annual English proficiency assessment, State Academic standards and student achievement testing for LEP students.</p> <p>e. The district will promote parental and community participation in the LEP program through monthly ELAC and DELAC meetings conducted in Spanish that include specific training on the LEA Plan, student achievement, graduation requirements, standards-based instruction, the High School Exit Exam and post secondary options for students. The district will utilize Title III funds to provide specialized training for parent leaders to encourage active participation. The district will also utilize offer The Parent Project parenting education training to teach research-based strategies to parents that promote greater school achievement, increased attendance and healthy lifestyles.</p>

	<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>	<p>2. The district will implement a Structured English Immersion program based on scientific research that includes a specialized process of teaching the English language (ELD) and simultaneous instruction in the core content to LEP students utilizing Specially Designed Academic Instruction in English (SDAIE) strategies. The district will insure the implementation of this program by having administration do Walk Through observations of all ELD and content teachers that serve LEP students. The district with the help of the ELL Coordinator will establish an academic review system to follow up students' overall academic achievement. Students will receive instruction appropriate to their assessed stage of English acquisition, based on time in program learning English and results of assessments, including CELDT, State Language Arts Standards, ELA portion of CST, and CAHSEE. Access to core content will be accomplished through SDAIE strategies and primary language support so that students can make progress toward graduation through simultaneous access to and completion of core requirements. While LEP students may follow the mainstream high school curriculum, there exists a need to provide specialized materials, including software, videos, visual aids, reference materials, texts and other books to increase understanding and access to the content. Title III funds will be used to acquire standards-based and other supplemental materials to increase LEP student learning in English and all other content classes.</p>
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		Description of how the LEA is meeting or plans to meet this requirement.	
Required Activities	<p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p> <ul style="list-style-type: none"> <li>a. designed to improve the instruction and assessment of LEP children;</li> <li>b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;</li> <li>c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children’s English proficiency or substantially increasing the teachers’ subject matter knowledge, teaching knowledge, and teaching skills;</li> <li>d. long term effect will result in positive and lasting impact on teacher performance in the classroom.</li> </ul>	<p>The district will provide an ongoing program of staff and parent training to meet the needs of LEP students, including</p> <ul style="list-style-type: none"> <li>a. CELDT assessment training <ul style="list-style-type: none"> <li>Standards aligned textbook implementation training for new ELD texts</li> <li>CABE and CATESOL Conference attendance, when possible</li> <li>Data driven professional collaboration utilizing student work</li> <li>Parent Project</li> <li>Curriculum aligned to ELD standards</li> </ul> </li> <li>b. Monthly department meetings with the Site Administrators of EL Programs will focus on research-based instructional strategies and assessment.</li> <li>c. Staff Training Needs Assessment will be completed by every teacher in ELL program, and plan of action will be developed to assure teacher participation in professional development to increase teachers’ subject matter knowledge and teach skills.</li> <li>d. Teacher evaluation is based on California Standards for the Teaching Profession, with addendum to meeting needs of LEP students. Supported by administrative Walk Through observations calibrated to state standards.</li> </ul>	
Allowable Activities	<p>4. Upgrade program objectives and effective instruction strategies.</p>	<p><b>Yes or No</b></p> <p>Yes</p>	<p><b>If yes, describe:</b></p> <p>Establish benchmark activities for all levels of English Language Development, and CAHSEE ELA standards based on state ELD and ELA standards.</p>

		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.	<b>Yes or No</b>  Yes	<b>If yes, describe:</b> <ul style="list-style-type: none"> <li>• Provide additional hour of English instruction for LEP students who score Beginning – Early Advanced on the CELDT. Students who score Early Advanced – Advanced on the CELDT and are not yet proficient on the English Language Arts CST will be placed in an English class concurrently with an English Strategic Support class, as funding allows.</li> <li>• Provide intensified instruction for those LEP students who have not passed the CAHSEE</li> </ul>
	6. Develop and implement programs that are coordinated with other relevant programs and services.	<b>Yes or No</b>  Yes	<b>If yes, describe:</b> <ul style="list-style-type: none"> <li>• Structured English Immersion program includes UC approved courses.</li> <li>• Structured English Immersion program coordinates with Migrant Education to provide UC approved course work through the PASS program.</li> </ul>
	7. Improve the English proficiency and academic achievement of LEP children.	<b>Yes or No</b>  Yes	<b>If yes, describe:</b>  Through alignment of curriculum to State Standards, and acquisition of improved materials to support bench mark activities, LEP proficiency in English and content subjects will increase.

