(CDE use only)

| Application # | |

No Child Left Behind Act of 2001

LOCAL EDUCATION AGENCY PLAN

Mail original and two copies to:

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

Updated for 2014/2015 School Year

LEA Plan Information:

Name of Local Education Agency (LEA): **Rocklin Unified**

County/District Code: **31-75085**

Dates of Plan Duration: **July 1, 2003 to June 30, 2008 (to be updated annually)**

Date of local governing board approval: May 21, 2003 (latest update approved 6-11-14)

District Superintendent: **Roger Stock**

Address: **2615 Sierra Meadows Drive**

City: **Rocklin**   Zip code: **95677**

Phone: **916-624-2428**   Fax: **916-624-7246**

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.

Roger Stock   **June 11, 2014**

Printed or typed name of Superintendent   Date

Signature of Superintendent

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

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

Since 1995, California has been building an educational system consisting of five major components:
- rigorous academic standards,
- standards-aligned instructional materials,
- standards-based professional development,
- standards-aligned assessment, and
- an accountability structure that measures school effectiveness in light of student achievement.

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

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

Descriptions of the Consolidated Application, the Local Education Agency Plan, and the Coordinated Compliance Review Process

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

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

The Consolidated Application (ConApp)

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

Part II of the Consolidated Application is submitted in January 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 IV (Safe and Drug Free Schools). LEA's may elect to allocate other funds to schools for inclusion in school plans. The content of the school plan includes school goals, activities, and expenditures for improving the academic performance of students to the proficient level and above. The plan delineates the actions that are required for program implementation and serves as the school's guide in evaluating progress toward meeting the goals.

The Local Education Agency Plan (LEA Plan)

The approval of a Local Education Agency Plan is a requirement for receiving federal funding 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 LEA's will take to ensure that they meet certain ***programmatic*** requirements, including coordination of services, needs assessments, consultations, school choice, supplemental services, services to homeless students, and others as required. In addition, LEA Plans summarize assessment data, school goals and activities from the *Single Plans for Student Achievement* developed by the LEA's schools.

Categorical Programs 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. The Coordinated Compliance Reviews are conducted for each district once every four years by state staff and local administrators trained to review one or more of these programs. The purpose of the review is to verify ***compliance*** with requirements of each categorical program, and to ensure that program funds are spent to increase student achievement and performance.

Development Process for the LEA Plan

LEAs must develop a single, coordinated, and comprehensive Plan that describes the educational services for all students that can be used to guide implementation of federal and state-funded programs, the allocation of resources, and reporting requirements. The development of such a plan involves a continuous cycle of assessment, parent and community involvement, planning, implementation, monitoring, and evaluation. The duration of the Plan will be five years (July 1, 2003 through June 30, 2008); the Plan will be updated annually.

In developing the Plan, the LEA will review its demographics, test results, performance, and resources. Given that the majority of such information is readily available in the School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the Academic Performance Index (API) results, and other data sources, the

LEA will find the data easy to access via the Internet. (See Appendix B for links to each of the web sites containing student and staff demographic information, SARC, STAR, and API data.) **The LEA is expected to gather and review its own information from these resources and use it to inform the planning process.**

The LEA Plan can serve as a summary of all existing state and federal programs and establish a focus for raising the academic performance of all student groups to achieve state academic standards. In the context of this plan, improvements in instruction, professional development, course offerings, and counseling and prevention programs are means of achieving specific academic and support services goals for all groups of students, including identified under-performing student groups.

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

1. Obtain input. Seek the input of councils, committees, and community members (e.g., school site council; school health council; committees for Limited English Proficient, state compensatory education, gifted and talented education, special education, etc.).

    The most effective plans are those supported by the entire LEA community. The integration of existing program plans, such as Immediate Intervention/Underperforming Schools Program, High Priority Schools Grant Program, Alternative Education Programs, and Focus on Learning: Secondary School Accreditation, and others does not eliminate any program requirements. The combined process must include the requirements of every program involved.

2. Review LEA characteristics. Include the LEA's vision and mission statements as well as a description or profile of the LEA.

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

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

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

6. <u>Review available resources</u>. 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. <u>Identify specific plans for improvement</u>. 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. <u>Obtain local governing board approval</u>. The LEA Plan must be approved by the local governing board prior to submittal to CDE. Ensure that all required signatures are affixed.

9. <u>Monitor progress</u>. 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. <u>Evaluate the effectiveness of planned activities</u>. 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. <u>Modify the plan</u>. 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.

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

PLANNING CHECKLIST
FOR LEA PLAN DEVELOPMENT
(Optional)

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

FEDERAL AND STATE PROGRAMS CHECKLIST

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

	Federal Programs		State Programs In LCFF Now
✓	Title I, Part A & ARRA Part A		EIA – State Compensatory Education
	Title I, Part B, Even Start	LCFF	EIA – Limited English Proficient
	Title I, Part C, Migrant Education		State Migrant Education
	Title I, Part D, Neglected/Delinquent	LCFF	School/Library Improvement
✓	Title II, Part A, Subpart 2, Improving Teacher Quality		Child Development Programs
	Title II, Part D, Enhancing Education Through Technology & ARRA		Educational Equity
✓	Title III, Limited English Proficient	LCFF	Gifted and Talented Education
Pending	Title III, Immigrants		TUPE - 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	LCFF	School Safety and Violence Prevention Act (AB1113, AB 658)
	Adult Education		Pupil Retention (Tenth Grade Counseling)
✓	Career Technical Education (Carl Perkins)		Healthy Start
✓	McKinney-Vento Homeless Education		Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	21st Century Community Learning Centers	LCFF	Other (describe): BTSA
	Other (describe):		Other (describe):
	Other (describe):		Other (describe):
	Other (describe):		Other (describe):

DISTRICT BUDGET FOR FEDERAL PROGRAMS – 2014-2015

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Part II
The Plan

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Needs Assessment

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

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

Academic Performance
The needs assessment should include a focus on the academic areas highlighted in California's Performance Goals 1, 2, 3, and 5 (see Appendix A for a full listing of all of California's Performance Goals and Indicators), including:
- o Statewide standards, assessment, and accountability
- o Local assessments and accountability
- o Coordination and integration of federal and state educational programs
- o The LEA academic assessment plan

Professional Development and Hiring
Another component of the needs assessment should examine local needs for professional development and hiring. LEA teachers and administrators should participate in this process to identify activities that will provide:
- o teachers with the subject matter knowledge and teaching skills to provide all students the opportunity to meet challenging state academic achievement standards, and
- o principals with the instructional leadership skills to help teachers provide all students the opportunity to meet the state's academic achievement standards.

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

participate in the drug and violence prevention program). This analysis is based on ongoing local assessment or evaluation activities (Sec. 4115 (a)(1)(A).

Descriptions – District Planning

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

The Rocklin Unified School District is located in historic Placer County. The community is family oriented and suburban. Rocklin grew as a town because of an extensive granite quarrying industry and was a division point on the Southern Pacific Railroad. Situated in a region of gently rolling low ridges and oak dotted valleys, it was a winter setting for Indian camps as well as the permanent Chinese colony plus the Finnish, Spanish, and English settlers. In the days between 1864 and 1908, approximately 50% of the population was of Finnish origin.

Early newspaper accounts pinpoint the Rocklin School District being formed in August 1866. The first school was located on the Ray Johnson Ranch in the area of Fourth Street near what is now the ballpark. By 1881, there were 132 pupils enrolled with a staff of two teachers. In April 1885, a new school was built when the old school burned. The new school had four rooms, three teachers, and 180 students. By 1899, the teaching staff had grown to four. Just fifty some years later, in 1952, there were 2,000 residents in the community with a school enrollment of 370 students, nine teachers and one principal/teacher. The District was 11.5 square miles. Thirty-four years later, in 1986, there were three schools in the elementary district. High school students attended Del Oro High School in Placer Union High School District and Roseville High School in the Roseville Joint Union High School District. On April 8, 1986, a unification election was held in the community. This election was successful, and on July 1, 1987, the unification was effective. Since that time, there has been rapid change and growth in the community and in the District.

In 1991, Cobblestone Elementary School was opened. One year later, Antelope Creek School began operations and Breen Elementary commenced mid-year in March 1995. School year 1993-94 was a special year for the Rocklin Unified School District as Rocklin High School opened its doors to a freshman class, the future class of 1997. Each year thereafter, one grade level was added. In spring 1997, Rocklin Unified School District graduated the first Senior Class of Rocklin High School. In 1996-97, the District opened a Continuation High School. In 1999, Twin Oaks Elementary School opened its doors to 500 students and Granite Oaks Middle School opened. The winter of 2000 brought a new campus and home for the Rocklin Alternative Education Center. In the fall of 2000, Spring View Middle School opened after extensive modernization and build-out. In the fall of 2001, Valley View Elementary and Sierra Elementary schools opened and in the fall of 2002, Rock Creek Elementary opened. Two more schools, Ruhkula Elementary and Whitney High School opened in 2005. Our newest school to open was Sunset Ranch Elementary in 2010.

Rocklin Unified School District is recognized for its commitment to the optimum development of each learner and to the belief that all students can learn. Students acquire basic skills and

develop their own special capabilities. The District educates approximately 11,000 students enrolled in 11 elementary, two middle, two comprehensive high school, and one continuation high school/alternative education center. The District provides a strong and balanced instructional program with a major emphasis on academics. Basic operating revenue is augmented by several categorical and other special funds.

The elected Board of Trustees has a clear vision as to the attributes of quality education and is committed to continuous dialogue with parents, staff, and the community to ensure that continuous improvement is a reality in Rocklin Unified. These Trustees individually and collectively are open and responsive to the needs of all students. Meaningful involvement of employees and parents is highly valued by the District. Advisory committees are encouraged and active at all levels of the operation.

Highway 80, a major east-west artery running from Sacramento to North Lake Tahoe, bisects the Rocklin Unified School District. The community is located in the beautiful foothills of the western slope of the Sierra Nevada Mountains. Rocklin is within 120 miles of San Francisco, Oakland, Santa Rosa, Napa, Sonoma, and Reno.

Its Students...

The Rocklin Unified School District served over 11,000 students from Kindergarten through twelfth grade in 2013-14. The students belong to a community that has a rich multi-cultural heritage representing a wide range of nationalities and backgrounds as well as a cross section of old California families. The following is a breakdown of racial/ethnic enrollment:

    68.0% White, not of Hispanic origin
    13.6% Hispanic
    6.8%   Asian
    2.8%   Filipino
    1.6%   Black, not of Hispanic origin
    0.5%   American Indian or Alaska Native
    0.4%   Pacific Islander
    6.3%   Multiple or no response

Mission Statement…

The Rocklin Unified School District, a rapidly growing community of educators and families committed to excellence, will ensure that all students acquire the skills and knowledge to reach their highest potential and become self reliant, critical thinkers and responsible citizens, by providing a rigorous, well rounded, student-centered curriculum in partnership with all facets of the community.

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, <u>if any</u>, that are in addition to the academic assessments described in the State Plan under section 1111(b) (3), <u>that the local educational agency and schools served under this part will use to:</u>

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.

	Grade level		Assesses	Purpose
Reading Assessments	K-6	Every trimester	Word analysis skills, comprehension skills, fluency, writing application, listening and speaking	Standards based report card assessments, instructional planning, district analysis
Star Reading Assessment	2-10	Initial placement	Reading comprehension	Screening assessment for placement in Accelerated Reading
Accelerated Reading	1-10	1-2 times a week	Daily reading progress, comprehension	Classroom-based reading data system to monitor reading practice
Star Early Literacy	K-3	Weekly, Monthly, or 3x per year depending on student's ability	Pre-reading skills, word analyses, comprehension, and fluency	Screening and monitoring assessment for intervention

	Grade level		Assesses	Purpose
Language Arts Assessment	2-8	Every trimester (gr 2-6), every quarter (7-8)	Essential skills from California English /Language Arts standards except fluency, writing application, listening, and speaking	Report card assessment, supplies data for class, school, and district assessment and planning
Writing Assessment	K-6	Spring	Writing in different domains	Test for assessing student progress, planning for writing instruction, district analysis
Math Assessments	K-1	Every trimester	Essential skills from California Math Content Standards	District designated assessments for the standards based report card and data for planning instruction
Math Assessment	2-10	Every trimester for grades 2-6 and every semester for 7-10	Essential skills from California Math Content Standards	Report card assessment and supplies data for class, school, and district assessment and planning
Plato Math	9-12	Daily	Math progress	Math Intervention
English/Math Specified Assignments	9-12	Every quarter	California Content Standards	Report Card Grade
Accelerated Math	2-6	As needed	Math progress	Monitor math practice

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 Educational Practice in **Reading and Writing**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: a) Principals receive periodic research based training on language arts standards and how to coach, supervise, and evaluate teachers according to their ability to teach the standards.	a) Principals	a) Consultant's fee	a) $1000	a) Title II, part A
b) Use of a K-6 standards-based report card in language arts with assessments for key standards. Assessments are aligned with adopted texts.	b) Curriculum Committees, Director of Elem. Programs	b) Substitute Costs	b) $4000	b) SLIP
c) K-6 teacher evaluations will stress student mastery of language arts standards.	c) Principals, Deputy Supt.	c) Substitutes	c) $2,000	c) Title II part A
d) K-12 articulation time to review student assessment data on common assessments and formulate action plans for improvement as needed.	d) Teachers, principals	d) None	d) None	d) None
e) Students with diverse needs (EL, Spec. Ed) will be instructed with research proven, standards based materials at the appropriate level.	e) District staff, principals, teachers	e) Materials, training	e) $20,000	e) Title III, Title II, part A, Special Ed., General fund
2. Use of standards-aligned instructional materials and strategies: a) The district will review materials on the K-6 state-adopted list in subjects where state adopted materials have not been purchased. Grades 9-12 teachers will choose texts and materials aligned with the standards.	a) Deputy Supt., Director of Elem. Programs, curriculum committees and curriculum leads	a) Substitute costs for committee work	a) $1000	a) SLIP
b) Teachers will regularly examine student work samples in language arts at grade level meetings, to ensure that students are mastering grade level standards.	b) Deputy Supt., Director of Elem. Programs	b) None	b) None	b) None

