

(CDE use only)  
Application #

**Elementary and Secondary Education Act/No Child Left Behind Act of 2001  
LOCAL EDUCATIONAL AGENCY (LEA) PLAN  
for  
LEAs in PROGRAM IMPROVEMENT YEAR 3 CORRECTIVE ACTION**

Please submit your completed revised LEA Plan by e-mail to [LEAP@cde.ca.gov](mailto:LEAP@cde.ca.gov) no later than **March 10, 2012**. Please indicate in the subject line of the e-mail: 1) the name of your LEA; 2) the Program Improvement Year; and 3) the name of the document attached (e.g., ZZZ Unified School District; PI Year 3; Revised LEA Plan).

**LEA Plan Information:**

Name of LEA: Petaluma City Schools

County/District Code: 49-70854 (Elementary) and 49-70862 (Jt. Union High School)

Dates of Plan Duration (should be up to three years): March 2013 – June 2016

Date of Local Governing Board Approval: 2-16-2013

District Superintendent: Steve Bolman

Address: 200 Douglas Street

City: Petaluma State: CA Zip: 94952

Phone: (707)-778-4619 Fax: 707 778-4785

**Certification:** *I hereby certify that all of the applicable state and federal rules and regulations will be observed by this LEA and that, to the best of my knowledge, information contained in this Plan is correct and complete. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained onsite. I certify that we accept all general and program specific assurances for Titles I, II, and/or III as appropriate, except for those for which a waiver has been obtained. A copy of all waivers will remain on file. I certify that actual ink signatures for this LEA Plan/Plan Addendum/Action Plan are on file, including signatures of any required external providers, i.e., district assistance and intervention team or other technical assistance provider.*

See Assurances on pages 73 – 83. Signatures are required on page 84.

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# **Part I**

## **Background and Overview**

Background

Descriptions of the Consolidated Application, the Local Educational Agency Plan, the Single Plan for Student Achievement, and the Categorical Program Monitoring Process

Development Process for the LEA Plan

LEA Plan Planning Checklist

Federal and State Programs Checklist

District Budget for Federal and State Programs

## Background

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

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

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

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

- 1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-14.**
- 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 2005-06, all students will be taught by highly qualified teachers.**
- 4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.**
- 5. All students will graduate from high school.**

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

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

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

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

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

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

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

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

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

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

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

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

administration, for programs operated by the district office, and for programs operated at schools.

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

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

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

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

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

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

## Development Process for the LEA Plan

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

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

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

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

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

#### Analyze Student Performance

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

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

- API Reports - <http://www.cde.ca.gov/ta/ac/ap>



- Standardized Testing and Reporting (STAR) data - <http://www.cde.ca.gov/ta/tg/sr/>
- LEA Accountability Reports of Annual Measurable Achievement Objectives (AMAOs) for English learners - <http://www.cde.ca.gov/sp/el/t3/acct.asp>
- AYP Reports – <http://www.cde.ca.gov/ta/ac/ay>

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

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

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

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

These tools can be found on the CDE State Assessment Tools Web page at <http://www.cde.ca.gov/ta/ac/ti/stateassesspi.asp>.

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

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

Seek the input of teachers, administrators, councils, committees, and community members (e.g., school site council; school health council; committees for Limited English Proficient, state compensatory education, gifted and talented education, special education, etc.) The most effective plans are those supported by the entire LEA community. The integration of existing program plans, such as Immediate Intervention/Underperforming Schools Program, High Priority Schools Grant Program, Alternative Education Programs, Focus on Learning: Secondary School Accreditation,

and others does not eliminate any program requirements. The combined process must include the requirements of every program involved.

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

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

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

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

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

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

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

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

To verify achievement of performance targets, monitor areas such as: a) assignment and training of highly qualified staff; b) identification of participants; c) implementation of services; d) provision of materials and equipment; e) initial and ongoing assessment of performance; and f) progress made toward establishing a safe learning environment.

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

c) How timely and effectively is the plan being implemented? d) If the plan has not been implemented as written, what were the obstacles to implementation?

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

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

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

## FEDERAL AND STATE PROGRAMS CHECKLIST

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

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

## DISTRICT BUDGET FOR FEDERAL PROGRAMS

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	268,151	655,876	913,844	88.3%
Title I, Part B, Even Start				
Title I, Part C, Migrant Education				
Title I, Part D, Neglected/Delinquent				
Title II Part A, Subpart 2, Improving Teacher Quality	24,171	150,874	148,789	85%
Title II, Part D, Enhancing Education Through Technology				
Title III, Limited English Proficient		145,990	124,092	85%
Title III, Immigrants				
Title IV, Part A, Safe and Drug-free Schools and Communities				
Title V, Part A, Innovative Programs – Parental Choice				
Adult Education				
Career Technical Education				
McKinney-Vento Homeless Education				
IDEA, Special Education	0			
21 <sup>st</sup> Century Community Learning Centers				
Other (describe) Perkins	0	56,891	48,358	85%
<b>TOTAL</b>	292,322	1,009,631	1,235,083	

## DISTRICT BUDGET FOR STATE PROGRAMS

Please complete the following table with information for your district.

<b>Categories</b>	<b>Prior Year District Carryovers</b>	<b>Current Year District Entitlements</b>	<b>Current Year Direct Services to Students at School Sites (\$)</b>	<b>Current Year Direct Services to Students at School Sites (%)</b>
EIA – State Compensatory Education				
EIA – Limited English Proficient	309,664	658,826	823,217	85%
State Migrant Education				
School and Library Improvement Block Grant				
Child Development Programs				
Educational Equity				
Gifted and Talented Education				
Tobacco Use Prevention Education – (Prop. 99)				
High Priority Schools Grant Program (HPSGP)				
School Safety and Violence Prevention Act (AB 1113)				
Tenth Grade Counseling				
Healthy Start	0	0		
Dropout Prevention and Recovery Act: School-based Pupil Motivation and Maintenance Program (SB 65)				
Other (describe) ASES	0	214,107	181,991	85%
<b>TOTAL</b>	<b>309,664</b>	<b>872,933</b>	<b>1,005,208</b>	

## **Part II The Plan**

*Needs Assessments*

*Academic Achievement*

*Professional Development and Hiring*

*School Safety*

*Descriptions – District Planning*

*District Profile*

*Local Measures of Student Performance*

*Performance Goal 1*

*Performance Goal 2*

*Performance Goal 3*

*Performance Goal 4*

*Performance Goal 5*

*Additional Mandatory Title I Descriptions*



## **Needs Assessment**

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

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

### **Academic Performance**

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

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

### **Teacher Quality**

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

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

### **School Safety and Prevention**

The LEA needs assessment also focuses on Performance Goal 4 (see Appendix A). It is based on an evaluation of objective data regarding the incidence of violence, alcohol, tobacco, and other illegal drug use in the elementary and secondary schools and the communities to be served. It includes the objective analysis of the current conditions

and consequences regarding violence, alcohol, tobacco, and other illegal drug use, including delinquency and serious discipline problems, among students who attend such schools (including private school students who participate in the drug and violence prevention program). This analysis is based on ongoing local assessment or evaluation activities (Sec. 4115 (a)(1)(A). California’s Healthy Kids Survey may also provide useful information in this area. The Survey is available at [http://www.wested.org/pub/docs/chks\\_survey.html](http://www.wested.org/pub/docs/chks_survey.html)

## Descriptions – District Planning

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

Collectively, these descriptions, along with the Assurances in Part III of this document, comprise the LEA Plan.

### ***District Profile***

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

The mission of Petaluma city Schools (PCS) is to provide opportunities that will challenge and motivate all students to be prepared for success in their work, post-secondary education, and in the community. Petaluma City Schools is located in Sonoma County approximately 50 miles north of the Golden Gate Bridge. Petaluma has a rich agricultural history and was once known as the egg capital of the United States. The city of Petaluma is surrounded by variety of farms, ranches, and other agricultural ventures. Telecom companies have added to the diversity of jobs. Petaluma City Schools includes Petaluma City Elementary School District and Petaluma Joint Union High School District and serves about 7,400 students K-12. District student demographics are highlighted in the chart below:

Level	Code	Hispanic or Latino of Any Race	American Indian or Alaska Native, Not Hispanic	Asian, Not Hispanic	Pacific Islander, Not Hispanic	Filipino, Not Hispanic	African American, Not Hispanic	White, not Hispanic	Two or More Races, Not Hispanic	Not Reported	Total
Petaluma City Elementary	4970854	782	15	47	12	11	40	1,527	43	6	2,483

Petaluma Joint Union High	4970862	1,472	33	178	16	54	76	3,299	155	3	5,286
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The PCS Board of Education sets yearly academic achievement goals for all students. The chart below illustrates those goals for 2012 and a review of the results:

Goal 1: By May 2012, the percent of students in significant demographic groups scoring proficient or advanced on English Language Arts (ELA) and/or Math California Standards Test (CST) will increase by 5% or more.

**Change in CST Scores 2012 compared to 2011**

	All	ELL	SWD	SED	Latino RFEP
ELA	+ 6%	-5%	-9%	-5%	+33%
Math	+9%	+5%	-5%	+15%	NA

**Conclusions:**

Subgroups that met or exceeded the goal of a gain of 5% include overall district and Latino RFEP students in ELA. In math, all student subgroups met or exceeded the goal except students with disabilities. The overall math gain for Latino RFEP students was not calculated. It is important to note that the number of RFEP students rose from 411 in 2010/11 to 669 in 2011/12. This is an increase of an additional 258 students. Even with the increase in the number of RFEP students, there was a 33% gain in the percent proficient or advanced over 2011 scores. This may explain the decrease in ELA proficient and advanced ELL students.

