

(CDE use only)
Application #

No Child Left Behind Act of 2001
LOCAL EDUCATIONAL AGENCY PLAN

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

LEA Plan Information:

Name of Local Educational Agency (LEA): Modesto City Schools

County/District Code: 5071167
5071175

Dates of Plan Duration (should be five-year plan): July 1, 2003 to June 30, 2008

Date of Local Governing Board Approval: June 23, 2008 (Revised)

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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.

Arturo M. Flores 6/23/08

Printed or typed name of Superintendent Date Signature of Superintendent

Belinda Rolicheck 6/23/08

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 five Performance Goals:

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

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

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

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

- rigorous academic standards
- standards-aligned instructional materials
- standards-based professional development
- standards-aligned assessment

- an accountability structure that measures school effectiveness in light of student achievement.

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

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

Descriptions of the Consolidated Application, the Local Education Agency Plan, and the Categorical Program Monitoring

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

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

The Consolidated Application (ConApp)

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

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

The Single Plan for Student Achievement (School Plan)

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

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

The Local Educational Agency Plan (LEA Plan)

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

Categorical Program Monitoring (CPM)

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

Development Process for the LEA Plan

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

In developing the Plan, the LEA will review its demographics, test results, performance, and resources. Given that the majority of such information is readily available in the School

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

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

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

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 ACP Meditation, 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.

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.

Article i.

Article ii. Federal Programs		Section 2.01 State Programs	
✓	Title I, Part A	✓	EIA – State Compensatory Education
	Title I, Part B, Even Start	✓	EIA – Limited English Proficient
✓	Title I, Part C, Migrant Education	✓	State Migrant Education
	Title I, Part D, Neglected/Delinquent	✓	School Improvement Library Programs
✓	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	✓	Tobacco Use Prevention Education (Prop 99)
✓	Title IV, Part A, Safe and Drug-Free Schools and Communities		Immediate Intervention/ Under performing Schools Program
✓	Title V, Part A, Innovative Programs – Parental Choice	✓	School Safety and Violence Prevention Act (AB1113, AB 658)
✓	Adult Education	✓	Tenth Grade Counseling
✓	Career Technical Education	✓	Healthy Start
✓	McKinney-Vento Homeless Education	✓	Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
✓	IDEA, Special Education	✓	Other (describe): Safe Neighborhoods
	Other (describe):	✓	After School Education and Safety
		✓	Other (describe): AB1802 Counselors

DISTRICT BUDGET FOR FEDERAL PROGRAMS – 2007-2008

Please complete the following table with information for your district.

Programs	2006-07 District Carryovers	2007-08 District Entitlements	2007-08 Direct Services to Students at School Sites (\$)	2007-2008 Direct Services to Students at School Sites (%)
Title I, Part A	2,425,334	10,087,216	11,343,544	90.66%
Title I, Part B, Even Start	-0-	-0-	-0-	
Title I, Part C, Migrant Education	-0-	-0-	-0-	
Title I, Part D, Neglected/Delinquent	-0-	-0-	-0-	
Title II Part A, Subpart 2, Improving Teacher Quality	-0-	EL 1,468,007 HS 624,949	EL 1,468,007 HS 624,949	100% 100%
Title II, Part D, Enhancing Education Through Technology	EL 76,703 HS 29,880	EL 72,880 HS 29,197	EL 149,583 HS 59,077	100% 100%
Title III, Limited English Proficient	52,232	777,100	814,052	98.15%
Title III, Immigrants	-0-	-0-	-0-	
Title IV, Part A, Safe and Drug-free Schools and Communities	45,003	196,319	241,322	100%
Title V, Part A, Innovative Programs – Parental Choice	57,509	99,142	156,651	100%
Adult Education	193,022	564,476	739,599	97.64%
Adult VATEA	-0-	10,000	9,523	95%
Career Technical Education VATEA	-0-	466,686	443,772	95%
McKinney-Vento Homeless Education	-0-	-0-	-0-	
IDEA, Special Education	-0-	5,974,941	5,974,941	100%
21 st Century Community Learning Centers	672,187	2,233,994	2,672,098	92%
Head Start	-0-	3,137,702	2,776,509	88.5%
Child Care Food Program	-0-	500,000	473,700	94.7%
TOTAL	3,551,870	26,242,609	27,947,327	93.80%

DISTRICT BUDGET FOR STATE PROGRAMS – 2007-2008

Please complete the following table with information for your district.

Categories	2006-07 District Carryovers	2007-08 District Entitlements	2007-08 Direct Services to Students at School Sites (\$)	2007-08 Direct Services to Students at School Sites (%)
EIA – State Compensatory Education	Combined	with EIA	LEP	
EIA – Limited English Proficient	4,231,179	6,016,284	8,719,301	85.08%
State Migrant Education	-0-	-0-	-0-	
School Improvement	911,068	1,887,275	2,325,865	83%
Child Development Programs	-0-	6,762,687	6,432,241	95.1%
Educational Equity	-0-	-0-	-0-	
Gifted and Talented Education	160,543	304,821	325,755	70%
Tobacco Use Prevention Education – (Prop. 99)	-0-	31,783	31,783	100%
Immediate Intervention/ Underperforming Schools Program (II/USP)	-0-	-0-	-0-	
School Safety and Violence Prevention Act (AB 1113)	508,695	708,345	1,217,040	100%
Tenth Grade Counseling	22,001	-0-	22,001	100%
Healthy Start	-0-	-0-	-0-	
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)	-0-	-0-	-0-	
Other (describe)				
BTSA	-0-	277,973	277,973	100%
PAR	360,965	137,662	498,627	100%
ASLP	-0-	-0-	-0-	
Before and After School Learning	-0-	-0-	-0-	
Safe Neighborhoods Partnerships	271,264	10,599,455	10,251,798	94.3%
Special Education – AB602				
TOTAL	6,465,715	26,726,285	30,102,384	90.69%

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, teacher quality, and school safety. As such, a needs assessment to determine strengths and weaknesses in these areas must be conducted.

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

Academic Performance

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

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

Teacher Quality

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

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

School Safety and Prevention

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

assessment or evaluation activities (Sec. 4115 (a)(1)(A). California's Healthy Kids Survey may also provide useful information in this area.

Descriptions – District Planning

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

District Profile

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

Modesto City Schools (MCS) is located in the City of Modesto, County of Stanislaus, in California's Central Valley. MCS serves an enrollment of 31,889 in 23 elementary, four middle/junior high schools, six comprehensive high schools, one alternative education, and one continuation high school. MCS also provides high school education for students from seven elementary districts in the city and county. To accommodate rapid population growth and expanding urbanization, one new high school opened in 2006, a second high school is scheduled to open in 2010.

MCS currently employs 1919 certificated and 1456 classified staff. All certificated employees are on contract. Background checks for all employees include Department of Justice finger print clearance, intradermal tuberculosis clearance, and contact with two references. Inservices on blood-borne pathogens, sexual harassment, diversity, and child abuse reporting are completed by all employees before work services begin.

Modesto City Schools has an ethnically diverse population with Hispanics/Latinos comprising the largest group (53%). Approximately 61% of all students are eligible for free/reduced lunch. Twenty-five percent (25%) are English Learners, and 13% are special education students. The District has been working with underachieving, low-income students since its establishment in 1871 and has operated Title I programs since 1965. Twenty of the 23 elementary schools, all four junior high schools, and four of the seven high schools are Title I schools.

Modesto City Schools has After School Education and Safety (ASES) programs at 16 elementary and 2 junior high schools. Programs include snack, homework assistance, academics, enrichment, and recreation components. ASES additionally provides a safe haven for students after school, and allows parents the time to complete their workday knowing their child(ren) are well supervised. Approximately 1450 students attend ASES programs on each school day. Students benefit from a 1:20 supervisor to student ratio. Programs are open a minimum of 3 hours daily, and run approximately from 3:00 p.m. to 6:00 p.m. every school day. One of the goals of the ASES program is to work more closely with school sites as a supportive partner in the educational lives of children.

The District has a lengthy history of working collaboratively with parents, other public sector agencies, community-based agencies, businesses, and the faith community. For example parent/family programs include The Second Cup of Coffee Club, Effective Black Parenting Program, CACE, Parent Institute for Quality Education, and Education for the 21st Century.

Local Measures of Student Performance

(*other* than State-level assessments)

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

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

- 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.

Academic Performance

The Modesto City Schools has designed course curriculum to align with the State of California Content Standards. Teachers regularly assess students in the classroom setting to insure students are learning these standards. District level benchmark assessments are given to students in grades K-12 three times per year in English Language Arts and Mathematics. In grades 7-12, students are given district level benchmark assessments in social science and science. These district level benchmark assessments provide information regarding individual student progress, school and district progress toward meeting proficiency grade level standards and determining areas of strength and weakness.

Results from district level benchmark assessments and results from the State Testing Program (Standardized Testing and Report (STAR), California High School Exit Exam (CAHSEE), and California English Language Development Test (CELDT) are reviewed on an annual basis. Modesto City Schools requires each school site principal to review assessment results with district office administration each year identifying areas of strength and weakness for their site and their plan of action to improve student achievement. Each principal is required to create the plan of action with the teaching staff after reviewing all assessment data. These plans address

needs by grade levels, subject areas and special populations. These school plans of action are an important component of the Single Plan for Student Achievement for each school and are used to determine how some resources are allocated.

Local Measures of Student Performance

District level benchmark assessments: All students in grades K-12 are assessed three times per year the areas of English Language Arts and Mathematics. Individual student results are used to determine areas of strength and weakness for each student.

District Writing Assessment: All students in grades K-6 are assessed at the end of each trimester with a district writing assessment.

Common Finals: All students in grades 7-12 are assessed in science and social science with a common final.

Math Essentials Assessment: Students in grades 7-8 who are enrolled in a Math Essentials class take an end of course exam to determine if they are prepared to move to the next class.

Algebra Essentials Assessment: Students in grades 9-12 who are enrolled in an Algebra Essentials class take an end of course exam to determine if they are prepared to move to the next class.

English Language Development: English Language Development tests are given to English Learners at grades K-12 to assess student English ability and monitor progress.

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
1. Alignment of instruction with content standards: <ul style="list-style-type: none"> a. Revision of K-6 report cards to reflect the standards b. Development of standards-based benchmark assessments to measure progress. c. Stull Bill objectives aligned to content standards d. Study of California Language Arts Frameworks e. Development and ongoing revision of course outlines. 	<ul style="list-style-type: none"> • K-12 Directors • K-12 Language Arts Resource/Coordinators • Principals • Teachers 	<ul style="list-style-type: none"> • Committee Meetings – release time • Revisions—clerical costs • Printing—MCS costs 	\$18,000 \$34,000 (annually)	General Fund
2. Use of standards-aligned instructional materials and strategies: <ul style="list-style-type: none"> • Houghton Mifflin (K-6) and Holt (7-12) are currently being used in all schools. • Intervention materials for students performing below grade level include High Point and Read 180 • SRA REACH is used with students with disabilities • During the 2008-09, English Language Arts materials will be reviewed by a textbook committee. Based upon the recommendations of the committee, a few textbooks will be piloted for a short period of time by selected teachers. • In spring 2009, a final decision will be made for program(s). Materials will be ordered in spring/summer 2009 for implementation for the 2009-10 school year. Instructional Materials Fund and General Fund designated reserves will be used to purchase materials. • SB472 training related to the new English Language Arts adoption will begin in summer 2009. All teachers in grades 7-12 should be trained by the end of summer 2010. All teachers K-6 should be trained by the end of summer 2011. 	<ul style="list-style-type: none"> • K-12 Directors • Special Ed Directors & Program Manager 	<ul style="list-style-type: none"> • Committee Meetings (release time) • Piloting costs 	Projected adoption cost—\$1.7 million Reach \$18,500 Read 180 \$100,000 (see objective 9)	State Textbook funds - IMF General Fund Designated Reserves Microsoft Voucher State SB472 Funds