		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families – <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>	<b>Yes or No</b>  Yes	<b>If yes, describe:</b> <ul style="list-style-type: none"> <li>● District will encourage effective parenting skills through monthly focus meetings in Spanish and school site and district bilingual advisory committee meetings (ELAC and DELAC)</li> <li>● District will provide Parent Project classes in Spanish and English to help parents improve attendance and academic achievement, and decrease high-risk behaviors.</li> </ul>
	9. Improve the instruction of LEP children by providing for – <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>	<b>Yes or No</b>  Yes	<b>If yes, describe:</b>  Title III funds may be used to acquire computer software which support standards-based instruction, and allow access to LEP students to complete assignments.
	10. Other activities consistent with Title III.	<b>Yes or No</b>  Yes	<b>If yes, describe:</b>  Continuing offering Spanish for Native Speakers program from literacy level to AP Literature and AP Language (five levels).

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

<p><b>Parents of Limited-English-Proficient students must be notified:</b> The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>
<p style="text-align: center; writing-mode: vertical-rl; transform: rotate(180deg);"><b>Required Activity</b></p> <ol style="list-style-type: none"> <li>1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):               <ol style="list-style-type: none"> <li>a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program;</li> <li>b. the child’s level of English proficiency, how such level was assessed, and the status of the student’s academic achievement;</li> <li>c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction;</li> <li>d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;</li> <li>e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;</li> <li>f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools;</li> <li>g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;</li> </ol> </li> </ol>	<p>The district Master Plan for English Learners proscribes procedures for parent notification, including all required notifications consistent with No Child Left Behind. This notification includes:</p> <ol style="list-style-type: none"> <li>a. The reasons for the identification of their child as LEP, and their child’s need for placement in a specialized language program.</li> <li>b. Results of CELDT testing and reasons for their child’s identification as LEP, as well as academic achievement results.</li> <li>c. The method of instruction used in the Structured English Immersion program and how it differs from the mainstream classroom.</li> <li>d. How the program will meet the needs of their child and use their child’s strengths to make gains.</li> <li>e. How the Structured English Immersion program will provide appropriate English instruction and comprehensible content instruction to their child.</li> <li>f. The criteria for exit from the program, and the rate of transition to mainstream classrooms, as well as rate of graduation.</li> <li>g. For students with special needs, the notification will include how the Structured English Immersion program will address the child’s needs in conformance with the IEP.</li> </ol>

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activity	<p>h. information pertaining to parental rights that includes written guidance detailing –</p> <ul style="list-style-type: none"> <li>i. the right that parents have to have their child immediately removed from such program upon their request; and</li> <li>ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available;</li> <li>iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.</li> </ul>	<p>Notification will include parental rights as stipulated under the No Child Left Behind Act, to include all elements, including timeline.</p> <ul style="list-style-type: none"> <li>• Parent rights will be discussed at ELAC and DELAC meetings in Spanish and English.</li> <li>• Support for parents and parent rights available at school sites, through bilingual administrators, counselors, and teachers..</li> </ul>
<p><b>Note:</b> Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>		
<p><b>LEA Parent Notification Failure to Make Progress</b> If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>		<ul style="list-style-type: none"> <li>• Any failure to meet annual measurable achievement objectives will be reported to parents as required under the Act, and in conformance with timeline proscribed. Letters will be mailed in primary language, and a phone contact established to answer questions. First ELAC meetings of school year will cover this topic, and implications for students and parents.</li> </ul>

**Plans to Provide Services for Immigrants**

<b>IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e) ).</b>		<b>Description of how the LEA is meeting or plans to meet this requirement.</b>	
<b>Allowable Activities</b>	1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:	<b>Yes or No</b>  No	<b>If yes, describe:</b>
	2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:	<b>Yes or No</b>  No	<b>If yes, describe:</b>
	3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	<b>Yes or No</b>  No	<b>If yes, describe:</b>

Allowable Activities	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	<b>Yes or No</b>  No	<b>If yes, describe:</b>
	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:	<b>Yes or No</b>  No	<b>If yes, describe:</b>
	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:	<b>Yes or No</b>  No	<b>If yes, describe:</b>

Allowable Activities	<p>7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:</p>	<p><b>Yes or No</b></p>  <p>No</p>	<p><b>If yes, describe:</b></p>
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**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>Collaboration time has been built into the Master Schedule, to allow teachers and administrators to focus on student needs and receive professional development training.</p> <p>An updated Staff Development Needs Assessment was conducted in spring 2010 to identify training needs for all teachers and administrators.</p> <p>All teachers in district, except one, meet the standard of “highly qualified.” Plan for professional development has been completed to assure District is 100% compliant.</p> <p>All teachers who work with EL students have received CLAD/BCLAD or similar state certification.</p> <p>BTSA training and mentoring are in place for new teachers, and any teacher needing additional support.</p> <p>All District administrators have received training in Walk Through Observation technique to focus on instruction and student achievement.</p>	<p>There are some teachers of ELA and mathematics that have not completed training on standards-aligned text materials.</p> <p>There are some teachers who have not yet received training on EDGE standards-aligned materials for ELD and ELA support instruction.</p> <p>Test scores demonstrate need for more training on effective strategies to meet the needs of EL students.</p> <p>Survey results indicate need for more training on effective teaching strategies that target the needs of a variety of learners within the same classroom.</p> <p>Teachers have identified the Written Language domain for additional training.</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)