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

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

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

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

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

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

Petaluma City Schools uses a wide range of assessments in addition to the state required CST and STAR assessment system. Students are regularly assessed in ELA, math, and ELD in order to monitor progress and to inform instruction. ELA assessment includes district developed benchmarks, Renaissance Learning Early STAR and STAR assessments, and curriculum embedded assessment. Math assessment includes district developed benchmarks, teacher created formative assessments, and curriculum embedded assessments. ELD assessment includes CELDT assessment, QRI assessment, teacher created formative assess, and curriculum embedded assessment. Data from assessment provides information to adjust instruction and to provide students with increasingly intensive intervention based on assessment results.

**Performance Goal 1: Student Academic Achievement – All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics by 2013-14.**

All activities outlined in this plan have been recommended by technical assistant providers working with PCS to develop capacity to implement Common Core State Standards.

Activities	Persons Involved	Timeline	Expenditures	Cost	Source
<b><i>Alignment of Instruction with Content Standards</i></b>					
All schools in PCS are required to use state and/or board adopted materials to continuity and consistency across the grade spans. Currently PCS uses: <ul style="list-style-type: none"> <li>• K-6 – Houghton-Mifflin Reading 2001</li> <li>• 7-12– Glencoe Literature 2002</li> <li>• 4-12 – Read 180 Intensive Intervention</li> <li>• 7-12 – Language 4<sup>th</sup> edition 2009</li> </ul> All materials will be considered and utilized while the district transitions to CCSS. The Basal and Anthology alignment project will assist teachers in selecting which pieces of current materials to use while making the transition.	CCSS Lead Teachers  Assist. Sup.	June 13 – June 14	Release time	NA	NA
All K-12 teachers are introduced to CCSS in ELA, H/SS, Sci, and Technology	K-12 Curriculum Committee	June 2012- Aug. 2013	Consultants	\$25,000	Prog. Impr. Title 1, Title2
Teachers K-12 will develop CCSS aligned scope & sequence and at least two CCSS aligned units to be piloted in 13/14 in 7-12. All instruction will be CCSS aligned by 2015.	K-12 teachers ELA, H/SS, Sci, CTE	Feb. 2013- June 2015	Teacher extended day Teacher release time	\$25,000	Prog. Impr. Title 1, Title2
Teachers K-12 will meet together to identify gaps/strengths in CCSS aligned units, observe student response and make adjustments to better meet student needs, including ELL and SWD and those who are struggling	K-12 teachers ELA, H/SS, Sci, CTE	Sept 2013- June 2016 Monthly meetings	Wednesdays Shortened PD time	NA	NA
K-12 ELA leadership team will meet to review CCSS, design professional development activities, and guide implementation of CCSS ELA.	K-6 teacher leaders Principals Assist. Sup. Ed. Services	April 2013- June 2016	Teacher extended day Teacher release time		Prog. Impr. Title 1, Title2
A unit design template will be developed and adopted for teacher use.	K-12 Curriculum Committee	Sept 2013	Teacher release	See above	See above
<b><i>Standards Aligned Material/Strategies</i></b>					

All K-12 teachers will be introduced to the 4C's, communication collaboration, creativity, & critical thinking. Instructional strategies that promote integration of the 4C's will be trained and included in CCSS units.	K-12 Curriculum Committee Technology Committee Assist. Sup. Ed. Services	Sept. 2012 - June 2013	Teacher extended day Teacher release time		Prog. Impr. Title 1, Title2
Teachers will work in grade level, departments and cross curricular subject area teams to observe and refine their use of CCSS aligned units and use of 4C's.	K-12 Curriculum Committee Technology Committee Assist. Sup. Ed. Services	Sept 2013- June 2016 Monthly	Teacher release time Facilitator stipends	\$40,000	Prog. Impr. Title 1, Title2
Research validated instructional materials, including open source, textbooks, and technology based, that align with CCSS will be explored. A committee will be tri-annually to review and update materials.	K-12 Curriculum Committee Technology Committee Assist. Sup. Ed. Services	June 2013- June 2016	Teacher release time, Instructional materials	\$5,000 TBD	Prog. Impr. Title 1, Title2 Gen. fund
<b><i>Extended Learning Time</i></b>					
Learning will be extended through the use of on-line platforms before, during, after school. Progress will be monitored using district assessments and AERIES analytics.	Principals Assist. Sup.	Feb. 2013 – June 2016	Instructional Materials	TBD	Prog. Impr. Title 1, Title2 Gen. fund
Title 1 schools will offer extended day and year programs.	Principals Assistant Sup.	On-going	Afterschool personnel	\$100,000	Title1, ASE S
Working in collaboration with Petaluma Adult School, students in need of credit recovery will attend extended year programs On-line credit recovery will be offered throughout the school year by teachers trained in blended learning.	Adult School staff Principals Counselors	Yearly in July	Instructional materials	\$10,000	Adult School
<b><i>Increased access to technology</i></b>					
The district is currently updating the comprehensive technology plan in order to enhance and expand the opportunity for all students to master the CCSS. It is the goal of the district to infuse technology across all instructional settings and uses.	Assistant Sup Ed. Services	Feb. 2013 – June 2013	NA	NA	NA
Develop a committee to research technological resources aligned to CCSS with a focus on interactive instruction, intervention, and extended learning. Currently technology is used to support:	Technology committee Assistant Sup Ed Services	Quarterly Meetings Feb 2013- June 2016	Teacher release	\$1,000	Title 2

<ul style="list-style-type: none"> <li>• Instruction: Lexia, Dreambox, Alex, AR, CDE adopted materials support</li> <li>• Data: AERIES, Ren Learn STAR</li> <li>• Collaboration: Google Docs and Sites</li> </ul> <p>Technological resources that increase student interaction, opportunities for intervention, extending learning beyond the school day, and enhance daily instruction will be the focus.</p>					
Identify infrastructure required to fully deploy technology supported curriculum and instruction across the district.	Director of Technology Assistant Sup. Ed Services	Jan 2013- June 2013	NA	NA	NA
<b>Staff Development and Professional Collaboration</b>					
CCSS implementation will be guided and supported through a variety of district-wide committees that will be responsible for communicating, articulating and monitoring CCSS implementation. These committees include: K-12 Curriculum/Staff Development K-12 Technology K-6 ELA and writing	Assistant Sup Ed Services  Teacher leaders  Principals	Sept. 12- June 16	Teacher release	\$5,000	PI/Title2
Introduction of the CCSS in district-wide professional development and staff, grade level, and department meetings.	Sept. 2013- Oct. 2014	Jan 13 – Sept 13	Consultants	See Below	See Below
Train K-12 ELA Leadership teams	Assistant Sup Ed Services	Sept 12 – May 13	Consultants Release time	\$30,000	PI/Title 2
Training on delivery of explicit, interactive instruction that is differentiated to meet the needs of ELL, Special Ed, and struggling students within a CCSS unit. Blended, Flipped, and on-line learning training will be included. A video library of CCSS aligned teaching will be developed and used for training.	Assistant Sup Ed Services	Jan. 14 – June 16	Consultant Release time	\$10,000	PI/Title1/Title 2
Grade level curriculum development team meetings to determine CCSS aligned scope and sequence of instruction, draft units, formative and summative assessments, materials, differentiation, and intervention.	ELA Teacher Leaders Principals Assistant Sup Ed Services	June 13 – June 15	Consultant Release time	\$30,000	PI/Title 2
Grade level, subject area, and cross curricular Implementation Teacher Inquiry Groups meet to observe and refine CCSS aligned units including materials, technology, assessments, differentiation, and intervention	ELA Teacher Leaders Principals Assistant Sup Ed Services	Sept 13- June 16	Consultants Release time	\$30,000	PI/Title 2

<b><i>Involvement of staff, parents and community</i></b>					
Results of on-going meetings of various district/site committees, including curricular committees, DLT, DELAC, ELAC, SSC will be shared with sites through their designated representatives	Assist Sup Ed Services Principals Site Reps	Jan.13 – June 16	NA	NA	NA
Bi-annual progress reports will be shared with PCS Board of Ed.	Assistant Sup Ed Services	Jan.13 – June 16	NA	NA	NA
7-12 AERIES parent portal and grade book will be fully implemented to increase parent ability to track student progress and to communicate with teachers	Assistant Sup Ed Services	Jan. 13 – June 14	Release time	\$5,000	PI/Title 2
CCSS aligned report cards will be developed and implemented district-wide in K-6.	Assistant Sup Ed Services	Oct. 13- June 15	Release time	\$5,000	PI/SIP/Local
<b><i>Auxiliary Services</i></b>					
Transition from preschool will be coordinated to support student success. Programs include AVANCE, Ready for K, Pasitos.	Principal Adult School	Jan 13 – June 16	Program Personnel	TBD	First 5 Local
The Family Resource Center will continue to provide comprehensive services for families in need	FRC Director	Jan 13 – June 16	Program Personnel	TBD	First 5 Local
Summer Bridge Programs from 6 <sup>th</sup> and 8 <sup>th</sup> grades will assist students in transitions to Jr. High/High School	Assistant Sup Ed Services	Jan 13 – June 16	Program Personnel	TBS	Title 1
<b><i>Monitoring program effectiveness</i></b>					
Program monitoring will be on-going and look at implementation through a variety of aspects. Programs will be adjusted based on data collected. Monitoring activities will include: <ul style="list-style-type: none"> <li>• Data collection from CST, SBAC, EAP, Graduation rates and local assessments disaggregated by significant subgroups</li> <li>• Observation of student response to instruction by TIG/Focus groups</li> <li>• Implementation reviews and surveys to determine degree of implementation in technology, 21<sup>st</sup> Century, formative assessment, and intervention.</li> </ul>	Assistant Sup Ed Services	Jan 13 – June 16	Program personnel	\$25,000	Title1/Title 2/Local
<b><i>Targeting Services and Programs for Lowest Performing students</i></b>					
A variety of intensive intervention programs are available and in use at all sites. The ELA leadership committee, Special Education teachers, and ELL specialists will be reviewing alignment with CCSS and making recommendations for refining our intensive support system for all struggling students.	Assistant Sup Ed Services	Jan 13 – June 16	Release time	\$5,000	PI