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>3. Extended learning time:</p> <ul style="list-style-type: none"> • After School Education and Safety (ASES) • Summer School • Intersession • Extended Summer School sessions at school sites • Extended Day • Summer School Reading & CAHSEE (CA High School Exit Exam) Courses • Kaplan After School & Saturday Sessions – CAHSEE • Extended School Year (ESY) 	<ul style="list-style-type: none"> • K-12 Directors • School Principals, teachers, students • Summer School Principals, teachers, students / annually • Principals, teachers, students/ongoing • SELPA office 	<ul style="list-style-type: none"> • Clerical • Purchase of appropriate intervention materials • Staffing • Teacher salaries; instructional materials • Teacher salaries; instructional materials • Tutors, instructional materials • Salaries-Principal/Teachers/Tutors/Paraprofessionals/Transportation 	<p>\$60,000</p> <p>\$35,000</p> <p>\$50,000</p> <p>\$230,000</p>	<p>After School Education and Safety (ASES) Grant State Hourly Program Funds</p> <p>Partnership with Modesto Junior College – TRIO Program</p> <p>State Summer School funds</p> <p>AB602</p>
<p>4. Increased access to technology:</p> <ul style="list-style-type: none"> • Computer labs at some sites • Accelerated Reader Program at selected sites • English Language Arts teacher resources posted on the web • EduSoft: Teacher access to standard assessment results • United Streaming : Increase teacher access to United Streaming for instructional view clips • READ 180 at selected sites • Online coursework – class.com • Web based IEP's 	<ul style="list-style-type: none"> • Director, Asses & Evaluation • K-12 Directors • Director, Info. & Tech. Services • Supervisor, Instructional Tech. • Principals • Teachers • Special Ed Directors & Program Managers 	<ul style="list-style-type: none"> • Computer Media Person • Purchase of Accelerated Reader Program Computers, software • Computers, software • Computers & update software 	<p>\$90,000</p> <p>\$90,000</p> <p>\$160,000</p> <p>\$8,000</p>	<p>Site Categorical Funds Microsoft K-12 Voucher</p> <p>CAHSEE fund</p> <p>Microsoft Fund</p> <p>AB602</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <ul style="list-style-type: none"> • Staff Development three days each year • Literacy Courses for K-1, 2-3, and 4-6 • Writing Courses and Workshops • Textbook training provided by publishers for new adoption • AB466/SB472 Training (66% of staff trained) • AB75/AB430 (41% of site administrators trained) • West Ed – Local Accounting System – Standards - Based Instruction Using Data (Module 3) • Inservices on Special Ed. curriculum 	<ul style="list-style-type: none"> • K-12 Directors • Principals • Teachers • Language Arts Coordinator • Reading Support Team/ongoing • Reading Coach 	<ul style="list-style-type: none"> • Salary, presenters • Training fees • Release time • Workshop materials; • Teacher release time & training fees 	<p>\$173,000 annually \$25,000</p> <p>\$3000</p> <p>\$8,000</p> <p>\$20,000</p> <p>\$30,500</p>	<p>General Fund Title I PAR</p> <p>Instructional Materials Fund</p> <p>State Reimbursement</p>
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <ul style="list-style-type: none"> • Benchmark Standards printed for parents • Back to School Night & Open House • Parent Conferences • STAR Information Packets • ELAC (English Learner Advisory Committee)/DELAC (District English Learner Advisory Committee) • SSC (School Site Council)/DAC (District Advisory Council) • PIQE (Parent Institute for Quality Education) • Newsletters • Community Advisory Committee (CAC) • Annual and Triennial IEP's 	<ul style="list-style-type: none"> • K-12 Directors • Principals • Teachers • SELPA Director • 1X a month • Program Managers & Case Managers 	<ul style="list-style-type: none"> • Printing costs – annually • Printing Costs 	<p>\$7,000</p> <p>\$4,000</p> <p>\$3,500</p>	<p>General Fund</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <ul style="list-style-type: none"> • Parent Institute for Quality Education (PIQE) • Sixth Grade Visits to Junior High • Bridge to Success Summer Program • Bridging the Gap Summer Program • Link Crew Program • WEB (Where Everyone Belongs) • Articulation with Feeder Districts • Transitional IEP meetings 	<ul style="list-style-type: none"> • Pre-K-12 Directors • Junior High Vice Principals • Principal/annually • Director of Curriculum, 7-12/quarterly • Program Managers & Case Managers 	<ul style="list-style-type: none"> • Staffing • Materials • Consultant Contracts • Transportation • Teacher salaries, materials • Teacher salaries, materials • Teacher salaries, materials • Coordinator, supplies • Materials 	<p>\$100,000</p> <p>\$5,000</p> <p>\$11,000</p> <p>\$35,000</p> <p>\$5,000</p> <p>\$500</p>	<p>Title I General Fund</p> <p>General Fund</p> <p>Title I</p> <p>Title I</p> <p>General Fund</p> <p>General Fund</p>
<p>8. Monitoring program effectiveness:</p> <ul style="list-style-type: none"> • Academic Conferences focusing on student results and instructional practices <ul style="list-style-type: none"> Benchmark Exams CST CELDT CAHSEE CMA CAPA • Action Plan – Data Analysis at every site and at every grade level • Site visitations 	<ul style="list-style-type: none"> • K-12 Directors • Principals • Teachers • Clerical • SELPA Directors & Program Managers • Director of Assessment 	<ul style="list-style-type: none"> • Three times per year – clerical costs • Printing of tests; purchase of answer sheets; clerical time; • Scoring of tests • Printing, materials, scoring • Administering tests • Scoring sheets, scoring costs 	<p>11,000 annually</p> <p>\$20,000</p> <p>\$25,000</p> <p>\$500</p> <p>\$10,000</p> <p>\$5,000</p>	<p>General Fund</p> <p>General Fund</p> <p>General Fund</p> <p>General Fund</p> <p>General Fund</p> <p>General Fund</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. Targeting services and programs to lowest-performing student groups:</p> <ul style="list-style-type: none"> • Literacy Intervention Specialists to work with struggling readers and coach teachers • Bilingual Language Development Specialist • 9th grade class size reduction in English Language Arts and for students in lowest two performance levels (20:1 ratio) • English Language Arts support classes in addition to a grade level English Language Arts class to support the student's academic success in ELA for students in the lowest two performance levels • READ 180 	<ul style="list-style-type: none"> • K-12 Directors, • Principals • Teachers • Reading Recovery Trainer 	<ul style="list-style-type: none"> • \$150,000 every other year for Reading Recovery training • Consultant contract • Staffing for reduced class size • Salary for Intervention Specialists and Bilingual Language Development Specialists at various sites 	<p>\$150,000</p> <p>\$11,000</p> <p>\$500,000</p>	<p>Title I</p> <p>Title I Class size reduction funds</p> <p>Title I Title III</p>
<p>10. Any additional services tied to student academic needs:</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
1. Alignment of instruction with content standards: <ul style="list-style-type: none"> • Ongoing revision of K-6 report cards and pacing guides to reflect the district essential standards • Annual evaluation of standards-based benchmark assessments to measure progress. • Stull Bill objectives aligned to content standards • Study of Math Frameworks • Development and ongoing revision of course outlines. 	<ul style="list-style-type: none"> • K-12 Directors • K-12 Math Resource/ Coordinator 	<ul style="list-style-type: none"> • Participant rate • Curriculum development rate • Workshop registration • Release time • Printing /common finals 	\$20,000 \$5,000 \$10,000 \$8,000 \$14,000	Title II Title II General Fund
2. Use of standards-aligned instructional materials and strategies: <ul style="list-style-type: none"> • During the 2007-08, math textbook committee met to review math textbook programs. The committee recommended programs to be piloted. The programs were piloted in various classrooms throughout the district. Final recommendations were presented and approved by the Board of Education meeting in spring 2008. The approved programs were: <ul style="list-style-type: none"> • Harcourt California HSP Math (Grades K-5) • Holt California Mathematics Course I. Numbers to Algebra (Grade 6) • Holt: Math 7, Algebra, Geometry and Advance Algebra • Prentice Hall: Pre-Calculus, Calculus and Statistics • In spring 2008, materials were ordered using Instructional Materials Funds. 	<ul style="list-style-type: none"> • K-12 Directors • K-12 Math Resource/ Coordinator 	<ul style="list-style-type: none"> • Purchase of texts • Release time and hourly compensation for teacher training 	\$1,190,000 \$10,000 \$30,000	State textbook/ IMF Funds Title I, State 1882 Staff Development Funds IMF

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<ul style="list-style-type: none"> • Full implementation of the approved text and instructional materials programs will occur in 2008-09. • SB472 training related to the new mathematics adoption will begin in summer 2008. All teachers in grades 7-12 should be trained by the end of summer 2009. All teachers K-6 should be trained by the end of summer 2010. 				
<p>3. Extended learning time:</p> <ul style="list-style-type: none"> • After School Education and Safety (ASES) • Summer School • Intersession • Extended Summer School sessions at school sites • Extended Day • Algebra Academy • Summer School Reading & CAHSEE (CA High School Exit Exam) Courses • Kaplan After School Sessions – CAHSEE • Online coursework – class.com • Extended School Year (ESY) 	<ul style="list-style-type: none"> • K-12 Directors • Principals • Teachers • Students • Tutors • Classified personnel • SELPA office 	<ul style="list-style-type: none"> • Teacher salaries; instructional materials • Tutor salaries; materials • Tutors, instructional materials • Tutors • Teacher, para & principal salary 	<p>\$60,000</p> <p>\$35,000</p> <p>\$50,000</p> <p>\$230,000</p>	<p>After School Education and Safety (ASES) Grant</p> <p>State Hourly Program Funds</p> <p>Partnership with Modesto Junior College – TRIO Program</p> <p>State Summer School funds</p> <p>AB602</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: See Technology Plan</p> <ul style="list-style-type: none"> • Computer labs at some sites • Accelerated Math Program at selected sites • Math teacher resources posted on the web • EduSoft: Teacher access to standard assessment results • United Streaming : Increase teacher access to United Streaming for instructional view clips • Training in new math adoption technology • Access to computers, projectors, document cameras in K-6 to support new math adoption • Online coursework – class.com • Web based IEP's 	<ul style="list-style-type: none"> • K-12 Directors • District Staff • Principals • Math teachers • Special Ed Directors & Program Managers 	<ul style="list-style-type: none"> • Computers, software • Computers, software • Computer hardware • Computers & updated software 	<p>\$90,000</p> <p>\$90,000</p> <p>\$160,000</p> <p>\$8,000</p>	<p>Site categorical funds</p> <p>Microsoft K-12 Vouchers</p> <p>CAHSEE Funds Microsoft Funds AB602</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <ul style="list-style-type: none"> • Staff Development three days each year • Math Cadre • Textbook training provided by publishers for new adoption • AB466/SB472 Training with optional 80-hour follow-up (23% of staff trained) • AB75/AB430 (41% of site administrators trained) • Math Coaching Inservices on Fast Forward (Spec. Ed) 	<ul style="list-style-type: none"> • K-12 Directors • Principals • K-6 Math Resource /Coordinator • Stanislaus Co. Office of Ed • Math Coordinator • Teachers • SELPA Directors 	<ul style="list-style-type: none"> • Salary • Release time • Workshop materials; compensation for presenters • Training fees, including teacher stipends • Training, teacher release time 	<p>\$60,000</p> <p>\$3000</p> <p>\$6000</p> <p>\$20,000</p> <p>\$20,000</p>	<p>Title II</p> <p>Title II Title II State Reimbursement</p> <p>Title II</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <ul style="list-style-type: none"> • Benchmark Standards printed for parents, K-6 • Back to School Night & Open House • Parent Conferences • STAR Information Packets • ELAC (English Learner Advisory Committee)/DELAC (District English Learner Advisory Committee) • SSC (School Site Council)/DAC (District Advisory Council) • PIQE (Parent Institute for Quality Education) • Newsletters • Community Advisory Committee (CAC) • Annual and Triennial IEP's 	<ul style="list-style-type: none"> • Education Services Directors • Parents • Principals • Teachers • Students • Parent Institute 	<ul style="list-style-type: none"> • Printing Costs • Parent Institute contract 	<p>\$7,000</p> <p>\$60,000</p> <p>\$60,000</p>	<p>General Fund</p> <p>District Title I</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <ul style="list-style-type: none"> • Parent Institute for Quality Education (PIQE) • Sixth Grade Visits to Junior High • Bridge to Success Summer Program • Bridging the Gap Summer Program • Link Crew Program • WEB (Where Everyone Belongs) • Articulation with Feeder Districts <p>• Summer Algebra Academy – Arches SW</p>	<ul style="list-style-type: none"> • K-12 Directors • Principals • Teachers • Principal, teachers, incoming 9th graders • Principal, teachers, incoming 7th graders • Directors of Curriculum from Feeder Districts 	<ul style="list-style-type: none"> • Teacher salaries • Teacher salaries, materials • Teacher salaries, materials • Teacher salaries, materials • Coordinator, supplies • Materials, printing • Teacher Salaries 	<p>\$5000</p> <p>\$5,000</p> <p>\$11,000</p> <p>\$35,000</p> <p>\$5,000</p> <p>\$500</p> <p>\$7,000</p>	<p>General Fund</p> <p>Title I</p> <p>Title I</p> <p>General Fund</p> <p>General Fund</p> <p>State Summer School</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>8. Monitoring program effectiveness:</p> <ul style="list-style-type: none"> • Academic Conferences focusing on student results and instructional practices <ul style="list-style-type: none"> Benchmark Exams CST CELDT CAHSEE CMA CAPA • Action Plan – Data Analysis at every site and at every grade level 	<ul style="list-style-type: none"> • District staff • K-12 Directors • Principals • Director of Assessment 	<ul style="list-style-type: none"> • Printing of tests; purchase of answer sheets; clerical time; • Scoring of tests • Administering tests • Printing, answer sheets, scoring 	<p>\$30,000</p> <p>\$25,000</p> <p>\$10,000</p> <p>\$5,000</p> <p>\$500</p>	<p>General Fund</p> <p>General Fund</p> <p>General Fund</p> <p>General Fund</p> <p>General Fund</p>
<p>9. Targeting services and programs to lowest-performing student groups:</p> <ul style="list-style-type: none"> • Math coaches and curriculum coordinators • Class size reduction in Algebra Essentials 1,2 for students with below grade level math skills (20:1 ratio) • Math support classes in addition to a grade level Math class to support the student’s academic success in Math for students in the lowest two performance levels • Implement Fast Forward Math intervention kit (state adopted) in Resource and Special Day Classes, 2008 	<ul style="list-style-type: none"> • K-12 Directors • K-12 Math Resource teachers • Grade 9 teachers • Special Ed Program Managers 	<ul style="list-style-type: none"> • Salary of resource teacher • Staffing for reduced class size • Release Time 	<p>\$500,000</p> <p>\$10,000</p>	<p>Title II</p> <p>Class size reduction funds</p> <p>IMF Staff Development Funds</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
10. Any additional services tied to student academic needs:				