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <p>GJUHSD Professional Develop Plan is aimed at raising professional competence to improve District capacity to help students in our schools meet State content standards and improve student achievement. Priorities have been determined by an analysis of the skills and knowledge the staffs have and will need to carry out state standards and NCLB goals at each school. Plan is results-oriented, keyed to strategic areas of growth, with planned follow-up and accountability, based on Walk-Through Observations and data from student achievement.</p>	<p>District Administrators</p>		<p>\$5,000</p>	<p>General Fund - RL</p>
<p>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</p> <p>Activities of the Professional Development Plan were developed following a review of scientifically based research aimed at improving high schools achievement. (<i>Standards for our Schools</i>, Tucker, Mark S. and Judy B. Coddling.) Activities are results-oriented, specific to the needs of students at each site. It is designed to help staff gain the knowledge and skills needed to gather the data, conduct an analysis, set the targets, do the benchmarking, devise the strategies and make necessary changes at each school.</p>	<p>District Administrators</p>		<p>\$2,500</p>	<p>General Fund - RL</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <p>Collaboration time will be set aside for groups of teachers to discuss the work of individual students, analyze students' errors, and devise an instructional response to correct those errors. Collaboration time is also made available for groups of teachers to research and implement best practices related to closing the achievement gap for low income and minority students. Plan includes specific training for all staff that targets instructional strategies to improve learning for English learner students and students with disabilities.</p>	<p>Site Administrators and teachers</p>		<p>\$3,000</p>	<p>General Fund</p>
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <p>Funding for all professional development activities will be coordinated, so there is no duplication and funds are used strategically to accomplish the goals of the Professional Development Plan.</p>	<p>District and Site Administrators</p>		<p>\$20,000</p>	<p>Title I, Title II, Title III</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</p>				

<p>(which may include teacher mentoring) needs of teachers and principals will be met:</p> <p>Professional Development Plan includes collaborative training activities for teachers and administrators, to promote common understanding of best practices. Mentoring is made available to new teachers through BTSA training activities and for all staff through department chairs.</p>	<p>District and Site Administrators and teachers</p>		<p>\$2,500</p>	<p>General Fund, BTSA</p>
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Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <p>Planned activities include training on Edusoft student data system, which allows teachers to monitor student progress and disaggregate data. Planned activities also include technology support training for ELA and mathematics text adoptions.</p>	<p>Site Administrators, teachers</p>		<p>\$5,000</p>	<p>General Fund</p>
<p>7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p>				

<p>With the opening of 2 new schools in the past 3 years, there has been increased access to technology for teachers and students. Classrooms at all three schools are equipped with teacher technology stations, and instruction increasingly relies on incorporation of technology and internet sources. Students increasingly utilize internet research sites and publishing and presentation programs to complete class assignments and projects.</p>	<p>Teachers</p>		<p>\$2,500</p>	<p>General Fund</p>
<p>8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan:</p> <p>A Professional Development Needs Assessment was conducted in spring 2010, with results from all staff used in the LEA Plan. Opportunities for input by parents and other relevant school personnel have been created through meetings and e-mail. All District personnel received a draft e-mail copy of the LEA Plan and input from all stakeholders was used in the final document. Department meetings included focus on LEA Plan, and input from these meetings was also incorporated into final Plan.</p>	<p>All Staff</p>		<p>\$2,000</p>	<p>General Fund</p>
<p>Please provide a description of:</p>	<p>Persons Involved/ Timeline</p>	<p>Related Expenditures</p>	<p>Estimated Cost</p>	<p>Funding Source</p>
<p>9. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 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><input type="checkbox"/> Improve student behavior in the</li> </ul>				



<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:  District requires that all paraprofessionals meet requirements under Section 1119.</p>	Personnel Technician		\$1,000	General Fund

**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>GJUHSD has opened 2 brand new schools for students, resulting in additional classroom and outdoor space for students at all three campuses.</p> <p>Students are supported with counselors at all 3 schools and Outreach workers at Galt High and Estrellita High School.</p> <p>There is a district GATE program in place to reach and identify students.</p> <p>Galt residents passed a local Bond measure in 2008 to increase prevention of gang activity.</p>	<p>TUPE funding has been discontinued for district students. There is a need for ongoing tobacco use prevention and cessation education.</p> <p>Gang violence prevention is an ongoing issue, with incidents in the community impacting the school environment.</p> <p>GJUHSD schools fall in different law enforcement jurisdictions, resulting in different rates of response and priorities. Schools need adequate trained campus security patrols to ensure student and staff safety.</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