<b>Additional Services</b>					
Systematic implementation of Rtl will ensure that all students are supported to master the CCSS. Formative and Summative assessments will be built into every CCSS aligned unit. In addition, CST, STAR, Lexia and other district identified assessments will be used to monitor student progress. AERIES analytics will support teachers in storing, organizing, and reviewing data. All school staff will be involved in the full implementation for Rtl. Schools will visit other schools and districts where Rtl is fully implemented.	Assistant Sup Ed Services	Jan 13 – June 16	NA	NA	NA
Tier 1 interventions will be a part of every CCSS aligned unit and include differentiation for ELL, SWD, and struggling students	Principals	Jan 13 – June 14	See Above	See Above	See Above
Tier 2 resources and support will be identified at each school site and organized to support ELL, SWD, and struggling students	Principals	Jan 13- June 14	Release time	\$1000/site	PI
Tier 3 resources and support will be identified at each school site and organized to support ELL, SWD, and struggling students.	Principals	Jan 13- June 14	Release time	\$1000/site	PI

## Math

<b>Activities</b>	<b>Persons Involved</b>	<b>Timeline</b>	<b>Expenditures</b>	<b>Cost</b>	<b>Source</b>
<b>Alignment of Instruction with Content Standards</b>					
All schools in PCS are required to use state and/or board adopted math materials to continuity and consistency across the grade spans. Currently PCS uses: <ul style="list-style-type: none"> <li>• K-6 – Pearson EnVision Math 2010</li> <li>• 7-12– Prentice Hall 2009</li> <li>• 7-12 – CPM Algebra/Geometry 2007</li> <li>• Intervention Grades 4-7 EnVision Support materials, Compass Learning Odyssey Focus</li> <li>• All materials will be considered and utilized while the district transitions to CCSS. The Basal and Anthology alignment project will assist teachers in selecting which pieces of current materials to use while making the transition.</li> </ul>	Math Leadership Team  Assist Sup.	June 13 – July 14	NA	NA	NA
All K-12 teachers are introduced to CCSS in math. 7-12 teachers will consider traditional and international pathways and decide district direction by June 2013.	K-12 Math Committees	June 2012- June 2014	Consultants	\$25,000	Prog. Impr. Title 1, Title2
Teachers K-12 will develop CCSS aligned scope &	K-12 teachers	Feb. 2013-	Teacher	\$25,000	Prog. Impr.

sequence and at least two CCSS aligned units to be piloted in 13/14 in 7-12. All instruction will be CCSS aligned by 2015. Grade 7 will be aligned by Fall 2013.	Math/CTE	June 2015	extended day Teacher release time		Title 1, Title2
Teachers K-12 will meet together to identify gaps/strengths in CCSS aligned units, observe student response and make adjustments to better meet the needs of ELL, SWD, and struggling students.	K-12 teachers math/CTE	Sept 2013- June 2016	Teacher extended day Teacher release time	See Above	Prog. Impr. Title 1, Title2
K-12 math leadership teams will meet to review CCSS, design professional development activities, and guide implementation of CCSS Math.	K-12 teacher leaders Principals Assist. Sup. Ed. Services	April 2013- June 2016	Teacher extended day Teacher release time	See Above	Prog. Impr. Title 1, Title2
A unit design template will be developed and adopted for teacher use.	K-12 Curriculum Committee	Jan 2013- June 2013	Teacher release	See above	See above
<b><i>Standards Aligned Material/Strategies</i></b>					
All K-12 teachers will be introduced to the 4C's, communication collaboration, creativity, & critical thinking. Instructional strategies that promote integration of the 4C's will be trained and included in CCSS units. Training will also include the use of SDAIE and SIOP strategies to ensure ELL and SWD students access to the CCSS.	K-12 Curriculum Committee Technology Committee Assist. Sup. Ed. Services	Sept. 2012- June 2015	Teacher extended day Teacher release time		Prog. Impr. Title 1, Title2
Teachers will work in grade level, departments and cross curricular subject area teams to observe and refine their use of CCSS aligned units and use of 4C's.	K-12 Curriculum Committee Technology Committee Assist. Sup. Ed. Services	Sept 2013- June 2016	Teacher release time Facilitator stipends	\$40,000	Prog. Impr. Title 1, Title2
Research validated instructional materials, including open source, textbooks, and technology based, that align with CCSS will be explored. A committee will tri-annually review and update materials.	K-12 Curriculum Committee Technology Committee Assist. Sup. Ed. Services	June 2013- June 2016	Teacher release time, Instructional materials	\$5,000 TBD	Prog. Impr. Title 1, Title2 Gen. fund
<b><i>Extended Learning Time</i></b>					
Learning will be extended through the use of on-line platforms before, during, after school. Progress will be tracked.	Principals Assist. Sup.	Feb. 2013 – June 2016	Instructional Materials	TBD	Prog. Impr. Title 1, Title2 Gen. fund

Title 1 schools will offer extended day and year programs.	Principals Assistant Sup.	Jan.2013- June 2013	Afterschool personnel	\$100,000	Title1,ASES
Working in collaboration with Petaluma Adult School, students in need of credit recovery will attend extended year programs. An on-line credit recovery program will run throughout the year. Teachers will be trained in Flipped and Blended learning.	Adult School staff Principals Counselors	June 2013- June 2016	Instructional materials	\$10,000	Adult School
<b>Increased access to technology</b>					
The district is currently updating the comprehensive technology plan in order to enhance and expand the opportunity for all students to master the CCSS. It is the goal of the district to infuse technology across all instructional settings and uses.	Assistant Sup Ed. Services	Feb. 2013 – June 2013	NA	NA	NA
Develop a committee to research technological resources aligned to CCSS with a focus on interactive instruction, intervention, and extended learning. Current technology used to support instruction : <ul style="list-style-type: none"> <li>• Instruction:, Dreambox, Aleks, FASSTMath</li> <li>• CDE adopted materials support</li> <li>• Data: AERIES,</li> <li>• Collaboration: Google Docs and Sites</li> </ul> Technological resources that increase student interaction, opportunities for intervention, extending learning beyond the school day, and enhance daily instruction will be the focus.	Technology committee Assistant Sup Ed Services	Quarterly Meetings Feb 2013- June 2016	Teacher release	\$1,000	Title 2
Identify infrastructure required to fully deploy technology supported curriculum, skills continuum for students, and instruction across the district.	Director of Technology Assistant Sup. Ed Services	Jan 2013- June 2013	NA	NA	NA
<b>Staff Development and Professional Collaboration</b>					
CCSS implementation will be guided and supported through a variety of district-wide committees that will be responsible for communicating, articulating and monitoring CCSS implementation. These committees include: <ul style="list-style-type: none"> <li>• K-12 Curriculum/Staff Development</li> <li>• K-12 Technology</li> <li>• K-6 Math</li> <li>• 7-12 Math</li> </ul>	Assistant Sup Ed Services  Teacher leaders  Principals	Sept. 12- June 16	Teacher release	\$5,000	PI/Title2

Introduction of the CCSS in district-wide professional development and staff, grade level, and department meetings.	Assistant Sup Ed Services	Sept. 2013- Oct. 2014	Consultants	\$5,000	PI
Training on delivery of explicit, interactive instruction that is differentiated to meet the needs of ELL, Special Ed, and struggling students within a CCSS unit.	Assistant Sup Ed Services	Jan.14 – June 16	Consultant Release time	\$5,000	PI/Title1/Tilte2
Grade level curriculum development team meetings to determine CCSS aligned scope and sequence of instruction, draft units, formative and summative assessments, materials, differentiation, and intervention.	ELA Teacher Leaders Principals Assistant Sup Ed Services	June13 – June 15	Consultant Release time	\$30,000	PI/Title 2
Grade level, subject area, and cross curricular Implementation focus groups meet to observe and refine CCSS aligned units including materials, technology, assessments, differentiation, and intervention	ELA Teacher Leaders Principals Assistant Sup Ed Services	Sept 13- June 16	Consultants Release time	\$30,000	PI/Title 2
<b><i>Involvement of staff, parents and community</i></b>					
Results of on-going meetings of various district/site committees, including curricular committees, DLT, DELAC, ELAC, SSC will be shared with sites through their designated representatives	Assist Sup Ed Services Principals Site Reps	Jan.13 – June 16	NA	NA	NA
Bi-annual progress reports will be shared with PCS Board of Ed.	Assistant Sup Ed Services	Jan.13 – June 16	NA	NA	NA
7-12 AERIES parent portal and grade book will be fully implemented to increase parent ability to track student progress and to communicate with teachers	Assistant Sup Ed Services	Jan. 13 – June 14	Release time	\$5,000	PI/Title 2
CCSS aligned report cards will be developed and implemented district-wide in K-6.	Assistant Sup Ed Services	Oct. 13- June 15	Release time	\$5,000	PI/SIP/Local
<b><i>Auxiliary Services</i></b>					
Transition from preschool will be coordinated to support student success. Programs include AVANCE, Ready for K, Pasitos.	Principal Adult School	Jan 13 – June 16	Program Personnel	TBD	First 5 Local
The Family Resource Center will continue to provide comprehensive services for families in need	FRC Director	Jan 13 – June 16	Program Personnel	TBD	First 5 Local
Summer Bridge Programs from 6 <sup>th</sup> and 8 <sup>th</sup> grades will assist students in transitions to Jr. High/High School	Assistant Sup Ed Services	Jan 13 – June 16	Program Personnel	TBS	Title 1
<b><i>Monitoring program effectiveness</i></b>					
Program monitoring will be on-going and look at implementation through a variety of aspects. Programs will be adjusted based on data collected. Monitoring activities will include:	Assistant Sup Ed Services	Jan 13 – June 16	Data Tech	\$25,000	Title1/Title 2/Local