Description of Specific Actions to Improve Educational Practice in **Reading and Writing**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
c) The Language Arts Curriculum Committee for K-6 and the Language Arts departments in grades 7-12 will assess books and materials for quality of lessons and develop supplementary materials if necessary.	c) Principals, teachers	c) Substitutes for grades 7-12	c) $8000	c) Title II part A
d) Language Arts curriculum for intervention will be research based and is monitored during Star Reading.	d) Director of Elem. Programs	d) None	d) None	d) None
e) Accelerated Reader will be used to monitor reading practice in grades 2-8.	e) Principals, teachers	e) Scanners	e) None	e) Title 11 Part A and D
f) Teachers will implement service learning as an instructional strategy that promotes learning through service to the community, resulting in increased student engagement, motivation and academic achievement.	f) Service Learning Grant Manager, principals, teachers	f) Transportation, project supplies	f) $7,000	f) CalServe
3. Extended learning time:				
a) The district will offer additional instruction during the school day, before and after school or on Saturdays as needed.	a) Deputy Supt., Director of Elem. Programs	a) None	a) None	a) None
b) The district will encourage small group instruction that targets student need with staggered day schedules in the primary grades or other instructional grouping strategies.	b) Deputy Supt.	b) Intervention classes	b) $20,000	b) Intervention funds
c) The district and school sites will collaborate in the coordination of intervention sessions for students.	e) Deputy Supt., Director of Elem. Programs, principals	e) Materials	e) $4,000	e) Title I
d) The high school will continue to offer an intervention program for students at risk.	f) Deputy Supt., principal	f) Teacher and instructional aides	f) $5,000	f) Intervention funds
e) The high school will continue to offer tutoring through the career center after school.	g) Deputy Supt., principal	g) Teacher and instructional aides	g) $10,000	g) Intervention funds
f) The high school will continue to offer an extra class during the school day for students at risk of not passing the CAHSEE in math and English.	h) Deputy Supt., principal	h) Cost of maintaining an 8 period day	h) $14,000	h) General fund

Description of Specific Actions to Improve Educational Practice in **Reading and Writing**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
4. Increased access to technology: a) Use Accelerated Reading to monitor reading practice for students in grades 2-8, special education, and at risk students. Use Star reading and Star Early Literacy for progress monitoring for k-3 intervention. b) Datawise, the district data analysis program, will be continue to be used to provide instant data for class, school, district, students, and parents c) Training on the use of data to plan instruction for principals and teachers will be ongoing.	a) Deputy Supt., Director of Elem. Programs, principals, staff b) Deputy Supt., Director of Elem. Programs c) Deputy Supt., Director of Elem. Programs	a) Programs, scanners b) Licenses c) Training	a) $6,000 b) 21,000 c) $40,000	a) Title II Part D b) Title II Part D c) Title II Part A & D
5. Staff development and professional collaboration aligned with standards-based instructional materials: a) New teachers will participate in BTSA, with activities that focus on the use of standards based language arts materials. b) Whenever grades K-8 adopts new standards-based reading and literature materials, all teachers will participate in professional development related to their use. c) Some K-12 grade level and site articulation meetings will be designated for training and analysis of the teaching of standards in writing. d) Teachers and administration will receive periodic staff development in the use of computer-based software to assess student progress in language arts at the classroom, district, and state level.	a) Deputy Supt., BTSA Program Coordinator, Director of Elem. Programs, new teachers b) Deputy Supt., Director of Elem. Programs, principals, teachers c) Deputy Supt., Director of Elem. Programs, principals, teachers d) Deputy Supt., Director of Elem. Programs, principals, teachers	a) Presenters b) Substitutes for curriculum leads c) None d) None	a) $2,000 b) $5,000 c) None d) None	a) Title II, part A b) Title II, part A c) None d) None

Description of Specific Actions to Improve Educational Practice in **Reading and Writing**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):				
a) Each school will maintain a School Site Council with staff and parent representatives who give input on the academic programs in the school. The site council will communicate with the parent community about academic programs	a) Principals, parents, staff	a) None	a) None	a) None
b) ELAC, DELAC, Title I Parent Involvement, and GATE committees will be maintained and participate in program planning.	b) Program specialist ELD, parents	b) Child care	b) $300	b) Title III, EIA, and GATE
c) Each school will send each parent his/her child's individual language arts assessment results from the CST and or CAHSEE with an explanation of how to interpret them.	c) Deputy Supt., principals	c) Postage, envelopes, clerical	c) $3,000	c) General fund
d) Each school will hold a "Back to School" night to inform parents of the language arts expectations for the year.	d) Principals, staff	d) None	d) None	d) None
e) Each K-6 parent will attend two parent conferences, at which teachers will discuss the student's progress towards proficiency of the language arts standards.	e) Principals, staff, parents	e) None	e) None	e) None
f) The high school will continue to send quarterly progress reports and report cards home to parents.	f) Principal, staff	f) Postage	f) $5,000	f) General fund
g) Each school receiving Title I funds will hold a parent meeting and trainings	g) Program Specialist: Prevention Program & Principals	g) None	g) $4000	g) Title I
h) SSTs are held when necessary	h) Program Specialist: Prevention Program & Principals	h) None	h) None	h) None

Description of Specific Actions to Improve Educational Practice in **Reading and Writing**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):				
a) A Title I teacher provides specialized reading instruction and Title I aides will work in K-6 classrooms to assist teachers in helping students acquire reading skills.	a) Principals, teachers, aides	a) Teacher, aides	a) $150,000	a) Title I
b) Middle schools offer before and after school study halls to assist students.	b) Principals, staff	b) Teacher, aides	b) $10,000	b) Intervention funds
c) The middle and high school will continue to have transition/ welcoming activities for 7th grade and freshmen students and parents.	c) Principals, staff, student leaders	c) Supplies	c) $3,000	c) General fund,
d) Middle schools provide advisory periods for students and parents.	d) Principals, staff	d) Academy Model	d)	d) General fund
e) Special education teacher teams meet with students and parents at an IEP meeting specifically designed plan for the transition between elementary, middle school, and high school.	e) Special Ed teachers, parents, students	e) None	e) None	e) None
f) At the high school yearly parent nights are held for every grade level. The high school also conducts college nights and career fairs.	f) Principal, staff, counselors, parents	f) None	f) None	f) None
g) At all levels, the ELD staff assists the transition to core classes.	g) EL staff	g) EL staff	g)	g) Title III, EIA funds, general fund
h) Grades 7-12 students and parents involved in the AVID programs meet regularly.	h) Principal, AVID staff	h) AVID staff	h)	h) General fund
i) Kindergarten teachers will provide a kindergarten orientation for incoming kindergarten students and parents.	i) Principal	i) None	i) None	i) None
j) Student Study Team meetings will be held with parents for at risk students.	j) SST Team members	j) None	j) None	j) None

Description of Specific Actions to Improve Educational Practice in **Reading and Writing**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
8. Monitoring program effectiveness:				
a) The district board and administration supports the Public School Accountability Act.	a) Deputy Supt., Director of Elem. Programs	a) None	a) None	a) None
b) The district will participate in all phases of the state's standard-based assessment system, including the California Standards Tests.	b) Deputy Supt., Director of Special Ed.	b) None	b) None	b) None
c) Test data and the API/AYP/CELDT results will be used to monitor programs and drive changes in instructional practice, when needed.	c) Deputy Supt., Director of Elem. Programs, Director of Special Ed.	c) None	c) None	c) None
d) The district will provide software to give teachers and administration the capability to instantly assess student progress towards proficiency of the language arts standards.	d) Deputy Supt., Director of Elem. Programs	d) Scanners, Training	d) Scanners	d), Title II, part A and D
e) Each site will have a Single Plan for Student Achievement. The principal and the Site Council have the responsibility for monitoring progress and making needed revisions. Each school will have reading/language arts goals and objectives.	e) Principal, Site Council	e) None	e) None	e) None
f) Classroom teachers will regularly assess students' mastery of language arts standards by examining student work and assessment data, re-teaching as necessary.	f) Deputy Supt., Director of Elem. Programs, principals, staff	f) None	f) None	f) None
9. Targeting services and programs to lowest-performing student groups::				
a) K-8 students who are below grade level will receive extra help in reading from teachers and/or aides funded through Title I or Intervention	a) Directory of Elem. Programs, principals, Title I staff	a)Teacher, aides	a) $175,000	a) Title I, Intervention funds
b) Summer school reading/language arts classes will be offered to 1-12 students reading below grade level.	b) Deputy Supt.	b) Staff, materials, clerical	b) TDB	b) Intervention funds

Description of Specific Actions to Improve Educational Practice in **Reading and Writing**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
c) Students in grades 10-11 who fail any part of the CAHSEE will be provided with additional instruction through intervention classes.	c) Deputy Supt.	c) Teachers, aides, materials	c) $5,000	c) Intervention funds
d) English language instruction will be provided to students who are not proficient in English in grades K-12.	d)Program Specialist, ELD	d) Teachers, aides, materials, facilities	d) $180,000	d) General fund, EIA, Title III
e) Language Arts goals and objectives for special education students will be standards-based.	e) Director of Special Ed	e) None	e) None	e) None
f) Students may receive more than one kind of additional service				
10. Any additional services tied to student academic needs: N/A				

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: a) Principals will receive periodic research based training on math standards and how to coach, supervise, and evaluate teachers according to their ability to teach the standards. b) Use of a K-6 standards-based report card in math with assessments for key standards. Assessments are aligned with adopted texts. c) Teacher evaluations will stress the mastery of math standards. d) Provide articulation time to review math standards, to compare to current practices, and to plan changes.	a) Principals b) Curriculum Committees, Director of Elem. Programs c) Principals, Deputy Supt. d) Teachers, principals	a) Consultants fee b) Substitute costs c) Teacher in charge subs d) None	a) $1,000 b) $4,000 c) $500 d) None	a) Title II, part A b) SLIP c) Title II, part A d) None
2. Use of research proven, standards-aligned instructional materials and strategies: a) The district will review state adopted math programs for grades 6-8. b) Teachers will regularly examine student work samples and assessment data in math at grade level meetings, to ensure that students are mastering grade level standards, planning intervention as needed.	a) Curriculum Committees, Deputy Supt., Director of Elem. Programs b) Deputy Supt., Director of Elem. Programs	a) Substitute costs for committee work b) None	a) $1,000 b) None	a) SLIP b) None

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
c) The Math Curriculum Committee representing grades K-6 and math departments in grades 7-12 will assess adopted textbooks for quality of lessons and develop supplementary materials if necessary.	c) Deputy Supt., Director of Elem. Programs, Curriculum Committees	c) Substitute costs for committee work	c) $6,000	c) SLIP
d) Curriculum for before and after school intervention will be coordinated with summer school intervention curriculum K-12.	d) Deputy Supt., Director of Elem. Programs	d) None	d) None	d) None
e) Accelerated Math which is aligned with the California Math Content Standards will be used for math practice in grades 2-8.	e) Principals, teachers	e) Scanners	e) $4,000	e) Title II Part A and D
f) Teachers will implement service learning as an instructional strategy that promotes learning through service to the community, resulting in increased student engagement, motivation and academic achievement.	f) Service Learning Grant Manager, principals, teachers	f) Transportation, project supplies	f) $7,000	f) CalServe and General funds
3. Extended learning time: a) The district will offer math classes in summer school for students in grades 1-12. In grades 9-12 students must demonstrate complete acquisition of the standards. The same is expected of 9-12 students attending summer school.	a) Deputy Supt., Director of Elem. Programs	a) None	a) None	a) None
b) Middle schools offer a math lab during the school day.	b) Deputy Supt., Principals, staff	b) Academy Model	b)	b) General fund
c) Rocklin High School will offer an extra period of math for students (math lab).	c) Deputy Supt., Principal	c) Teacher and instructional aides	c) $5,000	c) Intervention funds
d) Middle schools will continue to offer math assistance for students during advisory periods for students below grade level in math. They will also offer before and after school study halls.	d) Deputy Supt., Principals	d) Academy Model	d)	d) General fund
e) The district and school sites will collaborate in the coordination of intervention sessions for students.	e) Deputy Supt., Director of Elementary Programs, Principals	e) Materials	e) $4,000	e) Title I

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
4. Increased access to technology:				
a) Use Accelerated Math to monitor math practice.	a) Deputy Supt., Director of Elem. Programs, Principals, staff	a) Programs, scanners	a) $6,000	a) Title II Part D
b) Offer Plato individual learning modules for students at Rocklin Alternative (Continuation).	b) Principal, staff	b) None	b) None	b) None
c) Principals and teachers will be trained on the use of data to plan instruction.	c) Deputy Supt., Director of Elem. Programs	c) Training	c) $40,000	c) Title II Part A&D
5. Staff development and professional collaboration aligned with standards-based instructional materials:				
a) New teachers will participate in BTSA, with activities that focus on the use of standards based math materials.	a) Deputy Supt., BTSA Prog. Coordinator, Director of Elem. Programs, new teachers	a) Presenters	a) $2,000	a) Title II, part A
b) Grade 6 teachers will be given the opportunity to participate in professional development specific to the 6th grade standards.	b) Director of Elem. Programs	b) Stipends	b) $3,000	b) Title II, part A
c) Some grade level and site articulation meetings will be designated for training and analysis of the teaching of standards in math.	c) Deputy Supt., Director of Elem. Programs, teachers	c) None	c) None	c) None
d) Datawise, the district data analysis program, will continue to be used to provide instant data for class, school, district, students, and parents.	d) Deputy Supt., Director of Elem. Programs, teachers	d) Licenses	d) $21,000	d) Title II Part D
e) Training on the use of data to plan instruction for principals and teachers will be ongoing.	e)) Deputy Supt., Director of Elem. Programs, teachers	e) Training	e) 4,000	e) Title II Part D

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):				
a) Each school will maintain a School Site Council with staff and parent representatives who give input on the academic programs in the school. The site council will communicate with the parent community about academic programs.	a) Principals, parents, staff	a) None	a) None	a) None
b) ELAC, DELAC, Title I Parent Involvement, and GATE committees will be maintained and participate in program planning.	b) Program Specialist ELD, parents	b) Child care	b) $300	b) Title I, III and GATE
c) Each school will send each parent his/her child's individual state assessment results with an explanation of how to interpret them.	c) Deputy Supt., Principals	c) Postage, envelopes, clerical	c) $3,000	c) General fund
d) Each school will hold a "Back to School" night to inform parents of the expectations in math for the year.	d) Principals, staff	d) None	d) None	d) None
e) Each parent of an elementary student will attend two parent conferences, at which teachers will discuss the student's progress towards proficiency of the math standards.	e) Principals, staff, parents	e) None	e) None	e) None
f) The high school will continue sending quarterly progress reports and report cards home.	f) Principals, staff, parents	f) Postage	f) $5,000	f) General fund
g) Each school receiving Title I funds will hold a parent meeting and training.	g) Program Specialist: Prevention Program	g) None	g) $4000	g) Title I
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):				
a) Middle schools offer before and after school study halls to assist students with work.	a) Principals, staff	a) Teachers, aides	a) $10,000	a) Intervention funds