Outreach Consultants at Estrellita and Galt High Schools

Counselors at all 3 schools

Campus Supervisors at all three schools

9<sup>th</sup> Grade Academy/smaller personalized learning environment at Liberty Ranch

Friday Night Live and other clubs for students

Leadership classes

School Attendance Review Board (SARB)

Attendance Reward Programs

Parent Project classes and support groups for parents of adolescents with behavior problems

Response to Intervention focus on student behavior

**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.

<b>STRENGTHS</b>	<b>NEEDS</b>
<p>21<sup>st</sup> Century After School program offers quality after-school activities to students at GHS and EHS 5 days a week, with transportation provided.</p> <p>9<sup>th</sup> Grade Health Education graduation requirement includes prevention education on alcohol, tobacco, drug use and violence prevention.</p> <p>Counselor assistance available to all students and parents.</p> <p>Outreach Consultants available to students.</p>	<p>Students’ reported use of tobacco and marijuana continues at a high rate, per CHKS. District needs to increase prevention and cessation programs.</p> <p>Students’ reported use of alcohol is high per CHKS. District needs to enact comprehensive prevention program and collaborate with parents, City and law enforcement to curtail opportunities for student access to alcohol.</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: _/_/_/ Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will <b>decrease</b> biennially by:	5 <sup>th</sup> _  % 7 <sup>th</sup> _  %	5 <sup>th</sup> _  % 7 <sup>th</sup> _  %
The percentage of students that have used cigarettes within the past 30 days will <b>decrease</b> biennially by: <b>2 percentile points.</b>	7 <sup>th</sup> _  % 9 <sup>th</sup> <u>11</u> % 11 <sup>th</sup> <u>15</u> %	7 <sup>th</sup> _  % 9 <sup>th</sup> <u>9</u> % 11 <sup>th</sup> <u>13</u> %
The percentage of students that have used marijuana will <b>decrease</b> biennially by:	5 <sup>th</sup> _  % 7 <sup>th</sup> _  %	5 <sup>th</sup> _  % 7 <sup>th</sup> _  %
The percentage of students that have used alcohol within the past 30 days will <b>decrease</b> biennially by: <b>20 percentile points.</b>	7 <sup>th</sup> _  % 9 <sup>th</sup> <u>45</u> % 11 <sup>th</sup> <u>64</u> %	7 <sup>th</sup> _  % 9 <sup>th</sup> <u>25</u> % 11 <sup>th</sup> <u>44</u> %
The percentage of students that have used marijuana within the past 30 days will <b>decrease</b> biennially by: <b>10 percentile points.</b>	7 <sup>th</sup> _  % 9 <sup>th</sup> <u>19</u> % 11 <sup>th</sup> <u>21</u> %	7 <sup>th</sup> _  % 9 <sup>th</sup> <u>9</u> % 11 <sup>th</sup> <u>11</u> %

<p>The percentage of students that feel very safe at school will <b>increase</b> biennially by: <b>10 percentile points</b>.</p>	<p>5<sup>th</sup> — % 7<sup>th</sup> — % 9<sup>th</sup> <u>10</u> % 11<sup>th</sup> <u>10</u> %</p>	<p>5<sup>th</sup> — % 7<sup>th</sup> — % 9<sup>th</sup> <u>20</u> % 11<sup>th</sup> <u>20</u> %</p>
<p>The percentage of students that have been afraid of being beaten up during the past 12 months will <b>decrease</b> biennially by: <b>5 percentile points</b>.</p>	<p>7<sup>th</sup> — % 9<sup>th</sup> <u>18</u> % 11<sup>th</sup> <u>12</u> %</p>	<p>7<sup>th</sup> — % 9<sup>th</sup> <u>13</u> % 11<sup>th</sup> <u>7</u> %</p>
<p><b>Truancy Performance Indicator</b></p>		
<p>The percentage of students who have been truant will <b>decrease</b> annually by _____ from the current LEA rate shown here.</p> <p>NOTE: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and dividing that total by the CBEDS enrollment for the same school year.</p>	<p><u>N/A</u> %</p>	<p><u>N/A</u> %</p>
<p><b>Protective Factors Performance Measures from the California Healthy Kids Survey</b></p>	<p><b>Most recent date:</b> _/_/_ <b>Baseline Data</b></p>	<p><b>Biennial Goal (Performance Indicator)</b></p>
<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: <b>10 percentile points</b>.</p>	<p>5<sup>th</sup> — % 7<sup>th</sup> — % 9<sup>th</sup> <u>33</u> % 11<sup>th</sup> <u>29</u> %</p>	<p>5<sup>th</sup> — % 7<sup>th</sup> — % 9<sup>th</sup> <u>43</u> % 11<sup>th</sup> <u>39</u> %</p>
<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: <b>10 percentile points</b>.</p>	<p>5<sup>th</sup> — % 7<sup>th</sup> — % 9<sup>th</sup> <u>48</u> % 11<sup>th</sup> <u>45</u> %</p>	<p>5<sup>th</sup> — % 7<sup>th</sup> — % 9<sup>th</sup> <u>58</u> % 11<sup>th</sup> <u>55</u> %</p>

