

(CDE use only)
Application #

No Child Left Behind Act of 2001

LOCAL EDUCATION AGENCY PLAN

**Mail original and
two copies to:**

**California Department of Education
Specialized Programs Division
1430 N Street, Suite 4309
Sacramento, California 95814-5901**

**Postmarked no later
than June 1, 2008**

LEA Plan Information:

Name of Local Education Agency (LEA): Sonora Union High School District

County/District Code: 55-72389

Dates of Plan Duration: **July 1, 2008 to June 30, 2011 (to be updated annually)**

Date of local governing board approval: April 1, 2008

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

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

Charles McCully

4/01/08

Printed or typed name of Superintendent

Date

Signature of Superintendent

Kate Powell Segerstrom

4/01/08

Printed or typed name of Board President

Date

Signature of Board President

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Part I

Background and Overview

Background

Descriptions of the Consolidated Application, the Local Education Agency Plan, the Single Plan for Student Achievement, and the Coordinated Compliance Review Process

Development Process for the LEA Plan

LEA Plan Planning Checklist

Federal and State Programs Checklist

District Budget for Federal and State Programs

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.

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 the following 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, to be developed for each indicator, will be adopted by the SBE by May 2003.

Collectively, NCLB's goals, along with the performance indicators and targets, will constitute California's framework for ESEA accountability. This framework will provide the basis for the state's improvement efforts, for informing policy decisions by SBE, and for implementation efforts by CDE to fully realize the system envisioned by NCLB. It will also provide 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, and
- 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 Coordinated Compliance Review process, local education 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 Coordinated Compliance Review Process

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 Education Agency Plan, the school-level Single Plan for Student Achievement, and the Coordinated Compliance Review. While inextricably linked, these four components of state and federal funding and accountability remain separate systems. Over the next year, however, California plans to move aggressively to more closely coordinate and streamline these processes to eliminate redundancies and make them less labor intensive for LEA's, while continuing to fulfill all requirements outlined in state and federal law.

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

The Consolidated Application (ConApp)

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

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

The Single Plan for Student Achievement (School Plan)

State law requires that school-level plans for programs funded through the Consolidated Application be consolidated in a *Single Plan for Student Achievement (Education Code*

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

The Local Education Agency Plan (LEA Plan)

The approval of a Local Education Agency Plan is a requirement for receiving federal funding sub grants 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 LEA's will take to ensure that they meet certain ***programmatic*** requirements, including 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.

Coordinated Compliance Review (CCR)

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. The Coordinated Compliance Reviews are 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 this revision of the Plan will be five years (July 1, 2008 through June 30, 2013); the Plan will be updated annually.

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.

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

1. Obtain input. Seek the input of 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, and 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.

2. Review LEA characteristics. Include the LEA's vision and mission statements as well as a description or profile of the LEA.
3. Analyze student performance and other relevant data. 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.
4. 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.
5. Establish LEA Plan performance targets. Using the five NCLB performance goals and indicators (see Appendix A), develop local performance targets that are: a) derived from group 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.

6. Review 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, 10th Grade Counseling, and Miller-Unruh Reading programs).
7. Identify specific plans for improvement. 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*.
8. Obtain 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.
9. Monitor progress. 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.
10. Evaluate the effectiveness of planned activities. 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?
11. Modify the plan. The LEA Plan must be reviewed and updated annually. Consider factors that may indicate a need to amend the plan, such as: a) a major service or activity that proves ineffective; b) a program allocation is less or more than estimated; c) staff, equipment, or materials essential to the plan cannot be procured; d) school boundaries or demographics suddenly change; e) an activity was found to be non-compliant; and f) a planned activity is not supported by staff, parents, or students.

**PLANNING CHECKLIST
FOR LEA PLAN DEVELOPMENT
(Optional)**

✓	LEA Plan – Comprehensive Planning Process Steps
✓	1. Obtain input from councils, committees, and community members.
✓	2. Include the LEA’s vision/mission statement, description/profile.
✓	3. Analyze student performance data from multiple measures of relevant student assessment (both state- and local-level assessments).
✓	4. Analyze current educational practices, professional development, staffing, and parental involvement.
✓	5. Establish LEA performance targets derived from group performance data and scientifically based practices that are measurable, have a timeline, and identify participants.
✓	6. Review all available resources from federal, state, and local levels.
✓	7. Describe specific plans for improvement for identified participants stating expected performance gains and means of evaluating gains.
✓	8. Obtain local governing board approval of the LEA Plan.
✓	9. Establish a timely but specific monitoring process for the implementation of the LEA Plan.
✓	10. Evaluate the effectiveness of planned improvements of LEA Plan implementation.
✓	11. Modify and update the LEA Plan annually.

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	
✓	Title I, Part A		EIA – State Compensatory Education
	Title I, Part B, Even Star	✓	EIA – Limited English Proficient
	Title I, Part C, Migrant Education		State Migrant Education
	Title I, Part D, Neglected/Delinquent	✓	School & Library Improvement Block Grant
✓	Title II, Part A, Subpart 2, Improving Teacher Quality		Child Development Programs
✓	Title II, Part D, Enhancing Education Through Technology		Educational Equity
	Title III, Limited English Proficient	✓	Gifted and Talented Education
	Title III, Immigrants		Gifted and Talented Education
✓	Title IV, Part A, Safe and Drug-Free Schools and Communities		Tobacco Use Prevention Education (Prop 99)
✓	Title V, Part A, Innovative Programs – Parental Choice		Immediate Intervention/ Under performing Schools Program
✓	Adult Education	✓	School Safety and Violence Prevention Act (AB1113, AB 658)
	Career Technical Education	✓	Pupil Retention Block Grant
	McKinney-Vento Homeless Education		Healthy Start
✓	Special Education: IDEA Basic Local Assistance Entitlement		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	21 st Century Community Learning Centers		
✓	Vocational Programs: Voc & Appl Tech (Carl Perkins Act)		
	Other (describe):		

DISTRICT BUDGET FOR FEDERAL PROGRAMS – 2007-2008

Programs	2006-07 District Carryovers	2007-08 District Entitlements	2006-07 Direct Services to Students at School Sites (\$)	2007-08 Direct Services to Students at School Sites (%)
Title I, Part A	59,839	300,524	286,204	95.2%
Title I, Part B, Even Start				
Title I, Part C, Migrant Education				
Title I, Part D, Neglected/Delinquent				
Title II Part A, Subpart 2, Improving Teacher Quality	574	47,506	47,506	100%
Title II, Part D, Enhancing Education Through Technology	232	4,000	4,000	100%
Title III, Limited English Proficient				
Title III, Immigrants				
Title IV, Part A, Safe and Drug-free Schools and Communities	700	6,425	6,425	100%
Title V, Part A, Innovative Programs – Parental Choice	0	1,193	1,193	100%
Adult Education	20,433	140,439	140,439	96%
Career Technical Education	0	48,491	46,200	95.0%
McKinney-Vento Homeless Education				
IDEA, Special Education	0	140,438	140,438	100%
21 st Century Community Learning Centers				
Other (describe)				
TOTAL	81,778	689,016	672,397	97.6%

DISTRICT BUDGET FOR STATE PROGRAMS – 2007-2008

Categories	2006-07 District Carryovers	2007-08 District Entitlements	2006-07 Direct Services to Students at School Sites (\$)	2007-08 Direct Services to Students at School Sites (%)
EIA – Limited English Proficient	43,355	75,783	65,771	87%
State Migrant Education				
School & Library Improvement Block Grant	10,133	141,835	133,697	94%
Child Development Programs				
Educational Equity				
Gifted and Talented Education	26,999	21,911	19,372	88%
Tobacco Use Prevention Education – (Prop. 99)				
Immediate Intervention/ Underperforming Schools Program (II/USP)				
School Safety and Violence Prevention Act (AB 1113)	84,952	75,000	152,607	96%
Pupil Retention Block Grant	879	30,673	31,297	100%
Healthy Start				
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				
Other (describe)				
TOTAL	168,318	345,202	402,739	93%

Part II

The Plan

Needs Assessments

Academic Achievement

Professional Development and Hiring

School Safety

Descriptions – District Planning

District Profile

Local Measures of Student Performance

Performance Goal 1

Performance Goal 2

Performance Goal 3

Performance Goal 4

Performance Goal 5

Additional Mandatory Title I Descriptions

Needs Assessment

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

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

Academic Performance

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

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

Professional Development and Hiring

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

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

School Safety and Prevention

The LEA needs assessment also focuses on Performance Goal 4 (see Appendix A). It is based on an evaluation of objective data regarding the incidence of violence, alcohol, tobacco, and other illegal drug use in the elementary and secondary schools and the communities to be served. It includes the objective analysis of the current conditions and consequences regarding violence, alcohol, tobacco, and other illegal drug use, including delinquency and serious discipline problems, among students who attend such schools (including private school students who participate in the drug and violence prevention program). This analysis is based on ongoing local assessment or evaluation activities (Sec. 4115 (a)(1)(A)).