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
b) The middle and high school will continue to have transition/ welcoming activities for 7th grade and freshmen students and parents.	b) Principals, staff, student leaders	b) Supplies	b) $3,000	b) General fund,
c) Middle schools provide advisory periods for students and parents.	c) Principals, staff	c) Academy Model	c)	c) General fund
d) Special education teacher teams meet with students and parents at an IEP meeting specifically designed plan for the transition between elementary, middle school, and high school.	d) Special ed teachers, parents, students	d) None	d) None	d) None
e) At the high school yearly parent nights are held for every grade level. The high school also conducts college nights and career fairs.	e) Principal, staff, counselors, parents	e) None	e) None	e) None
f) At all levels, the ELD staff assists the transition to core classes.	f) EL staff	f) EL staff	f) $200,000	f) Title III, EIA funds, general fund
g) Grades 7-12 students and parents involved in the AVID programs meet regularly.	g) Principal, AVID staff	g) AVID staff	g)	g) General fund
h) Kindergarten teachers will provide a kindergarten orientation for incoming kindergarten students and parents.	h) Principal	h) None	h) None	h) None
8. Monitoring program effectiveness: a) The district board and administration supports the Public School Accountability Act.	a) Deputy Supt., Director of Elem. Programs	a) None	a) None	a) None
b) The district will participate in all phases of the state's standard-based assessment system, including the California Standards Tests.	b) Deputy Supt., Director of Special Ed.	b) None	b) None	b) None
c) Test data and the API/AYP/CELDT results will be used to monitor programs and drive changes in instructional practice, when needed.	c) Deputy Supt., Director of Elem. Programs, Director of Special Ed.	c) None	c) None	c) None

Description of Specific Actions to Improve Education Practice in **Mathematics**	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
d) The district will use Datawise Assessment Management System to give teachers and administration the capability to instantly assess student progress towards proficiency of the math standards.	d) Deputy Supt., Director of Elem. Programs	d) Scanners, Training	d) Scanners	d) Title II, part D
e) Each site will have a Single Plan for Student Achievement. The principal and the Site Council have the responsibility for monitoring progress and making needed revisions. Each school will have goals and objectives in math.	e) Principal, Site Council	e) None	e) None	e) None
f) Classroom teachers will regularly assess students' mastery of math standards by examining student work and assessment data; re-teaching occurs as necessary.	f) Deputy Supt., Director of Elem. Programs, principals, staff	f) None	f) None	f) None
9. Targeting services and programs to lowest-performing student groups:				
a) Summer school math classes will be offered to 1-12 students below grade level in math.	a) Deputy Supt.	a) Staff, materials, clerical	a) TBD	a) Intervention funds
b) Students in grades 10-11 who fail any part of the CAHSEE will be provided with additional instruction in math through intervention classes.	b) Deputy Supt.,	b) Teachers, aides, materials	b) $5,000	b) Intervention funds
c) English language instruction will be provided to students who are not proficient in English in grades K-12.	c)Program Specialist, ELD	c) Teachers, aides, materials, facilities	c) $180,000	c) General fund, EIA, Title III
d) Goals and objectives in math for special education students will be standards-based.	d) Director of Special Ed	d) None	d) None	d) None
e) Students may receive more than one kind of additional service				
10. Any additional services tied to student academic needs: N/A				

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

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

		Description of how the LEA is meeting or plans to meet this requirement.

Required Activities	1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:
	a. Describe the programs and activities to be developed, implemented, and administered under the sub-grant;
	b. Describe how the LEA will use the sub-grant 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:
	   ▪ meeting the annual measurable achievement objectives described in Section 3122;
	   ▪ making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B);
	   ▪ annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1);
	d. Describe how the LEA will promote parental and community participation in LEP programs.
		a. Rocklin Unified School District provides programs incorporating English Language Development to help students learn English and Specially Designed Academic Instruction in English to help students master the state academic content standards. The Structured English Immersion programs provide instruction primarily in English, and include a sequential ELD program and sheltered core content with primary language support as needed and when possible. The English Language Mainstream programs provide instruction overwhelmingly in English targeted to grade level standards and also includes sequential ELD. Students are provided appropriate additional services to ensure access to the core curriculum.
		b. Title III funds will be used to provide supplemental instructional materials for English Language Development and materials designed to help ELs access the core curriculum. Funds will also be used to provide training for teachers (specifically; research based strategies and assessments), to accelerate the achievement of ELs so they can become proficient in English and meet the state standards in reading and math.
		c. All students, including ELs, will participate in the statewide assessment program including the CA Standards Tests (CST) in reading and math to measure students' progress towards proficiency. Statewide targets in reading and math will be applied to significant subgroups of EL students to determine whether EL students have made adequate yearly progress. Results will be reported to School Site Councils and the Board, to parents and the community in the school and district accountability report cards, and posted on the Internet. The CELDT test will be used for initial assessment and administered annually to measure EL students' progress towards English proficiency. It also serves as a criterion for reclassification.
		d. The district invites parents of EL students to serve on advisory committees and to attend multiple site and district level meetings to discuss and evaluate programs and services. At each of these meetings, parents are given the opportunity to verbally and/or in writing submit ideas for our programs on the needs assessment form. Parents are encouraged hold a representative position on the committees. Translation services are available for all parent meetings.

	Description of how the LEA is meeting or plans to meet this requirement.
2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c). The effectiveness of the LEP programs will be determined by the increase in: • English proficiency; and • Academic achievement in the core academic subjects	2. The district has approved the curriculum listed below to provide high quality language instruction based on scientifically based research and aligned ELD and academic content standards. K-5 Houghton Mifflin Language Arts, inclusive of ELD; Rigby's On Our Way to English; 6-8 Prentice Hall Language Arts, inclusive of ELD; Heinle and Heinle's Making Connections; and 7-12 High Point-Success in Language Literature Content Teachers instructing core content areas have been trained to use SDAIE strategies to provide access through comprehensible instruction and therefore, increasing students' academic achievement. Local formative assessments and the annual CELDT data are used to measure the increase in students' English proficiency. The district has developed benchmarks for expected student performance on CELDT over time as a result of these programs. Group data is analyzed and compared to benchmarks to evaluate program effectiveness.

CELDT level	Beginning	Early Int	Intermed	Early Adv	Adv	Redesign
Timeline toward redesignation, based on CELDT level at time of initial enrollment year	1st year	2nd year	3rd year	4th year	5th year	6th year
		1st year	2nd year	3rd year	4th year	5th year
			1st year	2nd year	3rd year	4th year
				1st year	2nd year	3rd year
					1st year	2nd year
California ELA Standards Test	Far below basic	Far below basic	Below basic	Basic	Basic	Proficient
California Math Standards Test	Far below basic	Far below basic	Below basic	Basic	Basic	Proficient

Local formative assessments and the annual CA Standards Tests in reading and math are used to measure the increase in students' academic achievement. A comparison of the aggregate achievement growth of EL students with the average achievement growth of all students will be used to evaluate program effectiveness.

	Description of how the LEA is meeting or plans to meet this requirement.

Required Activities
 	
3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.
   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;
   d. Long term effect will result in positive and lasting impact on teacher performance in the classroom.
	3. Teachers participate in CTEL training in language acquisition, ELD, and SDAIE to learn research-based strategies to meet the needs of EL students and to obtain certification from CCTC.
	
	Teachers will participate in ongoing and sustained staff development in current research and the most effective instructional and assessment strategies for accelerating the achievement of English learners. These trainings are provided by experts in the field at workshops and also in district by EL staff.
	
	Teachers who deliver ELD services will receive training in the ELD components of adopted textbooks and supplemental materials especially designed to support achievement of English learners.
	
	Principals will attend ongoing staff development in the most effective instructional strategies for accelerating the achievement of English learners, including observation protocols to monitor teachers' implementation of ELD and SDAIE strategies.
	
	Staff who administer the CELDT attend an annual training for improved administration and updates of the CELDT.

Allowable Activities 4. Upgrade program objectives and effective instruction strategies.	**Yes or No** Yes	**If yes, describe:** The training for principals and teachers described in #3 above is designed to provide all teachers with effective instruction strategies in ELD and SDAIE.

		Description of how the LEA is meeting or plans to meet this requirement.	

Allowable Activities	5. Provide –
	   a. tutorials and academic or vocational education for LEP students; and
	   b. intensified instruction.
		Yes or No
		
		 Yes
			If yes, describe:
			 English learners and their parents/guardians are invited to participate two evenings a week in the Family Tutoring Center to assist with homework, acquiring the English language and additional instruction.

	6. Develop and implement programs that are coordinated with other relevant programs and services.	**Yes or No** Yes	**If yes, describe:** Reading and math interventions that are aligned with grade level standards are available for all students, including EL students, to increase academic achievement. The Family Tutoring Center is coordinated with the EL, Title I and Homeless programs.
	7. Improve the English proficiency and academic achievement of 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 LEP children and their families – o To improve English language skills of LEP children; and o 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:** Parents of ELs are invited to attend the Parent Institute for Quality Education to learn how to assist their students at home and at school to ensure their future opportunity to attend higher education. At the Family Tutoring Center, ESL for parents is offered for parents of English learners to learn English and to assist their children to be successful in school. Teachers at the center model and assist parents with strategies of how to help their children with homework and in turn, be more successful in school. Parents are provided information and suggestions to help their children improve their academic achievement. All parents are invited to informational meetings to discuss ways to help their children improve academic achievement. This topic is also discussed at ELAC/DELAC meetings three times a year. Translators are available at meetings when necessary. Parents are encouraged to provide input to district as ways of improving academic achievement using the district's Needs Assessment form.	
	9. Improve the instruction of LEP children by providing for – o The acquisition or development of educational technology or instructional materials o Access to, and participation in, electronic networks for materials, training, and communication; and o Incorporation of the above resources into curricula and programs.	**Yes or No** Yes	**If yes, describe:** Educational technology instruction is provided for all students, including EL students, during the regular school day. EL students are able to attend intervention after the regular school day which incorporates the instruction and use of technology. Specific technology (i.e. iPods, Thin Clients) and software programs (Rosetta Stone, Lexia) has been purchased and utilized to assist students' academic achievement.	
	10. Other activities consistent with Title III.	**Yes or No** Yes	**If yes, describe:** Many documents are translated for parents to assist in their understanding of our schools, goals and ways to for them to participate.	

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

Parents of Limited-English-Proficient students must be notified: The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.		Description of how the LEA is meeting or plans to meet this requirement.
Required Activity	1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB): a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program; b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement; c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction; d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child; e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation; f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;	a-b. The CELDT is administered within 30 days of new enrollment to students who have a language other than English listed on the Home Language Survey. Continuing ELs are assessed (using the CELDT) by Oct 31st of each year. Parents are notified of the test results and recommended program placements in writing. English learners who score at the beginning to intermediate levels on CELDT are placed in a Structured English Immersion (SEI) program. English learners with reasonable fluency, scoring at the early advanced and 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 or different placement. c. The written notification of results and recommended placement includes a description of both the SEI and ELM programs, including the content, instructional goals, and extent of use of English and native language in instruction in each program. d. CELDT results reported to parents include levels for reading, writing, and 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 students' administrator, counselor and teachers for use in instructional planning. 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. Parents are informed of the high school graduation rate. f. Parents are also provided written criteria for reclassification from the program and a written summary of the performance expectancies on CELDT, the CST and CAT6 in English/Language Arts, and the CAHSEE for each year in the program. 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). The team determines if the student will require modifications/accommodations for the CELDT. When constructing the IEP objectives, consideration is given to the student's English language proficiency level to insure the linguistic appropriateness. ELs with disabilities are assessed annually using the CELDT to monitor growth. Goals are re-evaluated annually with consideration given to current language proficiency level.

		Description of how the LEA is meeting or plans to meet this requirement.

Required Activity	h. information pertaining to parental rights that includes written guidance detailing –
	    i. the right that parents have to have their child immediately removed from such program upon their request; and
	    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.
		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.

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.		Parents of all students who continue in SEI and ELM programs 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.
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.		If the district or school site does not make adequate yearly progress on the annual measurable objectives, the district will notify parents of the failure to make progress and reasons for failure within 30 days of the notification of failure to the district.

Plans to Provide Services for Immigrants

IF the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).		Description of how the LEA is meeting or plans to meet this requirement.
Allowable Activities	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** Yes	**If yes, describe:** All parents of qualifying immigrant students are invited to participate in the Parent Institute for Quality Education program which trains parents in assisting their children to become successful at home and at school to insure future opportunities to attend higher education. Translation services for families are also provided with these funds.
	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** 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:** Summer school is offered for immigrant students to further assist and accelerate the acquisition of the English language and core standards in an additional school session. In this program, students are provided ELD and tutored in reading and math. High school students (English only and bilingual) volunteer to be mentors to the students also.
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** Yes	**If yes, describe:** Materials are purchased for immigrant students to assist with acquiring the language and academic standards; i.e. dictionaries, glossaries, stories on tape.

		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	Support materials, as listed above, are purchased for immigrant students.
	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	Parent Institute for Quality Education and Summer School (as listed above).
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:	No	Parent Institute for Quality Education (as listed above).