<p>The percentage of students that report high levels of opportunities for meaningful participation at their school will <b>increase</b> biennially by: <b>10 percentile points.</b></p>	<p>5<sup>th</sup> — % 7<sup>th</sup> — % 9<sup>th</sup> <u>16</u> % 11<sup>th</sup> <u>18</u> %</p>	<p>5<sup>th</sup> — % 7<sup>th</sup> — % 9<sup>th</sup> <u>26</u> % 11<sup>th</sup> <u>28</u> %</p>
<p>The percentage of students that report high levels of school connectedness at their school will <b>increase</b> biennially by: <b>10 percentile points.</b></p>	<p>5<sup>th</sup> — % 7<sup>th</sup> — % 9<sup>th</sup> <u>41</u> % 11<sup>th</sup> <u>41</u> %</p>	<p>5<sup>th</sup> — % 7<sup>th</sup> — % 9<sup>th</sup> <u>51</u> % 11<sup>th</sup> <u>51</u> %</p>

**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.

<p><b>LEA Specified Performance Measures</b></p> <p>_____</p> <p><b>(Process to Collect Data)</b></p>	<p><b>Performance Indicator Goal</b></p>	<p><b>Baseline Data</b></p>

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

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

Science-Based Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
<b>Project Toward No Drug Abuse</b>	ATDV	9-12	600	2006	2006	Aug. 2006
<b>Teens Tackle Tobacco</b>	T	10-12	1,100	2006	2006	Aug. 2006

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

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

Check	Activities	Program ATODV Focus	Target Grade Levels
X	After School Programs	ATDVY	9-12
X	Conflict Mediation/Resolution	VY	9-12
X	Early Intervention and Counseling	ATDV	9-10
	Environmental Strategies		
	Family and Community Collaboration		
	Media Literacy and Advocacy		
	Mentoring		
X	Peer-Helping and Peer Leaders	Y	11-12
	Positive Alternatives		
	School Policies		
X	Service-Learning/Community Service	Y	9-12
	Student Assistance Programs		
X	Tobacco-Use Cessation	T	9-12

Check	Activities	Program ATODV Focus	Target Grade Levels
X	Youth Development Caring Schools Caring Classrooms	ATDVY	9-12
X	Other Activities Friday Night Live Club	ATDVY	9-12

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

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

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

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

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

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

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

CHKS data reveals ongoing at-risk behaviors that warrant use of these programs and activities.

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

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

District monitors at-risk behavior through participation in the California Healthy Kids Survey. Freshman End of Year Surveys and School Safety surveys are also used to gauge students’ sense of safety, engagement, and attitudes toward alcohol, tobacco, and drug use. Counselors and administrators monitor student behavior and document incidents through student electronic data system. Advisory committees are consulted whenever a trend is seen that needs to be addressed. District works with local law enforcement agencies to stay abreast of community happenings and be ready to respond. School Safety Plans are reviewed and revised each year.

**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.

GJUHSD will publicly report progress toward attaining performance measures at meetings of School Site Councils, PTSAa and ELACs at each school site. CHKS results are made available to the public and posted on the web.

**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])

Funded SDFSC program services will follow the same prioritization as schools receiving Title I, Part A, based on poverty level ranking.

**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.

District will coordinate services through use of a District committee, with stakeholders from school administration, campus security, counselors, local law enforcement and other youth organizations that work to prevent violence, as well as alcohol, tobacco and drug use. School Safety Plans will provide details on coordination of services and steps the schools will take to keep students safe and drug-free.

**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 receive annual notifications upon enrollment or at the start of each school year, in compliance with NCLB Title IV, Part A— SDFSC program. Parents are recruited to serve in an advisory capacity on School Site Councils, PTSAs, ELACs and other committees, such as School Safety Committee and Wellness Committee.

**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.

District does not receive TUPE funds, but provides this service through counselors and Outreach Program advisors, at Galt High School and Estrellita High School.