Descriptions – District Planning

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

District Profile

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

SONORA UNION HIGH SCHOOL DISTRICT

Our Mission : The Sonora Union High School District, a place where students feel a sense of ownership and recognition, is committed to providing a personal educational program that engages students in a challenging, broad-based curriculum where they recognize the value of their education and can define success for themselves.

General information about our district : The Sonora Union High School District is an innovative and progressive district consisting of one comprehensive high school (Sonora High School) and four alternative education programs: an independent study program (Theodore Bird High School), a continuation school program (Cassina High School), a community day school program, and an adult education/high school completion program. All told, the district serves approximately approximately 1,700 students in grades 9-12. While all of our programs are located within the boundaries of the City of Sonora, students transition to our schools from seven proudly independent K-8 grade school districts located in surrounding communities.

The Sonora Union High School District Board of Trustees and a dedicated staff of approximately 152 certificated and classified employees are strongly committed to providing a high quality instructional program for all students. Students, parents, and staff are justifiably proud of our rigorous academic program that has consistently produced standardize test results that exceed state and national averages. Sonora High School's current *Academic Performance Index* (API) for example, is the second highest high school rating in a three-county area.

A growing number of students are taking *Advanced Placement* and Sonora High School students consistently score above the state and national averages on both the verbal and mathematics sections of the *Scholastic Aptitude Test*. In addition, the community strongly supports our district's outstanding music program featuring our 300-member Golden Regiment Band, competitive athletic programs, a range of Regional Occupational Program offerings, and a strong special education program. We benefit from strong, on-going parterships with nearby Columbia College, the City of Sonora, the County of Tuolumne, and the Sonora Area Foundation and we are guided in our work to fully achieve our over-all mission by a strategic plan for our Sonora Union High School District that was developed with broadbased community input during the 1998-99 and 1999-2000 school years. Our on-going work to provide high quality education for our students is supported by annual budget of approximately \$14 million.

In so many respects, our district reflects a perfect marriage of tradition and innovation. On one hand, our schools and the greater Sonora community reflect a rich and proud history dating back to the earliest days of the California Gold Rush. Sonora High School, in fact, will hold its centennial celebration this fall and our district office is located on a hilltop in the beautiful Old Dome, a magnificent structure originally built as an elementary schoolhouse in 1906. Family ties and values remain strong in this community. At the same time our students benefit from a strong high tech computer infrastructure and access to state-of-the-art support programs at nearby Columbia College and Stanislaus State University. Our district also owns and maintains a beautiful tract of rolling and wooded land for future program expansion. We believe we are well-positioned to meet the challenges set forth in the *No Child Left Behind* reauthorization.

Local Measures of Student Performance

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

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

- 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.

Identified students in grades 9-12 who are reading significantly below grade level are placed in Sonora High School's Title I/SCE reading program and or the Title I/SCE Basic Math Review class. Freshmen recommended to the reading program by placement tests and 8th grade teacher recommendation are assessed very early in the school year. The progress of new and continuing students is assessed annually using multiple measures that include the *Gray Oral Reading Scale*, the *McCall-Crabbes Reading Comprehension Test*, progress on a district reading competency instrument, STAR ELA CST results, grades, and teacher evaluation of program standards. In recent years, more than three quarters of the reading students in the program met the standard for at least half of the measures for which they had scores, and therefore, were considered to have made adequate yearly progress. Title I/SCE Basic Math Review students are placed in the program based on performance on the Algebra Readiness test and 8th grade math teacher recommendation. Progress is measures on that assessment as well as a district math assessment and semester grades. The pre- and posttest scores on the various measures for all Title I/SCE students are kept on a spreadsheet and are on file.

Each core academic department has developed or is in the process of developing course-alike common assessments based on State Standards. Data from these assessments is analyzed to make decisions regarding curriculum, instructional practices, and staff development in order to affect improved student achievement.

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

Planned Improvement in Student Performance in Reading

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

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <p>A seven-year cycle for course revision and textbook review has been implemented. English language arts and mathematics are included in the cycle. Each year a different department is designated and forms a task force. In the task force year, the department chair is released one-period each day to organize the work. Courses of study are reviewed and aligned with state standards, using reverse mapping when possible. The texts are reviewed and if replacement is warranted, the department pursues the new text adoption process through department, School Site Council, the principal and the Board of Trustees. Each core department is also encouraged to develop common assessments so that students in different sections of the same course are held accountable for the standards.</p> <p>Through the use of Federal Title I funds, a Literacy Coach works with students and instructors at Sonora High School to ensure students are able to comprehend what they read in all disciplines.</p> <p>Our over-all goals in this area are to 1) complete our work in developing course-alike assessments correlated with state standards and 2) implement these new assessments in all district core classes to ensure program consistency.</p>	<p>Board, Superintendent/ site administrators, department chairs.</p>	<p>Release time Travel/conference Trainers</p>	<p>\$20,000 (Does not include cost of new text adoptions.)</p>	<p>SIP General Fund</p>

<p>Use of standards-aligned instructional materials and strategies:</p> <p>The District, as part of an established curriculum review cycle, adopted standards-based supplemental texts for English language arts in 2001 and 2003. A Language Arts Task Force initiated work to prepare common assessments for the department, develop cross-curricular lessons with common assessments, and correlate existing textbooks and materials with State standards. That work is on-going.</p>	<p>The English Task Force year arrives every seven years. It is due again in 2009-10.</p>	<p>Release time for Task Force Coordinator, Consultants, travel/conference, CSLA Trainer.</p>	<p>\$20,000</p>	<p>SIP Funds Staff Development Buy Back Day, General Fund</p>
<p>3. Extended learning time:</p> <p>Our district offers summer school programs for our at-risk students using standards-based activities provided by the web-based <i>Skills Tutor Program and Accelerated Math</i>. We also offer “just in time intervention” during regular school hours in our computer labs utilizing <i>Skills Tutor</i> and lunchtime and after school extended learning opportunities for students in our Library Computer Lab. Students struggling to master language arts standards are also able to take advantage of Writing Lab and Reading Lab course electives. In 2005, an after-school tutoring program was initiated by the School Site Council, using district teachers as tutors. In 2006, students in the Future Teachers Club began tutoring students at lunch and after school, again supported by the School Site Council with SIP and CAHSEE remediation funding. A CAHSEE prep class for seniors who have not passed either one or both sections of the CAHSEE was begun in 2006.</p> <p>Our over-all goal in this area will be to design and implement additional intervention and/or extended learning opportunities for students.</p>	<p>Teachers and site administrators</p>	<p>Summer School Program, computer software, staff</p>	<p>\$10,000</p>	<p>SIP General Fund</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology: Our Technology Use Plan is specifically designed to: 1) address the Digital High School requirements and 2) provide all students with access to extended learning opportunities correlated with the curriculum standards for each discipline. We are now using <i>Skills Tutor</i> software, a web-based, remedial program that provides learning activities aligned to State standards. Students who have not met a specific standard may use this tutorial at school (including lunch and after school opportunities in our library) or at home to augment their learning</p>	<p>Site Administrators, School Staff, District Technology Coordinator</p> <p>Ongoing.</p>	<p>Aide assigned to computer lab.</p> <p>Hardware and software.</p> <p>IT support.</p>	<p>\$30,000</p>	<p>DHS Grants SIP General Fund Title V Library Materials/ Ed. Tech Grant</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>We continue to make use of state buy-back days to focus on standards-based assessment strategies and interpretation of standardized test data. Individual departments have also been provided with blocks of time to review test data and discuss “next step” standards-based strategies. Two significant challenges that we are facing are 1) utilizing a standards-based course of study template in all disciplines and 2) continuing to develop and implement standards-based assessment strategies—including the use of rubric scoring—in a more consistent manner.</p> <p>In 2006 all members of the Sonora High English Department spent five days being trained to use the Holt, Reinhart, and Winston <i>Elements of Literature</i> series.</p> <p>A WASC Accreditation Visiting Team reviewed the Sonora High Self-study and visited the school in the fall of 2006. An identified</p>	<p>Site Administrators, School Staff, CSLA Consultant</p>	<p>Release time, consultant fees</p>	<p>\$20,000</p>	<p>State buy-back reimbursement, SIP General Fund</p>