<ul style="list-style-type: none"> <li>• Data collection from CST, SBAC, and local assessments disaggregated by significant subgroups</li> <li>• Observation of student response to instruction</li> <li>• Implementation reviews and surveys</li> </ul>					
<b>Targeting Services and Programs for Lowest Performing students</b>					
The math leadership committee, Special Education teachers, and ELL specialists will be reviewing alignment with CCSS and making recommendations for refining our intensive support system.	Assistant Sup Ed Services	Jan 13 – June 16	Release time	\$5,000	PI
<b>Additional Services</b>					
Systematic implementation of Rtl will ensure that all students are supported to master the CCSS. Formative and Summative assessments will be built into every CCSS aligned unit. In addition, CST, STAR, Lexia and other district identified assessments will be used to monitor student progress. AERIES analytics will support teachers in storing, organizing, and reviewing data.	Assistant Sup Ed Services	Jan 13 – June 16	NA	NA	NA
Tier 1 interventions will be a part of every CCSS aligned unit and include differentiation for ELL, SWD, and struggling students	Principals	Jan 13 – June 14	See Above	See Above	See Above
Tier 2 resources and support will be identified at each school site and organized to support ELL, SWD and struggling students.	Principals	Jan 13- June 14	Release time	\$1000/site	PI
Tier 3 resources and support will be identified at each school site and organized to support ELL, SWD, and struggling students.	Principals	Jan 13- June 14	Release time	\$1000/site	PI

**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 subgrant;
  - b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;
  - c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:
    - 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.
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

- 1.a. PCS provides a program that assures all children provide a challenging core curriculum and instruction that develops proficiency in English as rapidly and effectively as possible. All ELL students receive a sequential program of ELD and core curriculum:  
Structured English Immersion: designed for EL students who have less than reasonable fluency in English or are at the intermediate level or below in English language development.  
English Language Mainstream: designed for EL students who have reasonable fluency in English or at the Early Advanced or Advanced level of English language development.  
SDAIE: instruction in the core curriculum and is specially designed for ELL students  
Title III funds will be used to align core instruction with the CCSS.
- 1b. All English Language Learners will be grouped appropriately and provided with English Language Development daily instruction using scientifically researched based instruction. ELL program staff will use Title III funds to:
  - Incorporate academic language explicit instruction into all CCSS units and materials
  - Evaluate and monitor student progress, refine annual goals for EL students and identify staffing need
  - Provide on-going professional development and coaching to teachers in the areas of academic language development and ELD incorporated with CCSS and the next generation ELD standards
- 1c. Achievement and progress of English Learners are monitored to ensure that they are making adequate progress toward established goals and benchmark, including AMAOs. All English Learner records are maintained in a language development folder. The information in the folder is updated annually and accompanies the students as he/she changes schools. ELRT/ BRT teachers assigned to school sites are responsible for gathering and monitoring and maintaining English Learner records. They also coordinate English Learner testing, provide input on student placements and provide support and data for IEP and Student Study Team meetings. The ELRT/ BRT teacher works together with the site principal for appropriate classroom placement of English Learners. The principals and designees visit classrooms to monitor ELD and SDAIE instruction. The ELRT/BRT schedule and attends ELAC and DELAC meetings and ensure implementations of district plans to meet the academic needs of English Learners. AERIE is used to maintain and provide updated English Learner test data to the district and to classroom teachers on a regular basis. The Assistant Superintendent schedules meeting with site English Learner teachers to discuss issues regarding English Learner program implementation. Title III funds will be used to provide training CCSS and next generation ELD Standards-based instructional planning for ELD and core curriculum.
- 1d. Title III funds will be used to encourage and promote active involvement from parents of English

<p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p> <p>a. designed to improve the instruction and assessment of LEP children;</p> <p>b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students;</p> <p>c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills;</p> <p>d. long term effect will result in positive and lasting impact on teacher performance in the classroom.</p>	<p>Learners. Schools currently have written parent involvement compacts and recruit for representation on ELAC, DELAC and School Site Councils. Petaluma Adult School classes are provided to assist parents of English Learners an opportunity to improve their English skills.</p> <p>2.The Petaluma City School District provides all students a base program that includes high quality standards-based instructional materials that are adopted by the state of California in ELD and the core content areas. Instruction utilizes scientifically research-based strategies, techniques, and methods that promote EL student progress in language and academic achievement.</p> <p>The Petaluma City School District is committed to continual improvement of our English Language Development program. ELRT/BRT and administrators continually monitor the effectiveness of the English Learner program in the Petaluma City School District. Currently PCS is focusing on the development of a comprehensive program for Long Term English Learners and upgrading ELD instruction to be more aligned with CCSS and the next generation ELD standards.</p> <p>Title III funds will enhance the current instructional program for EL students by:</p> <p>(A) Release time for teachers to attend training, grade level meetings, and planning sessions to align core curriculum and ELD instruction to CCSS and next generation ELD standards</p> <p>(B) Hourly pay for teachers to attend planning and curriculum development for EL students.</p> <p>(C) Site-based BRT teachers who will assist teachers to incorporate CCSS aligned instruction with ELD next generation standards and high quality instruction to meet identified EL student needs.</p> <p>(D) Supplemental reading and math materials, including intervention programs that provide additional support for EL students designated at-risk of not meeting</p> <p>3. PCS will continue to provide high quality professional development in ELD and differentiation of core instruction for all teachers. Currently PCS has a dual focus in professional development including 1) Increasing the quality of instruction for Long Term English Learners; 2) providing teachers opportunities to work in teams to refine instruction based on how students are responding to instruction. The training assists teachers in designing academic language instruction and assessment into core content, increasing student opportunities to interact with content, their teachers, and each other, and to stretch student language skills promoting both language and academic growth. Trainings are based in current research on LTEL and the SIOP instructional framework. Alignment of ELD and SDAIE instruction to both the CCSS and the next generation ELD standards will be the focus on professional development for the next three years. Title III funds will be used to:</p> <p>(A) Release time for teachers to attend training for LTEL, CCSS and next generation ELD standards, planning sessions, team observation of instruction and instructional refinement.</p> <p>B) Hourly pay for teachers to attend planning and curriculum development for EL students.</p> <p>(C) Site-based BRT teachers who will assist teachers to incorporate CCSS aligned instruction with ELD next generation standards and high quality instruction to meet identified EL student needs.</p>
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## Allowable Activities

<p>4. Upgrade program objectives and effective instruction strategies.</p>	<p>Yes or No Yes</p>	<p><b>If yes, describe:</b> PCS will integrate ELL instruction into Rtl framework to ensure all students receive differentiated instruction that promote yearly growth in both language and academic levels of ELL students. Title III funds will be used to:</p> <ul style="list-style-type: none"> <li>A) Hire consultants to work with teacher in designing Rtl tier 1 instruction that promotes academic language development</li> <li>B) Provide release time for teachers to observe in classrooms and to refine instruction</li> <li>C) Provide release time to identify tier two interventions and to schedule interventions</li> <li>D) Identify and train academic language formative assessment</li> <li>E) Provide BRT/ELRT to assist with Rtl design at all schools.</li> </ul>
<p>5. Provide – a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.</p>	<p>Yes or No Yes</p>	<p><b>If yes, describe:</b> Through the Rtl program ELL students will receive increasingly intensified instruction for students who are struggling in either language or academic instruction. Three tiers of intervention will ensure that all students are making one year growth for each year of instruction.</p>
<p>6. Develop and implement programs that are coordinated with other relevant programs and services.</p>	<p>Yes or No Yes</p>	<p><b>If yes, describe:</b> PCS will align both core and ELD instruction to the CCSS and next generation ELD standards. Title III funds will be used to upgrade teacher understanding and use of instructional strategies that enhance ELL student access to the curriculum. Program goals will be upgraded to align to the new standards.</p>

<p>7. Improve the English proficiency and academic achievement of LEP children.</p>	<p>Yes or No Yes</p>	<p>If yes, describe: The strong focus on upgrading teacher instructional skills and understanding of how language can be intertwined with core instruction will ensure all ELL students improve English and academic proficiency. Title III funds will be used to: A) Hire ELRT/BRT at all sites B) Train teachers in both ELD and academic language development C) Purchase supplemental materials and assessments</p>
<p>8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families –</p> <ul style="list-style-type: none"> <li>○ To improve English language skills of LEP children; and</li> <li>○ To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children.</li> </ul>	<p>Yes or No No</p>	<p>If yes, describe:</p>
<p>9. Improve the instruction of LEP children by providing for</p> <ul style="list-style-type: none"> <li>○ The acquisition or development of educational technology or instructional materials</li> <li>○ Access to, and participation in, electronic networks for materials, training, and communication; and</li> <li>○ Incorporation of the above resources into curricula and programs.</li> </ul>	<p>Yes or No Yes</p>	<p>If yes, describe: ELL students will have access to both devices and platforms that will support them in gaining academic and linguistic proficiency. Title III funds will: A) purchase technology based instructional platforms in ELA, math and ELD B) purchase electronic devices for student use C) train teachers and administrators to incorporate instructional technology across the curriculum</p>
<p>10. Other activities consistent with Title III.</p>	<p>Yes or No</p>	<p>If yes, describe:</p>

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

<p><b>Parents of Limited-English-Proficient students must be notified:</b> The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.</p>	<p>Description of how the LEA is meeting or plans to meet this requirement.</p>
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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

Parental involvement in decisions regarding the education of their children is required and critical to the student's academic success. Each parent must be notified regarding their child's reason for EL identification, level of English proficiency, method of instruction, educational strengths and individual needs, progress in learning English and towards promotion, objectives of IEP's, and parental right to remove children from a program. All descriptions of programs are disseminated in writing or via translation in a language comprehensible to the parent to ensure that parents can be active partners in placement decisions of their children. Because students enter with varying levels of English proficiency, it is imperative that each English Learner is placed in the instructional program that is the best fit for his/her instructional needs. As the English Learner student acquires increasing English proficiency, s/he progresses through the levels of instructional delivery until all instruction is delivered exclusively in English. Thus every English Learner program in our district includes the provision for at least thirty (30) minutes daily of explicit, systematic English Language Development.