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
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: a) The district's Curriculum Committees and the District Leadership Team conducts a yearly needs assessment of teachers and principals in relation to the criteria for highly qualified teachers to trends of formative and summative assessments, and to State content and academic achievement standards. School and district professional development goals are created to assist district staff to move toward proficiency of standards for all students. Research proven professional development activities will be chosen based on staff strengths and needs in relation to student achievement results.	a) Deputy Supt., Director of Elem. Programs, Curriculum Committees, Principals	a) Substitute costs	a) $2,000	a) Title II, part A
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: a) The district's Curriculum Committees and the District Leadership Team continues to review research on professional development activities that assist teachers and administrators to ensure all students meet or exceed State content and academic achievement standards. These committees pay special attention to those topics and formats that have the greatest positive impact on teachers' ability to accelerate the learning of students in the lowest performing groups. RUSD's system of professional development is both coherent and differentiated based on teacher effectiveness and assignment, and focuses on improving student achievement. Professional development resources are concentrated where they are needed most. Successful teachers and principals serve as trainers and coaches for those who are less successful.	a) Deputy Supt., Director of Elem. Programs, Curriculum Committees, Principals, Parents, Classified	a) Substitute costs	a) $2,000	a) Title II, part A

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
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: a) In designing and then assessing the formative impact of the professional development system, the district's Curriculum Committee's and the District Leadership Team concentrates on the degree to which the system does five things based on data. (1) How well does it focus on students meeting/exceeding key standards through the use of State-adopted/standards based materials and formative assessments? (2) How close to the instructional work of teachers is the professional development situated. (3) To what degree is the system built on the strengths and needs of the staff in relation to academic and cultural strengths and needs of student populations in teacher's classrooms? (4) How well do selected professional development resources apply to particular under-performing student populations in teacher's classrooms? (5) How well integrated are materials adoption/selection, intervention approaches, and family and community relations with the professional development system.	a) Deputy Supt., Director of Elem. Programs, Curriculum Committees, Principals	a) None	a) None	a) None
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: a) The district Curriculum Committees and District Leadership Team ensure that professional development activities are coordinated to address staff needs in assisting all students to meet or exceed State academic achievement standards. Research proven activities are 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 are addressed within the context of ensuring that all students meet or exceed State content and academic achievement standards.	a) Deputy Supt., Director of Elem. Programs, Curriculum Committees, Principals	a) None	a) None	a) None

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met:				
a) Teachers are taught a format for use of collaboration time focused on coordinating the teaching and assessing of key standards in reading, writing, and mathematics.	a) Principals, Director of Elem. Programs	a) None	a) None	a) None
b) Teacher collaboration time will focus on using benchmark assessments data for key standards to review student work on those assignments, and subsequent planning for revising/reviewing/re-teaching/moving on.	b) Principals, staff	b) Substitute costs for release time	b) $9,000	b) Title II, part A
c) Staff development days focus on practicing core research-based practices used in the standards-based materials in reading, writing, and mathematics.	c) Deputy Supt., Director of Elem. Programs, Professional Development Comm.	c) Presenters	c) $10,000	c) Title II, part A
d) Principal's professional development combines the leaders' role in supporting standards implementation, organization and management for continuous improvement and addressing diverse needs of students, particularly students in the lowest performing groups in the district.	d) Deputy Supt., Principals	d) Class fees	d) $1,000	d) AB430; Title II, part A
e) Staff development surveys will be analyzed and used for evaluation and for planning future staff development.	e) Director of Elem. Programs, presenters	e) None	e) None	e) None
f) The Beginning Teacher Support and Assessment (BTSA) is provided for year 1 and 2 teachers	f) Director of Elem. Programs, presenters	f) None	f) None	f) None
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: a) The Curriculum Committees and the District Leadership Team ensure that technology-related professional development links to other district and school professional development activities that are coordinated to address staff needs in assisting all students to meet or exceed State academic achievement standards.	a) Deputy Supt., Director of Elem. Programs, Principals	a) None	a) None	a) None

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
b) Training will be conducted to train teachers and principals on the use of the Accelerated Reader, Accelerated Math, and Datawise software programs and the use and analysis of the reports to improve student achievement.	b) Deputy Supt., Director of Elem. Programs, Principals, staff	b) Stipends/ substitutes	b) $5,000	b) Ren Learn, Title II, part A,
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.): a) Teachers and principals participate in professional development focused on computer based programs to assess students and manage student data. Professional development will include ongoing sessions for in-depth training and application b) Scanners have been purchased to facilitate the use of Accelerated Math, Accelerated Reading, Standards Master, and Datawise. c) To continue access for students the district maintains computer technicians and library assistants at each school to provide access to the library and computer lab during the school day.	a) Deputy Supt., Principals b) Deputy Supt. c) Deputy Supt.	a) Stipends/ substitutes b) Scanners c) Personnel costs	a) $5,000 b) $6,000 c) $200,000	a) Title II, parts A b) Title II, part D c) General funds
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: a) A district Professional Development Strategic Planning Committee comprised of administrators, teachers, paraprofessionals, and parents developed a comprehensive staff development plan. These representatives were selected from a range of school levels and neighborhoods served by the district. School Site Councils review updates of the plan annually. b) The District Leadership Team, that includes administrators from all levels in the district, analyze and discuss results of standards-based work with teachers and plan staff development needs for each school and district wide accordingly.	a) Deputy Supt., Director of Elem. Programs b) District Administrators, Principals	a) None b) None	a) None b) None	a) None b) None

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
c) These two groups, under the guidance of the Deputy Superintendent and the Director of Elementary Programs will conduct an annual needs assessment, establish professional development goals that are tied to improving (i) teachers' and principals knowledge and skill, (ii) organizational support for improved teaching and learning, (iii) teachers' and principals' use of knowledge and skill, (iv) student achievement, design/select professional development activities and strategies to accomplish the goals, monitor the impact of the activities, and adjust as needed.	c) Professional Dev. Strategic Planning Committee, District Leadership Team	c) None	c) None	c) None
9. How the LEA will provide training to enable teachers to: ▪ 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. a) Teacher collaboration time is focused on selecting benchmark assessments for key standards, analysis of assessment data, and joint review of student work, and subsequent planning to address diverse academic needs of the student and the inclusion of the family in support of the student. b) Staff development days and after school inservice opportunities focused on practicing core research-based practices used in the standards-based materials in subject matter areas of most needed improvement, also includes planning for addressing diverse student needs, addressing student behavior, and working with families. c) Summer professional opportunities provide intensive, focused professional learning on meeting the needs of the diverse learner.	a) All teachers / 2 times a month b) All teachers / 3 days each year and once a month after school hours c) Selected teachers annually	a) None b) Presenter fee and stipends for leadership team c) Workshop registration, teacher stipends	a) None b) $4000 c) $10,000	a) None b) SLIP, Title II part A c) GATE, Title II part A

Please provide a description of:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
d) Principal's professional development will combine the leader's roles in supporting standards implementation, organization and management for continuous improvement with behavior management, working with students' families, particularly students in the lowest performing groups in the district.	d) All principals / monthly sessions	d) Presenter fee	d) $10,000	d) AB 430, Title II part A
10. How the LEA will use funds under this subpart to meet the requirements of Section 1119: a) The Assistant Superintendent of Human Resources will review teacher's credentials to meet the NCLB requirements for the "Highly Qualified" teachers. A process within NCLB guidelines was developed to qualify teachers who do not meet the requirements. At this point all RUSD teachers meet highly qualified requirements. New teachers will meet highly qualified requirements. The CSET training course and test will be paid with district funds. b) All instructional assistants are required to pass the NCLB Paraprofessional Compliant Exam with a score of 70 or more to become highly qualified. The NCLB Paraprofessional Compliant Exam is an approved assessment by the State of California and Placer County Office of Education. Aides can be reimbursed for attending math and language workshops.	a) Superintendent of Human Resources b) Teacher assistants who do not meet the definition of "highly qualified."	b) Cost of assessment training	b) $4000	b) Title I, II

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
1. Each Rocklin Unified School District (RUSD) school site has a Comprehensive Safe School Plan detailing its vision, assessment of current environment, and providing goals and objectives for maintaining a positive school learning environment. The resulting plan is based on strength-based resiliency factors and practices to support effective approaches to maintaining a positive learning environment at all school sites. 2. RUSD has a strongly enforced and well-publicized progressive discipline policy as detailed in Board Policy 5131 (Conduct), 5131.1 (Bus Conduct) and BP/AR 5144 (Discipline). Per Education Code 35291.5, each school site has adopted site level disciplinary rules. 3. All RUSD schools have a comprehensive set of guidelines for handling emergency procedures (Incident Management Plan) and routinely hold practice drills and training sessions. 4. Administrators and staff support the philosophy that the emotional, psychological and social needs of student and staff are intrinsically related to academic achievement and promote the support of this approach through the policies and practices of RUSD. 5. RUSD schools have developed individually adopted school site practices deemed most appropriate and effective to specific school sites. Activities include: bully proofing, character education, Kaiser's Nightmare of	1. The staff of RUSD schools need to continue to actively encourage and support all students to excel academically, behaviorally and personally. It is our belief that the success of RUSD students helps to contribute to the already safe and positive environment of each school site. 2. The staff of RUSD is aware that there is a continual need for professional development. Areas of desired staff development include: substance abuse prevention and early intervention, illegal substance identification, under the influence identification, behavior intervention methods, bully prevention and intervention, resiliency, defusing student conflict, student sexual harassment intervention, addressing the needs of special populations, understanding statistical analysis, incident management, and suicide intervention. 3. The students, teachers, and parents believe communication is crucial to support the vision and mission at all RUSD schools. 4. Although parent involvement is good district wide, increased levels of parent involvement is desired. Arenas of parent involvement include, but are not limited to: PTC, classroom and campus assistance, and school site council, etc. 5. To develop more opportunities for students to actively participate in the decision-making process and to have a voice in school climate issues. Students currently have representation through

STRENGTHS	NEEDS
Puberty Street, Secrets program, Choices program, student support counseling, dress code, Peer Support programs, morning announcements of inspiration and motivation, after-school activities and clubs Student Resource Officers, academic recognition and Every 15 Minutes. 6. Parents and community members are provided with regular information through the *District Rights and Responsibilities,* district and school site newsletters, district and school site web pages, school board meetings, and published reports. 7. The RUSD practices truancy prevention through early notification of attendance issues, services to students and families to support school attendance and academic achievement, through early intervention with counselors and psychologists, and through SARB/SAM processes when appropriate. 8. The physical environment of the district office and each school site is well maintained and classrooms have been modernized to facilitate learning and other student activities.	school site council, school leadership committees, and student councils. 6. Greater funding to specifically support district and community identified needs in the areas of: safe and drug-free school efforts, lower achieving students, school climate enhancement, at-risk student intervention, elementary counseling and staff development. 7. Greater technology and portability of student accounting process for off-site evacuations. 8. Less paperwork and reporting requirements to allow greater time and emphasis on prevention and intervention activities. 9. Greater uniformity and effectiveness of district wide attendance and truancy monitoring and follow-up. 10. Greater staffing of counseling, especially at the elementary level to provide implementation of social skills and behavior modification programs for at-risk students. 11. Teaching to speak-up and break the *code of silence* in regard to the occurrence of bullying and violence.

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.

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RUSD strives to provide a safe environment that promotes acceptance and respect among all students, staff, and parents. We have created a system of support for families at greatest risk and provide integrated safety, resiliency, tobacco, alcohol, and drug education to all students, in addition to intensive academic intervention as identified and needed. The district wide Prevention Programs Committee (PPC) is comprised of school site administrators, the Title IV coordinator, teachers, nurses, law enforcement, and parents. Each school site has a similar function in place through their School Site Council. 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). After evaluating SARB/SAM, suspension, expulsion, student performance, and CHKS assessment data, the advisory committee created a set of goals and objectives to meet the standards for Title IV, including TUPE, as well as address the needs unique to the student population. Each school has developed their own Comprehensive Safe School Plan following the established education code guidelines and district template. Age appropriate, science-based programs (appendix C) and research-based activities (appendix D) educational programs are in place to address the legal, social, personal and health consequences of drug use and violent behavior. The PPC committee meets a minimum of three times per year to coordinate site implementation of program activities, monitor progress and effectiveness.
 	
 Goals and objectives established by the Prevention Programs Committee include:
 Performance Goal:
 • All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
 Annual Objectives:
     o Increase awareness, training and practice of incident management procedures
        ▪ Guarantee uniform practice drills across the district as required for federal, state and board policy for:
           o Earthquake, fire, lock-down, evacuation.
           o Utilization of NIMS Incident Management System for a minimum of two drills annually.
           o Ensure staff training of Incident Management System roles and techniques.
     o Expand Life-skills and Character Education curriculum and programs across the district, which is specific to the assessed needs of each school site.
        ▪ Implement core activities across district.

ACTIVITIES

- Include simple curriculum and videos with multi-infusion of concepts.
- Topics may include: bully awareness and prevention, life skills, character education, decision-making, refusal skills, school connectedness, harassment prevention and problem-solving.
  o Increase staff awareness of student and family support resources available in the community. Provide resource assistance with parent education and community resource options.
  o Provide tobacco, alcohol and drug prevention education.
    ▪ Continue implementation of LEAP (science and research-based) core curriculum and supplemental activities across district.

Following analysis and evaluation of assessment data, strategies are implemented to support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning:

1) The LEA, including individual school sites, has developed its violence, alcohol, tobacco, and other drug prevention program in consultation with students, parents, staff and community to include:
   - Appropriate and effective school site 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.
   - District-wide tobacco-free policy (AR/BP 3513.3 & 5131.62)
   - An incident management plan for responding to violent or traumatic incidents on school grounds.
   - A code of conduct policy for all students (AR/BP 5131 & 5131.1, AR/BP 5144) that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
     o Allows a teacher to communicate effectively with all students in the class and throughout the school site via electronic, loud-speaker and/or radio communications.
     o Allows all students in the class to learn.
     o Has consequences that are fair, and developmentally appropriate.
     o Considers the student and the circumstances of the situation.
     o Is enforced accordingly.
     o Is distributed to students and parents (with a required signature) through the annual student handbook and school site website.

2) K – 12th grade students are provided with a range of research-based activities, including:
   - After School Programs
   - Conflict Mediation / Resolution
   - Early Intervention and Counseling Services
   - Mentoring

ACTIVITIES

- Peer-Assistance
- Service Learning

3) Students in grades 4th through 9th are provided with science-based program curriculum, including:
   - Keep a Clear Mind (4th – 6th grades)
   - Life Skills training (7th – 9th grades)
   - As part of school site discipline policies, tobacco-use intervention and cessation program participation is required of students in violation of tobacco-use policies.

4) Students involved in "at-risk" behaviors are targeted for intervention, cessation and counseling programs. Their parents are offered referral services and parent education classes.

5) Academically struggling (non-proficient) students are identified regarding their reading, writing, arithmetic, and social support needs, and provided with individualized support plans designed to achieve optimal academic success.

6) RUSD staff has received training in a variety of professional development techniques to enable them to improve student achievement and behavior.
   - Training in "Bully Proofing" curriculum.
   - Additional training as needed in curriculum, developing standards-based units and assessment techniques.

7) RUSD school sites maintain: a) school site schedules, b) train and hire staff, c) inspect the campus as needed to guarantee a safe and orderly environment. Major activities included in this objective include: a) noon duty supervision, b) crossing guards, c) recess supervision, d) rainy day schedule, e) library schedule, f) computer lab schedule, g) P.E. schedule, and h) visual and performing arts program schedule.

8) Throughout the academic school year, each school site safety committee will continually develop, implement and monitor the school safety plan based on staff, student, parent and community input.

9) To maintain order and safety during a violent or otherwise potentially traumatic incident, the staff and students practice and review incident drills through the school year as required by RUSD policy and education code. RUSD schools has adopted and implemented the OES National Incident Management System guidelines when responding to an incident in any crisis situation.

10) The Rocklin Unified School District promotes and encourages the modernization of traditional resources and concepts used in curriculum programs through the exploration and support of technological advancements e.g. computers, laser disk, CD ROMs, video camcorders, VCR, computer aid design, robotics, telecommunication/Internet and information systems. Every student has access to technologies at the appropriate educational time and level to meet his/her learning needs. The District is addressing the issues of equity by equalizing access to resources. Educational technology will continue to be a limited resource for students, teachers, and administrators. Therefore, the District is committed to the goal that the limited technology resources are made accessible in a fair and equitable manner.

11) The following RUSD policies are in place at all sites to support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning: a) Child abuse reporting procedures, b) Routine and emergency disaster procedures, c) Policies for school-designated serious acts leading to suspension and expulsion, d) Procedures to notify teachers of dangerous pupils, e) Policies prohibiting discrimination and

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harassment, f) School-wide dress code, g) Procedures for safe ingress and egress of pupils, h) Policies regarding a safe and orderly environment conducive to learning, i) Rules and procedures on school discipline, and j) hate crime reporting procedures.