<p>Area of Strength was the work the school had done to develop common assessments and the improvement made by the student body on the California Standards Tests. An Area for Follow-Up was the need to continue to develop assessments and revise curricula to ensure all courses meet graduation requirements and are standards-based.</p> <p>The Sonora High School Site Council has chosen to work in concert with the WASC leadership team and adopt goals that are supportive of the visiting team's Areas for Follow-up.</p>				
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>We use the following strategies to <u>inform</u> our parents and community members about our student achievement in the area of READING:</p> <ul style="list-style-type: none"> • Student progress reports mailed home eight times per year; • Title I Board Policy sent home to all Title I/SCE households • Title I/SCE Teacher/Student/Parent Compact • Autumn Title I/SCE Parent Advisory meeting • Our District Accountability Report disseminated and discussed in a public session of the Board each January; • Our School Accountability Report Cards (SARC) that are posted on our District web page; • Articles in our Parent Newsletters; • Curriculum presentations to the Board; • Parent/Teacher Conferences; • Letters home detailing assessment results (STAR, CAHSEE, and CELDT); and • Sonora in the Round. <p>We use the following strategies to <u>involve</u> our parents and community members in our work to enhance the READING skills of</p>	<p>District and Site Administrators, Staff members, Parent and Community Volunteers</p>	<p>Mailing costs, materials, duplication costs, staff time</p>	<p>\$4,000</p>	<p>SIP, General Fund</p>

<p>our students:</p> <ul style="list-style-type: none"> • Parent/Teacher Conferences; • Volunteer readers and judges in our Senior Project Program; • Parent Volunteer Program; • Title I/SCE Teacher/Student/Parent Compact • Site Council, Strategic Planning, and task force membership; and • Autumn Title I/SCE Parent Advisory meeting <p>Our goal will be to increase parent involvement by 5% per year in programs and activities that support enhancing the reading skills of our students.</p>				
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>Students with identified health or learning needs receive the services of the following specialized personnel and/or programs: resource specialists, SDC and ED specialists, speech therapists, school psychologists, adaptive PE specialists, occupational therapists, behavioralists, low incidence specialists, one-to-one aides, special education aides, bilingual aides, one computer lab aide, school counselors, Middle College, and a school resource officer.</p> <p>We work to assure a smooth transition to our high school program from our seven attendance area K-8 districts with the following strategies:</p> <ul style="list-style-type: none"> • Monthly attendance area superintendent meetings (board presidents are included four times per year); • Monthly curriculum meetings conducted by our County Office; • Counselor visits to attendance area schools; • Counselor-led sessions on a range of topics; • Sonora in the Round/Freshman Information Night; • Freshman Orientation; • Band Review; 	<p>Superintendent, Site Administrators, TCOE and SELPA special education staff, SUHSD certificated and classified staff.</p>	<p>Staffing costs, related materials, transportation costs, legal costs.</p>	<p>Highly unpredictable due to variance in identified special needs student population.</p> <p>Area of high cost.</p>	<p>State and federal special education funds, Title I, unrestricted general funds.</p>

<ul style="list-style-type: none"> • Link Crew • Renaissance Program • An at-risk counselor <p>One major goal in this particular area will be to create additional opportunities for teachers representing all of our attendance area districts to work together on specific areas of the curriculum.</p>				
<p>8. Monitoring program effectiveness:</p> <p>Student progress in reading is regularly monitored via an analysis of group test results including the English Language Arts California Standards Test, the language arts portion of the California High School Exit Exam, and the Senior Exit Project. Individual reading assessment occurs continuously via direct teacher observation in the classroom and individualized testing, if so recommended. A Title I/SCE Literacy Coach works with students and teachers in all disciplines. Students found to be in need of additional help in the area of reading may be placed in our Title I/SCE reading program where there progress is measured by multiple measures. Teachers may also direct students who are encountered specific problems to utilize the <i>Skills Tutor Program</i>.</p>	<p>Site principals, associate principal, certificated staff.</p>	<p>Costs imbedded within certificated labor costs</p>	<p>Highly variable depending on required testing, state reimbursement.</p>	<p>General funds, SIP, Title I</p>
<p>Description of Specific Actions to Improve Education Practice in Reading</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> <p>SUHSD provides the following additional support to our lowest performing student groups in READING:</p> <ul style="list-style-type: none"> • The district provides reading and writing lab classes • The district offers summer school academy programs and Skills Tutor sessions • After school tutoring is provided to all students • Special after school tutoring is provided to juniors and seniors who have not passed CAHSEE English • The computer labs provide activities and lessons aligned to the instructional levels of targeted students that are accessible during lunch, after school, and from home-based computers • A bilingual aide assists our EL students who score at the lowest levels of English proficiency • An at-risk counselor • The district facilitates SST/SAT meetings. <p>Our goal will be to sustain these services and programs and continue to use <i>EduSoft</i> as a way to disaggregate test data and create benchmark exams.</p>	<p>Site administrators, credentialed and classified staff.</p>	<p>Staffing, books and materials.</p>	<p>Unknown... will fluctuate.</p>	<p>Title I funding, General Fund, SIP</p>
<p>10. Any additional services tied to student academic needs in READING:</p> <ul style="list-style-type: none"> • Peer and cross-age tutoring; • Independent Study Program; • 9th grade Class Size Reduction (CSR). 	<p>Alternative education principal and credentialed staff.</p>	<p>Staffing, books and materials</p>	<p>\$65,000</p>	<p>General Fund</p>

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

Planned Improvement in Student Performance in Mathematics

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

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. Alignment of instruction with content standards:</p> <p>The mathematics department has been a leader in our district in aligning instruction to content standards. The department has developed common assessments in Algebra A, Algebra B, Algebra 1, Geometry, and Algebra 2. In addition, math department members are currently participating in a consortium of our feeder districts to articulate the Algebra 1 curriculum and assessments.</p> <p>2007-2008 is a Task Force year for mathematics; the department will:</p> <ul style="list-style-type: none"> • Review all department textbooks • Review common assessments • Refine performance based assessments tied to common scoring rubrics; • Review current assessment for initial placement in math courses and look for better ones • Work with Alternative Education to reach agreement on the essential algebra standards that will be addressed in <u>all</u> school settings. <p>The math department has also designed a standards based remediation loop supported by our Accelerated Math software that is now used in summer school to help students master standards and during the school year in Title I funded Basic Math Review.</p>	<p>Board, Superintendent Site administrators, Teachers, Site Council, Community</p> <p>On-going</p>	<p>Release Time, Travel/Conference Text Adoptions</p>	<p>\$38,600</p>	<p>SIP Instructional Material Funds Staff Development Buy Back General Fund</p>