Performance Goal 2: All English Learner (EL) students (or 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 EL or 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	<ol style="list-style-type: none"> 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)); 	<ol style="list-style-type: none"> a. Modesto City Schools (MCS) currently provides three programs for English Learners (EL): Structured English Immersion (SEI), English Language Mainstream (ELM) and an alternative transitional Spanish bilingual program. Structured English Immersion (SEI): K-12 students who have been assessed on the California English Language Development Test (CELDT) and found to be at “less than reasonable levels of fluency in English” receive daily-designated instruction in English Language Development (ELD) and access to core content subjects through Specially Designed Academic Instruction in English (SDAIE). ELD instruction focuses on listening, speaking, reading and writing in English, and is based on the ELD standards. Core content instruction is based on state grade level standards, and teachers utilize appropriate strategies to ensure comprehensibility of instruction. Both ELD and SDAIE content courses are taught by teachers with appropriate state authorizations. English Language Mainstream (ELM): K-12 students who have been assessed on the CELDT and have been found to be at “reasonable levels of fluency in English” receive daily instruction in ELD targeted to their language proficiency needs, and grade-level instruction in the core content areas with ongoing attention paid to the language demands of the instruction. SDAIE strategies continue to be used in the ELM program. Teachers who work with EL students in the ELM program possess appropriate state authorizations.

		Description of how the LEA is meeting or plans to meet this requirement.
Required Activities	d. Describe how the LEA will promote parental and community participation in LEP programs.	<p>Alternative bilingual program: Spanish speaking K-12 students whose parents signed and have been granted a parental waiver are enrolled in district Transitional Bilingual Education (TBE) programs; receive daily ELD as well as core content instruction in Spanish, which decreases each year. Students enrolled in this program are expected to meet standards for academic progress in their primary language, while making progress toward academic progress in English and in ELD.</p> <p>Title III Accountability Action Plan (February 2008) addresses the need and plan for full implementation of these programs.</p> <p>b. Modesto City Schools will use Title III and other district entitlements to hire personnel and purchase supplementary materials in order to provide supplemental services to targeted EL students. Bilingual funds will be used at K-12 to fund Bilingual Language Development Specialists. These teachers will provide on-going professional development and coaching to teachers in order to provide high quality, standards based instruction in ELD, English Language Arts and Math to EL students. They will work with schools to develop interventions for EL students who are not making adequate progress on benchmarks. Intervention programs may also be funded by EIA and/or Title III funds. This includes paying teachers to research, develop and attend training.</p> <p>c. AMAO is reviewed annually with Principals and site personnel Annual AYP data analysis at the district and site levels Quarterly Benchmark assessment and data analysis at the district and site levels disaggregated by significant subgroups K-6 interim ELD assessment and analysis 7-12 interim ELD assessments planned for development 08-09</p> <p>d. The district promotes parental involvement by forming site English Learner Advisory Committee (ELAC) and District English Learner Advisory Committee (DELAC). These committees provide input and advisory to the site and district regarding programs for English Learners. The district also host Parent Institute for Quality Education (PIQE) at alternating sites each year for parents of English Learners in order to encourage school involvement and develop a better understanding of the educational system.</p>

	Description of how the LEA is meeting or plans to meet this requirement.
<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c). The effectiveness of the EL (LEP) programs will be determined by the increase in:</p> <ul style="list-style-type: none"> • English proficiency; and • Academic achievement in the core academic subjects 	<p>Modesto City Schools currently offers daily ELD and SDAIE and/or primary language instruction in the core academic subjects in its SEI, ELM and alternative program for EL students. Standards-aligned content curricula and instruction are implemented at all sites. Student progress is monitored with close attention paid to the achievement of AYP, AMAO, and benchmark goals. Students use state-approved textbooks and appropriate supplemental materials to access the core curriculum and for English Language Development (ELD). Title III will enhance the current instructional program for EL students by providing funds for teacher training in scientifically based high quality language instruction methods. The implementation of EduSoft (assessment and data management system) enables teachers and administrators timely access to results in order to monitor the progress of EL students.</p>

<p>Required Activities</p>	<p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p> <ul style="list-style-type: none"> a. designed to improve the instruction and assessment of LEP children; b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students; c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children’s English proficiency or substantially increasing the teachers’ subject matter knowledge, teaching knowledge, and teaching skills; c. Long term effect will result in positive and lasting impact on teacher performance in the classroom. 	<p>The Professional Development plan will provide extensive, on-going training for administrators, teachers and paraprofessionals at all levels on the English Language Arts framework, ELA standards, ELD standards, California content standards, district adopted curriculum, and standards-based instruction and materials.</p> <p>Title III funds will be used to hire staff developers, pay stipends to teachers, and/or pay for substitutes in order that teachers receive scientifically-based, research-based strategies training which specifically includes those strategies which meet the needs of EL students such as:</p> <p>Teachers:</p> <ul style="list-style-type: none"> K-12: SB472 ELPD K-12: SB472 ELA with new adoption K-6: ELD site training K-6: ELD assessment training K-6: Student shadowing training K-6: ELD District Committee K-6: Bilingual Language Development Specialist training of SIOP model <p>Administrators:</p> <ul style="list-style-type: none"> K-12 AB430 K-12 SB472 ELPD K-12: Title III workshops K-12: Facilitation training academic conferences K-6: Classroom visitation focused on EL engagement strategies <p>EL staff development plan also in Title III Accountability Action Plan (February 2008)</p> <p>In addition to providing a series of training in which teacher of EL students will learn new knowledge, strategies and skills that will improve their instruction and positively affect the achievement of EL students in their classrooms, teachers will be provided the opportunity to attend statewide conferences where research, strategies and materials will be presented and discussed.</p> <ul style="list-style-type: none"> CABE (California Association for Bilingual Education) Secondary Literacy Summit California Reading Association CATESOL <p>Training for teacher certification</p> <ul style="list-style-type: none"> BCLAD/CLAD AB2913
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Allowable Activities	4. Upgrade program objectives and effective instruction strategies.	Yes or No Yes	If yes, describe: The training for principals, teachers and paraprofessionals described in #3 above is designed to upgrade program objectives and effective instruction strategies in ELD and SDAIE.
	Description of how the LEA is meeting or plans to meet this requirement.		
	5. Provide – a. tutorials and academic or vocational education for EL (LEP) students; and b. intensified instruction.	Yes or No Yes	If yes, describe: Programs will be developed and/or extended as described in #6 below.
	6. Develop and implement programs that are coordinated with other relevant programs and services.	Yes or No Yes	If yes, describe: Using Title III funds, a variety of programs will be developed to extend the regular instructional program and focus on the needs of EL students. The following collaborative programs will be coordinated to meet each student’s identified needs: English Language Acquisition Program (ELAP) for grades 4-8 Healthy Start AVID AP classes High Point School to Career program EL Academy Algebra Academy CAHSEE Prep CAHSEE Remediation

	7. Improve the English proficiency and academic achievement of EL (LEP) children.	Yes or No Yes	If yes, describe: All programs and services for EL students are focused on improving their English proficiency and academic achievement, as described in the first two sections above.
		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	8. Provide community participation programs, family literacy services, and parent outreach and training activities to EL (LEP) children and their families – <ul style="list-style-type: none"> To improve English language skills of EL (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. 	Yes or No Yes	If yes, describe: The district provides written information to parents containing suggestions to help their children improve their academic achievement. Information is available in languages other than English. All parents are invited to informational meetings to discuss ways to help their children improve academic achievement. CBET and ESL are offered in the district to parents and through adult education. Parent Institute for Quality Education (PIQE) is offered to parents at various sites.
	9. Improve the instruction of EL (LEP) children by providing for – <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. 	Yes or No Yes	If yes, describe: The district has a very detailed technology plan in place for all students which is partly described in Goal #3.
	10. Other activities consistent with Title III.	Yes or No No	If yes, describe:

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

<p>Parents of English Learner or Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>
<p style="text-align: center; writing-mode: vertical-rl; transform: rotate(180deg);">Required Activity</p> <ol style="list-style-type: none"> 1. LEA informs the parent/s of an EL (LEP) student of each of the following (per Sec. 3302 of NCLB): <ol style="list-style-type: none"> a. the reasons for the identification of their child as EL (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 English Learner or 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>a-b. The CELDT is used to identify English Learners. Parents are notified of the test results and recommended program placements in writing in a language they can understand. English learners who score at the beginning to early intermediate levels on CELDT are placed in a Structured English Immersion (SEI) program. English learners with reasonable fluency, scoring at the intermediate to early advanced levels are placed in an English Language Mainstream (ELM) class. With the notification of test results and recommended placement, parents are also informed of their right to request an alternative program, Transitional Bilingual Education (TBE) placement.</p> <p>c. The written notification of results and recommended placement includes a description of English Learners programs, including the content, instructional goals, and extent of use of English and native language in instruction in each program.</p> <p>d. CELDT results reported to parents include levels for reading, writing, listening, and speaking as well as overall proficiency in order to identify strengths and needs for each child. These levels are used in program placement decisions. These results are also shared with the student’s counselor and teachers for use in instructional planning.</p> <p>e. The descriptions of the SEI and ELM programs explain how these programs use English Language Development (ELD) to help their child learn English and Specially Designed Academic Instruction in English (SDAIE) to help their students to meet age-appropriate standards.</p> <p>f. Parents are also provided written criteria for reclassification and exit from the program.</p> <p>g. For EL students with identified disabilities requiring special education services, CELDT performance levels in reading, writing, listening, and speaking are considered in the development of the individualized educational program (IEP). IEP objectives include English language proficiency objectives and core content objectives. Parents are consulted in the development of IEP objectives.</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. 	<p>h. The written notification of CELDT results and recommended placement includes notification that parents can remove their child from the program upon request; describes programs offered by the district and explains that parents can request another available program; and encourages parents to seek additional information and assistance from district and site staff regarding program selection.</p>
<p>Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>		<p>Parents of all continuing English Learners are provided all of the above information again at the beginning of the school year (within the first 30 days). Parents of new students are notified as soon as the child is placed in the program based on preliminary CELDT results.</p>
<p>LEA Parent Notification Failure to Make Progress If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>		<p>The district has not met all of the annual measurable achievement objectives and notified parents of the failure to make progress and the reasons for failure within 30 days of the notification of failure to the district.</p>

Plans to Provide Services for Immigrants - Modesto City Schools does not receive Immigrant funding.

IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).		Description of how the LEA is meeting or plans to meet this requirement.	
Allowable Activities	1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:	Yes or No	If yes, describe:
	2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:	Yes or No	If yes, describe:
	3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	Yes or No	If yes, describe:
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:
	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:
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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>Highly Qualified Teachers Modesto City Schools attracts highly qualified teachers because of its commitment to excellence and high salaries. All teachers are highly qualified and have California teaching credentials. Each October, the Human Resources Division conducts a needs assessment to determine which teachers are not fully credentialed in their assigned teaching areas. Of the 1834 K-12 teachers employed by the district in October 2006, only 49 teachers needed emergency credentials to teach outside the area(s) specified in their California teaching credentials. This means that less 2% of Modesto City Schools teachers require further training to be fully authorized in their assigned teaching areas.</p> <p>English Learner Teacher Authorizations Modesto City Schools contracts with the San Joaquin County Office of Education to provide classes leading to authorizations to teach English Learners. The district has been very successful in increasing the number of authorized teachers.</p> <p>Staff Development Every Modesto City School staff evaluates student achievement data each September to develop an action plan to improve student performance. These action plans are folded into each school’s single school plan. The School Plans are submitted to school site committees and the district school board for approval. Professional development activities are planned based on the needs that are identified in these school plans and staff surveys.</p>	<p>Of the 49 teachers with emergency credentials, many of the teachers need additional Special Education training.</p> <p>The district needs to continue to support programs which lead to teacher authorizations to teach English Learners.</p> <p>A summary page for staff development needs to be added to the site action plans to formalize each year’s needs assessment.</p> <p>Continuing staff development is needed to ensure that all staff have the ability to enable students to reach high standards.</p>

The curriculum design is a circular continuous process:

- State Frameworks & Standards are identified and emphasized as a basis for creating a Standards-Based Learning Environment.
- Grade-level academic content Standards are taught throughout the curricular areas.
- Curriculum is aligned to Standards and includes Standards-based content, effective teaching strategies, instructional materials and resources--including Technology.
- Ongoing assessment and analysis of student work is an essential part of instruction.
- Monitoring-of-progress assessments are administered on an ongoing basis to assess the attainment of particular standards.
- Professional development needs are identified for teachers.
 1. CELL – CA Early Literacy Learning for Grades 1-3 Training
 2. ExLL – Extended Literacy Learning for Grades 4-6 Training
 3. SUCCESS FOR ALL K-6 Training
 4. Reading Recovery K-1 Training
 5. ELD and SDAIE strategies
 6. SB 472 English & Math
 7. BTSA (new teachers)

Private Schools

Modesto City Schools provides eligible private schools with a list of staff development or other activities offered by the district. Spaces in these staff development programs are allotted to eligible private schools based on the number of students enrolled at the private school.

Highly Qualified Paraprofessionals

The district has changed the job description for paraprofessionals to meet the highly qualified criteria, so that all new hires to the district are highly qualified.

Professional Development for Principals

Principals engage in a week of Professional Development during the month of August. The school principal is asked to be an instructional leader. The Professional Development training for principals has a clear focus--which is the curriculum design and articulation, teacher observation and

Private schools will need to develop their own needs assessment to determine which staff development activities fit their needs. If they determine that they have a staff development need that is not addressed in the Modesto City Schools staff development program, then Modesto City Schools will work with them to develop a program to the extent that the private school qualifies for funding.

Of the 412 paraprofessionals employed in Modesto City Schools, all but 20 meet the highly qualified criteria. Efforts will be made to recruit highly qualified paraprofessionals. Currently employed paraprofessionals will be informed, counseled and encouraged to meet highly qualified standards. Modesto City Schools provides preparation classes for a state approved test. Less than 5% do not meet highly qualified criteria.

Administrators must participate in scientific research-based professional learning aimed at increasing their skills at promoting the success of students.

Professional learning opportunities that meet the California requirements for highly qualified professional development will be selected for current

<p>supervision processes, analysis of student learning through whole school data, and instructional improvement.</p> <p>Monthly Principals' Meetings include the following staff development for Principals:</p> <ul style="list-style-type: none"> • Standards Based Literacy Discussions about powerful Reading instruction including explicit, systematic skills instruction and literature, language, and comprehension. • Standards Based Mathematics including practical teaching procedures, concepts and strategies. • BOOK TALKS – Discussions about creating the capacity for change utilizing current books about leadership, systemic change, analytic processes and the total principalship. • AB 430 English and Math • Breakthrough Coach Training • Data Analysis • Title III • Class <p>Class Size Reduction Modesto City Schools has used federal dollars to reduce class sizes so that highly qualified teachers can spend more time instructing individual students</p>	<p>school administrators as the district's most important source of acquiring "highly qualified" administrators is to invest in building the skills of those already employed by the district.</p> <p>Class size reduction will continue to be supported by Title II funds.</p>
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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>BTSA – As a state-approved induction program, professional development must be provided to first and second year teachers or out-of-state teachers which meets the induction standards for the following;</p> <ul style="list-style-type: none"> • K-12 Core Academic Content and Subject Specific Pedagogy • Using technology to Support Student Learning • Supporting Equity, Diversity and Access to the Core Curriculum • Creating a Supportive and Healthy Environment • Teaching English Learners • Teaching Special populations <p>These standards include elements which require teachers to demonstrate competency in these areas for the purpose of licensure.</p> <p>BTSA staff development for these areas includes training on state frameworks and standards, use of the frameworks and standards as part of new teacher formative assessment, training on district and state textbook adoptions and assessments, student data-analysis, and differentiated instruction for English learners and special needs students.</p>	<p>Director Human Resources BTSA Coordinator PAR Committee Support Providers Principals Teachers</p>		<p>BTSA - \$512,054</p>	<p>State BTSA and PAR</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<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>BTSA State-wide, induction programs have been shown to provide much needed support to new teachers which leads to the improved performance of both the new teachers and the veteran teachers who support them through the focus on California Standards for the Teaching Profession and the K-12 student academic content standards. Research has shown the most powerful staff development includes contextualized on-going professional development combining inservices and coaching. The BTSA induction program is developed in alignment with this research and provides weekly coaching support and formative assessment in addition to inservices. Induction has also been shown to positively effect the retention of teachers in the field thereby enhancing the experience and quality of teachers in our schools.</p> <p>K-12 All Staff Development activities are based on scientifically based research and there are high expectations for student achievement levels. The Frameworks for California Public Schools become the blueprints for the reform of the curricular areas, instruction, professional preparation and development, and instructional materials. The curricular design elements for high –quality Professional Development include: <u>Student Data</u> – Teachers use student performance and achievement data as an analysis of student work and test scores. This is a part of the process for individual student and organizational learning <u>Planning</u> – The Professional Development training in the core areas of Reading, Writing, Math is connected to the School Plan and monitored through the Action Plan. <u>Time</u> – Time is provided for Professional Development (three District-wide coordinated days) and learning occurs in a meaningful manner. <u>Leadership</u> – Teachers are encouraged to take a leadership role in any of the</p>	<p>Director Human Resources BTSA Coordinator PAR Committee Support Providers Principals Teachers</p> <p>K-12 Directors Principals Teachers</p>	<p>Substitutes</p> <p>Curriculum Developers</p> <p>Materials & Printing</p>	<p>BTSA - \$512,054</p>	<p>State BTSA and PAR</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>core academic subjects and obtain expertise to enhance classroom instructional practices. <u>Collaboration</u> – Dialogue across the District in grade level sessions provides for and promotes continuous inquiry and reflection.</p>				
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <p>BTSA As part of the induction program, new teachers are required to complete 2 years of formative assessment in which each teacher analyzes student data and differentiates standards-based instruction for the class range, an English Learner, and a special needs student. Case studies of these students are conducted each of the 2 years of induction.</p> <p>K-12 In designing and then assessing the formative impact of professional development, the district will evaluate (1) How well does it focus on students meeting/exceeding key/essential standards through the use of State-adopted/standards-based materials and formative assessments? (2) How close to the instructional work of teachers is the professional development situated? and (3) To what degree is the system built on the strengths and needs of the staff in relation to academic and cultural learning strengths and needs of the student populations in teachers' classrooms? (4) How well do selected professional development resources apply to particular under-performing student populations (e.g., English Learners, students with disabilities, other subgroups)? (5) How well integrated are materials adoption/selection, intervention approaches, and family and community relations with the professional development system?</p>	<p>Director Human Resources BTSA Coordinator PAR Committee Support Providers Principals Teachers</p> <p>K-12 Directors Principals Teachers</p>		<p>BTSA - \$512,054</p>	<p>State BTSA and PAR</p>

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<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>BTSA BTSA staff development is coordinated with the Educational Services division so as to ensure clear and appropriate staff development to new teachers. The formal structure of the BTSA Advisory Council provides an avenue for regular articulation and program coordination. The Advisory Council includes members of the educational services division, the director of human resources, a faculty member from the local university, elementary and secondary veteran teachers and principals.</p> <p>K-12 The district will ensure that professional development activities are coordinated to address staff needs in assisting all students to meet or exceed State academic achievement standards. Activities will be designed to help teachers integrate standards-based curriculum, instructional practice, assessment and understanding of the strengths and needs of the student populations in their classes. Classroom management, interventions, and working with students' families, and other topics required by funding sources will be addressed within the context of ensuring that all students meet or exceed State content and academic achievement standards.</p>	<p>Director Human Resources BTSA Coordinator PAR Committee Support Providers Principals Teachers</p> <p>K-12 Directors Principals Teachers</p>		BTSA - \$512,054	State BTSA and PAR

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Principals' professional development will combine the leaders' roles in supporting standards implementation, organization and management for continuous improvement, and addressing diverse needs of student, particularly students in the lowest-performing groups in the district.				

<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>Modesto City Schools has utilized a number of funding sources to accomplish its professional development goals: Modesto City Schools Technology Plan, E-Rate, AB2882, AB1339, Digital High School, Technology Literacy Challenge Grant, and Regional Occupation Programs (ROP). The district will continue to identify future funding sources, such as the "Enhancing Education Through Technology" grant (Title II Part D), for sustaining professional development training in the areas of integrating curriculum and technology.</p> <p>District Technology Plan The district technology plan is funded out of the district's general fund and is used to provide additional staffing and funding for professional development. With the continued addition of new equipment, this fund will be used for ongoing support salaries, technology support staff training, software support and maintenance, equipment replacement, and teacher training programs. BTSA also provides new teacher technology training.</p> <p>E-Rate Modesto City Schools has applied for and received fourth round funding for E-rate. These funds are used to install and/or upgrade the infrastructure at the schools that qualify for funding. New data lines and connections have been installed in many of the disadvantaged elementary schools around the district. Four elementary schools, four junior high and five high schools within Modesto City Schools do not qualify for this funding because their free and reduced lunch percentages are too high. As</p>	<p>Deputy Sup. Of Business Services Director, Informational and Computer Systems</p> <p>Supervisor, Instructional Technology</p> <p>K-12 Directors Principals Teachers</p>			<p>General Fund Carl Perkins Title II, Part D E-Rate Site Block Grants BTSA</p>
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stated earlier in this plan, the high schools used their Digital High Schools Phase One (Technology Implementation) funds to install and/or upgrade their infrastructure.

Carl Perkins – School to Career

The district’s Careers and Vocation Program seek to establish on-going district level occupationally based programs that integrate technology into a business based learning environment. With input from the business community through their work on the various district advisory committees, vocational programs and supportive technology has been installed in all of the district high schools that mirror business practices and workplace standards.

As programs are established in the years to come through the School-To-Career curriculum, program funding will be used to install the equipment, software, and infrastructure necessary to support the learning process, industry standards and student achievement.

Information and Computer Services

Modesto City Schools has an established Information and Computer Services Department whose primary function is to support district, site, and classroom technology. The primary funding sources for this department is through the district’s technology plan. The Computer Services Department provides support for all of the WAN/LAN infrastructures and all of the computers through the district and coordinates the purchase and installation of hardware and software while the Information Services Department supports the business and student systems.

Funding in the Information Services Department is geared to supporting the SASIxp system by training site staff members on SASIxp attendance and student academic data entry. Three trainer/support individuals work closely with site personnel to guarantee the accuracy and integrity of the data entered and extracted for state reporting.

Instructional Technology and Professional Development

Modesto City Schools also supports an Instructional Technology Department of one Supervisor and one classified trainer. Funding is provided through the Technology Plan budget to assist in the training of classroom teachers.