12) A broad range of after-school programs operate across the district that engage students with a variety of needs and interests. These include: homework centers, tutoring, athletic activities, drama, music, and journalism, etc.

13) 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. (AR 5144.1)

Rocklin Unified School District
Board Policy -- BP 5131
Students
Conduct

The Board of Trustees believes that all students have the right to be educated in a positive learning environment free from disruptions. On school grounds and at school activities, students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program.

Behavior is considered appropriate when students are diligent in study, careful with school property, courteous, and respectful towards their teachers, other staff, students and volunteers.
(cf. 5131.1 - Bus Conduct)
(cf. 5137 - Positive School Climate)

The Superintendent or designee shall ensure that each school site develops standards of conduct and discipline consistent with district policies and administrative regulations.

Students and parents/guardians shall be notified of district and school rules related to conduct and shall receive regular instruction regarding these rules. In addition, parents/guardians and students may be provided information about early warning signs of harassing/intimidating behaviors, such as bullying, as well as prevention and intervention strategies.

Prohibited student conduct includes but is not limited to:

1. Behavior that endangers staff and/or other students
(cf. 0450 - Comprehensive Safety Plan)
(cf. 5131.7 - Weapons and Dangerous Instruments)
(cf. 5136 - Gangs)
(cf. 5142 - Safety)

2. Behavior that disrupts the orderly classroom or school environment
(cf. 5131.4 - Campus Disturbances)

3. Harassment of students or staff, including bullying, intimidation, hazing, or initiation activity or any other verbal, written or physical conduct that causes or threatens to cause bodily harm or emotional suffering
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.7 - Sexual Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)

4. Damage to or theft of property belonging to the district, staff or students
(cf. 3515.4 - Recovery for Property Loss or Damage)
(cf. 5131.5 - Vandalism, Theft and Graffiti)

5. Possession or use of laser pointers, unless used for a valid instructional or other school-related purpose, including employment (Penal Code 417.27)
Prior to bringing a laser pointer on school premises, students shall first obtain permission from the principal or designee. The principal or designee shall determine whether the requested use of the laser pointer is for a valid instructional or other school-related purpose.

6. Profane, vulgar or abusive language
(cf. 5145.2 - Freedom of Speech/Expression)

7. Plagiarism or dishonesty in school work or on tests
(cf. 5131.9 - Academic Honesty)
(cf. 6162.54 - Test Integrity/Test Preparation)

(cf. 6162.6 - Use of Copyrighted Materials)

(cf. 6163.4 - Student Use of Technology)

8. Inappropriate dress

(cf. 5132 - Dress and Grooming)

9. Tardiness and unexcused absence from school

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Truancy)

10. Failure to remain on school premises in accordance with school rules

(cf. 5112.5 - Open/Closed Campus)

Possession Of Cellular Phones And Other Electronic Signaling Devices

No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student's health and the use of which is limited to health-related purposes. (Education Code 48901.5)

Grades K-12 students are allowed to have cell phones and other electronic signaling devices in their possession while at school. However, cell phones and other electronic signaling devices must be off during school hours and during all indoor extra-curricular activities.

Enforcement Of Standards

Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, he/she shall refer the matter to his/her supervisor or administrator for further investigation.

Students who violate district or school rules and regulations may be subject to discipline, including but not limited to suspension, expulsion or transfer to alternative programs in accordance with Board policy and administrative regulation. In addition, when the conduct involves intimidation, harassment, or other endangerment of a student or employee, the Superintendent or designee shall provide appropriate assistance as necessary for the victim and the offender or make appropriate referrals for such assistance.

(cf. 1020 - Youth Services)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6020 - Parent Involvement)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6182 - Opportunity School/Class/Program)

(cf. 6184 - Continuation Education)

(cf. 6185 - Community Day School)

Legal Reference:

EDUCATION CODE

35181 Governing board policy on responsibilities of students

35291-35291.5 Rules

44807 Duty concerning conduct of students

48900-48925 Suspension or expulsion, especially:

ACTIVITIES

48908 Duties of students
CIVIL CODE
1714.1 Liability of parents and guardians for willful misconduct of minor
PENAL CODE
245.6 Hazing
417.25-417.27 Laser scope
CODE OF REGULATIONS, TITLE 5
300-307 Duties of pupils
UNITED STATES CODE, TITLE 42
2000h-2000h6 Title IX, 1972 Education Act Amendments
Management Resources:
CSBA PUBLICATIONS
Protecting Our Schools: Governing Board Strategies to Combat School Violence, 1999
U.S. DEPARTMENT OF EDUCATION PUBLICATIONS
Preventing Bullying: A Manual for Schools and Communities, 1998
WEB SITES
California Department of Education, Safe Schools and Violence Prevention Office:
http://www.cde.ca.gov/spbranch/safety
CSBA: http://www.csba.org
Policy ROCKLIN UNIFIED SCHOOL DISTRICT
adopted: June 16, 2004 Rocklin, California

ACTIVITIES

Rocklin Unified School District
Board Policy -- BP 5131.1
Students
Bus Conduct

Bus transportation is a privilege extended only to students who display good conduct while preparing to ride, riding or leaving the bus. Continued disorderly conduct or persistent refusal to submit to the authority of the driver shall be sufficient reason for a student to be denied transportation.

The Superintendent or designee shall establish regulations related to bus conduct, bus driver authority, and the suspension of riding privileges. The Board of Trustees shall make these rules available to parents/guardians and students. (5 CCR 14103)

(cf. 3540 - Transportation)
(cf. 3541.2 - Transportation for Students with Disabilities)
(cf. 3543 - Transportation Safety and Emergencies)

Video cameras may be used on school buses to monitor student behavior while traveling to and from school and school activities. The Board believes that such monitoring will deter misconduct and help to ensure the safety of students and staff. Students found to be in violation of the district's bus conduct rules shall be subject to discipline in accordance with district policy and regulations.

(cf. 3515.4 - Recovery for Property Loss or Damage)
(cf. 5144 - Discipline)

At the discretion of the Superintendent or designee, school bus video recordings also may be used to resolve complaints by students and/or parents/guardians and to help employees maintain discipline.

Legal Reference:
EDUCATION CODE
35160 Authority of governing boards
39800 Transportation
44808 Duty to supervise conduct of students
48918 Expulsion procedures
49061 Definition of student records
49073-49079 Privacy of student records
GOVERNMENT CODE
6253-6253.4 Public records open to inspection
6254 Records exempt from disclosure
CODE OF REGULATIONS, TITLE 5
14103 Authority of the driver
UNITED STATES CODE, TITLE 20
1232g Family Educational Rights and Privacy Act
Policy ROCKLIN UNIFIED SCHOOL DISTRICT
adopted: November 1, 2000 Rocklin, California

Rocklin Unified School District
Administrative Regulation -- AR 5131.1
Students
Bus Conduct

Because school bus passengers' behavior can directly affect their safety and the safety of others, the following regulations apply at all times when students are riding a school bus, including school activity trips.

1. Riders shall follow the instructions and directions of the bus driver at all times.

(cf. 3542 - School Bus Drivers)

2. Riders should arrive at the bus stop on time and stand in a safe place to wait quietly for the bus.

3. Riders shall enter the bus in an orderly manner and go directly to their seats.

4. Riders shall remain seated while the bus is in motion and shall not obstruct the aisle with their legs, feet, or other objects. When reaching their destination, riders shall remain seated until the bus stops and only then enter the aisle and go directly to the exit.

5. Riders should be courteous to the driver and to fellow passengers.

6. Because serious safety hazards can result from noise or behavior that distracts the driver, loud talking, laughing, yelling, singing, whistling, scuffling, throwing objects, smoking, eating, drinking, standing and changing seats are prohibited actions which may lead to suspension of riding privileges.

7. No part of the body, hands, arms or head should be put out of the window. Nothing should be thrown from the bus.

8. Riders shall help keep the bus and the area around the bus stop clean. Riders shall not damage or deface the bus or tamper with bus equipment.

9. No animals shall be allowed on the bus without express permission from the Superintendent or designee.

10. Knives, weapons (loaded or unloaded, other instruments of assault, or propelling materials (rubber bands) will not be allowed on the school bus.

11. Parents/guardians are liable for any damage to the seats or any other part of the bus. Students responsible for damage shall be subject to disciplinary action.

12. No glass or inflated balloons will be permitted in the school bus.

13. Riders should be alert for traffic when leaving the bus.

Riders who fail to comply with the above rules shall be reported to the school principal, who shall determine the severity of the misconduct and take action accordingly. In all instances of misconduct, the rider and his/her parent/guardian shall be given notice and warning. In the case of a severe violation or repeated offenses, the rider may be denied transportation for a period of time determined by the principal, up to the remainder of the school year.

Bus drivers shall not deny transportation except as directed by the principal.

Disciplinary Action

Acceptable conduct of the students on board a school bus is an important part of accident prevention. The driver shall notify the Director of Transportation in writing when the student's behavior is in violation of the student conduct code. Students will be issued a notification of the violation immediately, and parents/guardians will be notified by phone or mail of the violations. Violations will be subject to the following action listed below, and denial of transportation includes all school activities. Any suspension not completed during the current school year will be carried over to the following school year.

ACTIVITIES

First Violation Warning (by mail) to student by Director of Transportation with notification to parents/guardians and school.

Second Violation From two to five days denial of transportation. Parents/guardians and school will be notified.

Third Violation From two to 10 days denial of transportation. Parents/guardians and school will be notified.

Fourth Violation From 12 to 20 days denial of transportation. Parents and school will be notified.

Fifth Violation Transportation suspended pending conference with parents, student, driver, and Director of Transportation. A minimum of 90 days denial.

Depending on the severity and the circumstances of the violation, the above actions may be modified.

The costs for vandalism of buses will be recovered from the student(s) responsible for the damages or their parents/guardians. Transportation will be denied until all costs are recovered.

Regulation ROCKLIN UNIFIED SCHOOL DISTRICT

approved: November 1, 2000 Rocklin, California

Rocklin Unified School District
Board Policy -- BP 5144
Students
Discipline

The Board of Trustees desires to prepare students for responsible citizenship by fostering self-discipline and personal responsibility. The Board believes that high expectations for student behavior, effective classroom management and parent involvement can minimize the need for discipline. Staff shall use preventative measures and positive conflict resolution techniques whenever possible.

(cf. 5020 - Parent Rights and Responsibilities)
(cf. 5137 - Positive School Climate)
(cf. 5145.3 - Nondiscrimination/Harassment)
(cf. 5145.9 - Hate-Motivated Behavior)
(cf. 6020 - Parent Involvement)

Board policies and regulations shall delineate acceptable student conduct and provide the basis for sound disciplinary practices. Each school shall develop disciplinary rules in accordance with law to meet the school's individual needs.

(cf. 5131 - Conduct)
(cf. 5131.1 - Bus Conduct)

When misconduct occurs, staff shall implement appropriate discipline and attempt to identify and address the causes of the student's behavior. Continually disruptive students may be assigned to alternative programs or removed from school. At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline.

(cf. 0450 - Comprehensive Safety Plan)
(cf. 3515 - Campus Security)
(cf. 3515.3 - District Police Department)
(cf. 3515.4 - Recovery for Property Loss or Damage)
(cf. 4158/4258/4358 - Employee Security)
(cf. 5136 - Gangs)
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 6159.4 - Behavioral Interventions for Special Education Students)
(cf. 6164.5 - Student Study Teams)
(cf. 6182 - Opportunity School/Class/Program)
(cf. 6184 - Continuation Education)
(cf. 6185 - Community Day School)

Staff shall enforce disciplinary rules fairly, consistently and without discrimination.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

The Superintendent or designee shall provide professional development as necessary to assist staff in developing classroom management skills and implementing effective disciplinary techniques.

(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)

ACTIVITIES

Legal Reference:
CIVIL CODE
1714.1 Parental liability for child's misconduct
EDUCATION CODE
32280-32288 School safety plans
35146 Closed sessions
35291 Rules
35291.5 School-adopted discipline rules
35291.7 School-adopted discipline rules: additional employees
37223 Weekend classes
44807.5 Restriction from recess
48900-48925 Suspension and expulsion
48980-48985 Notification of parents or guardians
49000-49001 Prohibition of corporal punishment
49330-49334 Injurious objects
CODE OF REGULATIONS, TITLE 5
307 Participation in school activities until departure of bus
353 Detention after school
Management Resources:
CSBA PUBLICATIONS
Protecting Our Schools: Board of Trustees Strategies to Combat School Violence, 1995 revised 1999
CDE PROGRAM ADVISORIES
1010.89 Physical Exercise as Corporal Punishment, CIL 89/9-3
1223.88 Corporal Punishment, CIL: 88/9-5
WEB SITES
CDE: http://www.cde.ca.gov
USDE: http://www.ed.gov
Policy ROCKLIN UNIFIED SCHOOL DISTRICT
adopted: November 1, 2000 Rocklin, California

ACTIVITIES

Rocklin Unified School District
Administrative Regulation -- AR 5144
Students
Discipline -- Site-Level Rules

In developing site-level disciplinary rules, the school shall solicit the participation, views and advice of one representative selected by each of the following groups: (Education Code 35291.5)

1. Parents/guardians
2. Teachers
3. School administrators
4. School security personnel, if any
(cf. 3515.3 - District Police/Security Department)
5. For junior high and high schools, students enrolled in the school

The final version of the rules shall be adopted by a panel comprised of the principal or designee and a representative selected by classroom teachers employed at the school. Each school shall file a copy of the rules with the Superintendent or designee. (Education Code 35291.5)

The rules shall be consistent with law, Board of Trustees policy and district regulations. The Board may review, at an open meeting, the approved school discipline rules for consistency with Board policy and state law. (Education Code 35291.5)

Each school shall review its site-level discipline rules at least every four years.

It shall be the duty of each employee of the school to enforce the school rules on student discipline. (Education Code 35291)

Disciplinary strategies provided in Board policy, regulation and law may be used in developing site-level rules. These strategies include but are not limited to:

1. Referral of the student for advice and counseling
(cf. 6164.2 - Guidance/Counseling Services)
2. Discussion or conference with parents/guardians
(cf. 5020 - Parent Rights and Responsibilities)
(cf. 6020 - Parent Involvement)
3. Recess restriction
4. Detention during and after school hours
5. Community Service
6. Reassignment to an alternative educational environment
(cf. 6158 - Independent Study)
(cf. 6181 - Alternative Schools)
(cf. 6182 - Opportunity School/Class/Program)
(cf. 6184 - Continuation Education)
(cf. 6185 - Community Day School)
7. Removal from the class in accordance with Board policy, administrative regulation and law
8. Suspension and expulsion
(cf. 5144.1 - Suspension and Expulsion/Due Process)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student. (Education Code 49001)

ACTIVITIES

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property or to obtain possession of weapons or other dangerous objects within the control of the student. (Education Code 49001)

(cf. 4158/4258/4358 - Employee Security)

(cf. 5131.7 - Weapons and Dangerous Instruments)

Recess Restriction

A teacher may restrict a student's recess time when he/she believes that this action is the most effective way to bring about improved behavior, subject to the following conditions:

1. The student shall be given adequate time to use the restroom and get a drink or eat lunch, as appropriate.

2. The student shall remain under a certificated employee's supervision during the period of restriction.

3. Teachers shall inform the principal of any recess restrictions they impose.

Detention After School

Students may be detained for disciplinary reasons up to one hour after the close of the maximum school day. (5 CCR 353)

If a student will miss his/her school bus on account of being detained after school, or if the student is not transported by school bus, the principal or designee shall notify parents/guardians of the detention at least one day in advance so that alternative transportation arrangements may be made. The student shall not be detained unless the principal or designee speaks to the parent/guardian.