<p>Our goal continues to be to monitor the effectiveness of the remediation loop as well as the other recently implemented strategies detailed above and make the necessary adjustments in order to meet our API and AYP growth targets.</p>				
<p>2. Use of standards-aligned instructional materials and strategies:</p> <p>The District has an established curriculum review cycle. 2007-08 is the Math Department Task Force year, and all department texts and courses of study will be reviewed.</p>	<p>Board, Superintendent, Site administrators, Site Council, Community</p> <p>On-going</p>	<p>Release Time, Textbook review, Text Adoption,</p>	<p>\$42,000</p>	<p>Instruction Material Funds, SIP, General Fund,</p>
<p>3. Extended learning time:</p> <p>Our district offers summer school math programs for at risk students using standards-based activities provided by the <i>Accelerated Math Program</i>. This program assesses students and provides practice and lessons targeting specific standards. This program also provides multiple opportunities for reassessment until the student is able to demonstrate attainment of all of the identified course standards.</p> <p>The Alternative Schedule Committee borne from our recent WASC Review is looking at a variety of remediation options.</p> <p>A special CAHSEE math remediation course is required of seniors who have not passed the Exit Exam, and after school remediation study sessions are offered before every administration of the CAHSEE. Tutoring in the library is offered to all students throughout the year.</p>	<p>Site Administrators, Teachers, Support Staff</p> <p>On-going</p>	<p>Staff Salaries Instructional Materials</p>	<p>\$19,000</p>	<p>General Fund SIP</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>4. Increased access to technology:</p> <p>The District technology plan has led to the placement of computers in every classroom as well as the purchase of two Computer on Wheels mobile labs. Our Mathematics Department has purchased three Accelerated Math Libraries enabling students to receive instantaneous feedback on standard-attainment. The Technology Committee has provided the department with a set of graphing calculators available to all courses. EduSoft is available for both the creation of tests and the disaggregation of standardized test results.</p>	<p>Board, Superintendent, Site Administrators, Teachers, Students</p> <p>On-going</p>	<p>Hardware, Software, Staff Release Time, Training,</p>	<p>\$15,000</p>	<p>General Fund</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>We continue to make use of state buy-back days to focus on standards-based assessment strategies and interpretation of standardized test data. Individual departments have also been provided with blocks of time to review test data and discuss “next step” standards-based strategies. A significant challenges that continues to face us is the need to develop and implement standards-based assessment strategies—including the use of rubric scoring—in a more consistent manner.</p> <p>The Math Department annually takes all members to the mathematics conference at Asilomar, using Federal Title II funds for that purpose.</p> <p>The Math Department continues to align courses of study to state standards.</p> <p>A WASC area for follow up work is literacy, and a subcommittee that addresses needs in all departments is addressing needs.</p>	<p>Board, Superintendent Site Administrators, Teachers, Support Staff</p> <p>On-going</p>	<p>Consultant Fees, Release Time, Materials,</p>	<p>\$16,000</p>	<p>Standards Based/Staff Development Buy-out Funds.</p> <p>SIP</p> <p>General Fund</p>

<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>We use the following strategies to <u>inform</u> our parents and community members about our student achievement in the area of MATHEMATICS:</p> <ul style="list-style-type: none"> • Student progress reports mailed home eight times per year; • Our District Accountability Report discussed in a public session of the Board each January, reviewed by the SSC, and available to the public • Our School Accountability Report Cards (SARC) that are posted on our District web page; • Articles in our Parent Newsletters; • Curriculum presentations to the Board; • Parent/Teacher Conferences; • Letters home detailing assessment results (STAR, CAHSEE, and CELDT); and • Sonora In The Round. • Back-to-School Night <p>We use the following strategies to <u>involve</u> our parents and community members in our work to enhance the MATHEMATICS skills of our students:</p> <ul style="list-style-type: none"> • Parent/Teacher Conferences; • Volunteer readers and judges in our Senior Project Program; • Parent Volunteer Program; • Site Council and task force membership <p>Our goal will be to increase parent involvement by 5% per year in programs and activities that support enhancing the mathematics skills of our students.</p>	<p>District and Site Administrators, Staff members, Parent and Community Volunteers</p>	<p>Mailing costs, materials, duplication costs, staff time</p>	<p>\$4,000</p>	<p>SIP, General Fund</p>
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<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>Students with identified health or learning needs receive the services of the following specialized personnel and/or programs: resource specialists, SDC and ED specialists, speech therapists, school psychologists, an at-risk counselor, adaptive PE specialists, occupational therapists, behavioralists, low incidence specialists, one-to-one aides, special education aides, two bilingual aides, one computer lab aide, school counselors, school resource officer, Link Crew, a Renaissance Program, Middle College, and the services of a health van.</p> <p>We work to assure a smooth transition to our high school program from our seven attendance area K-8 districts with the following strategies:</p> <ul style="list-style-type: none"> • Monthly attendance area superintendent meetings (board presidents are included four times per year) • Monthly curriculum meetings conducted by our County Office • Counselor visits to attendance area schools • Sonora in the Round/Freshman Information Night • Freshman Orientation • Band Review • Link Crew • Renaissance • At-risk counselor • County-wide Algebra Consortium 	<p>Superintendent, Site Administrators, Students, Parents, Site Council, Student Leadership</p> <p>On going</p>	<p>Meeting Supplies, Principal Newsletters, Staff time</p>	<p>\$5,000</p>	<p>SIP General Fund ASB</p>
<p>8. Monitoring program effectiveness:</p> <p>Student progress in mathematics is regularly monitored via an analysis of group test results including the California Mathematics Standards Test, the mathematics portion of the California High School Exit Exam, SAT and ACT assessments, and the Senior Exit Project. Individual math assessment occurs continuously via direct teacher formal and informal assessment in the classroom. The Site Council conducts a Needs Assessment yearly and incorporates those</p>	<p>Site Council Coordinator, Parents, Staff, Community</p> <p>On going</p>	<p>Staff Time Supplies</p>	<p>\$2,000</p>	<p>SIP</p>

prioritized results in the Single School Plan for Student Achievement.				
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Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. Targeting services and programs to lowest-performing student groups:</p> <p>SUHSD provides the following additional support to our lowest performing student groups in MATHEMATICS:</p> <ul style="list-style-type: none"> • Summer school • Accelerated Math Program in Basic Math Review • Computer labs accessible to students during lunch and after school as well as from home-based computers; • A CAHSEE Prep math class • SST meetings • An at-risk counselor 	<p>Site administrators, credentialed and classified staff.</p>	<p>Staffing costs, books and materials.</p>	<p>Unknown . . . will fluctuate based upon need.</p>	<p>General Fund, SIP</p>
<p>10. Any additional services tied to student academic needs:</p> <ul style="list-style-type: none"> • After school tutoring • Peer tutoring • Independent Study Program • Ninth grade Class Size Reduction (CSR) 	<p>Site administrators, credentialed staff</p>	<p>Staffing costs, books and materials</p>		<p>State CSR monies, general fund</p>

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

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

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activities	1. (Per Sec. 3116(b) of NCLB, this Plan must include the following: <ol style="list-style-type: none"> a. Describe the programs and activities to be developed, implemented, and administered under the subgrant; b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122; c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for: <ul style="list-style-type: none"> ▪ meeting the annual measurable achievement objectives described in Section 3122; ▪ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B)); ▪ annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1)); d. Describe how the LEA will promote parental and community participation in LEP programs. 	N/A The Sonora Union High School District receives no Title III funding.
	2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c) . The effectiveness of the LEP programs will be determined by the increase in: <ul style="list-style-type: none"> • English proficiency; and • Academic achievement in the core academic subjects 	

		Description of how the LEA is meeting or plans to meet this requirement.
Allowable 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"> a. designed to improve the instruction and assessment of LEP children; b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students; c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children’s English proficiency or substantially increasing the teachers’ subject matter knowledge, teaching knowledge, and teaching skills; c. Long term effect will result in positive and lasting impact on teacher performance in the classroom. 	<p>N/A The Sonora Union High School District receives no Title III funding.</p>
Allowable Activities	<p>4. Upgrade program objectives and effective instruction strategies.</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.	N/A The Sonora Union High School District receives no Title III funding.
	6. Develop and implement programs that are coordinated with other relevant programs and services.	
	7. Improve the English proficiency and academic achievement of LEP children.	