Site Block Grants

Site block grant monies that come from the state are allocated to each school site. Site advisory committees review the requests from the site

K-8 \$79,000

<p>administrators and teachers for new equipment, materials, and special site programs. A large percentage of this funding at each site goes toward the purchase of classroom technology for both the teacher and the students to use. It is assumed that the sites will continue to use this funding in some way to purchase and/or maintain the site technology.</p> <p>Enhancing Education Through Technology (Formula) Modesto City Schools received funding based upon its Enhancing Education Through Technology grant application. 25% of this grant will be used for providing professional development through technology training based partnerships with CTAP Regional integrative training classes, and district provided technology training. These funds will be used to provide advanced integrative training through the offering of after-school, evening, and summer courses that focus on identifying curriculum standards, integrating technology into classroom activities, evaluating student work, and interpret student testing data. These funds will also be utilized to purchase equipment and services that directly correlates to the use of successful, research-based, training strategies of the targeted subject and provide comprehensive student achievement data.</p>		9-12 \$32,000		
<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>Access to Technology The fundamental goal of student and teacher access to technology within Modesto City Schools is to integrate technology into the full spectrum of the curriculum and to provide all students with a wide-range of technical skills and technology no matter what the grade level, educational achievement, or physical ability. To achieve this goal, there must be a variety of technology located in the classroom, library/media centers, computer labs, and other related instructional areas. Students and teachers need adequate and appropriate technological resources. The resources must be reliable, appropriate for the intended uses, accessible to all students in and out of the classroom, and in sufficient quantity to ensure their effective use. Those students who require specialized technology to assist them in achieving their educational goals will be provided through various programs such as GATE, Special Day, Title One, Bilingual, and classes which support those with physical disabilities.</p>	Deputy Sup. Of Business Services Director, Informational and Computer Systems Supervisor, Computer Systems Supervisor, Instructional Technology K-12 Directors Modesto City Schools Technology Council Teachers Classified Staff Students			General Fund Carl Perkins Title II, Part D E-Rate Site Block Grants

<p>The Modesto City Schools District is dedicated to making adequate provisions to provide current and emerging technological resources for students and teachers; and will provide access for the broader community. In order for technology to be used effectively, it must be both accessible and reliable. In order for teachers to give students assignments and use technology effectively in the classroom, students and teachers must have access to technology both in and outside the classroom. In addition, if students are going to prepare technology-based presentations, they must have access to enough resources on site to get the presentations ready in a timely manner.</p> <p>Technology will continue to develop and provide new and expanded opportunities to enhance learning. However, hardware and software must be compatible with its intended use. Rather, hardware should be replaced or upgraded only when the need for more sophisticated equipment specific to the instructional or administrative purpose has been established. Frequently, technology replaced in one location can serve useful purposes in another setting. However, instructional use, increased maintenance costs, and unavailability of replacements limit the life expectations of specific technologies.</p> <p>Modesto City Schools utilizes a private fiber network, provided as part of the Modesto City Instruction Network (INET) through Comcast, for connecting all District sites to our District Technology Center. All connections are made at 1 gigabyte speeds. The technology center houses the core switching equipment that provides a connection for all sites out to the internet. The district internet connection was upgraded from 20m to 50m in spring 2007. There are plans to upgrade this connection to 100m in the 2007-2008 e-rate funding cycle. During the summer of 2007, new switching equipment will be deployed at all 90% e-rate schools. The district Internet connection is funded through e-rate.</p> <p>Four of Modesto City Schools' elementary schools have network access from the administrative offices and libraries, but not yet to all classrooms. Modesto City Schools will be seeking funds from "Enhancing Education through Technology," E-rate, and local funding sources to complete the classroom wiring in these four schools. As funding becomes available, the district will complete its infrastructure plan as outlined in the MCS Technology Plan. As stated on page 43, the fundamental goal of Modesto City Schools is to provide a robust underlying infra-structure to allow for the effective integration of technology into the classroom curriculum.</p>	<p>Parents Community</p>			
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Professional Development

Using the CTAP² site, a large portion of our high school teachers and a number of elementary sites, completed the District Technology Skills Self-Assessment. This information was analyzed and the results were used to plan for staff development opportunities.

The number of teachers taking this survey is directly related to those schools where teachers are actively using technology. In the first years of the Digital High School grants, the infrastructure was the main focus of what was happening at the sites. Only now are teachers beginning to use technology for their own personal use.

Our survey showed that while most teachers feel comfortable using word processing, for example, they do not yet feel comfortable using word processing with their students. (as referenced in the MCS Technology Plan, Appendix C, page 69) Most research supports the fact that it takes four to five years for technology to become fully integrated into the classroom curriculum. Most of Modesto City Schools' high schools have had technology in place only a few short years. This plan focuses on training teachers how to integrate the technology they now have into their daily classroom activities and student projects. Edusoft is used in the Modesto City Schools to assess student progress.

Modesto City Schools has developed expectations and training courses for administrators, teachers, and clerical staff (as referenced in the MCS Technology Plan, pages 34-37). Modesto City School's training model is described on page 32 of the MCS Technology Plan. Training focuses on both application and integration. Classes are offered to teachers to enable them to reach the district technology goals. (as referenced in the MCS Technology Plan, pages 39-41) Modesto City Schools is currently in its third year of providing Intel's 40 hours of integrated hands-on "Teach to the Future" integrated curriculum and technology training. To this point, 404 teachers at all K-12 grade levels have been trained. Modesto City Schools will continue to offer both application and integrative training for all teachers.

Professional Development will be provided the district staff by using a number of training models that the district has found to be successful for its employees. **Basic Training:** District funding currently supports the Supervisor of Instructional Technology, who also conducts training, and a full time trainer,

<p>and two district training labs. These trainings have been highly effective and well attended by our district staff. Training is currently on a volunteer basic.</p> <p>On-Line Tutorials: The Department of Instructional Technology currently maintains an Internet site where district teachers can download training materials and files. These tutorials can be used independent of the formal classroom setting. Teachers can download these materials and complete the exercises at their own convenience.</p> <p>Integration: While working towards developing new integrated training course for its staff, Modesto City Schools has partnered with Intel to deliver their “Teach to the Future” program. This is a forty-hour training program where teachers learn how to integrate technology into their classroom curriculum by targeting specific standards and developing student and supportive materials using the Internet, multimedia, and desktop publishing applications. With this program, teachers may choose to either be paid for their participation or receive a computer for their classroom. Modesto City Schools is currently in the second year of this three year program with plans to continue to develop and deliver quality integrated training at all grade levels.</p> <p>Modesto City Schools has chosen to closely align its teacher proficiencies to the current International Standards for Technology and Education (<i>ISTE</i>) and with BTSA’s SB Draft 2042, “Standards of Quality and Effectiveness for Professional Teacher Induction Program” for teacher credentialing. Modesto City Schools also has a partnership with the regional CTAP office to provide advanced integrative training through the offering of several summer courses that focus on identifying curriculum standards, integrating technology into classroom activities, evaluating student work, and interpret student testing data.</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>Modesto City Schools requires each school to prepare an action plan for school improvement. These plans are then incorporated into each school’s single school plan.</p> <p>STAR tests are evaluated at each school site and at district meetings. Principals present an overview of the STAR results at a whole staff meeting. Teachers break into smaller grade level and/or department meetings to look at their student results.</p> <p>Action Plans are developed to address student weaknesses identified by teachers</p>	<p>July/August district & site personnel September Administrators & teachers at each school site</p>			

<p>as they evaluate STAR test results,</p> <p>Principals present Action Plans to the Superintendent</p> <p>Approved action plans are incorporated into School Plans and reviewed by staff, site councils and other school advisory groups.</p> <p>School plans are reviewed by the School Board.</p>	<p>October</p> <p>September</p> <p>December</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>BTSA – As a state-approved induction program, professional development must be provided to first and second year teachers or out-of-state teachers which meets the induction standards for the following;</p> <ul style="list-style-type: none"> • K-12 Core Academic Content and Subject Specific Pedagogy • Using technology to Support Student Learning • Supporting Equity, Diversity and Access to the Core Curriculum • Creating a Supportive and Healthy Environment • Teaching English Learners • Teaching Special populations <p>These standards include elements which require teachers to demonstrate competency in these areas for the purpose of licensure. Various elements of each of these standards address the requirements listed above.</p> <p>BTSA staff development for these areas includes training on state frameworks and standards, use of the frameworks and standards as part of new teacher formative assessment, training on district and state textbook adoptions and</p>	<p>BTSA/PAR Administrator Support Providers Principals Teachers</p>			<p>General Fund BTSA/PAR GATE Special Ed</p>

<p>discussions with district psychologists concerning appropriate interventions.</p> <p>Several school psychologists were sent to CASP conference and will inservice remaining psychologists in new behavior strategies/techniques</p> <p>E. Parent Involvement Increased emphasis has been placed on increasing parent attendance at CAC meetings. A needs assessment was conducted and speakers present on desired topics</p> <p>Parent attendance at IEP meetings is encouraged by setting mutually agreeable Dates and times and sending home written confirmation of the meeting.</p> <p>English Learner Staff Development Plan District sponsored opportunities for teachers to earn CLAD, BCLAD, SB395 and/or other authorizations to teach English Learners. Inservices on ELD Standards and SDAIE strategies. Inservices on the Master Plan for English Learners. Inservices on the Data Management Plan for English Learners. Sharing of best instructional practices for English Learners.</p> <p>K-12 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>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 includes planning for addressing diverse student needs, student behavior management, and working with families.</p> <p>Professional Development will provide intensive, focused professional learning on how to accelerate students in the lowest-performing groups, student behavior management, and working with families within a standards-based system in one or more of the following: English/ language arts, English language development, and mathematics.</p>	<p>and staff meetings throughout. Ongoing training through staff meetings.</p> <p>Parent trainings will occur at monthly CAC meetings.</p> <p>A five year plan for administrators, teachers and classified staff was developed as part of the district's Comité graduation agreement.</p> <p>Associate Superintendent K-12 Directors Principals Teachers</p>	<p>Substitutes, stipends, curriculum & participant costs</p>		
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<p>Principals' professional development will combine the leaders' roles in supporting standards implementation, organization and management for continuous improvement with behavior management, working with students' families, and addressing diverse needs of students, particularly students in the lowest-performing groups in the district.</p>				
<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <p>Teachers, who have not met the "highly qualified" definition, may participate in the BTSA and/or PAR programs.</p> <p>The district may provide local test preparation support for teachers</p>	<p>Director Human Resources</p> <p>BTSA/PAR BTSA Coordinator</p> <p>State and Federal Programs Director</p>	<p>Director Human Resources</p> <p>BTSA/PAR Support Provider</p> <p>Consultant fee, basic test prep. materials</p>	<p>\$1,000 per participant</p> <p>\$1,000 per course</p>	<p>Title II, Part A</p> <p>Title II, Part A</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
SEE NEEDS AND STRENGTHS ASSESSMENT, PAGE 60	

Environments Conducive to Learning (Activities):

Please list the activities or programs supported by all NCLB or state funded programs that the LEA will implement to support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning. Include programs and strategies designed to address students' barriers to learning (e.g. attendance and behavior). Include a copy of the LEA's code of conduct or policy regarding student behavior expectations.

ACTIVITIES
SEE NEEDS AND STRENGTHS ASSESSMENT, PAGE 60

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

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

STRENGTHS	NEEDS
<ol style="list-style-type: none"> 1. Administrators and school staff support the view that emotional, psychological, and social needs of students are intrinsically related to academic achievement and promote this approach. 2. The District has developed strong collaborative relationships with child serving community agencies to develop necessary school-based support services. <ul style="list-style-type: none"> • Center for Human Services Student Assistance Specialists are provided at all 7-12 schools and targeted K-6 schools. • Center for Human Services Student Assistance Specialists are trained to deliver Helping Teens Stop Using Tobacco (TAP) and Intervening with Teen Tobacco Users (TEG) curriculum to ensure students who use tobacco products are provided with an opportunity to learn the harmful effects of tobacco and cease use of these products. • School-based mental health clinicians are provided at all six Healthy Start sites and at targeted K-12 schools. • A School-based Substance Abuse Counselor is provided by Teen Recovery Center at Downey High School. • Annual site visits and quarterly agency/ school meetings are conducted to review outstationed agency staff services. 3. Counseling services are provided at all 9-12 schools (counselor student ratio of 540:1) to ensure all students receive proper academic, social, and psychological support. 4. Additional counseling is provided by AB1802 funding at all 7-12 schools. 5. District and law enforcement staff regularly analyze monthly SPO, SARB, and vandalism reports to determine steps necessary to create a safe learning environment. 6. The District conducts on-going regular 	<ul style="list-style-type: none"> • The District only implements two research-based DATOV prevention programs. District staff need to evaluate, identify, and implement new programs and activities to reduce dropouts. • District staff need to review science-based DATOV programs to determine which additional programs and services designed to reduce or eliminate violence, alcohol, tobacco, and drug use need to be added to existing Modesto City Schools support services. • Further budget cuts in 2005-06 resulted in the loss of youth court at 12 schools, the District school probation officer and K-6 support, Healthy Start cutbacks, and gang violence prevention.