At initial enrollment, and annually thereafter, written recommendations for English Learners program placement is made based on CELDT and primary language assessment results. The principal and site staff place the student in the most appropriate instructional setting. Notification will also include how the identified program meets identified student needs, how the program is designed to help their student learn English, and specific exit requirements.

Parent meetings are held each year to discuss student progress and to recommend placement for the following school year (parent conferences, Back to School Night). EL students who are identified as learning disabled students will be assigned according to their IEP.

All parents will be notified within thirty (30) days after the beginning of the school year as to their child's assessment results and program placement. If the student enters after the beginning of the school year, this notification will occur within two weeks of enrollment. The school Principal or designee will meet with parents to respond to questions or concerns

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| <ul style="list-style-type: none"><li>h. information pertaining to parental rights that includes written guidance detailing –<ul style="list-style-type: none"><li>i. the right that parents have to have their child immediately removed from such program upon their request; and</li><li>ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available;</li><li>iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.</li></ul></li></ul> |  |
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Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.

For students who enroll after the beginning of the school year, this process will take place within 2 weeks of being placed in a language program.

<p>LEA Parent Notification Failure to Make Progress</p> <p>If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.</p>	<p>If the district or site fails to make its AYP, all parents will be notified of such failure in writing in a language they understand no later than 30 days after such failure occurs. Bilingual personnel will make phone calls to parents with a written follow-up letter to answer any questions the parents may have.</p>
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**Performance Goal 3: Professional Development**

Please provide description of:	Person Involved	Timeline	Related Expenses	Costs/Source
<p>1. How the professional development activities are aligned with the State’s challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <p>All teachers and administrators will receive in-depth training in CCSS appropriate to their grade levels and departments. Training will begin with leadership teams in each subject area or across subject areas These teacher leaders will assist consultants in dissemination information, lead curriculum development, and collaborate with colleagues with implementation.</p>	<p>Consultants Teacher Leaders Asst. Sup</p>	<p>Feb. 13 - June 16</p>	<p>Consultants Release time Extended Day time Professional Development days</p>	<p>\$25,000 PI/T1/T2 \$25,000 PI/T1/T2 \$100,000 PI</p>
<p>2. How the activities will be based on a review of the scientifically based research and the explanation of why the activities are expected to improve student achievement:</p> <p>CCSS aligned curriculum develop is grounded in research-based practices including: backwards by design, data driven instruction, project based learning, differentiated instruction, and RtI. Units that are developed will include embedded formative assessment, clearly defined and CCSS standards aligned objectives, differentiation to address the needs of SWD, ELL, and struggling students</p> <p>Teacher and administrator training activities will improve ELL and SWD student achievement due to increased differentiation, increased student progress monitoring, and increased teacher understanding of CCSS that will be included.</p>	<p>See above</p>	<p>See above</p>	<p>See above</p>	<p>See above</p>
<p>3. How the activities will have a substantial, measurable, and positive impact on students achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p> <p>All teachers and administrators will be trained to address the needs of ELL, SWD, and struggling students through data driven differentiated instruction embedded in the CCSS units that are developed including:</p> <ul style="list-style-type: none"> <li>the use of formative assessment and their results to provide individual and small group</li> </ul>	<p>Teachers Principals Asst, Sup.  Consultants LTEL, CCSS, RtI</p>	<p>Feb. 13- June 16</p>	<p>Consultants  Release time  Professional Development Days</p>	<p>25,000 PI/T1/T2/T3  25,000 PI/T1/T2/T3  100,000</p>



<p>instruction within the classroom will be included</p> <ul style="list-style-type: none"> <li>• Inclusion of academic language instruction in every unit</li> <li>• Use of 4C's aligned strategies to increase student communication, collaboration, creativity and critical thinking.</li> </ul> <p>All schools will be supported to fully implement a system of RtI that will address the needs of students needing additional support to master the CCSS. Students will be supported through multiple opportunities to receive instruction designed to meet their specific needs.</p> <p>Teachers at identified schools will be trained to deliver targeted ELD instruction. Teachers will also be trained to deliver academic language instruction using SIOP and SDAIE strategies targeted to meet the needs of LTEL students.</p>			<p>Extended year time</p>	<p>PI 50,000 PI/T1/T2/T3</p>
<p>4. How the LEA will coordinate professional development activities authorized under Title II, Part A, subpart 2 with professional development activities provided through other Federal, State, and local programs:</p> <p>All professional development activities are identified based on needs assessment that includes input from teachers, staff, administrators, and community. The K-12 Curriculum/Staff Development committee will assist in planning and implementing professional development activities. Funding for the identified activities will be coordinated through the Educational Services Division.</p>	<p>K-12 Curriculum/Staff Development Committee</p> <p>Assist. sup</p>	<p>Feb. 13- June 16</p> <p>K-12 meetings 4x's/year</p> <p>Teacher Survey yearly</p>	<p>Release Time</p>	<p>\$5,000 T1/T2/PI/EIA</p>
<p>5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development(which may include teacher mentoring)needs of teachers and principals will be met:</p> <p>Teacher Inquiry Groups will provide teachers and administrators opportunities to collaborate and build professional expertise, support, and increase curricular knowledge. Focus groups will meet to observe instruction, collect data on student response to instruction, and refine CCSS curriculum. Teacher teams will drive inquiry by identifying of areas of challenge. TIG facilitators will be trained and supported.</p> <p>Yearly surveys of both teacher and administrators will provide on-going monitoring and input of how selected professional development activities are meeting stakeholder needs.</p>	<p>See Above</p>	<p>See Above</p>	<p>See Above</p>	<p>See Above</p>

<p>6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:</p> <p>The integration of technology into all CCSS aligned units and into every classroom with the purpose to assist teachers to differentiate instruction, increase effectiveness and efficiency will provide the tools to meet the needs of all students. Professional development in the use of technological resources including the use of open source resources, on-line curriculum, collaboration platforms, and google docs will be included. The district technology plan defines technology literacy expectations for all grade levels and will be included professional development activities including the alignment to CCSS.</p>	<p>K- 12 Curriculum/Staff Development Committee</p> <p>Assist. Sup</p>	<p>June 13- June 16</p>	<p>Teacher Release Time</p> <p>Professional Development Days</p>	<p>PI/T1/T2/T3</p>
<p>7. How students and teachers will have increase 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 percent of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.):</p> <p>All district funds are coordinated to provide access to technology, including professional development in it's use, based on identified needs and priorities as identified in the District technology plan. The district Technology Committee will provide on-going monitoring and updating based on new needs as they are identified.</p> <p>A full time district technology coordinator will be hired to provide training, monitor implementation of the integration of technology into teaching and learning and to assist with program planning.</p>	<p>Technology Committee</p> <p>Assist. sup</p> <p>District Tech Coordinator</p>	<p>Feb -13 - June 16</p>	<p>Release time</p>	<p>5,000 PI/T2</p> <p>75,000 T1/T2/Local</p>
<p>8. How the LEA, teachers, paraprofessionals, principals, and other relevant school personnel, and parents have collaborated in the planning of professional development activities and the preparation of the LEA plan:</p> <p>PCS has included all stakeholders in the planning of professional development activities through a series of needs assessment and planning activities. The District Leadership Team has met over the last three years to development and review needs assessment and make recommendations. The K-12 Curriculum/Staff Development Committee develops and designs actual professional development activities and communicates with school sites. K-12 Principal council and leadership team provides input and makes recommendations.</p>	<p>K-12 Curriculum/Staff Development Committee</p> <p>DLT</p> <p>Principals</p>	<p>Dec. 13 - June 16</p>	<p>Release time</p>	<p>5,000 T2/PI</p>
<p>9. How the LEA will provide training to enable teachers to</p>	<p>Assist. Sup.</p>	<p>Feb. 13 - June 16</p>	<p>See Above</p>	<p>See Above</p>

<ul style="list-style-type: none"> <li>• Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency;</li> <li>• Improve student behavior in the classroom and identify early and appropriate interventions to help all students to learn;</li> <li>• Involve parents in their child’s education; and</li> <li>• understand and use data and assessments to improve classroom practice and student learning.</li> </ul> <p>Teachers will participate in professional development that will address differentiated instruction, inclusion of academic language, and the provision of tiered interventions to ensure all students master the CCSS. Training will take place on professional development days, shortened Wednesdays and through the use of release and extended day time. The inclusion of how to involve parents to support their children through technological resources will be included.</p> <p>Training for the provision of explicit ELD instruction will be a priority for selected schools.</p>				
<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <p>PCS will coordinate the use of funds through the yearly planning process that includes all stakeholders. Funds will be used in accordance with all requirements. The Assistant Superintendent of Education Services will monitor the use and coordination of funds</p>	Assist. Sup.	Feb 13- June 16	NA	NA