**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
<b>No funding available</b>	

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

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

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

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks / Evaluation	Funding Source
<b>5.1</b> (High School Graduates)	State and board approved curriculum in all classes offered at GHS, LRHS and EHS	2243	All staff/Ongoing	Embedded in all offered courses	
	CAHSEE support classes and tutoring offered at GHS, LRHS and EHS during and after school	2243	CAHSEE support and tutoring Teachers/ Ongoing	Embedded in CAHSEE support courses/ CAHSEE results	
	Credit Recovery Programs offered: <ul style="list-style-type: none"> <li>• PASS</li> <li>• Adult Education</li> <li>• Cyperhigh</li> <li>• Summer School</li> <li>• 21<sup>st</sup> century Afterschool program</li> <li>• Vocational Programs- ROP</li> </ul> Independent Study at GHS, LHS and EHS	45	<ul style="list-style-type: none"> <li>• Susana Flores</li> <li>• Karen Liu</li> <li>• Eva Sanchez</li> <li>• Admin</li> <li>• Antonio Lara</li> <li>• Karen Liu</li> </ul> Nancy Bauer/ Kellie Beck	Embedded in all programs/ Ongoing	

5.2 (Dropouts)	<p>Continual monitoring of potentially at risk students</p> <p>Credit Recovery Programs Available to all students</p> <ul style="list-style-type: none"> <li>• PASS</li> <li>• Adult Education</li> <li>• Cyperhigh</li> <li>• Summer School</li> <li>• 21<sup>st</sup> Century Afterschool Program</li> <li>• Vocational Education –ROP Programs</li> </ul> <p>Continued educational opportunities for 5<sup>th</sup> year Seniors</p> <p>Truancy Officer for GHS</p>	<p>2243</p> <p>2243</p>	<p>Registrars, Admin, Counselors and Outreach Counselors</p> <ul style="list-style-type: none"> <li>• Susana Flores</li> <li>• Karen Liu</li> <li>• Eva Sanchez</li> <li>• Admin</li> <li>• Antonio Lara</li> <li>• Karen Liu</li> </ul> <p>EHS Admin</p> <p>Galt PD</p>	<p>Semesters/Annual Review</p> <p>Embedded in all programs/Ongoing</p>	

<b>5.3</b> (Advanced Placement)	<p>AP courses are open to all students at GHS and LRHS.</p> <p>AP courses have flexible prerequisites to ensure access to all students.</p> <p>AP test fees are reduced for all students and waived entirely for economically disadvantaged subgroup</p>	2062	<p>Admin/Department Chairs</p> <p>Admin/Department Chairs</p>	<p>Embedded in coursework/ Annual assessment of programs base on test scores</p>	

## Additional Mandatory Title I Descriptions

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

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

	Description of how the LEA is meeting or plans to meet this requirement:
<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>All schools with a 75% or above poverty level are funded, followed by schools with next greatest poverty ranking district wide.</p>

**Additional Mandatory Title I Descriptions  
(continued)**

<p>Please provide a general description of the nature of the programs to be conducted by the LEA's schools under Sections 1114, "Schoolwide Programs," and/or Section 1115, "Targeted Assistance Schools." Direct-funded charters and single school districts, if conducting a schoolwide program authorized under Section 1114, may attach a copy of the Schoolwide Plan or Single Plan for Student Achievement in lieu of this description. All ten of the required components must be addressed. (For more information on Schoolwide, please go to <a href="http://www.cde.ca.gov/sp/sw/rt/">http://www.cde.ca.gov/sp/sw/rt/</a>; for Targeted Assistance go to <a href="http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp">http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp</a> ).</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>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:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Effective methods and instructional strategies based on scientifically-based research.</li> <li>• Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.</li> <li>• Proven strategies that address the needs of historically underserved students, low achieving students, and those at risk of not meeting state standards.</li> <li>• Instruction by highly qualified teachers and strategies to attract and keep such teachers.</li> <li>• High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff.</li> <li>• Strategies to increase parental involvement.</li> <li>• Assistance to preschool children in transitioning from early</li> </ul>	<p>NA</p>

<p>childhood programs to elementary school programs.</p> <ul style="list-style-type: none"> <li>• Timely and effective additional assistance to students who experience difficulty mastering state standards.</li> </ul>	
<p>For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State’s challenging academic standards. The description should include activities such as:</p> <ul style="list-style-type: none"> <li>• Effective methods and instructional strategies based on scientifically-based research.</li> <li>• Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.</li> <li>• Strategies that minimize removing children from the regular classroom during regular school hours for instruction.</li> <li>• Instruction by highly qualified teachers.</li> <li>• Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff.</li> <li>• Strategies to increase parental involvement.</li> </ul>	<p>GJUHSD will use effective methods and instructional strategies based on scientifically-based research. Strategies will include extended learning time, with after school and summer programs. Instruction will be provided by highly qualified teachers. Professional development opportunities will be provided to teachers, with focus on 9<sup>th</sup> and 10<sup>th</sup> grade English Language Arts, Mathematics and Science.</p>

## Additional Mandatory Title I Descriptions

(continued)