		Description of how the LEA is meeting or plans to meet this requirement.
Allowable Activities	<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –</p> <ul style="list-style-type: none"> ○ To improve English language skills of LEP children; and ○ To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. 	<p>N/A The Sonora Union High School District receives no Title III funding.</p>
	<p>9. Improve the instruction of LEP children by providing for –</p> <ul style="list-style-type: none"> ○ The acquisition or development of educational technology or instructional materials ○ Access to, and participation in, electronic networks for materials, training, and communication; and ○ Incorporation of the above resources into curricula and programs. 	
	<p>10. Other activities consistent with Title III.</p>	

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

<p>Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>
<p align="center">Required Activity</p>	<p>1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):</p> <ul style="list-style-type: none"> a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; b. the child’s level of English proficiency, how such level was assessed, and the status of the student’s academic achievement; c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; <p>N/A The Sonora Union High School District receives no Title III funding.</p>

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activity	<ul style="list-style-type: none"> h. information pertaining to parental rights that includes written guidance detailing – <ul style="list-style-type: none"> i. the right that parents have to have their child immediately removed from such program upon their request; and ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA. 	N/A The Sonora Union High School District receives no Title III funding.
<p>Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>		
<p>LEA Parent Notification Failure to Make Progress If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>		

Plans to Provide Services for Immigrants

<p>IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Allowable Activities</p>	<p>1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:</p>	<p>Yes or No If yes, describe: N/A The Sonora Union High School District receives no Title III funding.</p>
	<p>2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:</p>	<p>Yes or No If yes, describe:</p>
	<p>3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;</p>	<p>Yes or No If yes, describe:</p>

Allowable Activities	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	Yes or No	If yes, describe: N/A The Sonora Union High School District receives no Title III funding.
	5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:	Yes or No	If yes, describe:
	6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:	Yes or No	If yes, describe:

Allowable Activities	7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:	Yes or No	If yes, describe: N/A The Sonora Union High School District receives no Title III funding.
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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>--90% of teachers are teaching in their credentialed subject area. (80 of 89--SHS)</p> <p>--36% of district teachers have advanced degrees in the subjects they teach</p> <p>--The district has increased the number of teachers with CLAD or SB 395 authorization 14, ensuring the district's six EL students will be served by qualified teachers.</p> <p>--The district has trained teachers in CSLA Backward Mapping strategies.</p> <p>--The district has used Buy Back Days for a California Reading Project Presentation and alignment of curriculum with state standards</p> <p>--The district has used Title II funds to send all math and science teachers to the state math conference</p> <p>--New teachers receive BTSA support</p> <p>--The district participates in a Peer Assistance and Review Program.</p> <p>-- Life Skills teachers are trained in Project Toward No Drug Abuse research-based curriculum</p> <p>--Core academic departments are developing course-alike assessments</p> <p>--Student Assessment Data indicates teacher strength (Sonora High--94% of juniors have passed CAHSEE ELA and 88% CAHSEE Math, STAR CST's indicate strong achievement in subjects tested)</p>	<p>--Even though the district has a very small English Learner population, more teachers need to gain CLAD or SB 395 authorization.</p> <p>--The district has identified those teachers not considered "highly qualified" by the federal definition and now needs to develop individualized plans to assist these teachers in reaching this standard by the 2005-06 school year.</p> <p>--Our principals need to participate in scientific research based professional learning aimed at increasing their skills at promoting the success of all students by:</p> <ul style="list-style-type: none"> • developing a vision of learning that is shared and supported by the school community • nurturing and sustaining a school culture and instructional program conducive to student learning and professional growth • collaborating with families and community members to mobilize resources • modeling a code of ethics and developing professional leadership capacity • understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context for education.

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>The School Leadership Team conducts a yearly professional needs assessment of teachers in relation to criteria for highly qualified and trends in data on formative and summative assessments of student progress in relation to state content and academic achievement standards. School and district professional development goals will be created to assist district staff to move toward proficiency in standards for all students. Professional development activities will be designed and selected based on staff strengths and needs in relation to student achievement results.</p>	Principal, Leadership Team, District Administration	Labor costs.	None	NA
<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>The School Leadership Team will review research on professional development activities that assist teachers and administrators to ensure all students will meet or exceed state content and academic achievement standards. Special attention will be paid to those topics and formats that have the greatest positive impact on teachers’ ability to accelerate the learning of students in the lowest-performing groups. Future professional development activities will focus on improving student achievement using research-based activities and materials. We also anticipate the need in providing all of our teachers with a means of measuring student progress on specific standards “on the go.” We are currently exploring database programs such as <i>Edusoft</i> to assist us in this process.</p>	Principal, Leadership Team, District Administration	None	None	NA

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>In designing and then assessing the formative impact of the professional development system, the Leadership Team will concentrate on the degree to which the system addresses the following issues: 1) How well does it focus on how students will meet or exceed key/essential standards through the use of state-adopted/standards-based materials and formative assessments? 2) How close to the instructional work of teachers is the professional development situated? 3) How well do selected professional development resources apply to particular under-performing student populations (e.g., English Learners) 4) How well integrated are materials adoption/selection and intervention approaches with the professional development system?</p>	Principal, Leadership Team, District Administration	None	None	NA
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <p>The Leadership Team will ensure that professional development activities are coordinated to address staff needs in assisting all students to meet or exceed state academic achievement standards. Activities will be designed to help teachers integrate standards-based curriculum, instructional practice, assessment, and understanding of the strengths and needs of the student populations in their classes. Classroom management, interventions, and other topics required by funding sources will be addressed within the context of ensuring that all students meet or exceed state content and academic achievement standards.</p>	Principal, Leadership Team, District Administration	None	None	NA

<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:</p> <p>a. Teachers will collaborate on developing instructional strategies and assessment tools for measuring growth on key/essential standards in the strands/subject matter areas of most needed improvement.</p> <p>b. Teacher collaboration time will focus on selecting benchmark assessments for key/essential standards, joint review of student work on those assignments, and planning for revising/reviewing/reteaching/moving on.</p> <p>c. Staff development days will include research-based practices used in the standard-based materials in the strands/subject matter areas of most needed improvement.</p> <p>d. Professional Learning opportunities that meet the California requirements for High Quality Professional Development will be selected for current school administrators as our most important source of acquiring highly qualified administrators and to strengthen the skills of those we already have. Coaching and mentoring will be provided to beginning site administrators (those within the first two years of service).</p>	<p>a. All certificated teaching staff: format is refined on an ongoing basis</p> <p>b. All teachers three times a month</p>	<p>a. None</p> <p>b. None</p> <p>c. Presenter fee and teaching stipend</p>	<p>a. None</p> <p>b. None</p> <p>c. State buy-back rate/\$125/day stipend</p>	<p>NA</p> <p>NA</p> <p>c. SIP, State buy-back funding</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>The Leadership Team will ensure that technology-related professional development activities link to other district and school growth plans to address staff needs in assisting all students to meet or exceed state academic achievement standards.</p>	District Technology Committee/ Timeline is ongoing	As needed	As needed	SIP, General Fund, Title II, Title V
<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>a. Through the Digital High School Grant, every classroom has Internet access, servers have been upgraded, and hardware in six computer labs (including the library) has been upgraded. The grant also provides a Digital High School Consultant who installs and troubleshoots software.</p> <p>b. Courses through the County Office of Education and online professional development in the effective use of technology to support standards-based practices will be available at each school. Teacher licenses to access this resource will be available. Teachers will gain credit toward salary increases by completing these courses in the use of technology and demonstrating increased effective use of technology resources in ensuring that all students meet or exceed standards.</p>	<p>Digital High School Consultant, Librarian</p> <p>Ongoing</p> <p>Digital High School Consultant</p> <p>Ongoing</p>	<p>Staff, hardware, software, internet access, supplies</p> <p>Varies</p>	<p>\$110,000</p> <p>\$30/COE class; varies</p>	<p>Digital High School Grant, Title II</p> <p>SIP, CTAP Grant</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>On an annual basis, the School Leadership Team drafts a Professional Development Plan and forwards the Plan to both the School Site Council and the Department Chairs for implementation. The Site Council has staff, student, parent, and administrative representation. Department Heads represent every discipline.</p>	<p>Leadership Team, Site Council, Department Heads</p>	<p>None</p>	<p>None</p>	<p>SIP, Title II, ROP/Voc. Ed., and the General Fund support Professional Development</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"> □ Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; □ Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; □ Involve parents in their child’s education; and □ Understand and use data and assessments to improve classroom practice and student learning. <p style="margin-left: 40px;">a. Teacher collaboration time focused on selecting benchmark assessments for key/essential standards and joint review of student work on those assignments, includes planning for addressing diverse student needs, student behavior management, and working with families.</p> <p style="margin-left: 40px;">b. Staff development days focused on practicing core research-based practices used in the standards-based materials in the strands/subject matter areas of most needed improvement also include planning for addressing diverse student needs, student behavior management, and working with families. Teachers also are offered</p>	<p>All teachers three times a month</p> <p>All teachers three time a month</p>	<p>None</p> <p>Presenter fees, stipends, and Buy-back payment</p>	<p>None</p> <p>\$125/day, State buy-back reimbursement</p>	<p>None</p> <p>SIP, Title II, Standards Fund</p>