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

**Environments Conducive to Learning (Strengths and Needs):**

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

STRENGTHS	NEEDS
<p>-<u>Universal Prevention Strategies</u> include School Safety Plans, Drills, Student/Parent Handbooks, Campus/Noon Supervisors, BEST Program</p> <p>-<u>Targeted Prevention/Intervention Strategies</u> include Assemblies, Discipline Referral System, Peer Mentoring, Challenge Days, Safe School Ambassadors, Caring School Communities Program, Project ALERT, Project Toward No Drug Abuse, Every 15 Minutes, Nightmare on Puberty Street</p> <p>-<u>Intensive Intervention Strategies</u> include Mental Health Counseling, SARB, SST's, Involuntary Transfer, Suspension, Expulsion, Student Assistance Program, Project SUCCESS, Mentor Me</p> <p>-Low truancy rate (10.8%), low suspension rate (8.8%), low expulsion rate (0.7%)</p>	<p>Funding to continue/expand site-based health and mental health counseling</p> <p>Expand Parent Education</p>

**Environments Conducive to Learning (Activities):**

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

<b>ACTIVITIES</b>
<ul style="list-style-type: none"><li>-Every year, each school in the Petaluma City Schools District creates a <b>Safe School Plan</b>.</li><li>-PCS is the lead agency in the creation of the <b>Petaluma Region Emergency Preparedness</b> consortium to improve school emergency readiness and response to crises.</li><li>- Use of <b>California Healthy Kids Survey</b> to prioritize the use of resources to maintain campus safety.</li><li>-Use of <b>BEST (Building Effective Schools Together) Program</b> philosophy of focusing campus behaviors with three guidelines: be safe, be respectful, be responsible.</li><li>-Teach students <b>Internet Safety Standards</b> that are part of our Technology Plan and reinforced by our librarians.</li><li>-Use of the <b>Caring School Communities</b> program that encourages class discussion regarding behavior expectations and empathy focusing on classroom issues such as interrupting the teacher, teasing, and bullying.</li><li>-Annually, the Director of Student Services meets with every teaching staff in the beginning of each school year to <b>review safe classroom practices</b>.</li><li>-<b>Project Alert</b>, and <b>Toward No Drugs</b> are in place at the junior high, and high school levels respectively.</li><li>-At the elementary level, the <b>DARE and Red Ribbon Week</b> programs deliver information on the perils of smoking, drinking alcohol, and drug use.</li><li>-The <b>Petaluma Police Department</b> has placed a School Resource Officer at one of our high schools.</li><li>-<b>Project Success</b> is in place at both comprehensive high schools, both junior highs and San Antonio.</li><li>-The <b>McDowell Drug Task Force, Courage to Live, Every 15 Minutes, Alive at 25, DUI Sentencing Program, Parent Pledge</b> and a multitude of additional rallies and presentations add to the prevention activities used in our schools.</li><li>-Principals and Assistant Principals at all of our schools are constantly attentive to <b>reducing or</b></li></ul>

**eliminating uninvited campus visitors** as well as being skilled in conflict remediation and investigations of reported inappropriate behavior or objects on campus

- We have four **Lead Guidance Specialists (MFT's)** and more than 15 **MFTi's** providing mental health support.
- Use of **Tool Box** in our K-6 schools.
- Common **discipline guideline rubric** and a **common discipline referral form** allows to standardize dispositions, intervention and prevention strategies.
- All district schools are using the same series of **truancy letters** to address attendance issues, and common language for **behavior contracts** has been adopted and is in place.
- Small Learning Communities/Teaming** in our high and jr. high schools, **Counselors, District Guidance Specialist, Mentor Me, and Petaluma People Services, Counseling Interns, Speak Up, and Challenge Days** are among a variety of programs, services and direct contact available for students and their families to promote safe and productive behavior.
- The **Safe School Ambassador Program** was added at three school sites as a pilot follow-up to Challenge Day activities.
- Staff has worked with law enforcement, mental health, school staff, and many other sources to develop a **Threat Assessment** process and document to give us a systematic method for evaluating student behavior.
- All of our district staff and the community resources we utilize use the **40 Developmental Assets** as an intervention strategy.
- Other programs that we utilize include the **Sonoma County Office of Education Clean and Sober Classroom**, and **Court and Community School Classroom**, the **Adolescent Expansion Program**, a **Parent Support Group for parents of Teens**, and the **Parent Project**.
- Our campus supervisors, student advisors, and secondary AP's participate in **Campus Supervisor Training**.
- The second year of a **Parent Volunteer Program** in place at one campus for 2011-2012 that supports campus staff in campus supervision and classroom assistance; it is the intent that this program will serve as a model of best practice to be replicated throughout the district.
- We work closely with the **Petaluma Police Department** for ongoing campus safety, incident response, and planning for crisis situations.
- Connections to other community services such as **Petaluma People Services, Healthy Start, Petaluma Health Clinic**, the **Sonoma County Juvenile Justice** system, the **District Attorney's Office**, and the **Sonoma County Mental Health Department**.

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

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

<b>STRENGTHS</b>	<b>NEEDS</b>
<ul style="list-style-type: none"><li>-Over all reduction in suspensions, expulsions, truancy, and drop-out.</li><li>-Increase in graduation rate, API</li><li>-Events involving tobacco, alcohol, and violence have decreased, and CHKS survey indicates downward trends in reported use.</li></ul>	<ul style="list-style-type: none"><li>-Address significant increase in marijuana related violations</li><li>-Address proportionality of Students with Disabilities and Socioeconomically Disadvantaged Students involved in incidents of suspension</li><li>-Continue to lower suspension, expulsion, truancy and drop-out rates, and continue to increase graduation rate and API.</li></ul>

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

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

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

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures From the California Healthy Kids Survey	Most Recent Survey date: 10/1/11 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will <b>decrease</b> biennially by: 1% for 5 <sup>th</sup> , 4% for 7 <sup>th</sup>	5 <sup>th</sup> 1% 7 <sup>th</sup> 9%	5 <sup>th</sup> 0% 7 <sup>th</sup> 5%
The percentage of students that have used cigarettes within the past 30 days will <b>decrease</b> biennially by: 1% for 7 <sup>th</sup> , 3% for 9 <sup>th</sup> , 5% for 11 <sup>th</sup>	7 <sup>th</sup> 1% 9 <sup>th</sup> 10% 11 <sup>th</sup> 14%	7 <sup>th</sup> 0% 9 <sup>th</sup> 7% 11 <sup>th</sup> 9%
The percentage of students that have used marijuana will <b>decrease</b> biennially by: 2%	5 <sup>th</sup> 4% 7 <sup>th</sup> 4%	5 <sup>th</sup> 2% 7 <sup>th</sup> 2%
The percentage of students that have used alcohol within the past 30 days will <b>decrease</b> biennially by: 3% for 7 <sup>th</sup> , 5% for 9 <sup>th</sup> , 5% for 11 <sup>th</sup>	7 <sup>th</sup> 6% 9 <sup>th</sup> 21% 11 <sup>th</sup> 40%	7 <sup>th</sup> 3% 9 <sup>th</sup> 16% 11 <sup>th</sup> 35%
The percentage of students that have used marijuana within the past 30 days will decrease biennially by:		



1% for 7th, 5% for 9th, 5% for 11th	<b>7th 1%</b> <b>9th 18%</b> <b>11th 28%</b>	<b>7th 0%</b> <b>9th 13%</b> <b>11th 23%</b>
The percentage of students that feel very safe at school will increase biennially by: 5%	<b>5th 56%</b> <b>7th 23%</b> <b>9th 19%</b> <b>11th 21%</b>	<b>5th 61%</b> <b>7th 28%</b> <b>9th 24%</b> <b>11th 26%</b>
The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by: 5% for 7th, 5% for 9th, 3% for 11th	<b>7th 22%</b> <b>9th 16%</b> <b>11th 11%</b>	<b>7th 17%</b> <b>9th 11%</b> <b>11th 8%</b>
<b>Truancy Performance Indicator</b>		
The percentage of students who have been truant will <b>decrease</b> annually by <u>1%</u> 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.	10.8%	8.8%