<p>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. <b>Please note that multiple, educationally related criteria must be used to identify students eligible for services.</b> 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.</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</p> <ul style="list-style-type: none"> <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>	<p>GJUHSD will identify students most at risk of failing to meet state academic and content standards through a variety of methods, including:</p> <p>Results of CST assessments—below Proficient level.  Results of CAHSEE assessments—scores less than PASS  Grades of D or F  Teacher referral and teacher judgment  Results of curriculum embedded assessments</p>
<p>The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.</p>	<p>Homeless Program liaison works with homeless students, along with Outreach Worker and school counselors.</p>
<p>The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.</p>	<p>GJUHSD provides specialized after school program for delinquent students who have been expelled.</p>

## Additional Mandatory Title I Descriptions

(continued)

Please describe the actions the LEA will take to assist in its low-achieving schools identified under Section 1116, “Academic Assessment and Local Educational Agency and School Improvement,” as in need of improvement.	
	Description of how the LEA is meeting or plans to meet this requirement:
<p>If the LEA has a PI school(s), describe technical assistance activities the LEA will provide to help the PI school, such as the following:</p> <ul style="list-style-type: none"> <li>• Assistance in developing, revising, and implementing the school plan.</li> <li>• Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas.</li> <li>• Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI.</li> <li>• Assistance in analyzing and revising the school budget so the school’s resources are used effectively.</li> </ul>	<p>GJUHSD will provide technical assistance to its PI school, including assistance in developing, revising and implementing the school plan. District will help to identify and address problems in instruction and professional development.</p>

## Additional Mandatory Title I Descriptions

(continued)

<p>Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, “Academic Assessment and Local Educational Agency and School Improvement.”</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>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.</p>	<p>Letter is sent to parents, in English and Spanish, advising of PI status of Estrellita High School. All rights and opportunities for alternate placement, transportation and supplemental services are explained.</p>
<p>Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.</p>	<p>Letters and website will contain information on school choice and supplemental services. District has submitted application to SBE to become SES provider, for greater convenience to students.</p>

## Additional Mandatory Title I Descriptions

(continued)

<p>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.”</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>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.</p>	<p>GJUHSD uses ED-Join website to reach and recruit a broad spectrum of potential teachers and administrators, who are highly qualified. District uses Title I and Title II to provide professional development, including training on standards-based ELA and Mathematics.</p>
<p>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.</p>	<p>Parents participate in School Site Council, PTSA, ELAC and DELAC. Meetings are structured to provide a variety of topics of interest to parents, to assist them with their children’s education and pathway to graduation and beyond. Parent Project class series provides parents with parenting skills and strategies to deal with out-of-control adolescent behavior.</p>

## Additional Mandatory Title I Descriptions

(continued)

<b><i>Coordination of Educational Services</i></b>	
<p>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.</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:</p> <ol 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> </ol> <p>Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.</p>	<p>Migrant Education program services are provided through an on-site Student Advisor, who works closely with students and parents. District provides office space, student learning lab, student computers, and full staff access to district data management system. Migrant program coordinates PASS program curriculum for Migrant students who need additional support. Students are not pulled out of class; students come to learning lab before and after school, at lunch, and for summer program.</p> <p>Programs for EL students and Students with Disabilities are fully integrated into the Master Schedule and take place during the school day. Additional assistance is provided after school and during summer. Services for Homeless children also occur within the school day, with counseling and activities available before and after school, at lunchtime and during the summer.</p>

## **Part III**

### **Assurances and Attachments**

*Assurances*

*Signature Page*

*Appendix*

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

*Appendix B: Links to Data Web sites*

*Appendix C: Science-Based Programs*

*Appendix D: Research-based Activities*

*Appendix E: Promising or Favorable Programs*

## **ASSURANCES**

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

### **GENERAL ASSURANCES**

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

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

## **TITLE I, PART A**

The LEA, hereby, assures that it will:

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

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

## **TITLE I, PART D – SUBPART 2**

31. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.

32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.
33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

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

34. The LEA, hereby, assures that:

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

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

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

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

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

### **TITLE III**

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

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

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

- Security procedures at school and while students are on the way to and from school.
- Prevention activities that are designed to create and maintain safe, disciplined, and drug-free environments.
- A crisis management plan for responding to violent or traumatic incidents on school grounds.
- A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
  - Allows a teacher to communicate effectively with all students in the class.
  - Allows all students in the class to learn.
  - 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