In cases where the school bus departs more than one hour after the end of the school day, students may be detained until the bus departs. (5 CCR 307, 353)

Students shall remain under the supervision of a certificated employee during the period of detention.

Students may be offered the choice of serving their detention on Saturday rather than after school.

(cf. 6176 - Weekend/Saturday Classes)

Community Service

As part of or instead of disciplinary action, the Board, Superintendent, principal or principal's designee may, at his/her discretion, require a student to perform community service on school grounds, or with written permission of the student's parent/guardian off school grounds, during non-school hours. Such service may include, but is not limited to, community or school outdoor beautification, campus betterment, and teacher, peer or youth assistance programs. (Education Code 48900.6)

This community service option is not available for a student who has been suspended, pending expulsion, pursuant to Education Code 48915. However, if the recommended expulsion is not implemented or the expulsion itself is suspended, then a student may be required to perform community service for the resulting suspension pursuant to this section. (Ed Code 48900.6)

Notice to Parents/Guardians and Students

At the beginning of the school year, the Superintendent or designee shall notify parents/guardians, in writing, about the availability of district rules related to discipline. (Education Code 35291)

(cf. 5145.6 - Parental Notifications)

Regulation ROCKLIN UNIFIED SCHOOL DISTRICT

approved: February 5, 2003 Rocklin, California

ACTIVITIES

CA Education Code: 35291. The governing board of any school district shall prescribe rules not inconsistent with law or with the rules prescribed by the State Board of **Education**, for the government and discipline of the schools under its jurisdiction. The governing board of each school district which maintains any of grades 1 through 12, inclusive, may, at the time and in the manner prescribed by Sections 48980 and 48981, notify the parent or guardian of all pupils registered in schools of the district of the availability of rules of the district pertaining to student discipline.

CA Education Code: 35291.**5**. (a) On or before December 1, 1987, and at least every four years thereafter, each public school may, at its discretion, adopt rules and procedures on school discipline applicable to the school. For schools that choose to adopt rules pursuant to this article, the school discipline rules and procedures shall be consistent with any applicable policies adopted by the governing board and state statutes governing school discipline. In developing these rules and procedures, each school shall solicit the participation, views, and advice of one representative selected by each of the following groups: (1) Parents. (2) Teachers. (3) School administrators. (4) School security personnel, if any. (**5**) For junior high schools and high schools, pupils enrolled in the school. Meetings for the development of the rules and procedures should be developed and held within the school's existing resources, during non-classroom hours, and on normal schooldays. The final version of the rules and procedures on school discipline with attendant regulations may be adopted by a panel comprised of the principal of the school, or his or her designee, and a representative selected by classroom teachers employed at the school. It shall be the duty of each employee of the school to enforce the rules and procedures on school discipline adopted under this section. (b) The governing board of each school district may prescribe procedures to provide written notice to continuing pupils at the beginning of each school year and to transfer pupils at the time of their enrollment in the school and to their parents or guardians regarding the school discipline rules and procedures adopted pursuant to subdivision (a). (c) Each school may file a copy of its school discipline rules and procedures with the district superintendent of schools and governing board on or before January 1, 1988. (d) The governing board may review, at an open meeting, the approved school discipline rules and procedures for consistency with governing board policy and state statutes.

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
1) RUSD has a full time coordinator of State & Federal Programs , in addition to a full-time director of Elementary Programs with responsibilities for planning, development, linkages and implementation of categorically funded NCLB programs. 2) RUSD schools does ongoing data collection of alcohol, tobacco, other drugs, and violence (ATODV) through surveys, including community input, and consumer satisfaction surveys. Additional information is gathered on SAM/SARB, suspension, expulsion, and student performance. 3) Each RUSD school creates an annual Comprehensive School Safety Plan, including an Incident Management Plan. All RUSD schools have a comprehensive set of guidelines for handling emergency procedures and routinely hold practice drills and training sessions. 4) RUSD has a cross-district incident Aftermath Response Plan for handling the psychological aspects of incidents within the district. 5) Communication technology upgrades such as cell phones and walkie-talkies tie into the emergency system are standardized at a minimum level. 6) RUSD has a strongly enforced and well-publicized student code of conduct and discipline policy. 7) Activities that foster a positive and supportive school environment have occurred at school sites across the district. Example programs include: mentoring, peer support, conflict managers, after-school homework program, Saturday school, Friday Night Live, drug detection	1) RUSD administration and staff recognized the importance of providing a safe and secure environment. RUSD schools need to continually evaluate procedures and programs to ensure the safety of all members. 2) As the greatest occurrence of suspension and expulsions occurs in areas related to physical injury to another person and disruption of school activities, a need exists for greater staffing to provide higher levels of student supervision on all campuses, in addition to staff training in regard to how to intervene in situations of conflict. The addition of conflict resolution and mediation programs available to all students. 3) To maintain facilities, schedules, and adequate supervision during all student events and activities. 4) Communication technology upgrades such as cell phones, walkie-talkies and ties into the emergency system need to be upgraded at some school sites to improve baseline levels. 5) Improved buy-in and willing participation of teachers implementing ATODV core curriculum programs into student learning sessions. 6) Implementation staff needs to participate in staff development offerings and have incentives to do so. 7) Less paperwork and reporting requirements to all greater time and emphasis on prevention and intervention activities. 8). Although parent involvement is good district wide, increased levels of parent involvement is desired. In particular, greater parent involvement is desired in attendance at school events, including but not limited to

STRENGTHS	NEEDS
canines, extra-curricular eligibility standards, character education, bully proofing and intervention, student connectedness emphasis, Sober Grad Night, Drug-free pledge, school ambassadors, Academic Pep Rally, youth and leadership development activities. 8) Media and Technology centers at each site provide instruction on appropriate use of information from the Internet and all students and parent sign an awareness and understanding agreement. 9) RUSD has an established SAM and SARB for review and intervention in regard to attendance and truancy concerns. The school site nurses and health aides assist in illness follow-up and student attendance concerns. 10) Schools have implemented site unique attendance motivation elements that include after-school programs and other school connectedness activities.	parenting education for parents of defiant or disruptive youth, and parent awareness of youth drug issues and prevention. 9). Greater funding to specifically support district and community identified needs in the areas of: safe and drug-free school efforts, lower achieving students, school climate enhancement, and staff development. 10) Greater nurse, psychologist and elementary counselor time to address at-risk behaviors with students including excessive excused absences, tardiness, discipline, truancy and relationship issues. 11) Greater community and law enforcement assistance and emphasis to address increasing occurrence of school site vandalism.

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	Baseline Data Survey date: Spring 2003	Fall 2004	Most Recent Survey date: Fall 2006	2005 CSS California Average Results	Biennial Goal (Performance Indicator)
The percentage of students that have **ever used cigarettes** will **decrease** biennially by:	5th 3 % 7th 5 %	5th 2 % 7th 2 %	5th 2 % 7th 2 %	--- 7th 6 %	5th .5 % 7th .5 %
The percentage of students that have used **cigarettes** within the **past 30 days** will **decrease** biennially by:	7th 3 % 9th 6 % 11th 11 %	7th 1 % 9th 9 % 11th 15% NT 46%	7th 2 % 9th 5 % 11th 15% NT 43%	7th 5 % 9th 10% 11th 15% ---	7th .5% 9th 1% 11th 1%
The percentage of students that have **used marijuana** will **decrease** biennially by:	5th 1% 7th 5%	5th 0% 7th 2%	5th 0 % 7th 2 %	--- 7th 9 %	5th .5% 7th .5%
The percentage of students that have used **alcohol** within the **past 30 days** will **decrease** biennially by:	7th 9% 9th 20% 11th 36%	7th 6% 9th 21% 11th 29% NT 60%	7th 6% 9th 18% 11th 32% NT 48%	7th 10% 9th 25% 11th 37% ---	7th 1 % 9th 1 % 11th 1 %

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Baseline Data Survey date: Spring 2003	Fall 2004	Most Recent Survey date: Fall 2006	2005 CSS California Average Results	Biennial Goal (Performance Indicator)
The percentage of students that have used **marijuana** within the **past 30 days** will **decrease** biennially by:	7th 2% 9th 7% 11th 17%	7th 1 % 9th 7 % 11th 17% NT 36%	7th 0 % 9th 5 % 11th 19% NT 31%	7th 4 % 9th 12% 11th 20% ---	7th .5 % 9th 1 % 11th .5%
The percentage of students that feel **very safe at school** will **increase** biennially by:	5th 57 % 7th 31 % 9th 23 % 11th 30%	5th 61 % 7th 33 % 9th 21 % 11th 28% NT 28%	5th 56 % 7th 29 % 9th 23 % 11th 31% NT 31%	--- 7th 23 % 9th 17 % 11th 13% ---	5th .5% 7th 1 % 9th 1% 11th 1% NT 1%
The percentage of students that have been **afraid of being beaten up** during the past 12 months will **decrease** biennially by:	7th 22 % 9th 19 % 11th 9 %	7th 17 % 9th 20 % 11th 11% NT 14%	7th 22 % 9th 17 % 11th 10% NT 16%	7th 25 % 9th 24 % 11th 23% ---	7th 1 % 9th 1 % 11th 1 % NT 1%
Truancy Performance Indicator					
Percentage of students who have been truant will **decrease** annually by .25% from the current LEA rate shown here. 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.			2005 – 2006: 6.91%		.25%

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Baseline Data Survey date: Spring 2003	Fall 2004	Most Recent Survey date: Fall 2006	2005 CSS California Average Results	Biennial Goal (Performance Indicator)
The percentage of students that report high levels of **caring relationships** with a teacher or other adult at their school will **increase** biennially by:	5th 66% 7th 36% 9th 27% 11th 37%	5th 71% 7th 46% 9th 28% 11th 39% NT 49%	5th 70% 7th 40% 9th 36% 11th 43% NT 33%	--- 7th 29 % 9th 23 % 11th 29% ---	5th 1 % 7th 1 % 9th 1 % 11th 1% NT 1%
The percentage of students that report high levels of **high expectations** from a teacher or other adult at their school will **increase** biennially by:	5th 65% 7th 54% 9th 41% 11th 41%	5th 66% 7th 58% 9th 42% 11th 47% NT 46%	5th 67% 7th 58% 9th 51% 11th 51% NT 34%	--- 7th 42% 9th 34% 11th 37% ---	5th 1 % 7th 1 % 9th 1 % 11th 1% NT 1%
The percentage of students that report high levels of opportunities for **meaningful participation** at their school will **increase** biennially by:	5th 13% 7th 16% 9th 13% 11th 15%	5th 13% 7th 25% 9th 16% 11th 21% NT 15%	5th 17% 7th 20% 9th 18% 11th 21% NT 16%	--- 7th 18% 9th 16% 11th 17% ---	5th 1 % 7th 1 % 9th 1 % 11th 1% NT 1%
The percentage of students that report high levels of **school connectedness** at their school will **increase** biennially by:	5th 53% 7th 37% 9th 28% 11th 34%	5th 59% 7th 48% 9th 29% 11th 41% NT 33%	5th 58% 7th 42% 9th 37% 11th 40% NT 25%	--- 7th 30% 9th 23% 11th 27% ---	5th 1 % 7th 1 % 9th 1 % 11th 1% NT 1%

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 Prevention Program Coordination meetings and communication (Process to Collect Data)	Performance Indicator Goal	Baseline Data
1) Annually, following in-service training, designated site coordinators and certificated staff program facilitators (teacher, psychologist, administrator, nurse, or prevention program staff) will deliver with fidelity *Keep a Clear Mind* lessons to 4th - 6th grade students as evidenced by facilitator lesson plans and/or activity records.	4th 50% 5th 50% 6th 50%	4th 0% 5th 0% 6th 0%
2) Annually, following in-service training, designated site coordinators and certificated staff program facilitators (teacher, psychologist, administrator, nurse, or prevention program staff) will deliver with fidelity *Life Skills* lessons to 7th – 9th grade students as evidenced by facilitator lesson plans and/or activity records.	7th 50% 8th 50% 9th 50%	7th 0% 8th 0% 9th 0%
3) Annually provide health, social & life skills instruction infusion, TUPE principles incorporated into life skills education and decision-making lessons, Web & Link orientation, code of conduct policy within student handbook, and resource referral as indicated to meet additional needs, as measured by process tracking.	7th 50% 8th 50%	7th 0% 8th 0%
4) Annually, following in-service training, designated site coordinators and certificated staff program facilitators (teacher, psychologist, administration, nurse, or prevention program staff) will deliver with fidelity *Tobacco Free!* curriculum infusion lessons to RHS, WHS & VHS 11 -12th grade students through social science, health, physical education, language arts, and life skills programming as evidenced by facilitator lesson plans.	11th 50% 12th 50%	11th 0% 12th 0%

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
Keep a Clear Mind	AT	4 - 6	900	9/03	10/03 (annually)	11/03 (ongoing)
Botvin's Life Skills Training	ATODV	7 – 9	1000	10/03	11/03 (annually)	1/04 (ongoing)

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

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

Check	Activities	Program ATODV Focus	Target Grade Levels
X	After School Programs	ATODV	$5^{th} - 6^{th}$; $7^{th} - 8^{th}$; $9^{th} - 12^{th}$
X	Conflict Mediation/Resolution	ATODV	$K - 6^{th}$; $7^{th} - 8^{th}$; $9^{th} - 12^{th}$
X	Early Intervention and Counseling	ATODV	$K - 6^{th}$; $7^{th} - 8^{th}$; $9^{th} - 12^{th}$
X	Environmental Strategies	ATODV	$K - 6^{th}$; $7^{th} - 8^{th}$; $9^{th} - 12^{th}$
X	Family and Community Collaboration	ATODV	$K - 6^{th}$; $7^{th} - 8^{th}$; $9^{th} - 12^{th}$
X	Media Literacy and Advocacy	ATODV	$7^{th} - 8^{th}$; $9^{th} - 12^{th}$
X	Mentoring	ATODV	$K - 6^{th}$; $7^{th} - 8^{th}$
X	Peer-Helping and Peer Leaders	ATODV	$K - 6^{th}$; $7^{th} - 8^{th}$; $9^{th} - 12^{th}$
X	Positive Alternatives	ATODV	$K - 6^{th}$; $7^{th} - 8^{th}$; $9^{th} - 12^{th}$

Check	Activities	Program ATODV Focus	Target Grade Levels
X	School Policies	ATODV	K – 6th; 7th – 8th; 9th – 12th
X	Service-Learning/Community Service	V	K – 6th; 7th – 8th; 9th – 12th
X	Student Assistance Programs	ATODV	K – 6th; 7th – 8th; 9th – 12th
X	Tobacco-Use Cessation	T	9th – 12th
X	Youth Development Caring Schools Caring Classrooms	V	K – 6th; 7th – 8th; 9th – 12th
X	Other Activities: - At-risk support groups (4th – 8th)	ATODV	K – 6th; 7th – 8th; 9th – 12th

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
Tobacco Free! **Tobacco Use Prevention Lessons**	T	11 – 12	500	10/03	10/03	11/03
Behavioral Monitoring and Reinforcement	ATODV	K – 12th	2000	N / A	N / A	11/03
Counseling and Support Services	ATODV	K – 12th	2000	N / A	N / A	11/03

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.