<p align="center"><b>Protective Factors Performance Measures from the California Healthy Kids Survey</b></p>	<p align="center"><b>Most recent date: 10/1/11  Baseline Data</b></p>	<p align="center"><b>Biennial Goal (Performance Indicator)</b></p>																
<p>The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will <b>increase</b> biennially by:</p> <p align="center">5%</p>	<table border="0"> <tr><td>5<sup>th</sup></td><td>64%</td></tr> <tr><td>7<sup>th</sup></td><td>44%</td></tr> <tr><td>9<sup>th</sup></td><td>30%</td></tr> <tr><td>11<sup>th</sup></td><td>34%</td></tr> </table>	5 <sup>th</sup>	64%	7 <sup>th</sup>	44%	9 <sup>th</sup>	30%	11 <sup>th</sup>	34%	<table border="0"> <tr><td>5<sup>th</sup></td><td>69%</td></tr> <tr><td>7<sup>th</sup></td><td>49%</td></tr> <tr><td>9<sup>th</sup></td><td>35%</td></tr> <tr><td>11<sup>th</sup></td><td>39%</td></tr> </table>	5 <sup>th</sup>	69%	7 <sup>th</sup>	49%	9 <sup>th</sup>	35%	11 <sup>th</sup>	39%
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<p>The percentage of students that report high levels of high expectations from a teacher or other adult at their school will <b>increase</b> biennially by:</p> <p align="center">5%</p>	<table border="0"> <tr><td>5<sup>th</sup></td><td>63%</td></tr> <tr><td>7<sup>th</sup></td><td>60%</td></tr> <tr><td>9<sup>th</sup></td><td>45%</td></tr> <tr><td>11<sup>th</sup></td><td>44%</td></tr> </table>	5 <sup>th</sup>	63%	7 <sup>th</sup>	60%	9 <sup>th</sup>	45%	11 <sup>th</sup>	44%	<table border="0"> <tr><td>5<sup>th</sup></td><td>68%</td></tr> <tr><td>7<sup>th</sup></td><td>65%</td></tr> <tr><td>9<sup>th</sup></td><td>50%</td></tr> <tr><td>11<sup>th</sup></td><td>49%</td></tr> </table>	5 <sup>th</sup>	68%	7 <sup>th</sup>	65%	9 <sup>th</sup>	50%	11 <sup>th</sup>	49%
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<p>The percentage of students that report high levels of opportunities for meaningful participation at their school will <b>increase</b> biennially by:</p> <p align="center">5%</p>	<table border="0"> <tr><td>5<sup>th</sup></td><td>22%</td></tr> <tr><td>7<sup>th</sup></td><td>17%</td></tr> <tr><td>9<sup>th</sup></td><td>15%</td></tr> <tr><td>11<sup>th</sup></td><td>13%</td></tr> </table>	5 <sup>th</sup>	22%	7 <sup>th</sup>	17%	9 <sup>th</sup>	15%	11 <sup>th</sup>	13%	<table border="0"> <tr><td>5<sup>th</sup></td><td>27%</td></tr> <tr><td>7<sup>th</sup></td><td>22%</td></tr> <tr><td>9<sup>th</sup></td><td>20%</td></tr> <tr><td>11<sup>th</sup></td><td>18%</td></tr> </table>	5 <sup>th</sup>	27%	7 <sup>th</sup>	22%	9 <sup>th</sup>	20%	11 <sup>th</sup>	18%
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<p>The percentage of students that report high levels of school connectedness at their school will <b>increase</b> biennially by:</p> <p align="center">5%</p>	<table border="0"> <tr><td>5<sup>th</sup></td><td>70%</td></tr> <tr><td>7<sup>th</sup></td><td>69%</td></tr> <tr><td>9<sup>th</sup></td><td>49%</td></tr> </table>	5 <sup>th</sup>	70%	7 <sup>th</sup>	69%	9 <sup>th</sup>	49%	<table border="0"> <tr><td>5<sup>th</sup></td><td>75%</td></tr> <tr><td>7<sup>th</sup></td><td>74%</td></tr> <tr><td>9<sup>th</sup></td><td>54%</td></tr> </table>	5 <sup>th</sup>	75%	7 <sup>th</sup>	74%	9 <sup>th</sup>	54%				
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	11 <sup>th</sup> 46%	11 <sup>th</sup> 51%
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**Other Performance Measures**

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

<p align="center"><b>LEA Specified Performance Measures</b></p> <p align="center"><u>Analysis of District/CHKS data</u> (Process to Collect Data)</p>	<p align="center"><b>Performance Indicator Goal</b></p>	<p align="center"><b>Baseline Data</b></p>
<p>a)By May 2013, the number of days of instruction lost due to suspension or truancy will decrease by at least 5%.</p> <p>b)By May 2014, the California Healthy Kids Survey <i>School Connectedness</i> scale will increase by at least 5%.</p> <p>The Average Annual Attendance (ADA) rate will be at 95% or higher every year.</p> <p>Reduction of suspension rate among demographic groups</p>	<p>Total truants/suspensions decrease by at least 5%</p> <p>Grade level rates on CHKS will increase by at least 5%.</p> <p>Annual 5 month ADA rate.</p> <p>At least 5% decrease</p>	<p>2011-2012: 810 truants 654 suspensions</p> <p>See above</p> <p>N/A</p> <p>See table below</p>

Decrease the days of suspension by 5% annually from 2009-2010 of all students as well as the days for our significant demographic groups:

Demographic Group	09-10		10-11		11-12	
	Events	Days	Events	Days	Events	Days
All Students	739	2158	674	1865 (-14%)	654	1889 (+1%)
English Learners (ELs)	186	609	158	447 (-27%)	114	338 (-24%)
Students With Disabilities (SWDs)	225	589	205	535 (-9%)	197	544 (+2%)
Economically Disadvantaged Students (EDS)	281	820	357	1090 (+33%)	367	1027 (-6%)
Hispanic or Latino Students	307	961	272	774 (-19%)	237	734 (-5%)
Boys	597	1688	494	1344 (-20%)	539	1542 (+15%)
Girls	142	470	180	521 (+11%)	115	337 (-35%)

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

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

Science-Based Program Name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
<b>Project Alert</b>	ATOD	7-8	1800	2007	2007	2007
<b>Project Success</b>	ATOD	7-12	4500	2009	2009	2009

**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	K-6
	Conflict Mediation/Resolution		
X	Early Intervention and Counseling	ATODV	K-12
X	Environmental Strategies	ATODV	K-12
X	Family and Community Collaboration	ATOD	7-12
X	Media Literacy and Advocacy	V	K-12
X	Mentoring	ATODV	K-12
X	Peer-Helping and Peer Leaders	ATODV	9-12
	Positive Alternatives		
X	School Policies	ATODV	K-12
X	Service-Learning/Community Service	ATODV	9-12
X	Student Assistance Programs	ATODV	K-12

	Tobacco-Use Cessation		
X	Youth Development Caring Schools Caring Classrooms	ATODV	K-6
	Other Activities		

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

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

Promising Program name	Program ATODV Focus	Target Grade Levels	Target Population Size	Purchase Date	Staff Training Date	Start Date
<b>Aggression Replacement Training</b>	V	7-12	4500	2010	2010	2010

**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.

As indicated by the "Start Date" in the tables above, these programs are already in place in our district, and they were selected after considering district-wide discipline and truancy data in addition to CHKS data. Each site was then given the opportunity to evaluate and consider a number of programs, and a consensus selection was made. Cost factors for the programs were also a significant component of the decisions, grant funds were pivotal in the implementation of the programs.

**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.

On an annual basis, annual suspension data will be disaggregated by gender, ethnicity, language learner status, socio-economic status, and special education status by discipline code for each site. Sites will use the data, along with CHKS data and other local measures, to develop strategies in their Safe School Plan to address site issues. Administrators, counselors, and support staff will have individual student information to address prevention of repeat infractions and activation of Student Assistance Program activities as needed.

**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.

PCS does not receive SDFSC funds. TUPE funds are directed to a Sonoma County Consortium that funds the CHKS implementation. The CHKS survey results are reported in public session to the Board and are available through CHKS.

**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])

PCS does not receive any SDFSC funds.

**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.

PCS does not receive any SDFSC funds.

**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.

PCS does not receive any SDFSC funds.

**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.

Pregnant minors and minor parents have the opportunity to enroll in school at our continuation high school that provides a myriad of health education in addition to the risks of tobacco use and child development instruction while students are also earning credits toward a high school diploma. This program is partially funded by Cal-SAFE. Students may self-refer, can be referred by parents, or counselors or administrators can refer.

**TUPE Funded Positions (Health & Safety Code 104420(b)(3)):**

Provide full time equivalent (FTE) staffing configuration for all TUPE funded positions. (Health and Safety Code section 104420 [b](3))

Position/Title	Full time equivalent
<b>None</b>	

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

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

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

<b>Performance Indicator</b>	<b>Activities/Actions</b>	<b>Students Served</b>	<b>Timeline/ Person(s) Involved</b>	<b>Benchmarks/ Evaluation</b>	<b>Funding Source</b>
<b>5.1</b> (High School Graduates)	Classroom based teacher accommodations/differentiated instruction.	All K-12	Teachers/Site Adm.	All District Academic Measures	Local/EIA
	Student Study Team Process	All K-12 Students not making grade level progress	Teachers/Counselor /Site Admin.	All district academic measures	Local
	ELD support (programs, staff, sections)	All K-12 EL students not making grade level progress	Teachers/Classified EL staff/Site Admin.	All district academic measures/CELDT	Local/T1/T3 EIA
	RSP support (programs, Staff, sections)	All K-12 RSP students not making grade level progress	Teachers/Classified RSP staff/Site Adim.	All district academic measures	Local

5.2 (Dropouts)	Transition to Alternative Ed./Adult Ed./Gateway to College (new program for 13/14)	Students identified through SST, or other Student support system	Counselors/Site Admin/District Admin.	All district academic measures	Local General Fund
	Student Attendance Review Boards (SARB) system	Students identified through attendance rates, referral, SST, or other Student Support System	Counselors/Site Admin/District Admin. Community members	Attendance rate	Local General Fund

<p><b>5.3 (Advanced Placement)</b></p>	<p>Access to AP courses by subgroup will be evaluated by June 2013</p> <p>A plan to increase access to AP courses will be developed. by Aug. 2013</p> <p>Student access to AP courses will be monitored and reported by significant subgroup yearly</p>	<p>All students including ELL, SpEd, SED, and Hispanic subgroups</p>	<p>Counselors</p> <p>Principals</p>	<p>AP enrollment aligned to demographics</p> <p># of students participating in AP</p> <p># of students completing AP 3 or more</p>	<p>General fund</p>
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## Additional Mandatory Title I Descriptions

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

Describe the measure of poverty that will be used to determine which schools are eligible for Title I funding in accordance with Section 1113, "Eligible School Attendance Areas."	
	Description of how the LEA is meeting or plans to meet this requirement:
<p>Identify one of the following options as the low-income measure to identify schools eligible for Title I funding:</p> <ul style="list-style-type: none"> <li>• Number of children in families receiving assistance under the CalWorks program;</li> <li>• Number of children eligible for Free/Reduced Price Lunch programs;</li> <li>• Number of children ages 5-17 in poverty counted by the most recent census data;</li> <li>• Number of children eligible to receive medical assistance under the Medicaid program;</li> <li>• Or a composite of the above.</li> </ul>	<p>PCS will identify schools eligible for Title 1 funding using the number of children eligible for Free/Reduced Price Lunch programs</p>
<p>Describe how the low-income measure described above is used to rank and select schools to receive Title I funds:</p> <ul style="list-style-type: none"> <li>• All schools with a 75% or above poverty level are funded</li> <li>• All other schools are funded by poverty ranking district wide or by grade span.</li> </ul>	<p>All schools with 75% or above poverty level are funded.</p>



## 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, "Schoolwide Programs," and/or Section 1115, "Targeted Assistance Schools." Direct-funded charters and single school districts, if conducting a schoolwide program authorized under Section 1114, may attach a copy of the Schoolwide Plan or Single Plan for Student Achievement in lieu of this description. All ten of the required components must be addressed. (For more information on Schoolwide, please go to <http://www.cde.ca.gov/sp/sw/rt/>; for Targeted Assistance go to <http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp>).