<p>compensation for 5-hour workdays during the summer to address not only the needs above but also to align curriculum with state standards.</p>				
<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <p>The District Personnel Office will identify those teachers who, according to state and federal guidelines, are not “highly qualified.” The District Administration will help individuals identify appropriate course work that, when completed, will make those individuals “highly qualified.”</p>	<p>Principal, Chief Business Official (oversees Personnel Department)</p>	<p>None</p>	<p>None</p>	<p>NA (SIP for CLAD)</p>

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

Environments Conducive to Learning (Strengths and Needs):

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

STRENGTHS	NEEDS
<p><u>Our district has the following resources in place at this time:</u></p> <ul style="list-style-type: none"> Guidance Counselors At-risk Counselor Link Crew Renaissance Program Canine Detection Visits Peer Counseling Friday Night Live Club Return of the Health Van School Resource Officer California Healthy Kids Survey Campus Supervisors Anti-Tobacco Poster Contest Life Skills Curriculum Tobacco Cessation/Diversion Staff Development geared toward tobacco and drug use identification and intervention Six Computer labs on campus 	<p><u>We have a need to:</u></p> <ul style="list-style-type: none"> Sustain adequate counseling services and “safe campus” Devise strategies for providing mental health services to our students Determine and implement new strategies for reducing and eventually eliminating the availability of drugs on our campuses

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.

NOTE: Specific expectations for student behavior are detailed in a number of related board policies and administrative regulations. *Board Policy/Administrative Regulation 5131 Students: Conduct* provides the following conceptual guideline for the development of specific rules that are communicated to parents and students via school handbooks at the beginning of each school year:

Sonora UHSD

Board Policy

BP 5131

Students

Conduct

The Governing Board believes that all students have the right to be educated in a positive learning environment free from disruptions. To maintain such an environment, students, parents/guardians, staff and the Board all must understand and fulfill their responsibilities related to student conduct.

Student Responsibilities

The Board believes that it is important for students to understand that they have a choice to make regarding their actions and that appropriate conduct benefits both themselves and others. Students are encouraged to freely express their individuality as long as this expression does not infringe upon the rights of others or interfere with the instructional program. Behavior is considered appropriate when students are diligent in study, neat and clean, careful with school property, respectful towards their teachers, and courteous to other students, staff and volunteers. Students are expected to be punctual and regular in attendance and to remain on school premises in accordance with school rules. They are further expected to refrain from profane, vulgar or abusive language.

Students shall receive regular instruction in district and school rules and regulations related to conduct. Students who violate these rules and regulations may be subject to discipline, suspension, exclusion, expulsion or transfer to alternative programs.

Parent/Guardian Responsibilities

Parents/guardians are expected to comply with laws governing the conduct and education of their children and to cooperate with school authorities regarding their children's behavior.

California law holds parents/guardians liable for any willful student misconduct which results in the death or injury of any student or persons employed by or volunteering for the district. Parents/guardians are also liable for any defacement, injury or loss of property belonging to the district or to a school employee. (Education Code 48904)

The Superintendent or designee shall ensure that parents/guardians are annually informed of their liability for death, personal injury or district property damage resulting from willful student misconduct.

Parents/guardians shall also be informed that the district will not be responsible for damage caused by any student to any item of personal property that another student brings to school.

District Responsibilities

The Board is responsible for prescribing behavioral and disciplinary guidelines for students. The Board shall give certificated staff all reasonable support with respect to student conduct and discipline.

The Superintendent or designee shall establish procedures necessary to enforce the Board's conduct and discipline policies and shall notify parents/guardians of the availability of these policies and procedures at the beginning of each school year.

The school principal shall establish and enforce school rules that conform with district procedures and that foster safety and good citizenship. He/she shall ensure that students are informed of these rules when they enroll and at the beginning of each school year.

Teachers shall establish and enforce classroom rules that facilitate safety and effective learning. They shall cooperate with other certificated staff in enforcing general school rules and helping students to understand the benefits of choosing behaviors that show respect for other people and property.

While our District employs a wide range of strategies to encourage positive student behavior, the following activities are directly supported by NCLB or state-supported programs:

ACTIVITIES
Link Crew Renaissance Program Canine Detection Friday Night Live Club <i>California Healthy Kids Survey</i> Anti-tobacco Poster Contest Life Skills Curriculum Health Van Tobacco Cessation/Diversion Programs and Related Staff Development Summer School Extra Curricular Activities Counselor Led Small Group Sessions 4-Year Plans Credit-checks mailed home ROP/School-to-Career Options

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

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

STRENGTHS	NEEDS
<p><u>Based upon data from our every-other-year Healthy Kids Survey, we have achieved the following:</u></p> <p>--From '04 to '06 the % of 9th and 11th graders who have drunk alcohol in the last 30 days was reduced</p> <p>--From '04 to '06 the % of 9th graders who believe frequent use of alcohol is harmful increased</p> <p>--From '04 to '06 the % of 9th and 11th graders who have been harassed because of race, ethnicity, gender, sexual orientation, or disability decreased.</p> <p>--From '04 to '06 the % of 9th graders who have ever belonged to a gang decreased</p>	<p>We need to continue to find and implement new strategies for reducing alcohol consumption by students.</p> <p>We need to continue to find and implement new strategies to combat tobacco use among students.</p> <p>We need to support the anti-use curriculum delivered in 9th grade Life Skills in the 10th, 11th, and 12th grades.</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:

NOTE: Sonora High Totals—No District Totals Available

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: <u>10/06</u> Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will decrease biennially by: N.A. (9-12 District)	5 th NA 7 th NA	5 th NA 7 th NA
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by:	9 th 12% 11 th 17%	9 th 1% 11 th 1%
The percentage of students that have used marijuana will decrease biennially by: N.A. (9-12 District)	5 th NA 7 th NA	5 th NA 7 th NA
The percentage of students that have used alcohol within the past 30 days will decrease biennially by:	9 th 26% 11 th 38%	9 th 2% 11 th 2%
The percentage of students that have used marijuana within the past 30 days will decrease biennially by:	9 th 14% 11 th 25%	9 th 1% 11 th 1%
The percentage of students that feel very safe at school will increase biennially by:	9 th 93% 11 th 93%	9 th 1% 11 th 1%

<p>The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by:</p>	<p>9th <u>23</u>% 11th <u>13</u>%</p>	<p>9th <u>1</u>% 11th <u>1</u>%</p>
<p>Truancy Performance Indicator</p>		
<p>The percentage of students who have been truant will decrease annually by <u>2</u>% from the current LEA rate shown here. (at Sonora High, 5 or more unexcused (or OTH) absences in the same class period) 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>66</u>% %</p>	<p><u>2</u>% %</p>
<p>Protective Factors Performance Measures from the California Healthy Kids Survey</p>	<p>Most recent date: <u>11/06</u> Baseline Data</p>	<p>Biennial Goal (Performance Indicator)</p>
<p>The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by:</p>	<p>9th <u>35</u> % 11th <u>44</u> %</p>	<p>9th <u>2</u> % 11th <u>2</u> %</p>
<p>The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by:</p>	<p>9th <u>47</u> % 11th <u>50</u> %</p>	<p>9th <u>2</u> % 11th <u>2</u> %</p>
<p>The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by:</p>	<p>9th <u>18</u> % 11th <u>22</u> %</p>	<p>9th <u>1</u> % 11th <u>1</u> %</p>
<p>The percentage of students that report high levels of school connectedness at their school will increase biennially by:</p>	<p>9th <u>44</u> % 11th <u>45</u> %</p>	<p>9th <u>1</u> % 11th <u>1</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.