\_\_\_\_ Dr. Daisy Lee \_\_\_\_\_  
Print Name of Superintendent

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

\_\_\_\_\_  
Date

## APPENDIX A

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## APPENDIX B

### *Links to Data Web sites*

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

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

## APPENDIX C

### Science-Based Programs

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

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

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

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

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

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

### School-Based Programs

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

Leadership and Resiliency	9 to 12					x	C,
Botvin's LifeSkills™ Training	6 to 8	x	x	x	x		A, B, C, D, E
Lions-Quest Skills for Adolescence	6 to 8					x	D, C, E
Minnesota Smoking Prevention Program	6 to 10		x				A, D, E
Olweus Bullying Prevention	K to 8				x		B, C, E
Positive Action	K to 12	x	x	x	x	x	C, D,
Project ACHIEVE	Pre-K to 8				x	x	A, C, E
Project ALERT	6 to 8	x	x	x			A, C, D, E
Project Northland	6 to 8	x		x			A, B, C, D, E
Project PATHE	9 to 12					x	B, E
Project SUCCESS	9 to 12	x	x	x			C,
Project Toward No Drug Abuse (TND)	9 to 12	x	x	x	x		C,
Project Toward No Tobacco Use (TNT)	5 to 8		x				A, C, D, E
Promoting Alternative Thinking Strategies (PATHS)	K to 6				x		A, B, C, D,
Protecting You/Protecting Me	K to 5	x					C,
Quantum Opportunities	9 to 12					x	B, E
Reconnecting Youth	9 to 12	x		x	x	x	A, C, E
Responding in Peaceful and Positive Ways	6 to 12			x	x		C, D, E
Rural Educational Achievement Project	4				x		C
School Violence Prevention Demonstration Program	5 to 8				x		C
Second Step	Pre-K to 8				x		A, C, D,
Skills, Opportunities, and Recognition (SOAR): Seattle Social Development Project:	K to 6	x			x	x	B, C, D, E
SMART Leaders	9 to 12			x			C
Social Competence Promotion Program for Young Adolescents (SCPP-YA)	5 to 7			x			C
Start Taking Alcohol Risks Seriously (STARS) for Families	6 to 8	x					C,
Students Managing Anger and Resolution Together (SMART) Team	6 to 9				x		C, D,
Too Good for Drugs	K to 12	x	x	x	x		C
<b>Community and Family-based Programs</b>							
	Intended program outcomes and target setting. See research for proven effectiveness						
Name	Target Population	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Big Brothers Big Sisters	Community					x	B, E

Brief Strategic Family Therapy	Families			x			B, C,
CASASTART	Community			x	x		B, C, D,
Communities Mobilizing for Change	Community	x					C
Creating Lasting Family Connections	Families (6 to 12)	x		x		x	A, C, D,
Families And Schools Together (FAST)	Families				x		C,
Family Development Research Project	Families				x		C
Family Effectiveness Training	Families				x		C,
Family Matters	Families	x	x				C
FAN (Family Advocacy Network) Club	Families			x		x	C
Functional Family Therapy	Families	x		x	x		B, E
Home-Based Behavioral Systems Family Therapy	Families				x		C
Houston Parent-Child Development Program	Parents					x	C
Multisystemic Therapy	Parents			x	x		B, C, E
Nurse-Family Partnership	Parents		x				B, C,
Parenting Wisely	Parents				x		C,

## APPENDIX D

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

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

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

## APPENDIX E

### Promising or Favorable Programs

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

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

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

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

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

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

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			x			C
Aggression Replacement Training	School				x		D
Aggressors, Victims, and Bystanders	6 to 9				x		D
Al'sPal's: Kids Making Healthy Choices	Pre K to 2				x		D
Baby Safe (Substance Abuse Free Environment) Hawaii	Families	x	x	x			C
Basement Bums	6 to 8		x				A
Be a Star	K to 6					x	C
Behavioral Monitoring and Reinforcement	7 to 8			x	x		C
Bilingual/Bicultural Counseling and Support Services	Communities	x		x			C
Bully Proofing Your School	K to 8				x		B
CAPSLE (Creating a Peaceful School Learning Environment)	K to 5				x		B
Club Hero	6					x	C
Coca-Cola Valued Youth Program (CCVYP)	School					x	B
Colorado Youth Leadership Project	7	x				x	C
Comer School Development Program (CSDP)	School					x	B
Earlscourt Social Skills Group Program	K to 6					x	B
Effective Black Parenting Program (EBPP)	Families				x		B
Facing History and Ourselves	7 to 12				x		D
Family Health Promotion	Families	x	x	x		x	C
FAST Track	1 to 6				x		B
Get Real About Violence	K to 12				x		C
Growing Healthy	K to 6	x	x	x			D
Intensive Protective Supervision Program	Community				X		B
Iowa Strengthening Families Program	Family	x					B
Kids Intervention with Kids in School (KIKS)	6 to 12	x	x	x	x	x	C
Let Each One Teach One	Mentoring					x	D
Linking the Interests of Families and Teachers (LIFT)	1 to 5				x		B, C, D
Lion's Quest Working Toward Peace	5 to 9				x		D
Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health Education	K to 12	x	x	x			D
Open Circle Curriculum	K to 5				x	x	D
Parent-Child Assistance Program (P-CAP)	Families	x		x			C
PeaceBuilders	K to 8				x		D
Peacemakers Program	4 to 8				x		D
Peer Assistance and Leadership	9 to 12			x	x		C

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

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