RUSD strives to provide a safe environment that promotes acceptance and respect among all students, staff, and parents. We have created a system of support for families at greatest risk and provide integrated life skills, character education, tobacco, alcohol, and drug education to all students. Each school has developed their own Comprehensive Safe School Plan within the established guidelines. Age appropriate, educational programs are in place to address the legal, social, personal and health consequences of illegal drug use and violent behavior.

After evaluating SARB/SAM, suspension, expulsion, student performance, and CHKS data, our advisory committee created a set of goals and objectives to address ATOD and Violence prevention needs unique to our student population. The Prevention Programs Committee is comprised of administrators, the district and school site Title IV/TUPE coordinators, teachers, nurses, law enforcement, students and parents. They meet a minimum of three times per year to monitor progress and annually to review programs for effectiveness.

As utilized by the RUSD in determination of effective ATODV strategies, the Principles of Effectiveness were utilized and include: 1) performing a needs and resources assessment, 2) including meaningful staff, community and parent involvement, 3) determining meaningful performance measures, 4) selecting and utilizing with fidelity effective research-based programs designed to address assessed needs, 5) periodic evaluation and analysis of program implementation process and outcomes to refine, improve and strengthen the program, and, 6) refining program goals, objectives and program strategies as appropriate.

Assessment Findings:

- In most cases, awareness of cigarettes, alcohol and marijuana as harmful has increased across all students; however, students do not consider alcohol and marijuana as harmful as cigarettes.
- Although a very small percentage (3%), all students report an increased use of inhalants.
- Eighteen percent of the 11th graders report having been under the influence on school property at sometime in their lifetime. This is a 4% increase over the previous RUSD survey, although 5% below the statewide average.
- In general, 7th & 9th graders report a reduced rate of alcohol, tobacco and other drugs, while 11th graders report a slight increase, including their likelihood of participating in risky behaviors (excessive drinking or drug use).
- Students report a reduced occurrence of violence-related behaviors or involvement within the past year.
- Overall, students report feeling most safe at school versus environments outside of school.
- The percentage of 5th & 7th graders reporting a "very safe" feeling at school has slightly dropped (3%), along with some of the related protective factors. This factor has improved slightly for 9th & 11th graders.
- Ed Code (48900k) suspensions for behaviors related to disruption of school activities or willful defiance are the most significant across most campuses in regard to rate and occurrence.

Overall, the RUSD multiple year comparison of CHKS results demonstrate decreased rates of drug, alcohol, and other substances across RUSD students. School safety indicators are varied, with a predominance of decreased safety concerns among students. In all cases, RUSD results are below state and national averages in similar indicator areas. RUSD now uses the CPY Surveys.

Proposed Program Strategies:
    In evaluation of these concerns and utilizing the Getting Results – Principles of Effectiveness, the Prevention Programs Committee determined the following strategies were appropriate to be addressed and implemented across the district:
- Cross-district emphasis of ATODV promising practices, which include: 1) communicate and enforce ATODV policies; 2) emphasize developmentally appropriate ATODV prevention education; 3) focus instruction on psychosocial factors; and, 4) publicize and improve approaches to cessation and prevention strategies through evaluation driven program improvements.
- Comprehensive multi-grade developmentally appropriate implementation of *science and research-based* K – 12th programs focusing on the negative consequences of tobacco use, harmful effects of ATODV behaviors, and most importantly life skills and youth development.
- Specifically, the selected prevention programs teach the life/social skills necessary to resist peer pressure to smoke, drink, and use drugs. It teaches students how to make informed health-wise decisions, critically evaluate media messages, form healthy relationships, cope with anxiety, and successfully deal with the challenges of adolescent life. Parent newsletters provide tips for talking with students about tobacco use and drugs and communicating family values.
- To target the most at-risk and increasing early-user population, the Prevention Programs Committee determined implementation of intensive staff and peer harmful effects intervention strategies most appropriate to this population such as staff mentoring and peer counseling.

Evaluation and Continuous Improvement (4115 (a)(2)(A)):
Provide a description for how the LEA will conduct regular evaluations of the effectiveness of the LEA's alcohol, tobacco, other drug use and violence prevention program. Describe how the results of the evaluation will be used to refine, improve and strengthen the program.

The Rocklin Unified School District (RUSD) will evaluate process and implementation of ATODV program activities on an ongoing basis to assess the progress toward achieving identified goals and objectives, including monitoring for fidelity, collection and review of process and outcome data as identified above. The district's Prevention Programs Coordinator will oversee and monitor all program activities evaluation components. The analysis of the program will be based on data that is available at the time across the school sites and community-at-large, and reflect the prevalence of risk factors, including high or increasing rates of ATODV behaviors; protective factors, buffers, assets; or, other variables in schools and communities identified through utilization of scientifically-based validated practices. All evaluation data, including the status of monitoring reports and ongoing feedback regarding the integrity of the program implementation will be shared with the Prevention Programs Committee and individual School Site Councils to refine, improve, and strengthen the program, and to refine the goals and objectives as appropriate.

Evaluation design includes collection and review of process and outcome data. In addition, the evaluation design will answer the following questions:

- Are projected key activities and timelines of program implementation followed at all school sites?
- What strategies are necessary to appropriately motivate specific school sites to implementation program components with fidelity to program guidelines, goals and objectives?
- Are parents, teachers, students, school health personnel, school administration and community representatives involved in planning, implementing, assessing the programs and policies of ATODV efforts?
- What strategies are necessary to appropriately motivate increased involvement among under-involved groups at specific school sites?

Use of Results and Public Reporting (4115 (a)(2)(B)):
Describe the steps and timeline the LEA will use to publicly report progress toward attaining performance measures for the SDFSC and TUPE programs. Describe how the evaluation results will be made available to the public including how the public will be provided notice of the evaluation result's availability.

Data Collection Timeline:
1) Baseline CHKS data was collected in 2003 and progress data will be collected in 2004, 2006, and 2008. RUSD now uses the CPY Surveys.
2) After each series of prevention lessons (through the school year for each year of the plan), CHKS information on changes in knowledge, attitudes, and intentions will be collected and analyzed.

Reporting Timeline:
1) A written report incorporating CHKS data will be developed by the RUSD Prevention Programs Coordinator by April 1st following each survey year.
3) The report will be presented to the District Board of Trustees and placed on the district's web-site by the Board meeting in June.
4) Summary information will be made available to parents and community partners through school newsletters, SSC, Prevention Programs Committee, and PTCs by May 1st of each year.

Mandatory Safe and Drug Free Schools and Communities (4114(d)(2)(E)):
Briefly describe how SDFSC funded program services will be targeted to the LEA's schools and students with the greatest need. (Section 4114 [d][3])

RUSD defines the highest need students as students who receive Title I services, live in a single parent household, are English Language Learners, homeless, score below basic and far below basic, have emotional or mental health problems, have received a discipline citation, or are performing below standards.

The following services are funded for students with greatest needs:
1) Early identification and referral to intervention services with counselors from community-based organizations.
2) Timely contact by certificated school staff such as teachers, administrators, counselors and psychologists to the RUSD Prevention Programs Coordinator regarding identification of community-based resources available to families.
3) After-school activities and intervention programs that focus on academic tutoring; mentoring; and opportunities to participate in non-academic, creative, and athletic activities.

Coordination of All Programs (4114 (d)(2)(A)):
Provide a detailed, but brief, explanation of how the LEA will coordinate SDFSC funded alcohol, tobacco, other drug and violence prevention programs with other federal state and local prevention programs.

The Distirct is responsible for the development of goals and objectives for a cohesive district prevention program with staff; implementation of the goals and objectives of the district prevention program; coordination and implementation of district crisis response plan; collaboration with school administrators and designees, staff, and community; chair and coordinate the district prevention committee; attend countywide prevention coordination meetings; provide or coordinate provision of district services for students such as social skills classes and anger management classes especially for grades K – 6th; develop and coordinate curriculum to achieve district prevention program goals; serve as liaison to community-based and county social service providers; serve as a resource person for district parents and staff for this program; serve as liaison for homeless students and their families; create public awareness for prevention programs; assess the district for types of prevention programs needed; coordinate and administer evaluations, surveys, write reports.

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 and students are involved in RUSD at many levels, such as planning and designing programs, implementing strategies as volunteers in the classroom and after school, and volunteering on committees such as the Parent-Teacher Club, School Safety Committee, and School Site Council. Students and parents are recruited for all ethnic and socioeconomic groups in our district to be representatives on the above committees. Regular communications through the beginning of the year welcome package and parent newsletter inform parents of a variety of issues and report survey results annually. Other notification procedures on such issues as student and parent options, behavioral change resources, and safety consideration are also in place to meet the required timelines indicated by NCLB.

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.

Once school site staff identifies pregnant and parenting students, the school site counselor will request a meeting with the student. The counselor will assess the status of the student and what services are needed including whether the minor is active in ATODV behaviors or has family members who are active. RUSD provides some intervention services for ATODV behaviors on high school campuses, including cessation services at the high school, in addition to many services provided through community social service program collaborative contacts. Services are provided on a one-on-one basis and / or referral to support and intervention group services and programs. The school site counselor, and at times the school nurse, provides case management to the adolescent assuring these linkages are completed and follow up is provided. Documentation of this process will occur through completion of the Equitable Education Options form. (RUSD Board Policy AR5146).

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)	1) All students complete 4 year academic plans upon enrollment. 2) Parents are notified of graduation requirements 3) Assistant principals are assigned to a class of students for 4 years 4) Mid-quarter progress reports are sent home by U.S. Mail	1-4) All students	1) Counselors and administrators /at enrollment 2) Administrators, counselors, parents, students/annually 3) Assistant principals 4) Administrators, counselors, and	1-4) In 12/13 our high school students had the following graduation rate: 96.2% Rocklin High 96.5% Whitney High 85.7% RICA 95.o%% Victory High 95.0% District-wide (VHS is an ASAM school and uses the district's grad rate)	1-4) General fund/ 10th grade counseling

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
			parents as needed		
5.2 (Dropouts)	1) Leadership Council	1) Elected and appointed student leaders	1) Assistant Principal, Director of Student Activities, Class Advisors	1-5) In 12/13 graduation rate: 96.2% Rocklin High 96.5% Whitney High 85.7% RICA 95.o%% Victory High 95.0% District-wide (VHS is an ASAM school and uses the district's grad rate)	1-4) General fund
	2) 21 Interscholastic athletic teams for males and females	2) 850 student athletes	2) Coaches/by season		
	3) 41 student organizations and clubs 4) Link leadership activities 5) Math Labs, English Labs	3) 850 students involved 4) Student leadership members, freshmen students 5) All students at risk of graduation	3) Club advisors 4) Assistant Principal, Director of Student Activities 5) Teaching staff, student tutors		5) Intervention funds

Performance Indicator	Activities/Actions	Students Served	Timeline/ Person(s) Involved	Benchmarks/ Evaluation	Funding Source
5.3 (Advanced Placement)	1) AVID	1) Students whose parents/ relatives who have not attended high education	1) AVID coordinator	1) The number of students enrolled in AP classes will increase by 5%	1)General fund, grants
	2) AP and honors classes parent nights	2) Parents of AP/honors students or prospective AP/honors students	2) AP/honors coordinators at each comprehensive high school	2) The number of students enrolled in AP classes will increase by 5%	1) General fund
	3) AP/honors Scholarship Fund	3) Students who apply	3) Staff	3) The number of students enrolled in AP classes will increase by 5%	1) Contributions

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.

Rocklin Unified School District must allocate Title I funds to participating schools in rank order on the basis of the total number of children from low income families in each school. RUSD must serve, in rank order of poverty, all schools above the 75% poverty first. Only after these schools have been served, may lower ranked schools be served.

If RUSD serves any school below 35% poverty, all participating schools must be allocated an amount for each low income child that is at least 125% of the allocation per low-income child.

RUSD is not required to allocate the same per-pupil amount to each school, provided the higher per-pupil amounts are allocated to schools with higher concentrations of poverty.

RUSD may determine different per-child amounts for different grade spans as long as those amounts do not exceed the amount allocated to any school above 75% poverty. Per-pupil amounts within grade spans may vary as long as the higher per-pupil amounts are allocated to schools with higher poverty rates.

> 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.

The Rocklin Unified School District Board of Trustees recognizes its obligation to ensure that homeless children have access to the same free and appropriate public education provided to other children within the district. The district shall provide homeless students with access to education and other services necessary for these students to meet the same challenging performance standards as other students. Homeless students shall not be segregated into a separate school or program based on their status as homeless, nor shall homeless students be stigmatized in any way.

The Superintendent or designee shall ensure that placement decisions for homeless students are based on the student's best interest as defined in law and administrative regulation.

The school district has implemented a coordinated system for ensuring that homeless children are:

- Identified through a coordination of activities with other entities and agencies, including social service providers, schools and community members.
    - Public notice of the educational rights of homeless children is disseminated where such children receive services (e.g., schools, family shelters, soup kitchens)
    - Through out the academic year (at three site secretaries meetings), school site clerical staff serving as the site homeless liaisons will be advised regarding appropriate identification of homeless students.
        - The RUSD Homeless Coordinator will act as an information source and intermediary between school sites, staff, social service agencies and homeless families.
        - Each school site will have posted a homeless student's rights poster and have rights information available for parents and children.