LEA Specified Performance Measures <hr/> (Process to Collect Data)	Performance Indicator Goal	Baseline Data
None at this time.		

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
Project Toward No Drug Abuse (TND)	ATODV	9	357 (100%)	May 20, 2003	May 2003	Fall 2003

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.

NOTE: (While the Sonora Union High School District has implemented many of the types of activities listed below, at the present time none of our programs are listed as “research based” as per Appendix D.)

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

Check	Activities	Program ATODV Focus	Target Grade Levels
	Youth Development Caring Schools Caring Classrooms		
	Other Activities		

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

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

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.

A CCR Validation Review made our district aware of the need to implement a science-based program for ATODV instruction. Through the California Healthy Kids Resource Center, we researched programs that addressed the necessary curricular areas and the necessary grades. We checked out and previewed three different curricula. Our Life Skills teachers elected to use the *Project Toward No Drug Abuse* (TND) program and materials from the University of Southern California. One teacher traveled to Alhambra to the take Trainer of Trainers in-service, and instructed our other teachers in the use of this program..

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

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

Every other autumn, the District administers the *California Healthy Kids Survey* to all 9th and 11th graders whose parents did not object through the passive consent process. The results of that survey are reviewed by the School Site Council, the Board of Trustees, and the Life Skills teachers. A number of goals have been set for the reduction of use of many substances and an increase in safety.

The School Site Council also conducts an annual Needs Assessment, and often the need to address ATODV issues is identified. The SSC uses SDFSC funds and other program funds to address perceived needs.

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.

The results of the *California Healthy Kids Survey* are reviewed in the spring by the School Site Council, the Board of Trustees, and Life Skills teachers. These groups evaluate progress made toward attaining performance measures. The Site Council Needs Assessment is conducted in February, and in March the results are shared with the Department Heads and the Board of Trustees. The Site Council and Board of Trustees agendas and minutes are posted publicly and notice appears in our local newspaper, *The Union Democrat*.

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

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

The Sonora Union High School District has one comprehensive high school. The Alternative Education campus houses a small continuation high school, a community day school, and an independent study program. The SDFSC program and budget is developed by the School Site Council. Because many of the students with the greatest need attend school on the Alternative Education campus, an amount greater by percentage than the number of students who attend there has been budgeted for these alternative education programs.

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.

The School Site Council acts as an advisory body for SDFSC programs. The Tuolumne County Office of Education administers a countywide TUPE grant, and the LEA participates in that consortium. The Tuolumne COE also provides coordination through a Consolidated Application consortium for all the schools in the county. The Sonora Police Department provide a School Resource Officer to the Sonora High campus and the alternative education campus, funded through a combination of grants and district funds. The County Probation Office places an officer on campus. The Sonora High Discipline Office and the County TUPE program coordinate tobacco diversion groups for students caught using tobacco and tobacco cessation groups for those who voluntarily seek assistance.

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.

The School Site Council administers SDFSC programs. The Site Council composition is 25% parents, who are elected by other parents at Back to School Night in September. A principal’s newsletter, *The Wildcat Roar*, regularly is sent to the households of all students, and among the wealth of news and information it contains are articles on the various programs that comprise the SDFSC programs. A Parent/Student Handbook containing a description of the discipline policy and all school regulations and expectations is distributed during the first month of each school year. The County Superintendent of Schools Office periodically distributes to educators in the county a newsletter that deals with issues of health.

TUPE Services for Pregnant Minors and Minor Parents (H&SC 104460):

Describe the TUPE services and referral procedures for pregnant minors and minor parents enrolled in the LEA and how they will be provided with tobacco-use prevention services. Include students participating in programs such as the California School Age Families Education (Cal-SAFE) program, the Adolescent Family Life Program (AFLP) administered through the Department of Health Services, and the Cal-Learn program administered by the Department of Social Services.

The Sonora Union High School District receives no TUPE funds, and the Tuolumne County Office of Education, a separate LEA, operates the Cal-SAFE program. Pregnant minors and young mothers are referred to the Cal-SAFE program through our Counseling Department. The counselors encourage the students and parents to visit the Cal-SAFE program while classes are in session. If such a visit is problematic, the Cal-SAFE teacher will meet with the student and her counselor in the counseling office. The Cal-SAFE teacher works closely with each individual counselor in determining the academic program for a new enrollee. Students enrolled in the Cal-SAFE program receive Tobacco Use Prevention Education through the County Office of Education TUPE grant. The High School Tobacco Program Coordinator each semester brings a guest speaker and also offers a power point presentation on the effects of tobacco on the fetus, the mother, and individuals in general. The program uses a number of posters and books published by Morning Glory Press that discuss the advantages of living tobacco free.

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
The District receives no TUPE funding.	-0-

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

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

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

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.1 (High School Graduates)	Please refer to activities and actions delineated in 5.2 (below).	5.2 (below)	5.2 (below)	5.2 (below)	5.2 (below)
5.2 (Dropouts)	<p>Our district dropout rate has declined steadily over the past ten years—declining from a 4.1% 1-year rate in 1991-92 to 2.2% in 2005-06. Our 4-year derived rate of 8.7% is significantly below the state average of 14.0%. We believe that a number of factors have combined to produce lower dropout rates: 1) the student support activities described on Page 59 of this Plan; 2) strong and varied alternative education programs; and 3) our rural location.</p> <p>We are began the Columbia Middle College program in the fall of 2007 in the hopes of further reducing our dropout rate.</p>	All students, grades 9-12	Superintendent, site administrators, school counselors, certificated and classified staff	Our goal is to decrease our 1-year dropout rate by at least 0.1 percent per year.	General fund, possible Gates or Comm. College grant monies, SIP funds

<p>5.3 (Advanced Placement)</p>	<p>The number of students taking Advanced Placement tests has increased substantially over a ten-year period of time. In 1992-93 a low of thirty-six students took a total of fifty-four AP exams. Last year 88 students took a total of 169 tests – our over-all passing rate was a district high of 73.0%. Today we offer 12 AP Exams in 7 different subject area disciplines. Still, we are finding that most of our AP test-takers are students in our “college preparatory” program.</p> <p>The district has taken a number of specific steps to increase our academic expectations for <u>all</u> students. Beginning with the class of 2005, students in all programs will be required to successfully complete algebra or its equivalency as part of, or in addition to, the two-course (20 credit) requirement. Beginning with the class of 2008, students will be required to successfully complete at least two of the following courses or their equivalency - algebra, geometry, or trigonometry - as part of, or in addition to the two course (20 credit) requirement. We also encourage students in non-honors courses and alternative education programs to participate in AP testing. Finally, we believe that the addition of an AVID program would encourage even more of our “underserved” students to take coursework leading to AP program participation.</p>	<p>All students, grades 9-12</p>	<p>Superintendent, site administrators, school counselors, certificated and classified staff</p>	<p>Our goal is to increase the total number of students taking one or more AP Exams by at least five percent per year.</p>	<p>General Fund, GATE budget, SIP budget</p>
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Additional Mandatory Title I Descriptions

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

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

N.A. The Sonora Union High School District serves one attendance area.