<p>analysis of CHKS data to assess student needs and provide appropriate prevention, intervention, support and enforcement services.</p> <ol style="list-style-type: none"> 7. The S&DFS&C Agency Alliance Committee meets quarterly to discuss the efficacy of all school-based support services. 8. The District provides 13.6 FTE school nurses who are outstationed at all K-12 schools to ensure student health needs are met in order for students to gain maximum benefit from the learning environment. 9. School Safety Committee members annually review each site's Safety Plan at quarterly School Safety Committee meetings to guide the school in planning, implementing, and maintaining a safe school environment. 10. The District provides a comprehensive K-12 Drug, Alcohol, Violence, and Tobacco Prevention program at each grade level to ensure students do not use or abuse dangerous substances. 11. The District implements a K-12 Character Education Curriculum which includes individual school Character Education Awards, District Character Education Awards, and District/Community Eddies. Character Education recognition programs provide students with intrinsic and extrinsic rewards to foster good citizenship. Safe Schools/Character Education Posters are displayed at all K-12 schools. 12. The District implements the Resolving Conflict Creatively Program (RCCP) at six Modesto City Schools K-12 schools to ensure students do not bully, harass or discriminate against others. 13. In 1998, the District established a Safe Schools Project which includes Curriculum, Staff Development, and Support Services components to ensure students are free from discrimination based on race, religion, ethnic background or national origin, language, gender, culture, sexual orientation, economic status, physical or developmental disabilities or other special needs. 14. Risk Assessment procedures are implemented through a partnership with Behavioral Health and Recovery Services, Modesto Police Department, and Stanislaus 	
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<p>County Probation Department to ensure students who threaten to harm themselves, other students, or staff are assessed in a timely fashion and referred for appropriate intervention.</p> <ol style="list-style-type: none"> 15. All administrators are inserviced on Attendance and Safety binder information in order to guide the administrators in implementing the district conduct code, meeting attendance goals, and maintaining safe and orderly campuses. 16. Counselors, psychologists, and administrators are inserviced regarding suicide prevention procedures: binder, flipchart, student cards, etc. to ensure students who threaten to harm themselves are evaluated, referred for appropriate intervention, and provided necessary support. 17. Youth Court is provided at one elementary school to help students understand the consequences of conduct code violations and their relationship to the criminal justice system. 18. The District provides Student Study/Success Teams at all K-12 schools to ensure students who have learning, psychological, or social problems are assessed and referred to appropriate on-site and community agency resources. 19. The science-based Project Alert, substance abuse prevention curriculum is provided in PE classes at all Junior High/Middle Schools to teach students the harmful effects of drugs, alcohol, and tobacco. 20. Healthy Start Programs are provided at six K-12 sites to link students and families to necessary medical, psychological, and social services at the school and in the community. 21. Peer Facilitating/Peer Mediation programs are provided at six MCS high schools to provide academic and social peer support. The District supports Peer Facilitating students who attend the annual "Friend to Friend" Conference. 22. Human Relations Clubs are provided at three targeted K-6 schools and Human Relations classes are provided at five 7-12 schools. Students who participate in Human Relations courses and clubs develop and implement student programs and activities designed to 	
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<p>reduce discrimination and harassment on school campuses.</p> <p>23. After School Education and Safety Programs are provided at eighteen K-12 schools. Programs include recreational activities, mentoring, cultural activities, and tutoring.</p> <p>24. The Bridge to Success program is provided at Downey High School to assist Hanshaw Middle school students with the transition to Downey High School.</p> <p>25. The “Fathers Who Care” program is provided at targeted MCS high schools.</p> <p>26. Sober Graduation Activities are provided at all six MCS high schools. Sober Graduation activities provide a safe environment for students to celebrate graduation from high school.</p> <p>27. The Every 15 Minutes Program is provided at four MCS high schools.</p> <p>28. Cross-age Mentor Tutors are provided at targeted K-12 s schools to foster academic achievement, provide homework assistance, and create student-to-stud student-to-student buddy systems.</p> <p>29. Modesto Junior College (MJC) TRIO and Upward Bound programs are provided at selected 7-12 schools to encourage first generation college students to pursue higher education.</p> <p>30. School Safety Drills are in place to improve safety practices at all schools. Safety Hotlines provide individuals an opportunity to report school and student safety problems anonymously.</p> <p>31. Block House Parents are provided at one K-6 schools to link families to important resources at the school and in the community and increase parent involvement and bonding to the school.</p> <p>32. Modesto Police Department provides school-based police officers at all junior high schools and School Resource Officers at all 7-12 MCS schools to ensure a safe school environment.</p> <p>33. The Stanislaus County Sheriff’s Office implements Police Activities League (PAL) after school programs at six K-12 schools to provide students with positive alternatives to gangs, drugs, and criminal activity in their neighborhood.</p>	
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<p>34. The City of Modesto Neighborhoods Department ROCKS program is provided at seven targeted K-8 schools to provide students with positive noontime activities.</p> <p>35. The MOM-Mobile prenatal/postnatal clinic is provided at Shackelford and Orville Wright to ensure pregnant and parenting mothers and their children are healthy and can gain maximum benefit from the educational program.</p> <p>36. Friday Night Live (FNL), Kids Live, and Club Live Programs are provided at targeted K-12 schools to teach children the harmful effects of drugs, alcohol, and tobacco use.</p> <p>37. School Clubs are provided at all 7-12 schools and targeted K-6 schools to provide students with positive, wholesome activities.</p> <p>38. Health and Safety Fairs are provided at targeted K-8 schools each year to link parents and students to resources from various community agencies.</p> <p>39. Red Ribbon Week Activities are provided at all K-12 schools to encourage students to lead a safe drug-free lifestyle.</p> <p>40. Awards, honors, and recognition programs are provided at all K-12 schools to encourage students to achieve academically, attend school regularly, and follow the student conduct code. The Renaissance Program is provided at Downey High School.</p> <p>41. Ethnic celebrations are provided at all K-12 schools to help students gain an appreciation of the great diversity of the MCS student population.</p> <p>42. School uniforms are in place at selected schools in high-risk communities to reduce gang attire and affiliation.</p> <p>43. Challenge Day and Day of Respect programs are implemented at selected high schools to foster a positive school climate.</p> <p>44. Sports, dances, field trips, rallies, and carnivals provide students with positive activities and parents an opportunity to attend school functions.</p> <p>45. SPIE Business Partnerships are in place at targeted K-12 schools to link businesses to schools. SPIE programs support learning by fostering academic achievement.</p> <p>46. Service Club Programs (Rotary and Soroptimist) are provided at targeted K-12</p>	
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<p>schools to provide students with one-to-one and small group academic tutoring.</p> <p>47. The Pursuing Victory with Honor sportsmanship program is in place at all 7-12 schools to encourage students to practice good citizenship.</p> <p>48. Community Service/Service Learning programs are in place at selected K-12 schools to encourage students to practice good citizenship.</p> <p>49. Drug Free/Gun Free Zone signs are posted at all schools to deter criminal activity in or about schools.</p> <p>50. Board Policies/Behavior Expectations have been developed to improve school safety and deter drug, alcohol, and tobacco use:</p> <ul style="list-style-type: none"> • BP 5132 Closed Campuses 7-12 • BP 5137 Gang Symbols • BP 5135 Prohibited Dress/Adornment • BP 5135 Student Dress and Grooming - School Uniforms • BP 1259 Visitors/Outsiders • BP 5145.2 Search and Seizure • Hat Ban Procedures • BP 3513.3 Tobacco Free Schools/Smoking <p>51. The District has developed and implemented a strong and well publicized K-6 and 7-12 Code of Conduct to inform students and their parents of student behavioral expectations.</p> <p>52. There is a clear set of emergency procedures which are practiced regularly (duck and cover, fire drills, evacuation drills, lock down drills, etc.)</p> <p>53. Vehicle Searches are in place to deter students from bringing alcohol, tobacco, drugs, or firearms to school.</p> <p>54. Fenced campuses and closed parking lots improve safety and security at each K-12 school.</p> <p>55. Graffiti restitution programs are in place to help students understand that defacing school property is harmful to the school and the community.</p> <p>56. District Attorney Child Abduction Unit (CAU) presentations are provided to targeted Modesto City Schools staff to assist CAU staff to identify children who have been abducted and prevent children from being taken from school by noncustodial</p>	
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<p>parent/guardians or others.</p> <p>57. Administrators are in-serviced regarding Ed Code 48900 and teachers are notified of students who have committed a violent act.</p> <p>58. Kanine Interdiction Detection (KIDS) services are provided at all 7-12 sites to deter students from bringing drugs, alcohol, tobacco, or firearms to school.</p> <p>59. Link Crew and WEB are offered at six 7-12 schools to help incoming students bond with upperclassmen</p> <p>60. The Modesto Outreach and Intervention Team (MOIT) is a viable resource for 5th-9th grade students with chronic behavior or attendance problems.</p>	
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Performance Goal 4: *All students will be educated in learning environments that are safe, drug-free, and conducive to learning.*

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

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

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

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: <u>04 / 01/ 07</u> Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will decrease biennially by:	5 th 7% 7 th 8%	5 th 4% 7 th 4%
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by:	7 th 5% 9 th 14% 11 th 18%	7 th 4% 9 th 4% 11 th 4%
The percentage of students that have used marijuana will decrease biennially by:	5 th 11% 7 th 11%	5 th 4% 7 th 4%
The percentage of students that have used alcohol within the past <u>30 days</u> will decrease biennially by:	7 th 18% 9 th 39% 11 th 41%	7 th 4% 9 th 4% 11 th 4%
The percentage of students that have used marijuana within the past 30 days will decrease biennially by:	7 th 6% 9 th 16% 11 th 20%	7 th 4% 9 th 4% 11 th 4%
The perception that use of cigarettes, alcohol or marijuana is very bad for a person's health will increase biennially by: Cigarettes	5 th 95% 7 th 92%	5 th 3% 7 th 3%

Alcohol	9 th	94%	9 th	3%	
	11 th	95%	11 th	3%	
	5 th	68%	5 th	3%	
	7 th	89%	7 th	3%	
	9 th	89%	9 th	3%	
	11 th	91%	11 th	3%	
	Marijuana	5 th	86%	5 th	3%
		7 th	90%	7 th	3%
		9 th	88%	9 th	3%
		11 th	83%	11 th	3%
The percentage of students that feel very safe at school will increase biennially by:					
5 th	56%	5 th	4%		
7 th	16%	7 th	4%		
9 th	11%	9 th	4%		
11 th	12%	11 th	4%		
The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by:					
In 2008-2009, Modesto City Schools will administer required modules A and B.					
7 th	32%	7 th	4%		
9 th	22%	9 th	4%		
11 th	17%	11 th	4%		
Truancy Performance Indicator					
The percentage of students who have been truant will decrease annually by <u>3</u> from the current LEA rate shown here.		21.86%	<u>15.3</u> %		
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 align="center">Protective Factors Performance Measures from the California Healthy Kids Survey</p>	<p align="center">Most recent date: 04/01/07 Baseline Data</p>	<p align="center">Biennial Goal (Performance Indicator)</p>
<p>The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by: In 2008-2009, Modesto City Schools will administer required modules A and B.</p>	<p>5th 60% 7th 21% 9th 23% 11th 29%</p>	<p>5th 2% 7th 4% 9th 4% 11th 3%</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: In 2008-2009, Modesto City Schools will administer required modules A and B.</p>	<p>5th 60% 7th 42% 9th 35% 11th 37%</p>	<p>5th 2% 7th 2% 9th 2% 11th 4%</p>
<p>The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by: In 2008-2009, Modesto City Schools will administer required modules A and B.</p>	<p>5th 15% 7th 11% 9th 11% 11th 10%</p>	<p>5th 4% 7th 4% 9th 4% 11th 4%</p>
<p>The percentage of students that report high levels of school connectedness at their school will increase biennially by: In 2008-2009, Modesto City Schools will administer required modules A and B.</p>	<p>5th 50% 7th 28% 9th 21% 11th 24%</p>	<p>5th 5% 7th 4% 9th 4% 11th 4%</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)	Baseline Data	Performance Indicator Goal
The percentage of students who have been bullied during the past 12 months will decrease biennially by:	31%	3%
The percentage of students who have been harassed on school property during the past 12 months will decrease biennially by:	7 th 31% 9 th 32% 11 th 30%	3% 3% 3%
The percentage of students who are afraid of being beaten up on school property in the past 12 months will decrease biennially by:	7 th 32% 9 th 22% 11 th 17%	3% 3% 3%