	Description of how the LEA is meeting or plans to meet this requirement:
<p>For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:</p> <ul style="list-style-type: none"> <li>• A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards.</li> <li>• Effective methods and instructional strategies based on scientifically-based research.</li> <li>• Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.</li> <li>• Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards.</li> <li>• Instruction by highly qualified teachers and strategies to attract and keep such teachers.</li> <li>• High quality and ongoing professional development for teachers, principals, paraprofessionals, and if</li> </ul>	<p>Each SWP school develops a comprehensive Single Plan for Student Achievement that includes a needs assessment. Schools then match student needs to selected programs that have been proven to accelerate the learning of identified students. Extended day and year programs are provided for students most in need, and those who are transitioning from pre-k to kindergarten, elementary to junior high school, and junior high school to high school. All students are served by highly qualified teachers who have received extensive training on working with ELL and low income students and are focused on closing the achievement gap. A parent resource center is available to assist parents with family support services. Parent ELD, citizenship, and computer classes are provided on-site. A comprehensive after school program is provided for students in need of additional support to reach CCSS.</p>

<p>appropriate, pupil services personnel, parents and other staff.</p> <ul style="list-style-type: none"> <li>• Strategies to increase parental involvement.</li> <li>• Assistance to preschool children in transitioning from early childhood programs to elementary school programs.</li> <li>• Timely and effective additional assistance to students who experience difficulty mastering state standards.</li> </ul>	
<p>For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State’s challenging academic standards. The description should include activities such as:</p> <ul style="list-style-type: none"> <li>• Effective methods and instructional strategies based on scientifically-based research.</li> <li>• Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.</li> <li>• Strategies that minimize removing children from the regular classroom during regular school hours for instruction.</li> <li>• Instruction by highly qualified teachers.</li> <li>• Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff.</li> <li>• Strategies to increase parental involvement.</li> </ul>	<p>Students in TAS schools are placed in “shadow” support classes in ELA and/or math, tutoring, and before/after schools programs based on need. This ensures student core instruction is augmented rather than replaced. For those students identified as most in need, intensive intervention is provided using research validated curriculum designed to meet their needs. All instruction is provided by highly qualified teachers who are continually updating their instructional skills through on-going professional development. Parents are provided opportunities to participate in ELD and other support classes.</p>

## Additional Mandatory Title I Descriptions

(continued)

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

	Description of how the LEA is meeting or plans to meet this requirement:
<p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</p> <ul style="list-style-type: none"> <li>• Identify children who are failing or most at risk of failing to meet the state academic content standards.</li> <li>• Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades.</li> <li>• Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds.</li> </ul>	<p>PCS identifies students in TAS who are failing or most at risk of failing to meet the state academic content standards. Students are identified based on CST scores in ELA and Math.</p>
<p>The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.</p>	<p>A district liaison works to coordinate the educational and support services for homeless students. To the extent possible, homeless students receive all the services provided by the district without interruption due to their living conditions.</p>
<p>The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.</p>	<p>NA</p>

## Additional Mandatory Title I Descriptions

(continued)

Please describe the actions the LEA will take to assist in its low-achieving schools identified under Section 1116, "Academic Assessment and Local Educational Agency and School Improvement," as in need of improvement.

	Description of how the LEA is meeting or plans to meet this requirement:
<p>If the LEA has a PI school(s), describe technical assistance activities the LEA will provide to help the PI school, such as the following:</p> <ul style="list-style-type: none"> <li>• Assistance in developing, revising, and implementing the school plan.</li> <li>• Analyzing data to identify and address problems in instruction, parental involvement, professional development and other areas.</li> <li>• Assistance in implementing proven and effective strategies that will address the problems that got the school identified as PI and will get the school out of PI.</li> <li>• Assistance in analyzing and revising the school budget so the school's resources are used effectively.</li> </ul>	<p>PCS provides technical assistance to PI schools beginning with assistance in conducting a comprehensive needs assessment that identifies areas of strength and needs instructional support, parent support and professional development. The district works with schools to identify programs and strategies that have been proven to effective in schools that have gotten out of PI. Resources are reviewed yearly, and based on the results of needs assessment, reallocated to best support improving the school program.</p> <p>McDowell School – Year 5 Program Improvement; Restructuring Year 2007 – Restructuring Plan is fully implemented</p> <p>McKinley School – Year 5 Program Improvement ; Restructuring Year 2009 – Restructuring Plan is fully implemented</p> <p>Kenilworth Jr. High – Year 5 Program Improvement; Restructuring Year 2010 – Restructuring Plan is fully implemented</p>

## Additional Mandatory Title I Descriptions

(continued)

Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, "Academic Assessment and Local Educational Agency and School Improvement."	
	Description of how the LEA is meeting or plans to meet this requirement:
Describe the process for parent notification of the school's identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.	All parents receive timely notification of a school's status in PI through letters that are mailed to each student's home address. The letters contain all required information regarding transportation and supplemental educational services.
Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	PCS provides notification to all families with children who are eligible for either transportation or supplemental services. Students who are most at risk (Far Below Basic) of not meeting state standards have the highest priority for supplemental services. Students who are at risk (Below Basic) have second priority for receiving services.

## Additional Mandatory Title I Descriptions

(continued)

<p>Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA-level staff in accordance with Section 1118, "Parental Involvement," and Section 1119, "Qualifications for Teachers and Paraprofessionals."</p>	
	<p>Description of how the LEA is meeting or plans to meet this requirement:</p>
<p>Describe the LEA's strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.</p>	<p>PCS uses a highly competitive recruitment process that ensures only highly-qualified personnel is hired. Personnel participated in on-going professional development to upgrade their skills.</p>
<p>Describe the LEA's strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children's education.</p>	<p>PCS highly values parent involvement in their child's education. Parent involvement activities are coordinated through the school's Single Plan for Student Achievement and the LEA plan. All schools include parent involvement and education activities. Petaluma Adult Schools in collaboration with PCS provides a wide variety of parent services and educational opportunities.</p>

## Additional Mandatory Title I Descriptions

(continued)

<p><b><i>Coordination of Educational Services</i></b></p> <p>In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.</p>	
	Description of how the LEA is meeting or plans to meet this requirement:
<p>Describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as:</p> <ol style="list-style-type: none"> <li>a. Even Start</li> <li>b. Head Start</li> <li>c. Reading First</li> <li>d. Early Reading First</li> <li>e. Other preschool programs</li> <li>f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited-English proficient, and children with disabilities.</li> </ol> <p>Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.</p>	<p>Services for preschool aged children and children who are transitioning from pre k to kindergarten are coordinated through Petaluma Adult School. A series of programs including: AVANCE, Ready for K, and Pasitos, are provided for children and their parents to ensure a smooth transition.</p> <p>PCS employs a part time Homeless Community Liaison to coordinate services for students.</p> <p>A Family Resource Center(FRC) provides family support services.</p> <p>EIA and Title III funds are coordinated through the SPSA at the site and the LEA plan at the district level. All funding sources are considered when building a comprehensive, integrated program designed to meet the needs of the students served.</p>





## **Part III**

# **Assurances and Attachments**

*Assurances*

*Signature Page*

*Appendix*

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

*Appendix B: Links to Data Web sites*

*Appendix C: Science-Based Programs*

*Appendix D: Research-based Activities*

*Appendix E: Promising or Favorable Programs*

## **ASSURANCES**

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

### **GENERAL ASSURANCES**

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

9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.

9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.

10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

## **TITLE I, PART A**

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4<sup>th</sup> and 8<sup>th</sup> grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.

12. If the LEA receives more than \$500,000 in Title I funds, it will allow 1 percent to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95 percent of the allocation will be distributed to schools.

13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.

14. Provide technical assistance and support to schoolwide programs.

15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.

16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).

17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.

18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.

19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001*.
21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.
22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers.
25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).
26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high-quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001*.
28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.

29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).
30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

#### **TITLE I, PART D – SUBPART 2**

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

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

34. The LEA, hereby, assures that:

- The LEA will target funds to schools within the jurisdiction of the local educational agency that:  
**(A) Have the lowest proportion of highly qualified teachers;**  
**(B) Have the largest average class size; or**  
**(C) Are identified for school improvement under section 1116(b).**
- The LEA will comply with section 9501 (regarding participation by private school children and teachers).
- The LEA has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the

opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.

- The LEA will assure compliance with the requirements of professional development as defined in section 9101 (34).

## **TITLE II, PART D**

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

- Strategies for using technology to improve academic achievement and teacher effectiveness.
- Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
- Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
- Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
- Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.
- A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
- A description of how the applicant will coordinate activities funded through the Ed Tech program with technology-related activities supported with funds from other sources.
- A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
- Innovative delivery strategies – a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
- A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.

- Collaboration with adult literacy service providers.
  - Accountability measures – a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.
  - Supporting resources – a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.
36. The LEA must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.
37. **Any LEA that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5) hereby assures the SEA** that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:
- Has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors
  - Is enforcing the operation of such technology protection measure during any use of such computers by minors
  - 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, and
  - Any LEA that *does* receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

### TITLE III

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

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

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



49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug-free that includes:

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

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

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

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

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

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

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

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

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

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

### **New LEAP Assurances**

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

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

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

### **Other**

58. The LEA assures that a minimum of 95 percent 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.