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

N.A. The Sonora Union High School District serves one attendance area.

Additional Mandatory Title I Descriptions (continued)

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

Sonora High School operates a Targeted Title I Program to help eligible students meet California's academic achievement standards in reading. A description of our Title I program can be found on Page 19 of this document.

The District does not provide direct services for children living in local institutions for neglected or delinquent children, except for those students who have been placed in our Community Day School program as result of an expulsion. The District does proactively serve its homeless population consistent with the guidelines established by the McKinney-Vento Homeless Assistance Act. A Homeless Staff Liaison has been appointed at each campus and steps are in place to identify students defined as homeless during the initial registration process or at any point thereafter by staff members. Students in temporary housing qualify immediately for the Free and Reduced Lunch Program, are provided with direct assistance in collecting prerequisite registration materials, and are made aware of low and no cost medical and dental services. Our Director of Transportation attends county meetings focusing on issues associated with transporting students to the "school of origin" and we are prepared to provide this transportation—or engage in agreements with neighboring districts to provide transportation—to our homeless students.

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

Sonora High School is the only comprehensive school in the Sonora Union High School District. Sonora High School has not been identified for Program Improvement. Should Sonora High be so identified, this section of the plan will then be completed.

Additional Mandatory Title I Descriptions (continued)

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

Sonora High School is the only comprehensive school in the Sonora Union High School District. Sonora High has not been identified for Program Improvement. Should Sonora High be so identified, this section of the plan will be completed.

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

The Sonora Union High School District conducts the following activities to coordinate programs under Title I with programs under Title II to provide professional development for teachers, principals, and other appropriate staff members:

- Data from the California Standards Tests (CST) and the California High School Exit Exam (CAHSEE) are disaggregated through EduSoft and reviewed to assess student performance. Schools use this data to modify curriculum and/or instructional practice and to modify school goals.
- The School Site Council and the Board of Education receive this data and use the information to assess the effectiveness of programs. The School Site Council also receives results from the multiple measures identified for our Title I program and conducts a formal evaluation of SIP programs. The results of these steps help the group formulate goals for each succeeding year and lead to revisions in the Single Plan for Student Achievement. The revised Plan is developed with input from parents, students, classified staff, and administrative staff prior to Board review in June.
- The Site Administration and the School Site Council together generate a staff development plan that uses available funds to address identified staff development needs. The Plan is reviewed and approved by the School Site Council. Some Title II monies are specifically designated for staff development and enable our math and science teachers to attend state conferences and workshops in their respective disciplines.

Additional Mandatory Title I Descriptions (continued)

Coordination of Educational Services

In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include such programs 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; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.

The Sonora Union High School District serves students in grades 9-12. The District coordinates educational services for English Learners and students with disabilities in the following manner:

English Learners: There are six (6) English Learners in the Sonora Union High School District, all attending Sonora High School. CELDT test results identify the language proficiency of each, and our EL students are expected to progress at least one CELDT level per year. EL students are served by CLAD, CTEL, SB 395 or AB 2913 SDAIE authorized teachers in the core content areas. We attempt to hire new teachers who are authorized and continue to encourage existing teachers to become authorized. Supplemental services to our EL students are provided through two bilingual aides who confers regularly on student progress with classroom teachers and site administrators.

Students With Disabilities: The Sonora Union High School District directly administers Special Day Class (SDC) and Resource Programs and contracts with the Tuolumne County Special Education Unit (TCSEU) to provide a full range of other programs and services. The District also serves as an active member of the County Special Education Local Plan Area (SELPA). Sonora High School currently offers a full range of SDC classes and an RSP program that follows the full inclusion model. Students served by the Severely Handicapped (SH) program, operated by TCSEU but on the Sonora High School Campus, are also provided with instruction in our home economics kitchen-classroom and in the County's Adaptive Physical Education Program. Our special education staff members work in harmony with classroom teachers, on a formal (IEP meetings, Student Study Teams, etc.) and informal basis.

Part III

Assurances and Attachments

Assurances

Signature Page

Appendix

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

Appendix B: Links to Data Web sites

Appendix C: Science-Based Programs

Appendix D: Research-based Activities

Appendix E: Promising or Favorable Programs

Appendix F: NCLB Legislation, Sections 1111 through 1120

ASSURANCES

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

GENERAL ASSURANCES

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

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

TITLE I, PART A

The LEA, hereby, assures that it will:

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

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

TITLE I, PART D – SUBPART 2

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

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

TITLE II, PART A

34. The LEA, hereby, assures that:

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

TITLE II, PART D

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

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

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

TITLE III

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

TITLE IV, PART A

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

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

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

TITLE IV, PART A, SUBPART 3

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

TITLE V, PART A

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

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

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

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

- will be used to make decisions about appropriate changes in programs for the subsequent year;

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

New LEAP Assurances

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

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

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

Other

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

SIGNATURE PAGE

Charles McCully
Print Name of Superintendent

Signature of Superintendent

April 1, 2008
Date

APPENDIX A

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

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

California's NCLB Performance Goals and Performance Indicators

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

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

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

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

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

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

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

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

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

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

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

APPENDIX B

Links to Data Web sites

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

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

APPENDIX C

Science-Based Programs

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

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

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

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

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

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

School-Based Programs

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

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

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

APPENDIX D

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

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

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

APPENDIX E

Promising or Favorable Programs							
<p>Either the United States Department of Education's Expert Panel, the University of Colorado's Center for the Study and Prevention of Violence, or the Center for Substance Abuse Prevention has identified the programs listed below as producing a consistent positive pattern of results (CSAP) or have evidence of a deterrent effect (Blueprints) but otherwise did not match all of the criteria established by these agencies to be identified as an exemplary or model program. The code in the last column of the chart provides a quick reference indicating which web sites have information specific to each program.</p> <p>A: < http://www.californiahealthykids.org > (California Healthy Kids Resource Center)</p> <p>B: < http://www.colorado.edu/cspv/blueprints/model/overview.html > (University of Colorado: Blueprints)</p> <p>C: < http://modelprograms.samhsa.gov/model_prog.cfm > (Center for Substance Abuse Prevention)</p> <p>D: < http://www2.ed.gov/msc/model.asp > (United States Department of Education: Expert Panel)</p> <p>E: < http://www.gettingresults.org/ > (Getting Results)</p>							
Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			x			C
Aggression Replacement Training	School				x		D
Aggressors, Victims, and Bystanders	6 to 9				x		D
Al'sPal's: Kids Making Healthy Choices	Pre K to 2				x		D
Baby Safe (Substance Abuse Free Environment) Hawaii	Families	x	x	x			C
Basement Bums	6 to 8		x				A
Be a Star	K to 6					x	C
Behavioral Monitoring and Reinforcement	7 to 8			x	x		C
Bilingual/Bicultural Counseling and Support Services	Communities	x		x			C
Bully Proofing Your School	K to 8				x		B
CAPSLE (Creating a Peaceful School Learning Environment)	K to 5				x		B
Club Hero	6					x	C
Coca-Cola Valued Youth Program (CCVYP)	School					x	B
Colorado Youth Leadership Project	7	x				x	C
Comer School Development Program (CSDP)	School					x	B
Earls court Social Skills Group Program	K to 6					x	B
Effective Black Parenting Program (EBPP)	Families				x		B
Facing History and Ourselves	7 to 12				x		D
Family Health Promotion	Families	x	x	x		x	C
FAST Track	1 to 6				x		B
Get Real About Violence	K to 12				x		C
Growing Healthy	K to 6	x	x	x			D
Intensive Protective Supervision Program	Community				X		B
Iowa Strengthening Families Program	Family	x					B
Kids Intervention with Kids in School (KIKS)	6 to 12	x	x	x	x	x	C
Let Each One Teach One	Mentoring					x	D
Linking the Interests of Families and Teachers (LIFT)	1 to 5				x		B, C, D
Lion's Quest Working Toward Peace	5 to 9				x		D
Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive 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