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 Alert	ATD	7 and 8	All 7-8 Students	1991	2000	2000
Second Step	V	Pre K-6	1,000 students	1998	1998	1998

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

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

Check	Ch	Activities	Program ATODV Focus	Target Grade Levels
X		After School Programs	ATODV	K-8
X		Conflict Mediation/Resolution (RCCP Community Board)	V	K-12
X		Early Intervention and Counseling Modesto City Schools High School Counselor Sierra Vista Family School Counselors	ATODV	K-12
X		Environmental Strategies Block House Parent SCPPS	ATODV	K-8
X		Family and Community Collaboration Healthy Start Site Commission, Second Cup of Coffee Meetings, Parent Institute, SCPPS Community Forums	ATODV	K-12
		Media Literacy and Advocacy		
X		Mentoring After School Education and Safety Programs/Bridge to Success, "Fathers Who Care"	ATODV	K-12
X		Peer-Helping and Peer Leaders Peer Facilitating/Peer Mediation Link Crew/WEB	V	9-12
X		Positive Alternatives PAL, ROCKS		K-12
X		School Policies BP 5132 Closed Campuses 7-12 BP 5137 Gang Symbols BP 5135 Prohibited Dress and Adornment	ATODV	K-12

	BP 5135 Student Dress and Grooming - School Uniforms BP 1259 Visitors/Outsiders BP 5145.12 Search and Seizure BP 3513.3 Tobacco Free Schools/Smoking Hat Ban Procedures		
X	Service-Learning/Community Service	V	9-12
X	Student Assistance Programs Center for Human Services Student Assistance Specialists	ATODV	K-12
X	Tobacco-Use Cessation TAG and TEP Cessation Programs	T	K-12
X	Health and Safety Fairs	ATODV	K-8
X	Red Ribbon Week Activities	ATODV	K-12
X	Pursuing Victory With Honor	ATODV	7-12
X	Youth Court	ATODV	K-6

Week	Ch	Activities	Program ATODV Focus	Target Grade Levels
		Youth Development Caring Schools Caring Classrooms		
X		Other Activities Sober Graduation Activities Every 15 Minutes	ATODV	9-12
X		K-12 Character Education Program	ATODV	K-12
X		Child Abduction Prevention	V	Preformal - 6
X		School-based Mental Health Clinicians	ATODV	K-12
X		Awards, Honors, and Recognition Programs	ATODV	K-12
X		Risk Assessment Procedures	V	K-12
X		Day of Respect	V	9-12
X		Substance Abuse Counselor	ATOD	9-12
X		Challenge Day	V	9-12
X		District Safe Schools Project	V	K-12
X		Kanine Interdiction Detection Services	ATODV	7-12
X		Suicide Prevention Procedures Crisis Intervention Manual	V	K-12
X		Student Study/Success Teams	ATODV	K-12
X		Healthy Start	ATODV	K-12

X	Human Relations Clubs Human Relations Classes	V	K-6 7-12
X	Modesto Outreach and Intervention Team (MOIT)	ATODV	K-12
X	Safety Hotlines	V	7-12
X	FNL 9-12 Club Live 7-8 Kids Live K-6	ATOD	7-12 K-6
X	School Police Officers	ATODV	7-12

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

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

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

The District will be reviewing possible implementation of promising or favorable programs during the 2003-2004 school year.

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.

1. Due to the high number of students who use alcohol as indicated by CHKS data, and the fact that Project Alert is a science-based proven effective program, the District provided Project Alert training for all Junior High/Middle School Physical Education Teachers and began implementation of Project Alert Fall 2001.
2. Second Step is a research-based proven effective bullying prevention program that has been implemented preschool - grade 6 since 1988. Second Step was selected based on the need to improve student/peer behavior and reduce bullying based on CHKS results and Safe Schools Project goals.
3. The District has implemented the programs and activities listed in Appendix D to reduce the increasing number of students who are expelled, referred to Elliott Alternative Education Center or drop out of school.

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.

1. School and agency staff review the efficacy of Modesto City Schools alcohol, tobacco, other drug use and violence prevention programs at quarterly Agency Alliance Committee meetings.
2. Administrative and Pupil Services Division managers discuss support services programs and activities at monthly cabinet meetings.
3. Modesto City Schools staff conduct annual school site visits to review the implementation of outstationed school-based agency staff.
4. Healthy Start staff collect information regarding the number of support services provided to students and parents through the Healthy Start WEB and PEDS data collection systems.
5. Outstationed agency staff collect information regarding the number of students served and staff satisfaction with services provided. This data is used to evaluate programs - successful programs are replicated, programs that are not producing expected results are modified or eliminated accordingly. Funding for support services has decreased and school programs were dissolved such as the School Probation Officer, Youth Court, etc.
6. SASI reports are generated monthly for program evaluation purposes: days absent, days tardy, days suspended.
7. Analysis of sign-in sheets indicate the type of intervention and the number of times the student accessed these services -- sign in sheet data reveals whether services will be sustained or expanded.

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.

CHKS have been disaggregated by topic and school and discussed at District meetings.

A written report incorporating CHKS tables will be prepared by the Director Pupil Services by June 30, 2007.

Quarterly Agency Alliance Committee meetings will be the venue for publicly reporting progress toward attaining performance measures. Agency Alliance Committee members use performance measures and make recommendations to modify, add, or delete programs or revise performance measures as necessary.

CHKS results have been shared with the following staff: MCS Board of Education, K-12 principals, Binge Drinking Committee, SCOE Prevention Coordinators, BTSA teachers, etc.

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])

Schools with the highest number of students who receive a free or reduced price lunch, live in single parent households, are English learners, whose parents are receiving TANF, have emotional or mental health problems, have physical health problems, have received disciplinary action, and performing below basic standards will be targeted for services. Mobility and dropout rates are also considered. School-wide programs and Targeted Assistance Program schools also have a priority for services. Programs currently in place at targeted schools are a consideration as well as providing services to SIP only schools which have limited resources. Modesto Police Department and Stanislaus County Sheriff's and Probation Department crime-data are also reviewed to ensure support services are provided to high-risk communities.

- School Police Officers who provide enforcement services at all 7-12 schools.
- Kanine Interdiction Detection Services to deter 7-12 students from bringing alcohol, tobacco, drugs, or firearms to school.
- Student Assistance Specialists who provide counseling services 2 days @ week at all 7-12 schools and targeted K-6 schools.
- A Substance Abuse Counselor provided at Downey High School
- Risk evaluation procedures for students who pose a threat to harm themselves, other students or staff

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.

MCS S&DFS&C funded alcohol, tobacco, other drug and violence prevention programs are braided together with other MCS federal, state, and local prevention programs such as After School Education and Safety Programs, AB 1113, Healthy Start, and School Community Policing. The Modesto City Schools support services grid clearly shows which schools receive support services. Schools are targeted based on poverty, mobility, number of students enrolled, CHKS data, attendance data, etc. The Associate Superintendent, Administrative and Pupil Services meets regularly with State and Federal Program and Pupil Services Directors to blend programs and services into a seamless delivery system of support for all students.

MCS staff participate as a member of the Children's Council along with staff from almost all child serving agencies in Stanislaus County. MCS staff attend school-linked services and other agency meetings as necessary such as Binge Drinking and Prevention Coordinator meetings.

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

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

Parents are involved in Modesto City Schools at many levels, such as planning and designing programs, implementing strategies, and as classroom volunteers.

Opportunities for parent involvement include: Healthy Start Site Commissions, Block House Parents, Health and Safety Fairs, Parent Institute, Ready to Learn, School Site Councils, School Community Policing Community Forums, Parent Clubs, School Safety Committees, Student Study Teams, SARB, Morning/Second Cup of Coffee meetings, Incredible Years, Ready to Learn, Modesto Outreach and Intervention Team, SPIE business partners, media publications, community-wide events (Red Ribbon week, FNL, etc), and Golden Valley Health Centers school-based clinics.

Parent notification procedures include distribution of K-6 and 7-12 conduct codes, parent consent for students to take the CHKS, etc.

Parent Information packets are provided in both Spanish and English. Many parent education programs (Parent Institute, Incredible Years, Ready to Learn, etc.) are provided in Spanish. College Counselors make a concerted effort to reach out to parents of first generation college students through "College for the Community" and CACE conference presentations.

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.

Modesto City Schools provides services to pregnant and parenting teens through Downey High School SAPID programs and Elliott Teen Parent Center. Status of teen parents is assessed and individual counseling is provided by SAPID teachers, School Counselors, Student Assistance Specialists, and School Nurses. MCS School Nurses refer teen parents to Health Services Agency for AFLP case management services. Pregnant and parenting students are referred to CSA Cal-Learn programs via SAPID and Teen Parent program staff. Healthy Start staff provide the "Ready to Learn" program to teens who are parents of 0-5 year old children.

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

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)	Counseling services at all 9-12 schools	540:1 student counselor ratio	Counselors	Students on track for graduation Credits earned	General Fund
	AB 1802 Supplemental Counseling Services at 7-12 Schools	3000	AB 1802 Counselors	CAHSEE Consolidated Application	State Funding
5.2 (Dropouts)	Advanced Pathways	100	Program Staff	Graduation Rate	General Fund
	Small Learning Communities	60 SLC’s 5000-5500	Program Staff	Graduation Rate	Grant, general & categorical funds
5.3 (Advanced Placement)	Program Improvement junior highs and high schools	420	7-12 Directors Principals Site Administrators	Number of students taking one or more classes	General Fund
	Advanced Placement classes offered at 6 high schools.	2032	7-12 Directors Principals Site Administrators	AP Test Results Enrollment test Participation rate Passing rate	General Fund
	International Baccalaureate Program at Modesto High School	440	IB Coordinator 7-12 Directors Principals Site Administrators Teachers	IB Test Results	General Fund

Additional Mandatory Title I Descriptions

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

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

Modesto City Schools uses Free and Reduced lunch counts to determine the poverty ranking of each school. The district serves schools in rank order of poverty.

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.

Eligible children are identified by the school as failing or most at risk of failing district and/or state standards on the basis of multiple criteria. These multiple criteria may include STAR test results, local assessment results, teacher judgment and parent interviews. The School Site Council must approve which criteria are used for specific Title I programs.

At the preschool through grade 2 level children are selected based on teacher judgment and benchmark data which determine the children most at risk of failure.

At grades 3-12 eligible children are identified by the school when not reaching the Proficient or Advanced levels in English Language Arts or Mathematics on the STAR (Standardized Testing and Reporting).

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.

Neglected and Delinquent not applicable at his time. Homeless children receive all McKinney-Vento rights. Transportation is provided to assist families in remaining at schools of origin. Homeless families are not required to present all documents when registering at a school.

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

1. Assist the school(s) to analyze data and budgets.
2. Develop or revise school plans based on scientifically based research to strengthen the core academic subjects and address specific academic issues.
3. Establish specific annual, measurable objectives for continuous and substantial progress by each group of low performing students.
4. Incorporate activities before school, after school and during the summer.

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.

Modesto City Schools has implemented Public School Choice in all underperforming Title I Schools. Letters are sent in spring notifying families of the choice option schools. In the 2007-2008 year letters were sent to all homes of students at 18 Program Improvement Schools. 229 students used choice to move to a better performing school.

Supplemental Educational Services are offered to students at 18 Program Improvement Schools. Families are notified of the opportunity through a direct mailing, a posting on the district website, publicity in the Modesto Bee, and formal presentations at the local CACE Mini-Conference at Modesto High School and the regional CACE Conference in Sacramento. In the 2007-2008 school year, 16 providers served 762 students.

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.

This information is included in Performance Goal 3, pages 41-59.