Definition:

Homeless students are identified as those who:

- Lack a <u>fixed</u>, <u>regular</u>, and <u>adequate</u> nighttime residence ….
- Sharing of housing
- Motels/hotels
- Public or private place not designed for sleeping
- Unhooked (utilities) trailers, or travel trailers
- Runaways
- Unaccompanied (by guardian) youth
- Substandard Housing
- Shelters
- Temporary or transitional foster care placement
- Abandoned children
- Campgrounds

Enrollment:

- <u>Homeless children have the right to:</u>
    - Equal Access:
        - Homeless students have equal access to all school programs: GATE, special education, EL, Career Tech Education.
        - They automatically qualify for Title 1, school meals and after school programs
        - Homeless preschoolers are to be given priority enrollment
        - Unaccompanied youth have the right to enroll without a legal guardian
- Upon identification as a homeless student, the school site homeless liaison should begin to complete the "Homeless Referral and notify the District Office as well as Food Services and Transportation.

- Homeless children and their families are advised by school staff of their choices (continue in the school of origin or enroll in the neighborhood public school, according to the child's best interest)
  - School selection criteria:
    - Original school of enrollment before becoming homeless = "school of origin"
    - New school attendance area
    - When feasible, selection is based on parent choice with consideration for best interest of the child
    - For the duration of homeless period <u>and</u> remainder of academic year
    - Once permanently housed, can remain until the end of the school year
- Homeless children enroll in, and have a full and equal opportunity to succeed in school
  - Are immediately enrolled
  - Homeless students living in the district shall be admitted to district schools upon presentation of any of the following:
    - Hotel or motel receipts
    - A letter from a social service agency or homeless shelter verifying that the student lives within the district
    - For students without appropriate residency documents, the *"Affidavit for Missing Enrollment Documentation"* is completed regarding any missing enrollment documents.
  - A reasonable effort shall be made to secure an address, phone number and medical release from the parent/guardian when a child is placed in a classroom.
  - Enrollment disputes are mediated in accord with the law.
    - All denied enrollment requests are sent in writing to the parents/guardian with a written determination of enrollment options. If parent contests decision, mediation of enrollment is handled through County Office of Education, however during mediation period, the student is enrolled in school of choice and maintains enrollment until dispute is settled.

<u>Transportation:</u>
- The district shall provide transportation or reimbursement for transportation costs for a homeless student to and from their (homeless) residence and a district school of origin when the student is residing within the district and the parent/guardian requests that such transportation be provided.
  If the student moves outside of district boundaries but continues to attend this district's school of origin, the homeless liaison shall consult with the liaison of the district in which the student is now residing to agree upon a method to apportion the responsibility and costs of the transportation.
  - Parents or guardians are fully informed of all transportation services and are assisted in gaining access to transportation to the school they have selected.
  - Transportation for homeless children is provided, at the request of the parent or guardian, to and from the school of origin for as long as the children are homeless.

- Transportation services will be provided within a reasonable amount of time.
  - Upon first identification of homeless student transportation needs, the director of transportation should be contacted regarding establishment of services.

Provision of Comparable Services:
- Upon identification and/or enrollment as a "homeless" student, the student is promptly provided with services comparable to other students (state and federal programs, career technical education, gifted and talented education, school nutrition) including transportation to allow homeless children to exercise their choices of schools.
  - Special Education IEPs must be taken into consideration in student placement (testing should be within Special Education guidelines).
- Upon identification and/or enrollment as a "homeless" student, the student will be eligible for Title I services.
  - In the Rocklin Unified School District Title One targeted schools supplement the regular program with academic intervention programs before or after school, special grouping to assist in reading, and support of the core curriculum with materials to meet the needs of identified students.
  - Title One comparable services for those students scoring below grade level will be available at all non-Title I schools. Follow-up regarding occurrence of services will be coordinated by the Homeless Coordinator through each effected school site.
- Automatically qualifies for and should receive lunches (and breakfast) through the free and reduced meals program. Parents should be given appropriate paperwork upon enrollment, and/or enrollment should be facilitated by the school site administrator.
- Homeless families, children, and youths receive educational services for which they are eligible, including preschool programs; referrals to health care services, dental services, mental health services; and other appropriate services.

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.

In the Rocklin Unified School District Title One targeted assisted and school wide programs supplement the regular program with academic intervention programs before or after school, special grouping to assist in reading, and support of the core curriculum with materials to meet the needs of identified students.

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

Rocklin Unified School District will assist low achieving schools identified under Section 1116 by establishing specific annual, measurable objectives for continuous and substantial progress by each group of low performing students. Assistance will also be given to develop or revise 2 year school plans based on scientifically based research to strengthen the core academic subjects and address specific academic issues. Professional development will be tailored to staff needs.

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

Upon being required to provide school choice, the Rocklin Unified School District will notify all parents of the identified school that the school is in Program Improvement as defined by the federal government and include the description of program improvement status, the availability of transportation, a list of non-program improvement schools, and the due date for the request of change. Actual school scores may be included in the letter. Also included in the letter will be the steps the district and school will take to improve the school program dependent on the results of the analysis of the schools strengths and weaknesses.

- *Rocklin Elementary School entered Year 1 Program Improvement on August 31, 2011*
- *In compliance with recent federal legislation, the Rocklin Unified School District implements Program Improvement School Choice program for students who reside within the boundaries of Rocklin Elementary School, Victory High School, Antelope*

Creek, Cobblestone and Parker Whitney. Parents of Rocklin Elementary School, Victory High School, Antelope Creek, Cobblestone and Parker Whitney Students had the opportunity to apply to attend a specific non-program improvement school in the district to which they would have been provided transportation.

- *Parents received notification of School Choice and were given instructions on how to request a transfer. No student transfers were received for the 12-13 or 13/14 school year by either school.*

Upon being required to provide supplemental services, the Rocklin Unified School District will notify parents of the identified school annually that supplemental services are available. The letter will also include a list of State approved providers. Once the parent requests supplemental services and chooses a provider, a consultation meeting will be scheduled with the teacher from the supplemental service, the Coordinator of Categorical Programs or designee, the parent, and the student. During the consultation meeting student achievement goals will be set with methods of assessment to determine those goals. A timeline will be established for the review of student progress and projected end date to accomplish the achievement goals.

SES is also made available in two separate windows to Year 2 PI schools (currently Rocklin Elementary and Victory High School). No applications were recived in the 13/14 school year.

Rocklin Unified entered district PI as a Year 1 PI district in the 13/14 school year. Parents received notification of the district PI status and information was posted on the districts website.

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

The assessment conducted by the Curriculum Committees, the Professional Development Committee, and the District Leadership Team consist of representatives from Title I schools, non Title I schools, a special education administrator, parents, and other staff. Staff development will be determined by factors such as student achievement, teacher need, and materials/instruction analysis.

Coordination of Educational Services

In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness,

eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as:

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

The District Leadership Team, Elementary Leadership Team, Secondary Leadership Team, and the Superintendent's Cabinet regularly discuss program implementation and appropriate and efficient services for students. Administrators at all levels meet to ensure smooth continuity among grade levels, especially at the key transition points from elementary to middle school and middle to high school.

Rocklin Unified School District also coordinates services at Student Study Team (SST) meetings. SST meetings are scheduled to discuss the concerns about an individual student and are initiated by a teacher, administrator, or parent. Other support staff such as the psychologist, English Language Development teacher, counselor, etc. attend if appropriate. The student's needs are assessed and applicable programs are put in place to meet the student's needs. With staff and parent at the meeting, often schedules are arranged to include services with as little impact as possible on the core curriculum and to integrate services if needed. Follow-up meetings or conferences are scheduled to monitor student progress. Individual transition meetings are held for special education students and students at high risk between elementary and middle schools and between middle and high school.

2009-10 American Recovery and Reinvestment ACT (ARRA) Title I, Part A Funding

The ESEA, Title I program is designed to assist pupils at selected schools who are working below grade level in reading. Schools with the highest percentage of children from low wealth families are selected to participate in this program. All Rocklin Unified Title I Schools receive Title I Part A and ARRA Part A (when available). Federal funds for services designed to provide extra educational opportunities for children working below grade level in reading/math. All Rocklin Unified Title I schools are considered Title I Targeted Assistance Schools (TAS). Grades K-12 students who are below the proficient level and meet the district Title I criteria are eligible for Title I services.

At each Title I school Title 1 funds are used to hire teacher assistants, under the supervision of a credentialed teacher, to assist students in grades K-12 in meeting district standards in reading & math; to provide staff development for staff working with identified Title I students; and to purchase materials designed to increase student achievement for the Title I students in the

program. The program is evaluated by reading and math progress made by the identified students. Results are disaggregated and reviewed to plan program improvement.

All parents of Title I students meet with the teacher to outline the Title I services for their child. Written family school compacts are established for all Title I students. The roles and responsibilities of the classroom teacher, other school staff, the student, and parent are explicit. Parent Involvement policies both district and site level are available to all Title I parents and are shared at the district and site annual Title I meetings.

Part III
Assurances and Attachments

Assurances

Signature Page

Appendix

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 <u>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))</u> 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:
    o 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
    o is enforcing the operation of such technology protection measure during any use of such computers by minors; and
    o 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.
    o Any LEA that <u>does</u> 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:
        o Allows a teacher to communicate effectively with all students in the class.
        o Allows all students in the class to learn.
        o Has consequences that are fair, and developmentally appropriate.
        o Considers the student and the circumstances of the situation.
        o 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

Roger Stock
Print Name of Superintendent

_____
Signature of Superintendent

June 11, 2014
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 has 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

Name	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
		Intended program outcomes and target grade levels. See research for proven effectiveness					
Across Ages	4 to 8	x	x	x		x	C,
All Stars™	6 to 8	x	x	x			A, C, D, E
ATLAS (Athletes Training and Learning to Avoid Steroids)	9 to 12	x		x			A, B, C, D,
Border Binge Drinking Reduction Program	K to 12	x			x		C,
Child Development Project/Caring School Community	K to 6	x		x	x	x	A, B, C, D, E
Cognitive Behavioral Therapy for Child Sexual Abuse	Families				x		C
Cognitive Behavioral Therapy for Child Traumatic Stress	Families				x		C
Coping Power	5 to 8			x	x		C
DARE To Be You	Pre-K	x		x	x	x	A, C,
Early Risers Skills for Success	K to 6				x		C,
East Texas Experiential Learning Center	7	x	x	x	x	x	C
Friendly PEERsuasion	6 to 8	x					C
Good Behavior Game	1 to 6				x		B, C
High/Scope Perry Preschool Project	Pre-K				x	x	B, C, E
I Can Problem Solve	Pre-K				x		A, B, D
Incredible Years	K to 3				x	x	B, C,
Keep A Clear Mind	4 to 6	x	x				A, C,
Leadership and Resiliency	9 to 12					x	C,
Botvin's LifeSkills™ Training	6 to 8	x	x	x	x		A, B, C, D, E
Lions-Quest Skills for Adolescence	6 to 8					x	D, C, E
Minnesota Smoking Prevention Program	6 to 10		x				A, D, E
Olweus Bullying Prevention	K to 8				x		B, C, E
Positive Action	K to 12	x	x	x	x	x	C, D,
Project ACHIEVE	Pre-K to 8				x	x	A, C, E
Project ALERT	6 to 8	x	x	x			A, C, D, E
Project Northland	6 to 8	x		x			A, B, C, D, E
Project PATHE	9 to 12					x	B, E
Project SUCCESS	9 to 12	x	x	x			C,
Project Toward No Drug Abuse (TND)	9 to 12	x	x	x	x		C,
Project Toward No Tobacco Use (TNT)	5 to 8		x				A, C, D, E
Promoting Alternative Thinking Strategies (PATHS)	K to 6				x		A, B, C, D,
Protecting You/Protecting Me	K to 5	x					C,
Quantum Opportunities	9 to 12					x	B, E

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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:

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

APPENDIX E

Promising or Favorable Programs

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

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Program	Level						
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

APPENDIX F

Federal Categorical Program Budgets for 2014-15

District Allocation $467,787

Note: Sch Choice & SES up to 20% of Title I DO alloc

Title I (3010)				
Total $167,097	167,097			
Activity		**Activity**		

Admin: 301 ($25,000)			PI Prof Dev: 306 ($24,614)		
Admin salary (15%)	17,346		Love & Logic Teacher Training	1,400	
Clerical salary (5%)	2,645				
Dues/memberships	540				
Extra clerical	845				
Mileage	624				
Love & Logic Stipends (Parent class)	4,000				1,400
		26,000	**20% Choice & SES: 307 ($90,483)**		
McKinney Vento: 302 ($30,000)			Sch Choice Transportation (15%)	67,863	
Admin salary (15%)	17,346		SES Prof Services (5%)	22,620	
Clerical salary (10%)	5,163		Parental Outreach (1%)	572	91,055
Reimbursements field trips, etc	2,491				
Materials/supplies	5,000		**After Dec 2014 re-allocate as:**		
		30,000	$50,000 - Writing (303)		
HQT set aside: 303 ($30,000)			$10,000 - TK Training (303)		
Sp Ed Intervention training & subs	7,000				
Sp Ed Mentor stipends (OT/SLP)	3,000		$20,000 - RE afterschool intervention (304)		
VPSS Testing-new teachers	1,000				
		11,000			
Assist Schools: 304 ($1,500)					
(Title I schools only)					
CS Tutoring Ctr - Comp Tech salary	1,800				
RE Bulldog Boot Camp	5,000				
SVMS 6th grade orientation bus	700				
		7,500			
Parent Involvmt: 305 ($0)					
Parental Involvement Conferences	0				
$250 re-allocated to sites		0			

Title I

Total Anticipated Costs	166,955

Title II A (4035) Total $122,350+ carryover	
Total $122,350+ carryover	122,350
Activity	
New teacher induction	2,000
DLT Kickoff (food/coaching)	1,500
Conferences - ACSA, fall	5,000
Conferences - ACSA, spring	10,000
Prof Dev Sp Ed + nurse	25,000
CCCSS teacher leader stipends	50,000
Avid Contract	7,233
Avid Training	6,767
AP Training	3,200
Destiny Private Sch set aside	300
CTE Standards Workshop/subs	2,000
IB (incl Sp Ed)	6,000
Strategic Planning (1x)	671
Admin Salary (1x)	57,679

Total Allocation	**42,554**
Less indirect costs	**834**
LEP Title III (4203)	
Total $41,720 + carryover	**41,720**
Activity	
Substitutes	10,000
Teacher extra assignment	4,000
Benefits	1935
Materials/supplies	2,324
Materials/supplies (GLAD)	700
Mileage (admin & teachers)	5,000
K-6 Tech maintenance	1,261
7-12 Tech supplies	5,000
Rosetta Stone software license	2,500
Translators (prof services)	4,500
Conferences/Mileage	4,000
Conferences/Mileage	500

McKinney Vento (5630)	
Total $30,837	30,837
Activity	
Admin salary	15,412
Clerical salary	2,311
Related benefits	3,961
Materials/supplies (gas cards)	7,453
Mileage (staff)	100
Conference	1,000
Postage	500
Translators (prof services)	100

Carl Perkins (3550) - WHS	
Total $38,611	38,611
Activity	
District - materials/supplies	100
District - postage	350
District - Grant Link software	600
WHS allocation	37,561