Additional Mandatory Title I Descriptions

(continued)

Coordination of Educational Services

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

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

The Director of Child Development Programs reports and meets with the Director, Elementary Education. The Director of Child Development meets with department coordinators both individually and as a group to coordinate and integrate educational services for the district. The directors also meet with principals and school site personnel to ease the transition of participants to local elementary programs. The Director, State and Federal Programs is also vital to the planning and implementation of the programs.

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: Title III Action Plan

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

Arturo M. Flores
Print Name of Superintendent

Signature of Superintendent

June 23, 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	(ii) 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

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

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

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

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

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

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

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			x			C
Aggression Replacement Training	School				x		D
Aggressors, Victims, and Bystanders	6 to 9				x		D
Al'sPal's: Kids Making Healthy Choices	Pre K to 2				x		D
Baby Safe (Substance Abuse Free Environment) Hawaii	Families	x	x	x			C
<u>Basement Bums</u>	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

Title III Year 4 Action Plan

APPENDIX F

Action Plan for: Modesto City Elementary District

Standard B.1.c: All English Learners have access to appropriate English Language Development (ELD) instruction.

Focus/Objective: Consistent, research based English Language Development instruction at Junior High and low impact Elementary sites.

Specific Actions <i>Include descriptions</i>	Person(s) Responsible <i>Lead and those who will assist</i>	Timeline <i>Start Date, End Date; details about what needs to happened over time</i>	Estimated Cost	Funding Source
1. Develop with low impact elementary sites options for providing ELD and a staff development timeline.	Pat Portwood, Director of Educational Services, K-6	September 2007 – June 2008 1. Planning time at Principal’s meetings 2. Site meetings and trainings with the District Bilingual Language Development Specialist 3. Fully implemented 2008-2009	NA	NA
2. Develop a 7-8 Committee to explore options for ELD at Junior High.	Lynn Lysko, Director of 7-12 Instructional Services Melanie McCleary, Administrator of Special Proj.	January – Feb 2008: Create the 7-8 Committee: Define Role, Function, Purpose and Outcome Arrange external assistance	\$15,000	EIA Bilingual
3. Formation of 7-8 Committee	Lynn Lysko, Director of 7-12 Instructional Services Melanie McCleary, Administrator of Special Proj.	March – May 2008: Select committee members and host April and May meetings: Review role, function, purpose and outcome of committee.	\$6250	EIA- Bilingual
4. 7-8 Committee Meetings: Establish monthly meetings, both after school and during the day, in order to reach outcome by April.	Lynn Lysko, Director of 7-12 Instructional Services Melanie McCleary, Administrator of Special Projects	Sept 2008- May 2009: Produce a policy document that includes the 7-12 EL Program definition, guidelines, and implementation plan for recommendation to the Superintendent.	\$25,000	Title III
5. Site level staff development on EL accountability.	Lynn Lysko, Director of 7-12 Instructional Services Melanie McCleary, Administrator of Special Projects	April – May 2008 Present at site staff meetings, department meetings, or grade level meetings.	NA	NA
6. Visitation to outside district to review ELD program and conduct classroom observations. Outcome to be potential options for implementation at sites.	Pat Portwood, Director, Educational Services, K-6 Lynn Lysko, Director, Instructional Services, 7-12	January 2008: Arrange visitation March 2008: Visitation to outside district with a MCS district team	\$400	EIA Bilingual

District Policies Needed to Support These Actions: Yes Policies Currently in Place: Yes ___ No X

Standard B.1.d: All English Learners have access to appropriate Reading/Language Arts Instruction

Focus/Objective: English Learners have access to appropriate ELA classes as determined by multiple measures.

Specific Actions <i>Include descriptions</i>	Person(s) Responsible <i>Lead and those who will assist</i>	Timeline <i>Start Date, End Date; details about what needs to happened over time</i>	Estimated Cost	Funding Source
1. Develop multiple measures data system for incoming 7 th graders to be used for appropriate ELA placement.	Randy Fillpot, Director, Curriculum & Staff Development, 7-12 Melanie McCleary, Administrator of Special Projects	December 2007 – March 2008 Identify multiple measures to use. Meet with IS department to create report of incoming 7 th graders by site.	NA	NA
2. Meet with 7-8 Principals and Associate Principals to review multiple measures and report	Randy Fillpot, Director, Curriculum & Staff Development, 7-12 Melanie McCleary, Administrator of Special Projects	March – April 2008 Hold training for Principals and Associate Principals at Principals Meeting. March: Write Agenda item for meeting	NA	NA
3. Staff development on direct instruction and English Learner strategies Focus being on teams of teachers and administrators learn strategies and implement at sites.	Lynn Lysko, Director, Instructional Services, 7-12	September 2007 – June 2008 RSDSS: Regional System of District and School Support: SJCOE Each Jr High is participating with an administrator and team of teachers	\$24,648	EIA Bilingual
4. Staff development focused on increasing student achievement of English Learners, minorities, and struggling learners through student engagement.	Lynn Lysko, Director, Instructional Services, 7-12	Nov 3-5, 2007 How To Achieve AYP & More Conference by International Center for Leadership in Education. Send site administrator and team from each Jr. High	\$15,000	EIA Bilingual
5. Staff development focused on increasing student achievement of English Learners, minorities, and struggling learners through student engagement. (related conference)	Lynn Lysko, Director, Instructional Services, 7-12	February 8-10, 2008 Best Practices to Engage 21 st Century Learners: Conference by International Center in Education Send site administrator and team from each Jr. Hig	\$15,000	EIA Bilingual

Specific Actions <i>Include descriptions</i>	Person(s) Responsible <i>Lead and those who will assist</i>	Timeline <i>Start Date, End Date; details about what needs to happen over time</i>	Estimated Cost	Funding Source
6. Monitoring student engagement strategies through classroom visitation checklist adapted by the district.	Pat Portwood, Director, Educational Services, K-6 Lynn Lysko, Director, Instructional Services, 7-12	July 2007 – June 2008 Classroom visitation by district personnel and WestEd consultant	\$92,000	EIA Bilingual
7. Expansion of Benchmark Assessment and Essential Standards training to data interpretation to modify instruction.	Pat Portwood, Director, Educational Services, K-6	July 2007 – June 2008 Staff development: Module III: Standard Based Instruction Using Data	\$58,000	EIA Bilingual
8. Visitation to outside district to review EL program and conduct classroom observations.	Lynn Lysko, Director, Instructional Services, 7-12 Melanie McCleary, Administrator of Special Projects	January 2008 Schedule and coordinate visitation March 2008 Visitation for team	\$200	EIA Bilingual
District Policies Needed to Support These Actions: <u>Yes</u> Policies Currently in Place: Yes ___ No <u>X</u>				

Action Plan for: Modesto City Elementary District

Number 3

Standard C.1.a: Fiscal Policies are aligned to achievement outcomes and instructional goals based on needs of EL subgroup

Focus/Objective: Create a District Strategic Plan to align resources leading to strong academic achievement for all students, including English Learners.

Specific Actions <i>Include descriptions</i>	Person(s) Responsible <i>Lead and those who will assist</i>	Timeline <i>Start Date, End Date;</i> <i>details about what needs to happened over time</i>	Estimated Cost	Funding Source
1. Identify and contract with strategic plan facilitator to work with staff in plan development.	Arturo Flores, District Superintendent Craig Rydquist, Associate Superintendent, Educational Services	September-November 2007 Facilitator meets with Superintendent’s Cabinet to review student achievement data for all students and begin discussing critical indicators and measures of student achievement.	\$40,000 for the 2007-08 School Year	General Fund
2. Expand work to include site administrators, other department managers and Board of Education in creating a vision statement for the District and identifying vital signs for monitoring student progress.	Arturo Flores, District Superintendent Craig Rydquist, Associate Superintendent, Educational Services	November 2007-January 2008 Principals review student achievement data for all students and begin discussing critical indicators and measures of student achievement.	NA	NA
3. Expand work to involve site personnel. School staff representatives meet with facilitator. Representatives then work with school site staff to determine vital signs for monitoring student progress. Input is sent to Superintendent’s office.	Arturo Flores, District Superintendent Craig Rydquist, Associate Superintendent, Educational Services	February-April 2008 School staff representatives are trained by facilitator to lead site conversations related to student learning and identification of indicators of student progress.	\$10,000	EIA Bilingual
4. Expand work to include community engagement for suggestions and feedback related to strategic planning.	Arturo Flores, District Superintendent Craig Rydquist, Associate Superintendent, Educational Services	March-May 2008 Conduct two sessions with the Board of Education including community members to provide feedback and suggestions related to plan.	NA	NA
5. Finalize plan based upon input and feedback from all stakeholders. Plan will be presented to the Board of Education for approval.	Arturo Flores, District Superintendent Craig Rydquist, Associate Superintendent, Educational Svc	May-June 2008 Official approval of District Strategic Plan.	NA	NA

Standard C.1.a: Fiscal Policies are aligned to achievement outcomes and instructional goals based on needs of EL subgroup #3 Continued

Specific Actions <i>Include descriptions</i>	Person(s) Responsible <i>Lead and those who will assist</i>	Timeline <i>Start Date, End Date; details about what needs to happen over time</i>	Estimated Cost	Funding Source
6. Budget adjustments are made to support the identified district focus areas as needed.	Debbe Bailey, Deputy Superintendent, Chief Business Official Jim Pfaff, Director, State and Federal Programs	June-October 2008 District resources are aligned to identified areas to improve student learning, including English Learners.	To Be Determined	To Be Determined
7. Modify or create Board Policy to support the implementation of the Strategic Plan and the revision of the LEA Plan as appropriate.	Arturo Flores, District Superintendent Craig Rydquist, Associate Superintendent, Educational Services	February-October 2008 A review of related Board Policy will occur and modifications or development will be made as needed.	NA	NA
8. Continue contractual agreement with facilitator for assistance with Strategic Plan implementation, monitoring of progress and alignment of fiscal resources.	Arturo Flores, District Superintendent Craig Rydquist, Associate Superintendent, Educational Services	July 2008-June 2009 Student achievement for all students, especially English Learners, will be monitored to measure student progress.	\$40,000 for 2008-09 school year	General Fund
9. Single Plan for Student Achievement will be modified at each school site to reflect district focus and align resources in support of the identified areas.	Jim Pfaff, Director, State and Federal Programs	July 2008-December 2008 Individual site plans will align with District LEA Plan to support student achievement for all students including English Learners.	To Be Determined	To Be Determined
District Policies Needed to Support These Actions: <u>Yes</u> Policies Currently in Place: Yes ___ No <u>X</u>				

Standard E.2.a: Teachers of English Learners are authorized/highly qualified

Focus/Objective: Create a system for monitoring that all teachers have proper EL certification.

Specific Actions <i>Include descriptions</i>	Person(s) Responsible <i>Lead and those who will assist</i>	Timeline <i>Start Date, End Date; details about what needs to happen over time</i>	Estimated Cost	Funding Source
1. Revise the Credential and Assignment Cross Reference report to show the number of English Learners per class/period.	Karl Modgling, 7-12 Director of Human Resources Melanie McCleary, Administrator of Special Projects Sally Chapman, Information Systems	January 2008 Meet with Information Systems to modify the Credential and Assignment Cross Reference report	NA	NA
2. Review the Credential and Assignment Cross Reference report to determine which teachers currently have ELs and are not properly certified. Teachers need to apply for Emergency credential to CTC.	Chris Flesuras, Associate Superintendent Human Resources	Review report at the beginning of 2 nd Semester – January 2008 Send notices to teachers February 2008	NA	NA
3. Send notices to all other teachers that do not have an EL Certification indicating the requirement to obtain an EL Certification for the 08-09 school year.	Chris Flesuras, Associate Superintendent Human Resources	Review report at the beginning of 2 nd Semester – January 2008 Send notices to teachers February 2008	NA	NA
4. Host CTEL prep classes and CLAD classes.	Pam Able, Director, Human Resources, K-6 Melanie McCleary, Administrator of Special Projects	February 2008 – June 2009 Arrange facilities and dates for CTEL prep classes and CLAD classes. Notify all teachers of classes, dates, and times	\$3, 000	Title III
5. Review EL Certification of each teacher	Pam Able, Director, Human Resources, K-6 Karl Modgling, Director, Human Resources, 7-12	July – September 2008 Use the Credential and Assignment Cross Reference report to review all EL Certifications and placements.	NA	NA
6. Report to the Superintendent’s Cabinet status of EL Certification	Chris Flesuras, Associate Superintendent, Human Resources	September – October 2008	NA	NA

District Policies Needed to Support These Actions: Yes Policies Currently in Place: Yes ___ No X